

# Woodland Heights School

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## Title I Schoolwide Plan For Woodland Heights School

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## **Introduction**

Woodland Heights School is a Pre-K through grade 5 school located in Laconia, New Hampshire. According to the 2014 census the city of Laconia had a population of 16,007. Woodland Heights is one of three elementary schools in the Laconia School District with an enrollment of 391 students. The other two elementary schools are Pleasant Street and Elm Street. The Laconia School District has one middle school (grades 6-8) and one high school (grades 9-12). The student population of Woodland Heights School has a diverse economic make-up. Many students are eligible for free and reduced lunch and breakfast. In 2016-2017, 74% of students qualify for free/reduced lunch status. 30% of our school population is in the special education program. 26% of our students have either transferred in, or left our school. We currently have or have had have roughly 40 students that would be considered homeless attend WHS this year. About 95% of the Woodland Heights students are Caucasian and the remaining 5% of the student body is made up of around 1 % Hispanic, 2% Black, and 2% Asian children. There are no migrant students. The educational staff is composed of 32.5 teachers, 18 paraprofessionals, and 2.0 administrators. This will be changing next school year for administrators as we will drop to 1.3 administrators. The principal is ending his third year at Woodland Heights and no new teaching or paraprofessional staff was added for the 2017-2018 school year. Woodland Heights lost 4 full-time teaching positions the year before.

## Review

Woodland Heights was labeled a SINI school during the No Child Left Behind (NCLB) years. It was down the road to sanctions when that legislation was repealed. NECAP testing went away and was replaced with Smarter Balanced testing. The scores for the last three years are on the following table. It should be noted that students at WHS score better on the AIMSweb and MAP testing as they show growth on their benchmark testing as compared to the Smarter Balanced testing.

Much of the current principal's efforts have been creating the climate and culture of the school. Discipline referrals were over 2,600 upon entering the school. As of the end of the 2016-2017 school year, we are at 870 referrals with a month of school left. As the culture and climate has begun to change, the academic portion of school has been able to be addressed. Instead of being in "crisis mode" with behavior, we can now look at the academic piece.

Many of our students come in well below the normal average range of testing. While many do not score a high proficiency rating, we do show individual growth with students. We struggle with making adequate or accelerated growth to catch these students up to where they should be. There are many factors that contribute to that. Some of those factors were mentioned in the introduction. We as a staff at WHS need to focus our efforts on academic improvement. We are currently involved in Instructional Rounds. We use professional learning communities (PLC's) to move professional development forward. We are also currently revamping our curriculum to put it into Understanding by Design (UbD) units of study. We are looking to become a Performance Assessment for Competency Education (PACE) district and that begins in August of 2017. As a school, we have made progress in mathematics instruction. Literacy is our largest deficit area.

With these new initiatives, an improving school culture, and structures in place for learning to happen, WHS is poised to make academic gains.

## School Achievement Levels History

### Reading

	Level 4 (PD)	Level 3 (P)	Level 2 (PP)	Level 1 (SBP)
2014-2015	14.33%	22.33%	28%	35%
2015-2016	6.33%	17.66%	38%	37.66%
2016-2017	7.33%	19%	23.33%	50.33%

### Mathematics

	Level 4 (PD)	Level 3 (P)	Level 2 (PP)	Level 1 (SBP)
2014-2015	7.66%	15.66%	35.66%	41%
2015-2016	5%	22.66%	39.66%	32.33%
2016-2017	7.33%	22%	31.33%	39.66%

### Comprehensive Needs Assessment Review

Our school, and district, has moved to full-scale implementation of Professional Learning Communities (PLC's). PLC's have become how our school is structured and how we do business at Woodland Heights School. We have learned how to implement professional learning communities so it has become the structure for moving school improvement forward. In addition to PLC's, our school has implemented Instructional Rounds as a way of looking at our instructional core. This will help us measure, as a school, how we are implementing curriculum, instruction, and assessment. Our last problem of practice was:

#### **Problem of Practice**

Why are our kids struggling so much with reading? We do not know exactly why are our students are not making adequate growth as measured by our benchmark assessments. We see many of our students struggling as they move from primary to intermediate grades.

#### **Focus Questions:**

1. What is the focus of the reading instruction? What strategies or techniques are the teachers using?
2. What are students being asked to do? The student's response to the task?

We are continuing to work with this as we start the 2017-2018 school year.

Objective 1: Students are placed within the context of a Response to Instruction model for reading instruction and intervention based on assessment data.

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
Teachers will administer assessments that will be reviewed at PLC's and the Intervention Core Team meetings to guide placement for instruction and intervention at prescribed intervals or when a student enrolls in ESS.	• AIMSweb K-2	X		X	District - Title I
	• NWEA's MAP 2-5	X		X	District -Title I
	• Smarter Balanced Grade 3 ELA			X	
	• PACE- Performance Based Assessments	X	X	X	
	Struggling students may be given additional testing such as Fountas and Pinnel Benchmark System, Running				

	Records, and AIMSweb progress				
Objective 2: Students receive differentiating instruction to match their needs					
Strategies/Activities	Evaluation Tools	Timeline Assessment Dates			Funding Sources
		Fall	Mid	Spring	
All teachers will determine whether phonemic awareness, phonics, vocabulary, fluency, or comprehension is the student's primary area of need and teach accordingly.	<ul style="list-style-type: none"> <li>• Observation Survey</li> <li>• HFW</li> <li>• IRI</li> <li>• AIMSweb Early Literacy</li> <li>• Fountas and Pinnell Benchmark System</li> </ul>	Fall	or at time of placement and	throughout the school year.	District and Title I

**SCHOOLWIDE PROGRAM GOALS AND TIMELINES**

Goal 1: All students at Woodland Heights School will be proficient readers as demonstrated by national, state and local assessments.

Objective 3: Student reading progress monitored and instruction adjusted accordingly on a regular ongoing basis.

Strategies/Activities	Evaluation Tools	Timeline Assessment Dates			Funding Sources
		Fall	Mid	Spring	
<p>Classroom teachers will collect anecdotal information and administer program specific formative and summative assessments in conjunction with school wide assessments to evaluate the effectiveness of instruction and intervention and inform changes.</p> <p>Change of instruction and intervention placement occurs during PLC's and Intervention Core.</p>	<ul style="list-style-type: none"> <li>• AIMSweb K-1</li> <li>• NWEA's MAP 2-5</li> <li>• Smarter Balanced</li> <li>• Grade 3 ELA</li> <li>• PACE- Performance Based Assessments</li> <li>• Fountas and Pinnell Benchmark System</li> <li>• IRI's</li> </ul>	<p>Throughout the school year when considering a placement within an intervention or release from an intervention (<i>Progress Monitoring</i>).</p>			District and Title I



	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Observation Survey</li> </ul>		
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Goal 2: All students at Woodland Heights School will be proficient in mathematics as

Objective 2: Students will receive differentiated instruction and intervention matching their needs to math programs available.					
Strategies/Activities	Evaluation Tools	Timeline Assessment Dates			Funding Sources
		Fall	Mid	Spring	
Teachers will determine whether numeration, concept formation, or computation is the students' primary areas of need and teach accordingly.	• AIMSweb K-1	X	X	X	District and Title I
	• NWEA 2-5	X	X	X	
	• Smarter Balanced (Grade 4)			X	
	• Non-Negotiables	X	X	X	

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Objective 1: Students are placed within the context of Response to Instruction model for instruction and intervention based on assessment data.

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
<p>Classroom teachers will administer assessments that will be reviewed at PLC's and the Intervention Core meeting to guide placement for instruction and intervention.</p> <p>Intervention Core team will schedule intervention programs during the school day, as well as before and after school.</p>	<ul style="list-style-type: none"> <li>• AIMSweb Early Numeracy M-Cap and M-Comp</li> <li>• NWEA 2-5</li> <li>• Non-Negotiables</li> <li>• PACE-Performance Based Assessments</li> </ul>	X	X	X	District and Title I
		X	X	X	
		X	X	X	
		Throughout the school year when considering a placement within an intervention or release from an intervention. <i>(Progress Monitoring)</i>			

demonstrated by national, state and local assessments

Objective 3: Student math progress will be monitored and instruction adjusted accordingly on a regular ongoing basis.

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
Teachers will collect anecdotal information and administer program specific ongoing assessments in conjunction with school wide assessments to evaluate the effectiveness of instruction and intervention and inform changes.	• AIMSweb	X	X	X	District and Title I
	• NWEA 2-5	X	X	X	
	• Smarter Balanced			X	
	• Non-Negotiables <i>Students who struggle with math may be tested additional times.(Progress Monitoring)</i>	X	X	X	
	• PACE- Performance Based Assessments	X	X	X	

# **Eight Components of the Woodland Heights Schoolwide Plan**

*The following is a description of the eight components for the Woodland Heights School Plan  
To be used for the school years 2017-2018 through 2019-2020*

## **I. Comprehensive Needs Assessment**

The School Leadership Team chose four components for their Comprehensive Needs Assessment. These include demographics, student learning data, school processes data, and perceptual data questionnaires. These components are used to create a school profile to support continuous improvement planning.

- Demographics- Free and reduced lunch, mobility, percent special education, ethnicity, enrollment, attendance, retentions, suspensions, staff teaching experience. Data to be collected yearly in the spring.
- Student Learning- Student assessment data to include Smarter Balanced, AIMSweb, NWEA, PACE Performance Based Assessments (PBA), and SMART goal assessments that measure reading, writing, and mathematics, teacher created formative assessments. This data is collected, analyzed, and used to inform instruction on a continuous basis.
- Perceptual Data- Student, parent, and staff surveys will be conducted in the spring of each school year to measure these stakeholders' views on the learning environment of Woodland Heights School. This data to be looked at by the School Leadership Team.

## **II. Schoolwide Reform Strategies**

The backbone of our improvement efforts at Woodland Heights School is the implementation of Instructional Rounds and the continuation of Professional Learning Communities

(PLC'S). Through these structures, we will address collaboration between teachers, guaranteeing a viable curriculum, addressing job-embedded professional development, and build shared decision making when it comes to school improvement. Our School Leadership Team is where the shared decision making process can take place.

In PLC's, a major shift is using data to make decisions. A major emphasis at Woodland Heights has been using data to make decisions about instruction. The creation of grade-level SMART goals to focus instruction on need is critical to PLC teams. Literacy and math instruction is based on using research-proven instructional strategies that support the teaching of our curriculum based standards (CCSS). Differentiation of instruction is a focus for grade-level teams to ensure growth for all students. It should be noted that we are going to shift from the CCSS within the time span of this schoolwide plan.

It should be noted that WHS is part of Instructional Rounds to examine our teaching practices. The elementary schools in the Laconia School District are also moving to become a PACE (Performance Assessments for Comptency Education) district the next school year. We are also undergoing a major curriculum revision by moving our curriculum to Understanding by Design (UbD) units of study for all content areas.

### III. Instructional Support for Students

Response to Instruction (RtI) is currently being used at Woodland Heights School. We have a three-tier system for students who are experiencing difficulty. Tier I students are in the core instruction. Tier II students receive the core instruction along with a 30 minute intervention in math and/or reading. Tier III students receive core instruction with up to 60 minutes in math and/or reading. Tier I students take 3 benchmark tests per year in either NWEA (2-5) or AIMSweb (K-1). Tier II students do the benchmark assessments as well as being progress monitored twice a month. Tier 3 students take the benchmark assessment and are progress monitored every week.

Students are referred to intervention by the teacher filling out a form on a student and submitting it to Intervention CORE. The Intervention Team looks at the student data to see if an intervention is needed or just differentiated instruction. If an intervention is needed, this

team creates an intervention plan based on need for the student. For example, if the student's data shows he/she is struggling with phonics, the student will be placed in an intervention that addresses phonics. It should be noted that we are looking at our schedule to create two intervention blocks within the school day to support both literacy and math.

#### IV. Parental Involvement

Increasing parental involvement will continue to be an important part of our work at Woodland Heights School. There is monthly newsletter and calendar of events from administration. Teachers also provide newsletters to provide information to parents. Our website is updated with information and events going on at the school.

Our PTO group, WHS PTO, is a small but very active group. They sponsor our field trips and enrichment activities for the school. This group also solicits volunteers to help out with events at school.

We are looking to hold quarterly events at the school. These events will be either sponsored by the school or our PTO or Title I. Parent conferences are also held twice a year. It is a group effort to balance fun and academically focused events.

#### V. Professional Development

Part of our professional development is provided by our Curriculum Coordinator for the elementary faculty and staff. This person helps oversee what is critical for learning to take place. This past year the elementary Curriculum Coordinator helped provide job-embedded professional development for grades Pre-K to 5<sup>th</sup> grade. Again, schedules are developed to allow the Curriculum Coordinator time to provide professional development for grade levels Pre-K-5.

During the 2016-2017 school year, the Laconia School District's professional development plan included the continuation of Instructional Rounds at the three elementary schools in order to strengthen the Instructional Core. Through the use of Title 1 funding, the district brought Lee Teital and Stefanie Reinhorn, Harvard University authors and instructors, to train a cohort of Instructional Rounds facilitators to lead the Instructional Rounds process

across the three schools. Each elementary school developed a Problem of Practice, conducted Instructional Rounds at their school, and planned for the next level of work. Instructional Rounds will continue at the three elementary schools for the 2017 – 2020 school years.

In addition to Instructional Rounds, administrators and teachers will attend the National Council of Teachers' of English and National Council of Teachers' of Mathematics National Conferences to extend their knowledge and understanding of effective instructional practices for literacy and mathematics.

In 2016-2017, the Laconia School District set aside money to provide staff professional development in the area of Literacy. This has been led by our Curriculum Coordinator. A graduate course in Writing Our Communities: Past, Present, and Future was offered this past year by our Curriculum Coordinator. This will likely continue as we look to integrate our content areas with literacy. This past year we have also put forth more professional development in the area of developing professional learning communities. Book studies have also been a part of the culture at Woodland Heights School. This past year we looked at Reading Strategies by Jennifer Serravallo to move forward teacher knowledge of techniques to improve academic success. We will be looking to choose specific techniques to give continuity across the school. With the adoption of the Common Core Standards (CCSS), this will also be an area in which we will look to provide support for our staff.

In addition to job-embedded professional development and district offered professional development, professional staff may access \$700 towards professional development outside of the school. Paraprofessionals can access \$100.

## VI. Preschool Transition

In 2015 -2016, the Laconia School District piloted an Early Childhood Program for 4 year old Laconia children at Pleasant Street School. This opportunity was offered for children who would be attending kindergarten the following year. The program concentrates on

kindergarten readiness skills such as early literacy skills, name writing, social emotional skills and behavioral skills. For the 2016-2017 school year, The Early Childhood program expanded to encompass all three elementary schools and was offered to all Laconia children who were 4 years old by September 30<sup>th</sup>.

Another program that has continued this past year is READY! For Kindergarten. This program brings parents of children of various ages and stages of life together prior to attending kindergarten. The parents are taught skills and given materials to help their children learn skills to get them ready for kindergarten. These classes happen 3 times during the school year for approximately two hours per session.

All 5 year old students are scheduled for a formal kindergarten screening upon their registration for kindergarten. This allows teachers and support staff to better understand the students they will be receiving. Students that need extra support are invited to attend a two-week “Kindergarten Kamp” in the summer preceding their kindergarten year. Those students then participate in “Step-Up Day” in which the incoming kindergartners visit their class and spend about 1 hour in the school.

## VII. Highly Qualified Teachers in All Core Content Areas

All teachers hired in the Laconia School District are certified according to the NHDOE requirements for their content area. Paraprofessionals must also be certified for their position. A Paraprofessional II certification must be held by all paraprofessionals. As mentioned under the professional development section, all staff members are afforded funds for professional development and take part in professional learning communities.



## VIII. Extended Learning Opportunities

In becoming a schoolwide Title I school, it has allowed us the flexibility in delivering need specific services. Creating new schedules have allowed for intervention time to be built in the day as well as providing enrichment for those students who have already mastered the content that has been taught.

All kindergarten students participate in full-day kindergarten.

Students at Laconia School District elementary schools also have the opportunity to participate in extended day learning experiences through the Office of Extended Learning funded primarily by the 21<sup>st</sup> Century Community Learning Center grant. Students' extended learning experiences reinforce the common core standards and incorporate activities that strengthen creativity, collaboration, communication and critical thinking skills. The Office of Extended Learning offers time for students to receive support with homework and class assignments/projects. Additionally, the Office of Extended Learning oversees the small group instruction/tutoring program called PIQUES (Providing Individualized Questioning and Understanding of Essential Skills). Students are referred to PIQUES by teacher recommendation and/or performance in the lowest quartile (<25%) on one or more areas of formal assessment.

“Naturally Curious Summer Learning Program” is a summer learning program based on universal design for at-risk students, special education students in need of Extended School Year services as identified in their Individual Education Plans, as well as students who enroll by choice. It is a five-week session in which students are provided instruction in literacy and mathematics through a hands-on learning, STEAM-based curriculum. Students are recommended by classroom teachers as to who would benefit from a summer learning program, as well as an examination of assessment data.

### **Coordination of Resources**

At Woodland Heights School the school-wide plan will be implemented and overseen by the School Leadership Team. The School Leadership Team includes the school principal, Coordinator of Student Services (when possible), a Title I teacher, a special education teacher, classroom teacher grade-level representative, Curriculum Coordinator, a specialist teacher, a paraprofessional, and parents as they are available. The School Leadership Team will meet on a regular basis to monitor the goals and programs of the school-wide plan. The School Leadership Team will have access to the comprehensive assessment data in order to determine whether the school is meeting the Title I school-wide goals.

The School Leadership Team members will also participate in reviewing surveys, intervention programs, Extended Learning Opportunities, parent and community programs, and professional development opportunities. The team member reports to the members they represent.

Title I school-wide funds will support the goals of the plan by providing instructional staff for intervention programs, acquiring educational materials for students, staff, and parents for intervention and extended learning programs, providing training for staff, and offering presentations to parents.

### **Schoolwide Program Abstract**

Woodland Heights School's Title I Schoolwide Plan enables us to meet the needs of all students. Our Schoolwide Plan allows staff to combine programs, strategies, and resources to address student needs in an integrated manner. Specifically, the plan provides that

- all students with areas of need have the opportunity to receive academic support in reading and mathematics. Reading intervention programs and math intervention programs are well established.

- all students have the opportunity to participate in extended learning opportunities by accessing all school personnel and the use of all materials in the school. This includes before, after, and vacation programs.
- all students have the opportunity to participate in community based experiences, like local field trips, to develop background knowledge,
- all parents have the opportunity to receive education and training in academic and social areas that support their children’s learning,
- all grade K-1 students are assessed in reading and math using the AIMSweb benchmark assessment system.
- all grade 2-5 students are assessed in reading and math with the Measures of Academic Progress, state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The MAP is developed by NWEA, the Northwest Evaluation Association,
- all students will have the opportunity to access all materials in the school.

### **Sustainability**

The School Leadership Team will adapt current practices to monitor and evaluate the Schoolwide Plan. The Woodland Heights schedule of formative, state, national, and local assessments allows school staff to closely monitor student progress and evaluate the success of the Title I Schoolwide Plan.

Each spring the Woodland Heights staff reviews goals and initiatives and will evaluate their progress. Parent and student perceptual data will also be surveyed each spring using the Education for the Future questionnaire. Data from these tools along with student assessments will guide the Title I Schoolwide Team as they modify goals and establish new ones.

Funding for the Title I Schoolwide Program comes from the district, Title I, and Project Extra budgets.

## Appendix

### 2016-2017 Student Learning Data

#### NWEA

2016-2017

Number of Students in Each Percentile

	0-24%		25-49%		50-74%		75-100%	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Grade 2	57%	58%	15%	27%	17%	12%	10%	4%
Grade 3	39%	36%	31%	25%	18%	25%	13%	15%
Grade 4	27%	32%	40%	32%	15%	24%	19%	10%
Grade 5	29%	29%	27%	27%	20%	20%	24%	24%

#### AIMSweb

2016 - 2017

- AIMSweb  
(Percent of students at benchmark literacy levels as assessed in the spring of 2017. Some assessments are only given at specific grade levels.)

	Letter Naming Fluency	Letter Sound Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency CBM
Grade K	83.1%	83.1%	82.2%	88%	NA
Grade 1	NA	NA	90.9%	58.7%	52.5%

- AIMSweb  
(Percent of students below benchmark math levels as assessed in the spring of 2012. Some assessments are only given at specific grade levels)

	Number Identification	Oral Counting	Quantity Discrimination	Missing Number	Concepts and Applications	Math Computation
Grade K	86%	84%	75%	92%	NA	NA
Grade 1	74.8%	85.6%	83.8%	73.7%	NA	88.9%