

## **4.0 2014-15 Annual School Improvement Goals**

### **4.1. Annual School Improvement Goal #1**

Improve student's math skills by improving and implementing differentiated instruction using research based curriculum (in addition to our current math curriculum) in classes, after school tutoring and summer school.

#### **4.1.1. Strategic Goals Addressed**

Relates to Strategic Goal # 2 – CURRICULUM

Improve the academic skills of all students.

#### **4.1.2. Background Analysis**

We have made significant improvements in our math scores over the last four years. In 2011 Woodlands School hired a math coach to provide professional development for our teachers. In 2012 we aligned our curriculum with the Common Core Standards and focused on improving our students ability to analyze and synthesize mathematical statements. In 2013 our staff implemented Response to Intervention (RTI) by restructuring the daily schedule to provide enrichment classes during the school day. As we improve our RTI program, after-school tutoring, and the summer school program, the staff would like to increase our supplemental materials with research-based curriculum in order to meet the needs of all of our learners.

#### **4.1.3. Key Indicators of Success**

- Reduction of the educational gap between minority and majority students.
- Woodlands students (grades 1-8) will reach or exceed the “Expected Growth” in mathematics in MAP scores.

#### **4.1.4. Approach**

The Response to Intervention (RTI) committee will be meeting at least four times this school year to analyze the student performance data and confer with the teachers when a student(s) are moving from one Tier to another. All regular education classrooms will dedicate a minimum of 30 minutes for intervention time with students. The Assessment Coordinator will continue to provide the teachers and administration with the assessment analysis form to determine intervention eligibility. The unit teachers will be meeting weekly to discuss student performance. An in-house math coach will be hired to chair the math committee, support unit teachers as needed, work closely with the RTI committee, and to offer curriculum and professional development opportunities for the staff.

#### **4.1.5. Deployment**

The staff and the assessment coordinator, the RTI coordinator, and the math coach will analyze assessment data with the faculty to determine which students are in need of interventions. Pre and post assessment data will be used to determine if

continued interventions are necessary or if proficiency has been attained. Documentation of student performance, interventions deployed, and resources used will be documented in the unit Accountability binders.

#### **4.1.6. Data Collection Plan**

The indicators of success will be represented in: Smarter Balanced math scores for grades 3-8 for minority and majority students, MAP scores for math, and documentation of the interventions and the student performance results.

#### **4.1.7. Results**

#### **4.1.8. Analysis of Results**

### **4.2. Annual School Improvement Goal #2**

The staff will implement Charlotte Danielson's Educator Effectiveness and use the Teachscape platform.

#### **4.2.1. Strategic Goals Addressed**

Relates to Strategic Goal #3: FACULTY & STAFF

Attract and retain quality faculty and staff.

#### **4.2.2. Background Analysis**

For the last several years our faculty and the Workforce Development Committee have been working on aligning our professional development plans to align with Charlotte Danielson's domains. The teachers have developed annual goals individually and as a team. They collect the data that is aligned with student performance and are observed regularly. The staff reflects on their goal performance and provide artifacts showing student performance. In 2013 Maureen Sullivan, Patty Rogers, and Shirley Hubbard attended several classes and attended workshops on how to implement Educator Effectiveness using the Teachscape platform.

#### **4.2.3. Key Indicators of Success**

- Staff will use the Teachscape program to document their Student Learning Objectives (SLO'S) and Performance Plan Goals (PPG'S).
- Improved communication between administration and faculty as we use the same terminology throughout the Incorporation.
- Faculty satisfaction improved as their professional development plans are implemented.

#### **4.2.4. Approach**

- Staff will receive professional development on Charlotte Danielson's Educator Effectiveness model.
- Staff will receive coaching on how to use the Teachscape platform.
- An Educator Effectiveness (EE) Coach will be hired in-house to support the faculty with model and how to use the Teachscape program.
- The Workforce Development Committee will offer support and resources for faculty who request it.
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#### **4.2.5. Deployment**

The staff will watch the Charlotte Danielson's videos on the Teachscape platform. Professional development training will be provided on how to set up SLO's and PPG's. The EE coach will meet with unit teachers individually and as a team to support, clarify, and guide the faculty. The Workforce Development Committee will meet at least once a trimester to discuss the implementation of Educator Effectiveness and using the Teachscape program.

#### **4.2.6. Data Collection**

- Satisfaction surveys from our faculty.
- Transcripts collected from faculty upon completion of watching the video's
- Goals completed on the Teachscape program.

#### **4.2.7. Results**

#### **4.2.8. Analysis of Results**

### **4.3. Annual School Improvement Goal #3**

Execute a new strategic plan.

#### **4.3.1. Strategic Goals Addressed**

Relates to Strategic Goal # 6 & 7 - OUTREACH & BOARD DEVELOPMENT

Connect and communicate with all stakeholders – parents, staff, alumni, and community.

#### **4.3.2. Background Analysis**

The current Strategic Plan was created during the 2009/2010 school year and titled "Living Strategies". All stakeholders (Trustees, parents, staff, community members) were involved through focus groups and representation on the formal work group. Vernal Management Consultants led the strategic planning process. PAVE supported these efforts by directing and participating in the process. The plan

developed was meant to last three years. The eight key elements were: a second campus, Board expansion, fund development, formalization of the “Woodlands Way”, academic growth, retention and attraction of quality staff, facility improvements and technology expansion. The current plan has guided us to this school year but now it is time to dream and plan for the next three to five years.

#### **4.3.3. Key Indicators of Success**

- Completion of a strategic plan for Woodlands School, Inc.

#### **4.3.4. Approach**

- Engage a facilitator to guide the process.
- Involve all stakeholders from both campuses.

#### **4.3.5. Deployment**

The Trustees will solicit candidates and proposals for strategic planning. The Trustees will select a consultant by April 2015 and begin focus groups by May 2015. The timeframe for the process will approximate six months, to be completed by the beginning of the 2015/2016 school year.

#### **4.3.6. Data Collection**

Strategic Plan for 2015-2020

#### **4.3.7. Results**

#### **4.3.8. Analysis of Results**

### **4.4. Annual School Improvement Goal #4**

Woodlands School, Inc. Community will grow into one cohesive organization.

#### **4.4.1. Strategic Goals Addressed**

Relates of Strategic Goal 1 - MODEL SCHOOL

Define, embrace and disseminate the Woodlands model.

#### **4.4.2. Background Analysis**

Woodlands East has completed its first year of operation and is beginning its second year as a replication of Woodlands School. During the 2013/2014 school year teamwork between campuses was planned and implemented between staff, parents and students. In survey results from staff and parents, it was clearly articulated that throughout the Woodlands team there were differing degrees of acceptance to the changes. Therefore, efforts to grow community cohesiveness need to continue.

#### **4.4.3. Key Indicators of Success**

- The organizational and marketing language will be Woodlands School, Inc. with two campuses, the Bluemound Campus and the State Street Campus.
- Staff training will be together, as well as committees will be equally represented by Staff.
- Both PTOs will be campus wide but support each other with the workload.

#### **4.4.4. Approach**

- The Bluemound Campus teachers will mentor the State Street Campus teachers for a second year.
- The Bluemound Campus PTO will mentor the State Street PTO for a second year.
- Marketing/fund development materials will be developed referencing Woodlands School, Inc. and both campuses.

#### **4.4.5. Deployment**

A consultant will work with Administration and Trustees to coordinate opportunities and subsequent feedback on organizational identity activities. Mentors and mentees will meet regularly. Both PTOs will support each other at least four times during the school year. Families will enjoy a combined PTO event. Communication among all families and staff will be clearer and more consistent through use of a family newsletter across campuses.

#### **4.4.6. Data Collection**

- Surveys (parent, staff, mentor/mentee) will be completed and the data analyzed.
- Samples of marketing/fund development materials shared.
- Flyers/examples of communication shared.

#### **4.4.7. Results**

#### **4.4.8. Analysis of Results**