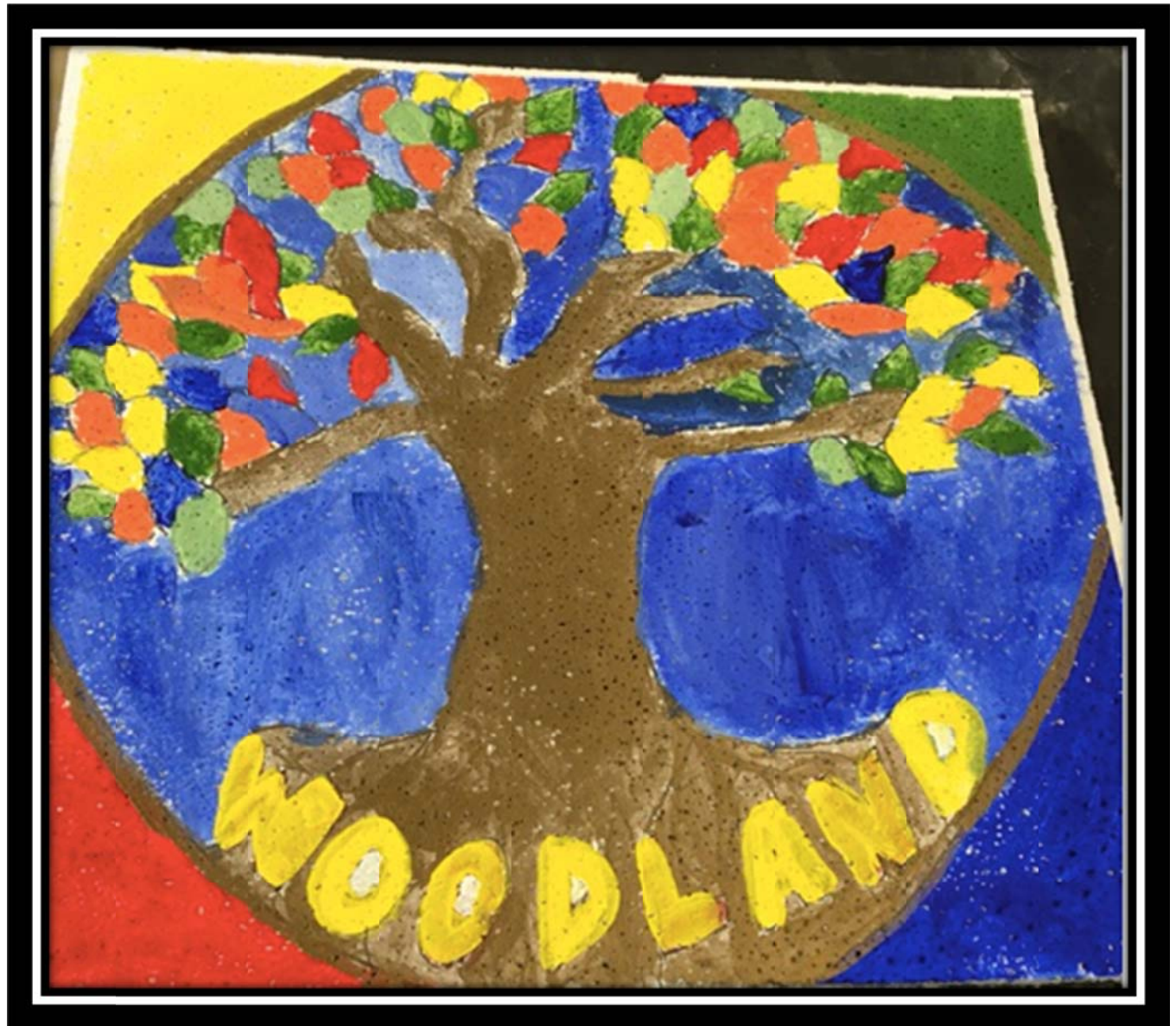


**Woodland School Improvement Plan  
Weston, Massachusetts  
2016-2017**



## **I. Woodland School Council Membership**

- Caroline Balz, Parent
- Kate Dickie, Parent
- Tony Rosa, METCO representative (new as of May 2016!)
- Jen Betty, PTO Co-chair
- Emma Jane Kwon, PTO co-chair
- Susan Cohen, Faculty representative
- Jill Looney, Faculty representative

This year, Woodland School welcomed three new members, Kate Dickie, Emma Jane Kwon and Tony Rosa. For the first time in several years, we had a contested election for one of the seats and welcomed a METCO parent to our school council. We continue to search for a community representative, in order to, balance the school council membership. Our discussions and planning focused on establishing a welcoming community.

School Council meetings are held the first Monday of the month from 2:45pm to 3:45pm. This year's scheduled meetings were:

- October 5 (canceled due to family emergency)
- November 2
- December 7
- February 1
- March 7
- April 4 (canceled due to snow)
- May 2

## II. School Enrollment 2015-2016

As of May 2016, the following is our total school enrollment:

Grade	Number of Sections	Boys	Girls	Total
Preschool	2	17	9	26
K	3	27	30	57
1	4	40	31	71
2	4	35	40	75
3	4	42	40	82
<b>Total</b>	17	161	150	<b>311</b>

## III. Overview of 2015-2016 transitional year

As a new principal, I have worked diligently to build the new “us”, our new Woodland community. Some of the action steps taken to accomplish this task:

- 1. To get to know student, parent, staff and district community members and to understand school norms**
  - a. Individual meetings with faculty and staff
  - b. Individual meetings with district personnel
  - c. Individual meetings with community committees (WEEFC, WCCA, etc.)
  - d. Monthly meetings with PTO co-chairs
  - e. Visible in classrooms, lunch, after school activities to get to know students
- 2. To build strong foundation and communication with parents and staff**
  - a. principal coffees focused on topics generated by parent community
    - o September 25 and 29 (evening) coffees: Getting to know the new principal and eliciting feedback

- November 5 coffee: Joseph Karbowski, school nurse, presented school medical issues, allergy information and lice prevention
  - December and May music concerts: intermission coffee for those who attend both concerts
  - January 21 coffee: Tess Sousa, Director of Food Services, presented information on food services and nutrition
  - March 9 and 10 (evening) coffees: Susan Erickson, Social Studies and Science curriculum, Susan Cohen, Kindergarten teacher and principal presented information on the ilab and “new” science curriculum
- b. Communication
- Monthly letter informing families of learning happening, upcoming events and dates
    - Sent home with monthly calendar
    - Posted on website
  - Woodland Weekly
    - Sent to faculty and staff
    - Informing faculty and staff about events and dates, birthday celebrations, recognitions, professional development articles/videos
  - Twitter
    - Established new twitter account @WoodlandWPS

#### **IV. Innovations and Initiatives**

This year, many new innovative initiatives were piloted. These included:

##### **1. Innovation Lab (ilab) pilot**

- a. Summer 2015: Susan Cohen, Susan Erickson, Lucille Beeth, Kate Benson, Krista Thorne proposed an innovation lab to be located in the unused Kindergarten classroom.

- b. Fall 2015: Faculty meeting to introduce ilab. Faculty members participated in a steam based literacy lesson
- c. Fall 2015 to present: Teachers use ilab for various connections to curriculum. Susan Cohen and Susan Erickson supported teachers in the use of the ilab.
- d. December 2015: ilab team members visit Bourne Public Schools for planning purposes
- e. January 2016: Third graders experienced week long iMath in the lab using brain journals to document their learning.
  - o Student Feedback included *“Failure and struggle are important parts of math and learning because they make your brain grow. I will use this knowledge when I am frustrated and will remember that frustration helps my brain grow.”*
  - o *“I learned that hard work can be harder than it looks and to think outside the box in math. I will use it when solving hard problems.”*
- f. February 2016: WEEFC inspiration grant, “Computer Lab 2.0”, submitted for relocation of ilab to computer lab.
- g. Spring 2016: Summer Workshop proposed to establish grade level facilitators

## **2. SeeSaw online portfolio**

- a. Summer 2015: Grade Leaders trained on SeeSaw App use
- b. Fall 2015-present: All grades have implemented the use of the online portfolio
- c. Fall 2015-present: Third grade teachers have used this online portfolio during conferences. Parents given QR code to provide them access to their child’s work samples throughout the year. Work samples included videos, photographs and audio recordings.
  - o When working on end of year reflections, students have found using SeeSaw was a great way to look at their own progress over time.

### **3. Kindergarten Senior Writing Buddies**

- a. Fall 2015: Susan Cohen, Tom Flaherty Dawson and Henry Moon established a program to connect Kindergarten students with High school seniors
- b. Fall 2015-present: Multiple visits between kindergarten students and high school seniors focusing on literacy, poetry and science investigations
- c. Spring 2016: Summer Workshop proposed for future planning and implementation in 2016/17 school year

### **4. Outdoor Planning**

- a. Fall 2015: With Facilities department, planned and executed Wall Ball for school playground
- b. Fall 2015: With Facilities department, began planning outdoor retaining wall and landscaping
  - o Retaining wall would be built behind gym area. Currently, this area has become an unsafe area for students to play in. This hilly area is rocky, sandy and includes several pipes that protrude. By building this retaining wall, we hope to prevent injuries and provide an area for students to sit, read or socialize.

### **5. BOKS planning and training**

- a. Early Spring 2016: Working with PTO co-chairs to plan for BOKS implementation Fall and Winter 2016/17 school year
- b. May/June 2016: Principal, P.E. teacher and 6-8 parent volunteers to be trained at Reebok Headquarters

### **6. Whole School Field trip**

- a. Spring 2016: WEEFC grant funding our first ever whole school field trip to the Boston's Children's Museum. Students will participate in two different programs, depending on grade level, focused on design and engineering.
- b. June 6, 2016: Whole School Field trip, Innovation on the go!

**7. *Close collaboration with Country School***

- a. Year Round: Working weekly, if not daily, with Country School principal to plan various initiatives and leadership duties for preschool program
- b. Fall 2015: Hosted joint school council with Country School to discuss future joint activities and marketing brochure
- c. Fall 2015: Invited Tom Flaherty-Dawson's Kindergarten classroom to join the Kindergarten Senior Buddies
- d. November 2015: Planned Tour De Case event with Country and Field School PTO co-chairs and parent volunteers
- e. Spring 2016: Whole School performances experienced together

**8. *School Safety: Safe and Sound Schools***

- a. Fall 2015: Met with Michele Gay, founder of Safe and Sound Schools to plan for safety plan implementation
- b. Early Spring 2016: Participated in Safety Walkthrough with Michele Gay, SRO Kellie Connarton, Mitch Finnegan and all members of the school based safety team
- c. Early Spring 2016: Compiled priorities list for next steps
- d. April 2016: Presented training to faculty and staff of both Country and Woodland Schools, as well as, practiced varied responses, such as lockdown, barricade, evacuate, to school based emergencies
- e. April 2016: Faculty meeting to work and plan for the items listed on our safety priorities list generated during safety walkthrough

## V. Completed Goals/progress for 2015-2016

The following 2015-2016 goals align with the Superintendent’s Long Range Plan of:

1. Academic
2. Facilities and Conditions for Learning
3. Communication and Community
4. School Climate

Goals	Long Range Plan	Description	2015-2016
<p><b>Provide productive, positive rigorous school culture and academic environment</b></p>	<p><b>Academic:</b> <i>Curriculum and Pedagogy</i></p>	Implement new report card	Completed
		Extended use of ipads for all grades	Initiated
		Add teacher ipads for assessment data	Completed
		Implement PARCC testing and adjust instruction	On-going
		School wide-use of qualitative assessment data	On-going



Goals	Long Range Plan	Description	2015-2016
<b>Optimize Learning Environments</b>	<b>Academic:</b> <i>Student Support and Engagement</i>	Continue to improve Tier 1 and Tier 2 systems	On-going
		Expand school-wide focus and EF issues	Initiated
		Continue refining IST system	On-going
		Enhance school-based special education programs	Initiated

Goals	Long Range Plan	Description	2015-2016
<b>Assist in review of issues specific to Woodland and those mandated by DESE</b>	<b>Academic:</b> <i>Management</i>	Expand system wide K-5 progress monitoring	On-going
		Evaluation/Supervision Focus: Rule of Four	On-going
		Cross-grade norming of student writing	On-going
		Implement PARCC	On-going

		testing and adjust instruction	
		School wide-use of qualitative assessment data	On-going

Goals	Long Range Plan	Description	2015-2016
<b>Physical Environment</b>	<b>Facilities and Conditions for Learning</b>	Participate in planning for CCMP	On-going
		Begin review of playground space	Completed
		Begin review of supervision procedures	Completed

Goals	Long Range Plan	Description	2015-2016
<b>Home/School Communication; Community Outreach</b>	<b>Communication and Community: Management</b>	Increase Principal Coffees	Completed
		Establish Woodland School marketing /communication	Tabled

		committee	
		Revise website effectiveness	On-going

## VI. Proposed Goals for 2016-2017

The proposed goals for the 2016-2017 school year were developed by the current school council members, faculty and staff.

Goal	Long Range Plan	Action Steps	Measures	Responsibility
<b>Faculty will identify effective tools for progress monitoring and data collection, as well as, process for review of data collection</b>	Academic	1. Work with curriculum specialists to identify tools for assessment and monitoring 2. Dedicated grade level professional development focused on data collection and review 3. Dedicated time for school based professional development	1. Grade level meetings focused on data review 2. Faculty feedback and/or survey to identify effective data use and professional development	1. Curriculum Specialists, Grade Leaders, Faculty, Principal 2. Curriculum Specialists, Grade Leaders, Faculty, Principal 3. Curriculum Specialists, Grade Leaders, Faculty, Principal

<p><b>Faculty will review school based programs to optimize these learning environments and processes</b></p>	<p>Academic</p>	<p>1.Enhance school-based special education programs (Language Based Learning Center and Learning Center)</p> <p>2.Review IST program and implement action steps from review</p>	<p>1.Implementation of procedural, program and curriculum changes</p> <p>2. implementation of program changes and survey of faculty to identify effective changes</p>	<p>1.Learning Center and Language Based Classroom teachers, Director of Student Services, Principal</p> <p>2.IST members, Faculty, Principal</p>
<p><b>Faculty will explore best instructional practices of providing specific student feedback and lesson closure</b></p>	<p>Academic</p>	<p>1.Establish book club focused on one school, one book</p> <p>2.Dedicate 2-3 faculty meetings to discuss best practices of providing specific student feedback and incorporating consistent lesson closure</p> <p>3. Implement 2-3 learning walkthroughs “watching teaching in action” with focus of inquiries based on specific instructional strategy (Specific student feedback and/or lesson closure)</p>	<p>1. Results from learning walkthroughs (November 2016, January 2017, March 2017) on effective integration of feedback in classrooms.</p>	<p>1. Curriculum Specialists, Grade Leaders, Assistant Superintendent of Curriculum and Instruction, Principal</p> <p>2. Curriculum Specialists, Faculty, Principal</p> <p>3. Curriculum Specialists, Faculty, Principal</p>

Goal	Long Range Plan	Action Steps	Measures	Responsibility
<p><b>School leadership will continue to improve and enrich Home/School Communication</b></p>	<p>Communication and Community</p>	<ol style="list-style-type: none"> <li>1. Establish NEW Woodland Facebook account</li> <li>2. Publicize current twitter account to increase followers</li> <li>3. Publicize NEW Facebook account</li> <li>4. Invite families to principal coffees focused on safety initiatives, assessments and curriculum</li> <li>5. Elicit feedback on effective communication</li> <li>6. Revision of district website</li> </ol>	<ol style="list-style-type: none"> <li>1. By November 2016, March 2017 and May 2017, elicit feedback to inform future initiatives</li> <li>2. By January and May 2017, distribute survey to families eliciting feedback to inform future initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Principal, PTO co-chairs, School Council</li> <li>3. Principal, PTO co-chairs, School Council</li> <li>4. Principal, Detective Kellie Connarton</li> <li>5. Principal, School Council, PTO co-chairs</li> <li>6. District Website committee, Director of Technology and School Libraries</li> </ol>

Goal	Long Range Plan	Action Steps	Measures	Responsibility
<p><b>Faculty, staff, families to continue building sense of community amongst all stakeholders</b></p>	<p>School Climate</p>	<ol style="list-style-type: none"> <li>1.Continued discussion and planning on creating a welcoming school environment for families, students and faculty</li> <li>2.Integrate preschool into the school as a “grade”</li> <li>3.Increase collaboration between special education and general education faculty</li> <li>4.Provide planning time for collaboration between special education and general education faculty</li> <li>5.Increase school wide faculty activities to build positive morale</li> </ol>	<ol style="list-style-type: none"> <li>1.By May 2017, School Council review of proposed initiatives</li> <li>2.By January 2017 and June 2017, review of preschool program integration</li> <li>3 &amp;4. By November 2016, establish process for collaboration. By June 2017, full implementation of collaboration. By May 2017, review of collaboration to plan for 2017-2018.</li> <li>5. By November 2016, planned activities for school year. By May 2017, faculty and staff surveyed.</li> </ol>	<ol style="list-style-type: none"> <li>1.School Council, Principal</li> <li>2.Principal, Director of Student Services</li> <li>3.Faculty, Principal</li> <li>4.Faculty, Principal</li> <li>5.Sunshine Committee members, Principal</li> </ol>

Goal	Long Range Plan	Action Steps	Measures	Responsibility
<p><b>Faculty, staff and families to be informed of safety plans to be prepared for school based safety management, as well as, emergencies</b></p>	<p>Facilities and conditions for learning</p>	<ol style="list-style-type: none"> <li>1. Work on Safety walkthrough priority list tasks</li> <li>2. Safety Scenarios for discussion at faculty meetings</li> <li>3. Work with students to practice safety plans</li> <li>4. Inform families about any new safety initiatives and plans</li> </ol>	<ol style="list-style-type: none"> <li>1. By June 2017, completion of priority list tasks</li> <li>2. By June 2017, Minimum of 5 safety scenarios discussions</li> <li>3. By June 2017, One safety discussion in each classroom</li> <li>4. By October 2016, safety coffees organized and begin to elicit feedback from families</li> </ol>	<ol style="list-style-type: none"> <li>1. Safety Team, Michele Gay, Founder of Safe and Sound Schools, Principal</li> <li>2. Safety Team, Michele Gay, Founder of Safe and Sound Schools, Principal</li> <li>3. Safety Team, Grade Leaders, Principal</li> <li>4. Safety Team, Principal</li> </ol>

# VII. PARCC ELA 2015



## 2015 PARCC School Results by Subgroup ELA Grade 3

District: Weston  
School: Woodland

	Number of Students Enrolled	Part. Rate	Number of Students Included	Achievement Levels (%)										Trans. Student Growth Percentile (SGP)			
				L5	L4	L3	L2	L1	Distribution					Average SS	Average Trans. CPI	Students Included	Median
<b>All Students</b>																	
All Students	78	100%	78	14%	64%	19%	1%	1%						775	94.2	--	--
<b>Accountability Subgroups</b>																	
High Needs	23	100%	23	4%	48%	39%	4%	4%						755	87.0	--	--
Economically Disadvantaged	3		3	--	--	--	--	--						--	--	--	--
Students w/ Disabilities	17	100%	17	--	53%	35%	6%	6%						752	86.8	--	--
ELL and Former ELL	7		7	--	--	--	--	--						--	--	--	--
African Amer./Black	6		6	--	--	--	--	--						--	--	--	--
Asian	9		9	--	--	--	--	--						--	--	--	--
Hispanic/Latino	3		3	--	--	--	--	--						--	--	--	--
White	60	100%	60	15%	70%	13%	2%	--						777	96.3	--	--
<b>Other Subgroups</b>																	
Male	43	100%	43	19%	58%	21%	--	2%						778	94.2	--	--
Female	35	100%	35	9%	71%	17%	3%	--						771	94.3	--	--
Non-Disabled	61	100%	61	18%	67%	15%	--	--						781	96.3	--	--
Non-Economically Disadvantaged	75	100%	75	15%	64%	19%	1%	1%						776	94.3	--	--
ELL	6		6	--	--	--	--	--						--	--	--	--
Ever ELL	7		7	--	--	--	--	--						--	--	--	--
Former ELL	1		1	--	--	--	--	--						--	--	--	--

Trans. SGP = Transitional Student Growth Percentile generated using current PARCC and prior MCAS scores.

Trans. CPI = Transitional Composite Performance Index generated using linked PARCC and MCAS scores.

Students who took the Alternate Assessment are included in Average CPI, but not in achievement level or growth results.

**Achievement Levels:**

Level 5 (L5) = Exceeded expectations (varies by grade - 850)

Level 4 (L4) = Met expectations (750 - varies by grade)

Level 3 (L3) = Approached expectations (725-749)

Level 2 (L2) = Partially met expectations (700-724)

Level 1 (L1) = Did not yet meet expectations (650-699)

Report Date: January 13, 2016

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<b>Level</b>	<b>Percentage</b>	<b>Total All students</b>
<b>5: Exceeded Expectations</b>	14%	11
<b>4: Met Expectations</b>	64%	50
<b>3: Approached Expectations</b>	19%	15
<b>2: Partially Met Expectations</b>	1%	1
<b>1: Did Not Yet Meet Expectations</b>	1%	1

<b>Level</b>	<b>Percentage</b>	<b>Total students with disabilities</b>
<b>5: Exceeded Expectations</b>	–	–
<b>4: Met Expectations</b>	53%	9
<b>3: Approached Expectations</b>	35%	5
<b>2: Partially Met Expectations</b>	6%	2
<b>1: Did Not Yet Meet Expectations</b>	6%	2

**VIII. PARCC MATH 2015**

	Number of Students Enrolled	Part. Rate	Number of Students Included	Achievement Levels (%)							Trans. Student Growth Percentile (SGP)																
				L5	L4	L3	L2	L1	Distribution					Average SS	Average Trans. CPI	Students Included	Median										
														L5	L4	L3	L2	L1									
<b>All Students</b>																											
All Students	78	100%	78	26%	59%	14%	1%	--						776	97.8	--	--										
<b>Accountability Subgroups</b>																											
High Needs	23	100%	23	13%	48%	35%	4%	--						759	93.5	--	--										
Economically Disadvantaged	3		3	--	--	--	--	--						--	--	--	--										
Students w/ Disabilities	17	100%	17	6%	47%	41%	6%	--						753	91.2	--	--										
ELL and Former ELL	7		7	--	--	--	--	--						--	--	--	--										
African Amer./Black	5		6	--	--	--	--	--						--	--	--	--										
Asian	9		9	--	--	--	--	--						--	--	--	--										
Hispanic/Latino	3		3	--	--	--	--	--						--	--	--	--										
White	60	100%	60	27%	62%	12%	--	--						777	99.2	--	--										
<b>Other Subgroups</b>																											
Male	43	100%	43	30%	56%	14%	--	--						779	98.3	--	--										
Female	35	100%	35	20%	63%	14%	3%	--						771	97.1	--	--										
Non-Disabled	61	100%	61	31%	62%	7%	--	--						782	99.6	--	--										
Non-Economically Disadvantaged	75	100%	75	27%	59%	15%	--	--						777	98.7	--	--										
ELL	5		6	--	--	--	--	--						--	--	--	--										
Ever ELL	7		7	--	--	--	--	--						--	--	--	--										
Former ELL	1		1	--	--	--	--	--						--	--	--	--										

Trans. SGP = Transitional Student Growth Percentile generated using current PARCC and prior MCAS scores  
 Trans. CPI = Transitional Composite Performance Index generated using linked PARCC and MCAS scores.  
 Students who took the Alternate Assessment are included in Average CPI, but not in achievement level or growth results.

**Achievement Levels:**  
 Level 5 (L5) = Exceeded expectations (varies by grade - 850)  
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 Level 3 (L3) = Approached expectations (725-749)  
 Level 2 (L2) = Partially met expectations (700-724)  
 Level 1 (L1) = Did not yet meet expectations (650-699)

Report Date: January 13, 2016

<b>Level</b>	<b>Percentage</b>	<b>Total All students</b>
<b>5: Exceeded Expectations</b>	26%	20
<b>4: Met Expectations</b>	59%	46
<b>3: Approached Expectations</b>	14%	11
<b>2: Partially Met Expectations</b>	1%	1
<b>1: Did Not Yet Meet Expectations</b>	–	-

<b>Level</b>	<b>Percentage</b>	<b>Total students with disabilities</b>
<b>5: Exceeded Expectations</b>	6%	1
<b>4: Met Expectations</b>	47%	8
<b>3: Approached Expectations</b>	41%	7
<b>2: Partially Met Expectations</b>	6%	1
<b>1: Did Not Yet Meet Expectations</b>	–	–