



WOODLAND INTERMEDIATE SCHOOL

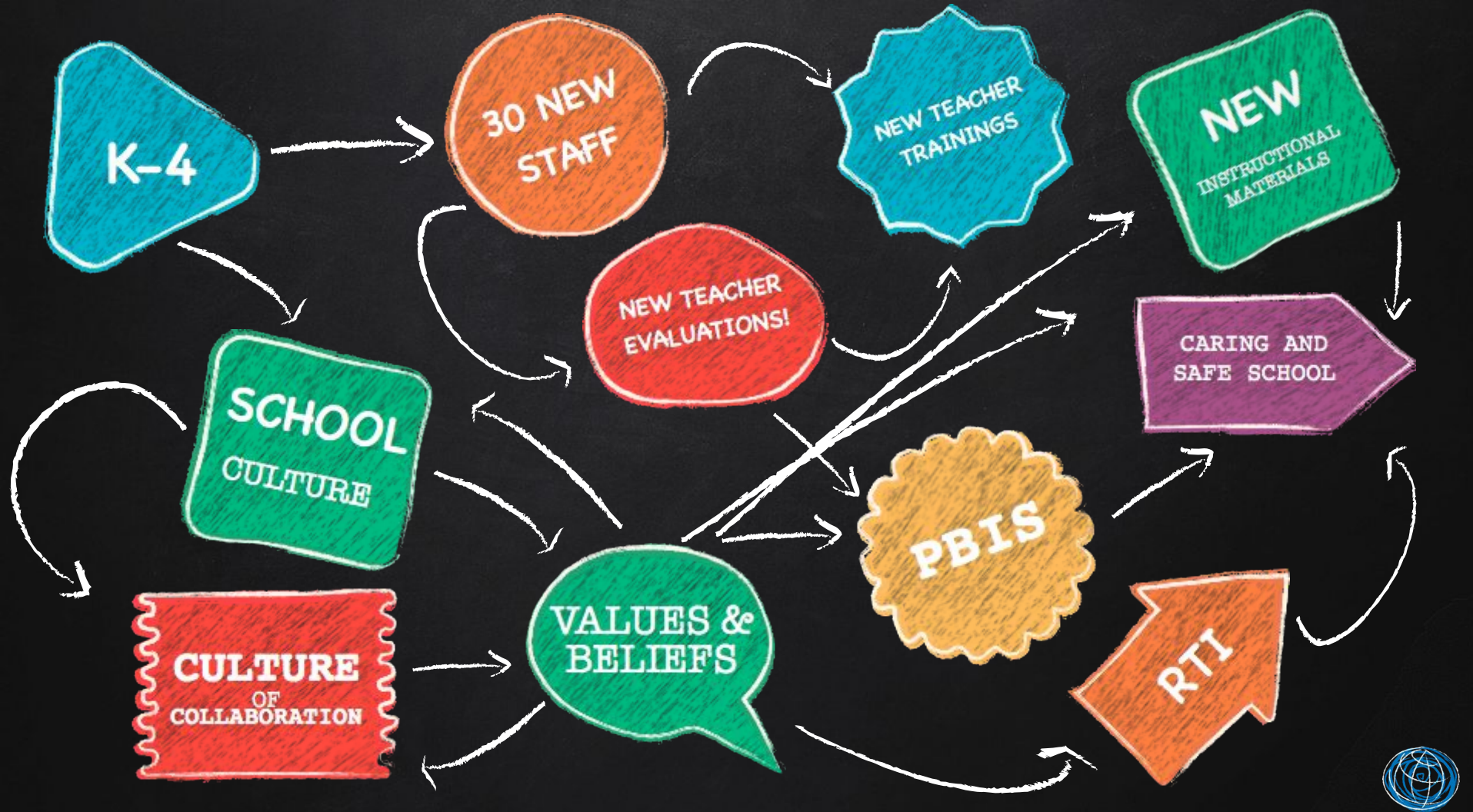


- WHERE HAVE WE BEEN?
- WHERE ARE WE GOING?
- WHERE ARE WE NOW?
- HOW WILL WE GET THERE?



WHERE HAVE WE BEEN?







WE ARE WOODLAND!

WE ARE WOODLAND



We are a culture of teaching and learning

We are bucket fillers

We support students when they do not meet expectations

We celebrate each other's strengths

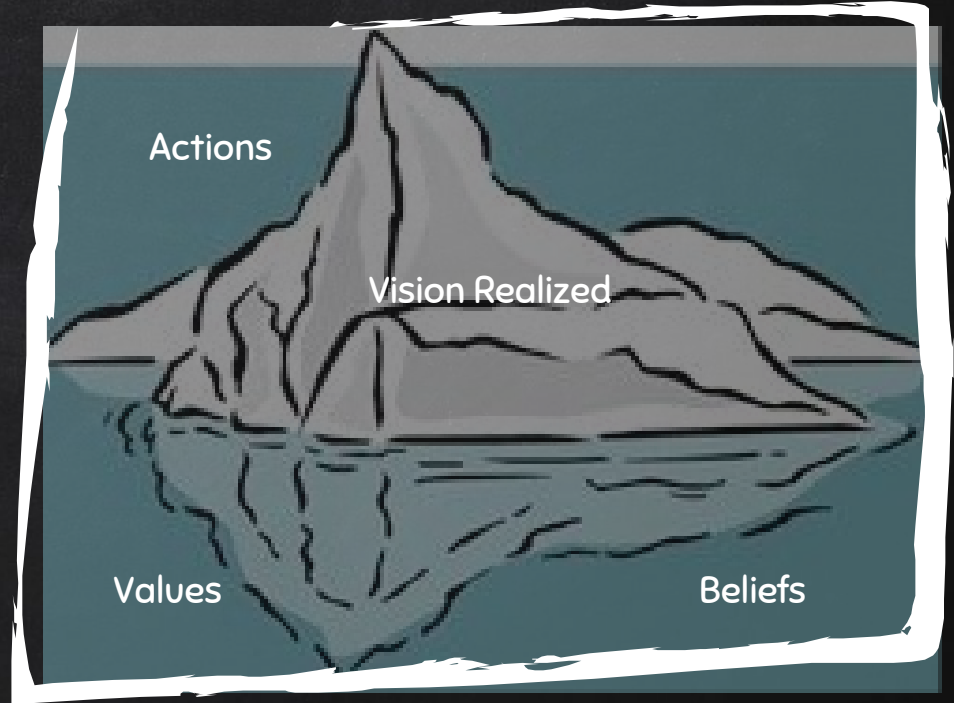
We teach behavior like we teach academics

We create a positive environment where students, staff, and families feel safe, respected and encouraged

We make sure every student knows they matter and can learn

THREE CRITICAL QUESTIONS

1. What do we value and believe?
2. What do we believe about how children and adults learn?
3. What do we need to do to improve our practice so that it more truly reflects our values and beliefs?





WHERE ARE WE GOING?





WOODLAND K-4 VISION / MISSION

Our **VISION** is to create a K-4 system that inspires a passion for learning and guarantees that all our students learn and achieve at high levels.

Our **MISSION** is to provide a superior education by aligning our actions that model a relentless focus on learning with an unwavering belief that all students can learn and achieve at high levels.

"The answer to how is YES!"

- Peter Block



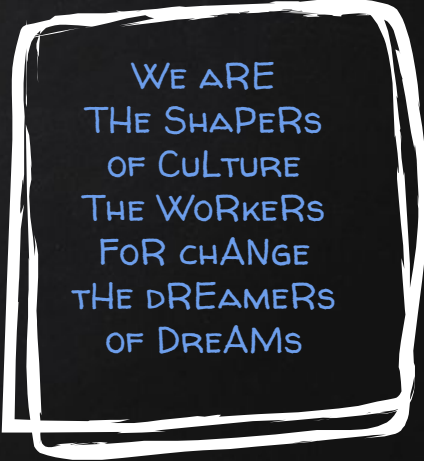
TAKE RISKS!

(LOTS OF THEM)

“What we know today doesn’t make yesterday wrong, it makes tomorrow better.”

SEVEN NORMS OF COLLABORATION

1. Pausing
2. Paraphrasing
3. Posing questions
4. Putting ideas on the table
5. Providing data
6. Paying attention to self and others
7. Presuming positive intentions



WE ARE
THE SHAPERS
OF CULTURE
THE WORKERS
FOR CHANGE
THE DREAMERS
OF DREAMS

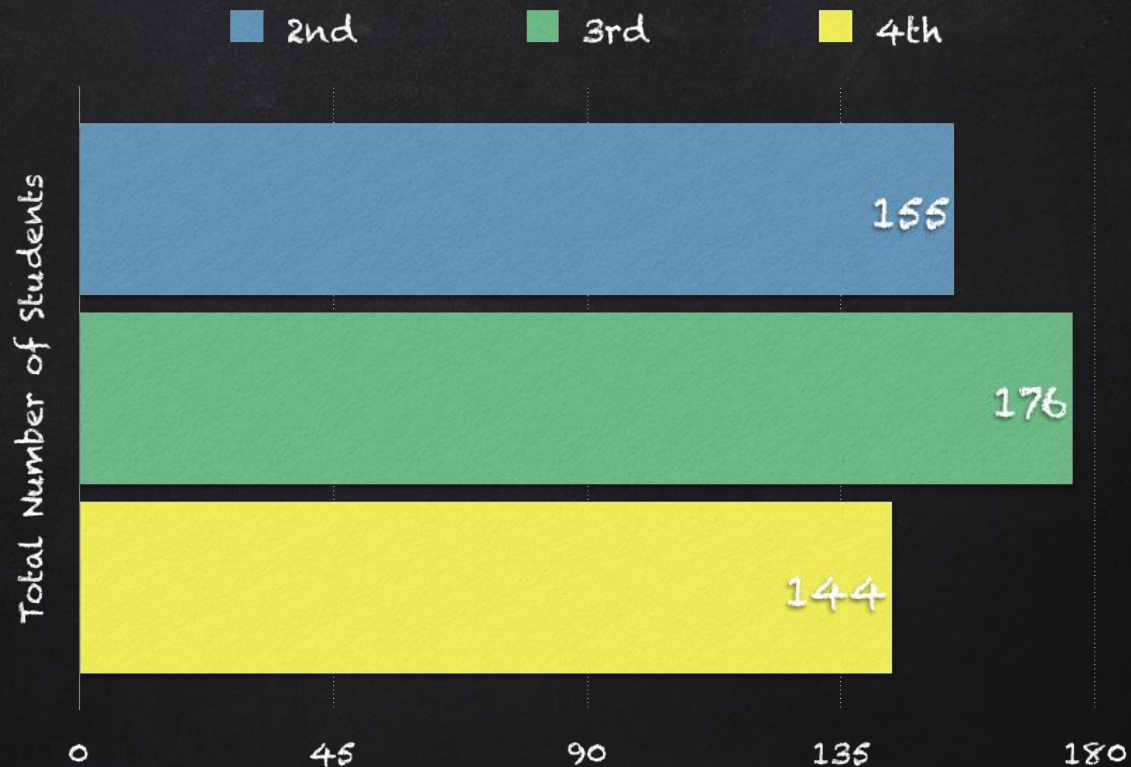


WHERE ARE WE NOW?





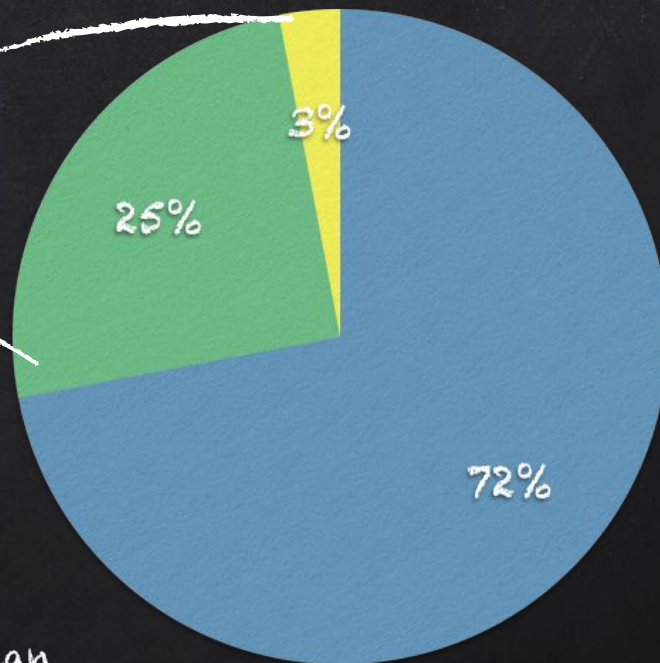
DEMOGRAPHICS





DEMOGRAPHICS

65 STUDENTS
RECEIVE ESL
(SHELTERED
INSTRUCTION)

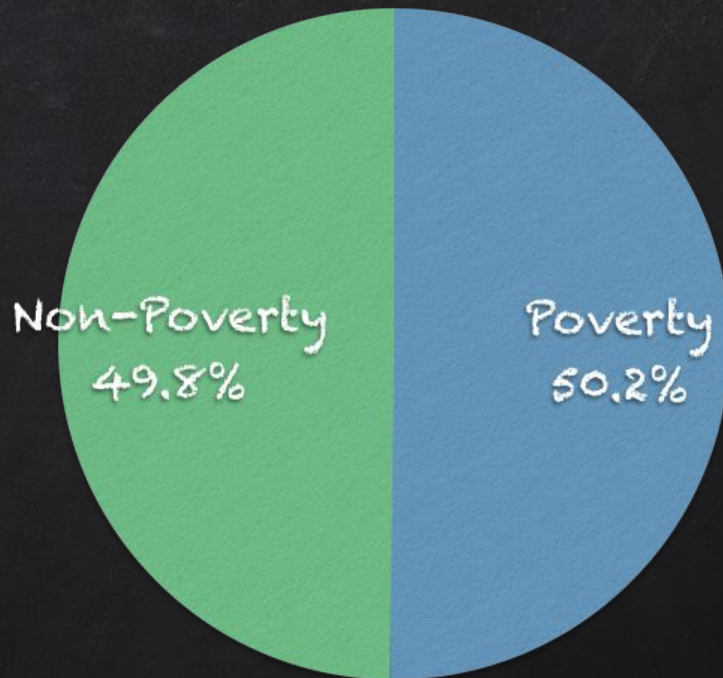


- Caucasian
- Hispanic
- Other (American Indian, Black, Pacific Islander)



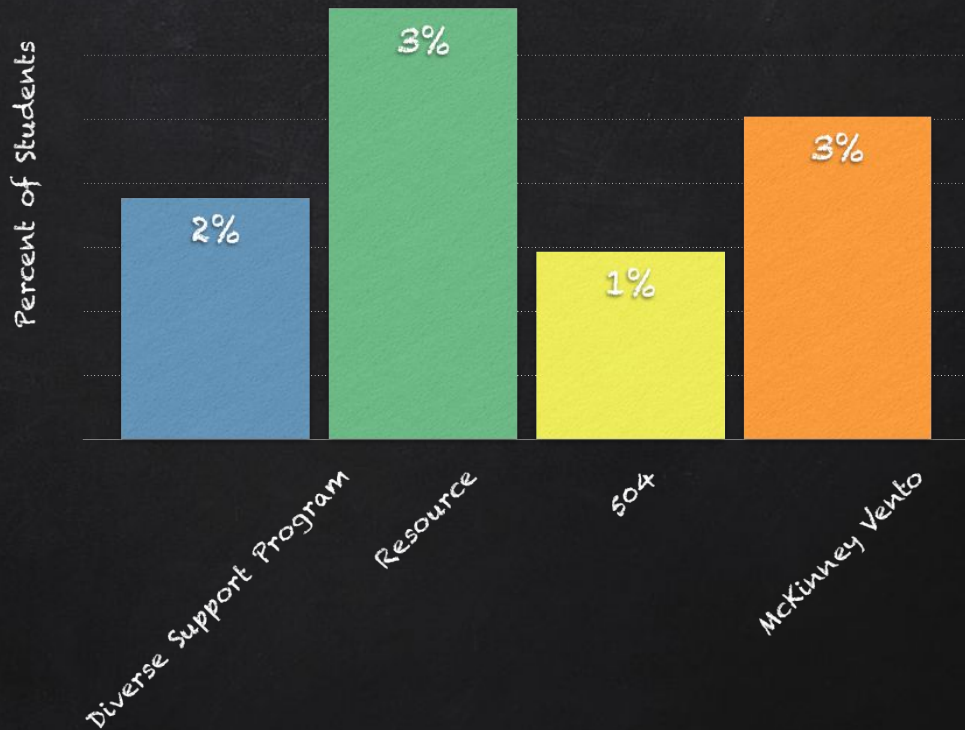


DEMOGRAPHICS





DEMOGRAPHICS



IT'S A TEAM
APPROACH...



THREE CRITICAL TEAMS



SCHOOL LEADERSHIP TEAM



Our school leadership team serves as the “guiding coalition” for the building. Comprised of representatives from each collaborative teaching team, administration, and classified and support staff, this team’s primary responsibility is to unite and coordinate the school’s collective efforts across grade levels, departments, and subjects. To achieve this goal, the school leadership team specifically:



COLLABORATIVE TEACHER TEAMS (PLCs)

Collaborative teacher teams are teams are comprised of educators who share curriculum (grade level teams) and thus take collective responsibility for students learning their common essential learning outcomes. The responsibilities of each collaborative teacher team are as follows:



- ❑ Clearly define essential student learning outcomes
- ❑ Provide effective Tier 1 core instruction
- ❑ Assess student learning and the effectiveness of instruction
- ❑ Identify students in need of additional time and support
- ❑ Take primary responsibility for Tier 2 supplemental interventions for students who have failed to master the team's identified essential standards



Guarantee that **All**
Students Achieve at
High Levels

"A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."

—DuFour, DuFour, Eaker & Many, 2010, p. 111

Essential
Standards

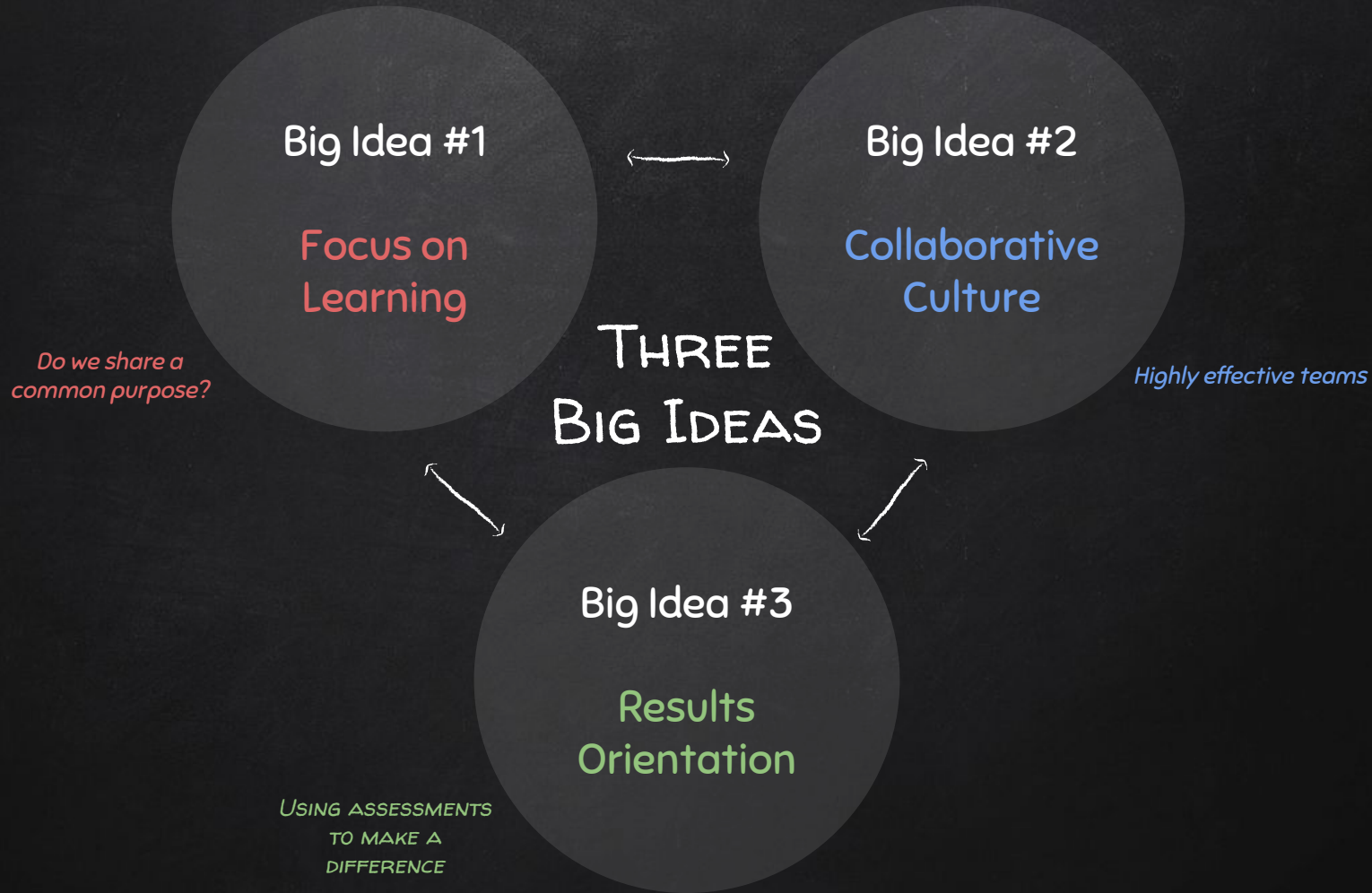
Team
Collaboration

Response
to
Intervention

"The reason professional learning communities increase student learning is that they produce more good teaching by more teachers more of the time. Put simply, PLCs improve teaching, which improves student results, especially for the least advantaged students."

—Saphier, 2005, p. 23





ESSENTIAL STANDARDS

Criteria for Selecting Essential Standards

1. Endurance: Will this standard provide students with knowledge and skills that are valuable beyond a single test date?

2. Leverage: Will it provide knowledge and skills that are valuable in multiple disciplines?

3. Prepare for next level: Will it provide students with essential knowledge and skills essential for success in the next grade or level of instruction?

	Math		ELA		Total	
	From	To	From	To	From	To
2nd	26	→ 13	71	→ 28	97	→ 41
3rd	35	→ 21	90	→ 32	125	→ 53
4th	35	→ 20	87	→ 38	122	→ 58



OUR PROCESS

Four Critical Questions

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they have not learned it?
4. What will we do when they already know it?

"The fact that teachers collaborate will do nothing to improve a school.... The purpose of collaboration ... can only be accomplished if the professionals engaged in collaboration are focused on the right work."

—DuFour, DuFour, Eaker, & Many, 2010, p. 119

"A systematic process in which [we] work together, interdependently, to analyze and impact ... professional practice in order to improve individual and collective results."

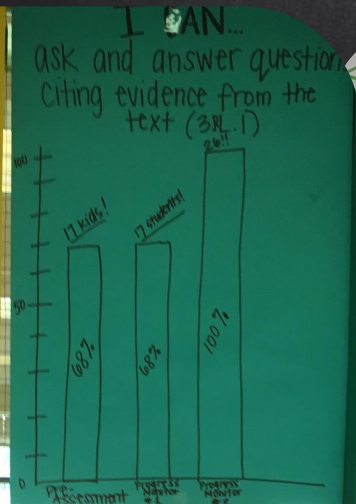
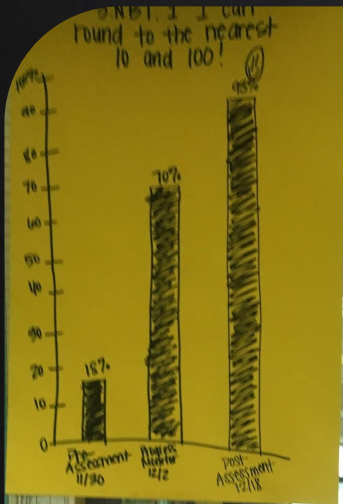
—DuFour, DuFour, Eaker & Many, 2010, p. 120



TEAM STUDENT LEARNING GOAL SETTING

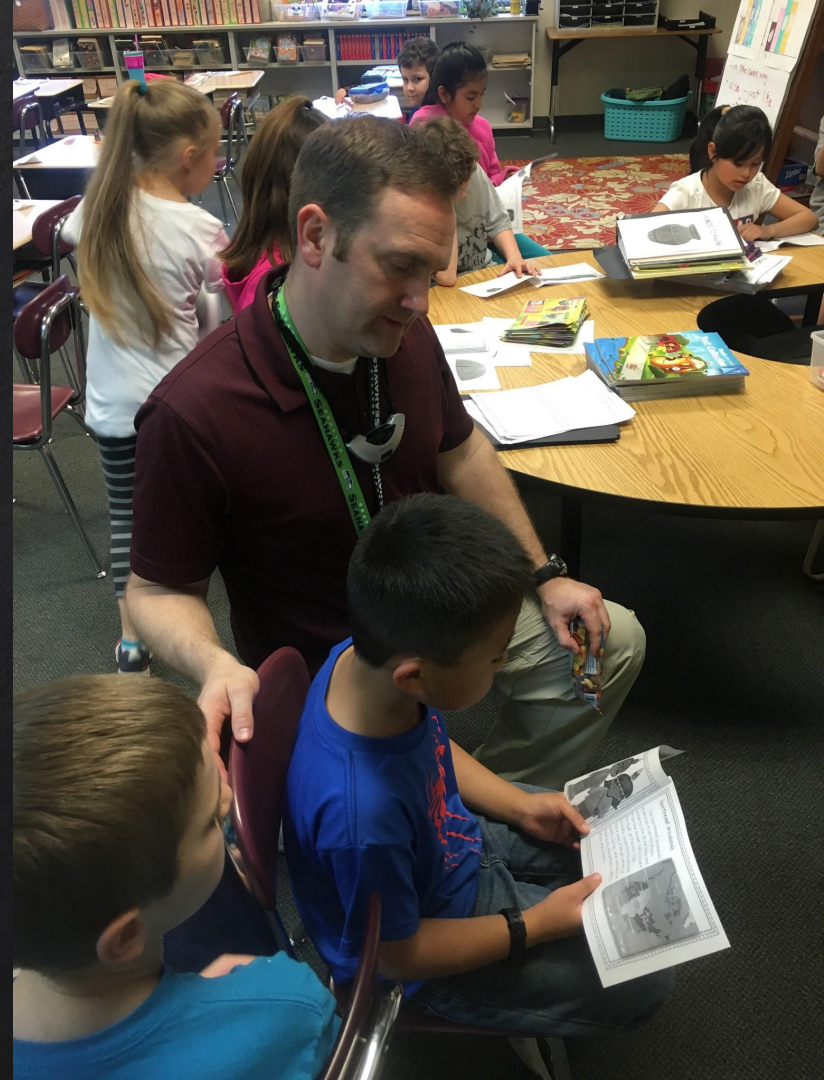
- **Description of Standard:** What is the essential standards to be learned? Describe in student-friendly language.
- **Example of Rigor:** What does proficient student work look like? Provide an example and/or description.
- **Prerequisite Skills:** What prior knowledge, skills, and/or vocabulary are needed to master this standard?
- **When taught?:** When will this standard be taught?
- **Common Assessment(s):** What assessment(s), formative and summative, will be used to measure student mastery?
- **Extension Standards/Skills:** What will we do when students have already learned this standard?
- **Data Analysis:** What evidence will we collect to determine mastery and student learning gaps?
- **Short-term results (SMART GOAL):** Measurable impact on learning.
- **Instructional Planning:** Methods & Instructional Strategies
- **Differentiated Instruction:** ELL, At Risk, IEP/504

"THE FACT THAT TEACHERS COLLABORATE WILL DO NOTHING TO IMPROVE A SCHOOL.... THE PURPOSE OF COLLABORATION ... CAN ONLY BE ACCOMPLISHED IF THE PROFESSIONALS ENGAGED IN COLLABORATION ARE FOCUSED ON THE RIGHT WORK."



EXTENSION / INTERVENTION

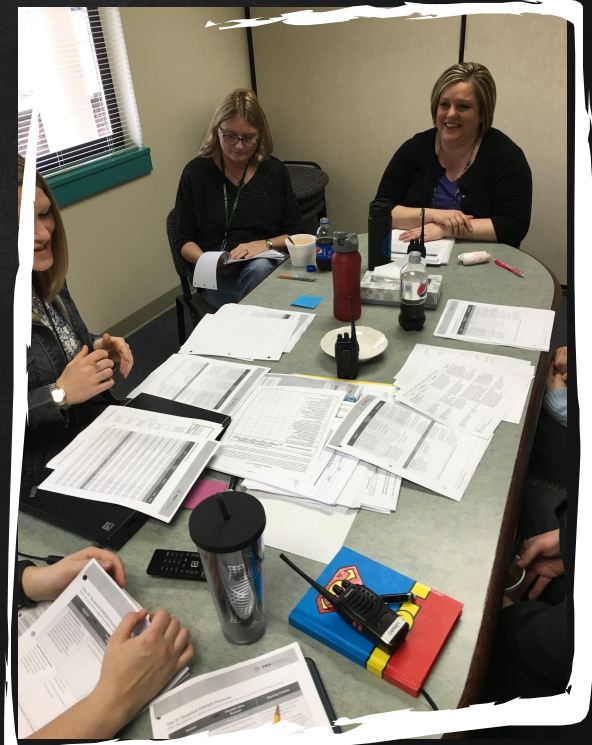
- Data Driven
- Mandatory
- Administered by highly trained teachers
- Targeted
- Timely
- Built within the school day



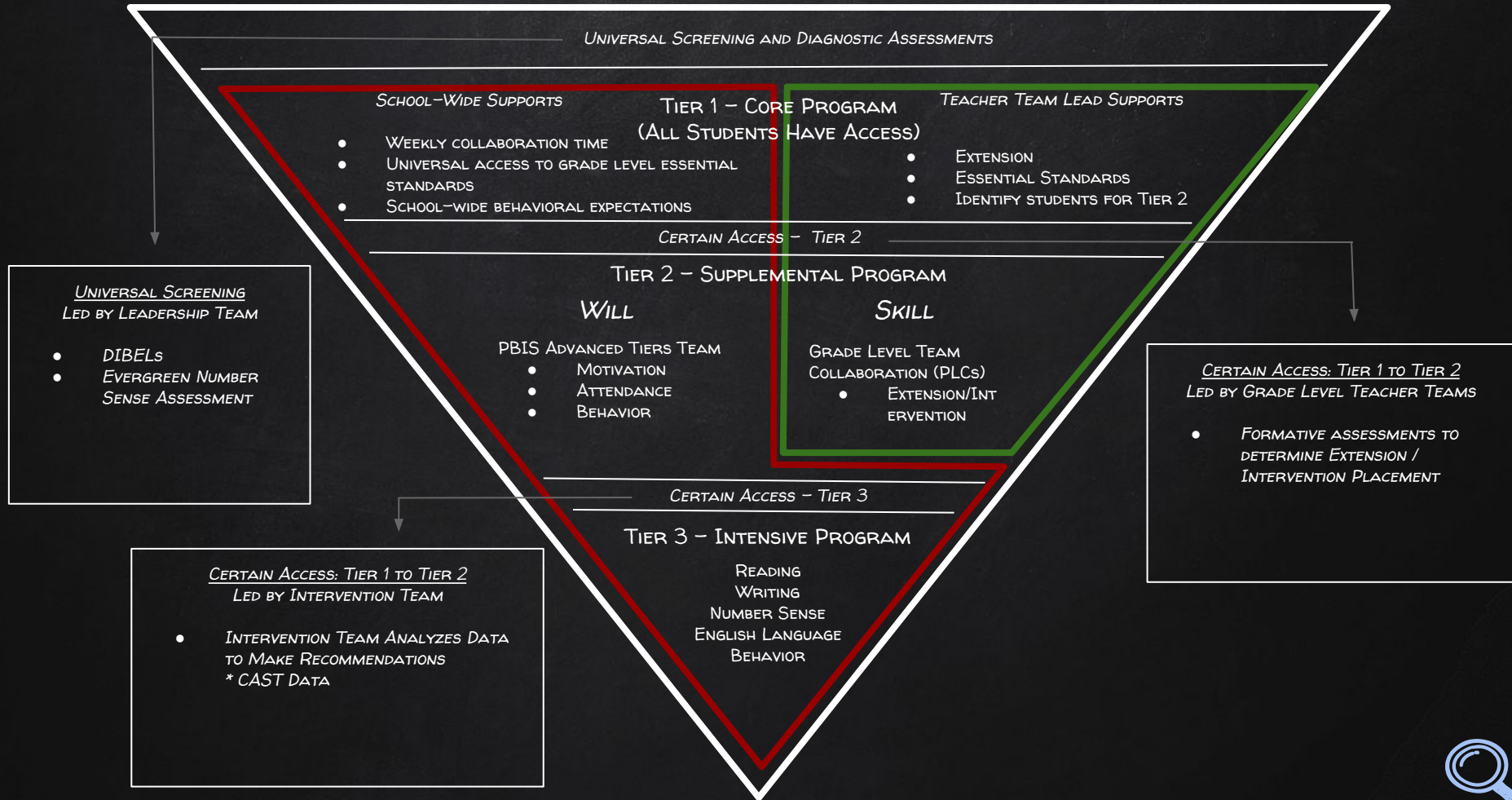
SCHOOL INTERVENTION TEAM

Our school intervention team takes the broader, macro view of our school's efforts to ensure high levels of learning for every child, the primary responsibility of the school intervention team is to lead the school's focused micro view on the specific students in need of Tier 3 support. The primary responsibilities of the school intervention team are to:

- Determine the specific learning needs of each student in need of intensive support
- Diagnose the cause(s) of the student's struggles in Tier 1 and Tier 2
- Determine the most appropriate intervention(s) to address the student's needs
- Frequently monitor the student's progress to see if interventions are achieving the desired outcomes
- Revise the student's intervention(s) when they are not achieving the desired outcomes
- Determine when special education identification is appropriate

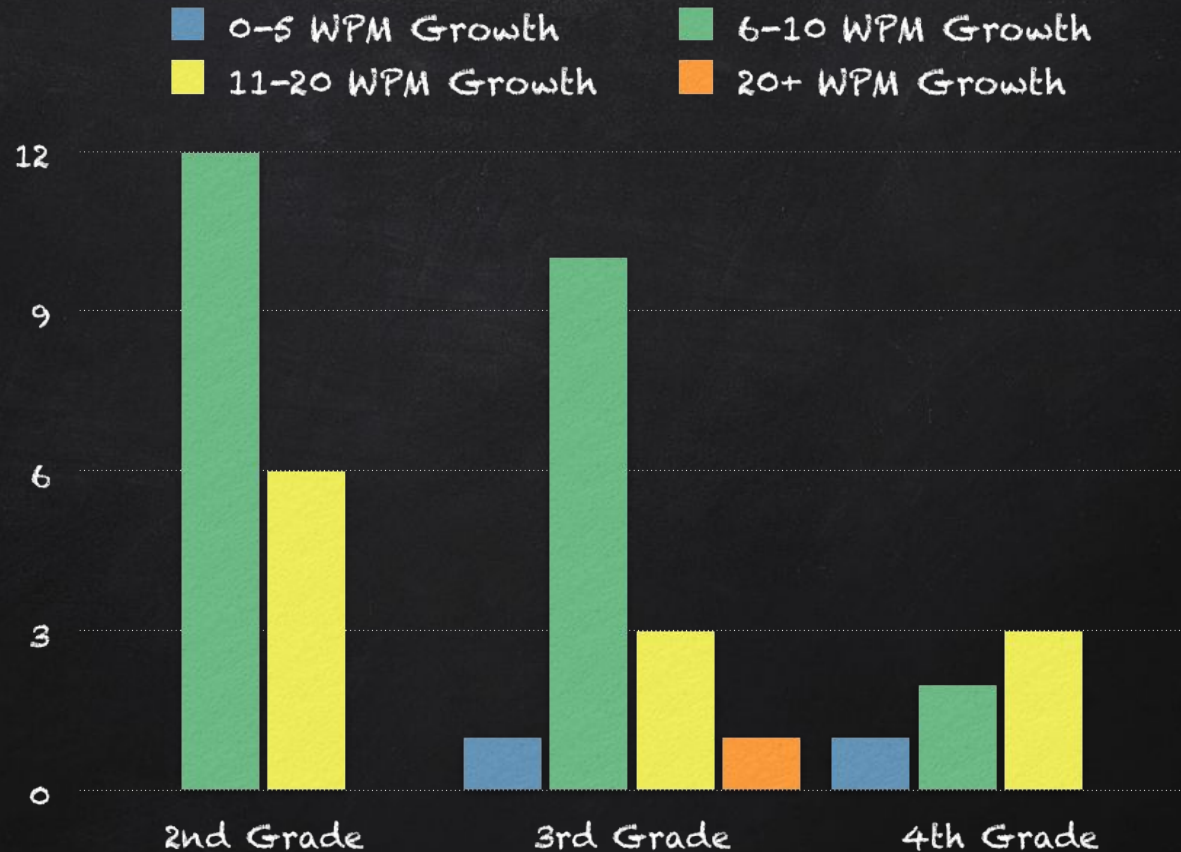


WOODLAND K-4 RESPONSE TO INTERVENTION



LEARNING ASSISTANCE PROGRAM (LAP)

STUDENT GROWTH DATA





STUDENT SERVICE TEAMS

PBIS Team

Special
Education
Team

English
Language
Learners
Team

Learning
Assistance
Program
Team

Special
Education

OUR TEAM IS CHARACTERIZED BY
EVERY MEMBER OFFERING UNIQUE TALENTS
AND SACRIFICING INDIVIDUAL ROLES,
TO FULFILL OUR MISSION THAT
ALL KIDS CAN LEARN AND
ACHIEVE AT HIGH LEVELS.

Diverse
Support
&
Resource

Our team operates with an attitude of willingness to do what is best for kids. Every team member gives extra time and effort to ensure student needs are met.

*"I am a member of a team,
and I rely on the team,
I defer to it and sacrifice for it,
because the team,
not the individual,
is the ultimate champion."*

~ Mia Hamm

Our team problem solves to support students who may be struggling academically, socially, emotionally, behaviorally, or any of these areas due to childhood trauma (ACEs)



The diagram features two large, light-blue arrows pointing towards a central column of text. The arrow on the left is labeled 'Resource Program' and points to the right. The arrow on the right is labeled 'Diverse Support Program' and points to the left. Between the two arrows is a vertical list of four bullet points, each preceded by a small square icon. The background is a solid dark grey.

Resource Program

- Teamwork allows us to consolidate efforts, and to provide the maximum amount of support and service to students in both programs
- Regardless of who the case manager is, students' needs are met
- Teacher and paraeducator professional skill sets are better utilized
- Paraeducator supports are designed for areas of most need across both programs

Diverse Support Program

RTI Team

Tier 3 supports for
academics and
behavior

*Alone we can
do so little;*

TOGETHER WE CAN DO SO MUCH

- HELEN KELLER

Imagine Learning

Fluid grouping
among programs
to target
instruction in areas
of skill deficit

Professional Development

Collaboration
between
paraeducators and
Special Education
teachers

Specialist Team

Collaboration
around support of
programs



Our school's shared vision and teamwork has lead to success for all students with an IEP.



- ❑ In three months, a 2nd grade student has increased her accuracy to 100% in identifying the main topic of a passage when assessed orally.
- ❑ Since December, a 3rd grade student has met his reading accuracy goal of 97% and is, with an average of 24, rapidly approaching his goal of 27 on the retell portion.
- ❑ In less than 2 months, a 4th grade student has increased her accuracy on addition and subtraction with regrouping from 0% to 80% when using manipulatives.
- ❑ A 2nd grade student recently worked with paraeducator support to produce a narrative writing piece for the Performance Based Assessment which included all needed parts, working toward his goal of completing written assignments independently.

ELL DEPARTMENT AT WIS





WHAT WE DO!

- Intensive English Language Development support with Imagine Learning
- Partner with every grade level to teach intensive and strategic ELL students to master their grade level goals during extension
- Push-in to classroom with newcomers to help them comprehend and master the grade level standards
- Have homework club where students get any extra help they need

IMAGINE LEARNING

- 120 + minutes of English language instruction,
- Teachers work one on one with students using The Action Areas Tool,
- Last year 30% of our students tested out or very close to it! Nearly 25% of our students increased their proficiency level, so we saw HUGE progress



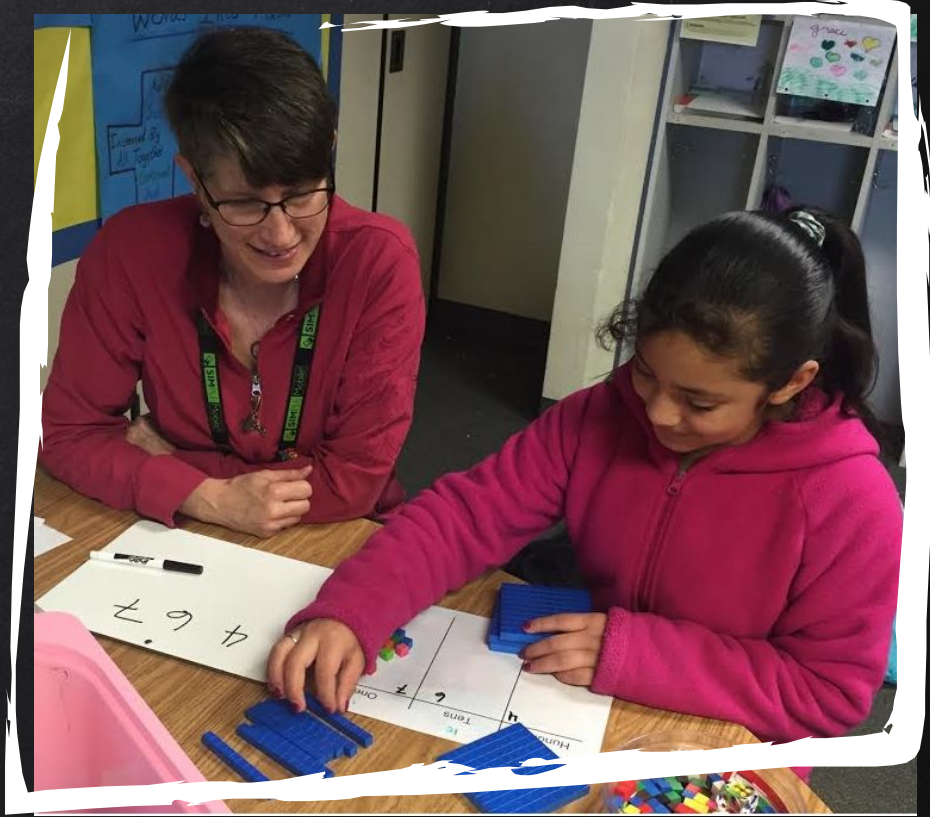
EXTENSION GROUPS

- Assist teachers daily in helping their ELL students reach mastery of Common Core Standards by working in small groups during extension.
- Working together on these standards helps the students be more successful not only on ELPA21, but on the SBAC too.
- Time and again, teachers come celebrate with us the continuous success and growth that ELL students are making due to this specialized, intensive instruction.



PUSH-IN SUPPORT

- The paraprofessional team pushes into classrooms to make instruction more accessible to our newcomers.
- A student came to us last school year with very limited schooling in her home country of Guatemala.
- She didn't have number sense or know how to read.
- Now thanks to the support she is getting she can add and subtract multi digit numbers, multiply, divide and read books!



HOMEWORK CLUB

- Homework Club for our 2nd –4th graders
- Homework assistance
- Additional time learning English
- Opportunity to read out loud with Rigel– our Homework Club reading therapy dog!



TECHNOLOGY



- Technology Standards
- Google Docs Typing Club Goals
- Menu bar in Google Docs
- Using Chromebooks
- Internet Safety
- Google Drawing
- Pearson Realize (ELA)

Digital Literacy Categories	Alignment to CCSS/ SBAC	Skills	1= don't know 2= think I know 3= got it!
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity.	Basic Operations	SBAC test taking skills	
		SBAC test taking skills	3
		SBAC test taking skills	3
		SBAC test taking skills	3
		SBAC test taking skills	3
	W6	Turn on a computer and login	
		Use pointing device such as a mouse to manipulate shapes, icons, click on urls, radio buttons, check boxes, use scroll bar	3
		Use desktop icons, windows and menus to open applications and documents	3
		File management – saving documents	3
		Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser)	3
Word Processing	W 5, W 6, W 10	Keyboarding Use proper posture and ergonomics Locate and use letter and numbers keys with left and right hand placement. Locate and use correct finger, hand for space bar, return/enter and shift key Gain proficiency (>80% accuracy) and speed (>15wpm) in touch typing	2
		Use a word processing application to write, edit, print and save simple assignments	3
		Use menu/tool bar functions (e.g. font/size/style, line spacing, margins) to format, edit and print a document	3
		Highlight text, copy and paste text	3
		Copy and paste images within the document and from outside sources Insert and size a graphic in a document	3
L 4	L 4	Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar and thesaurus)	3

Digital Literacy Categories	Alignment to CCSS/ SBAC	Skills	1= don't know 2= think I know 3= got it!	
Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society.	Digital Citizenship	Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks.	3	
	Digital Citizenship	Explain responsible uses of technology and digital information, describe possible consequences of inappropriate use	3	
	Acceptable Use, Copyright and Plagiarism	Explain Fair Use Guidelines for the use of copyrighted materials (e.g. text, images, music, video in student projects) and giving credit to media creators	2	
		Digital Citizenship	Identify and explain the strategies for the safe and efficient use of computers (e.g. passwords, virus protection software, spam filters, popup blockers)	3
		Digital Citizenship	Identify cyberbullying and describe strategies to deal with such a situation	3
		Digital Citizenship	Recognize and describe the potential risks and dangers associated with various forms of online communications	3
I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for grade level				

Digital Literacy Categories	Alignment to C.C.S.S. SBAC	Skills	1= don't know 2= think I know 3= got it!
Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation.	RI 5, RI 7	Use age appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources	3
	RI 5, RI 7	Perform basic searches on databases, (e.g. library, card catalog, encyclopedia) to locate information	3
	RI 5, RI 7	Evaluate teacher-selected or self-selected Internet resources in terms of their usefulness for research	3
	RL 7	Identify and analyze the purpose of a media message (to inform, persuade and entertain)	
	W 6	Work collaboratively online with other students under teacher supervision	
Communication and Collaboration	W 6, W 10	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas	
	W 6, W 10 SL 2, SL 5	Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas	2
	W 6, W 10 SL 1	Use district approved Web 2.0 tools for communication and collaboration	3

Digital Literacy Categories	Alignment to CCSS/ SBAC	Skills	1= don't know 2= think I know 3= got it!
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity.	Multimedia and Presentation Tools		
		W 6 Create, edit and format text on a slide	2
		W 6 Create a series of slides and organize them to present research or convey an idea	3
		W 6, SL 5 Copy and paste or import graphics, change their size and position on a slide	3
W 6, SL 5	W 6, SL 5	Use painting and drawing tools/ applications to create and edit work	3
		Watch online videos and use play, pause, rewind and forward buttons while taking notes	3



THE ARTS

The arts, which include dance, music, theatre, and visual arts, will be effectively integrated into student educational experiences in Woodland Public Schools. Our belief is that quality instruction in the arts shall be provided by arts specialists and classroom teachers and supported by partnerships with professional organizations and community programs in the arts. This partnered instruction will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities. It will also support student preparation for life as a contributing 21st-century citizen. We further believe that the arts integrate with all other subject areas to create learning opportunities for all learners that communicate achievement, respect, freedom, and fun.

K-4 MUSIC PHILOSOPHY FOCUS

- Creating, performing, and responding to music in a variety of ways—individually—and with others—building skills over the grades.
- K-2: Singing, creative movement, playing simple pitched and non-pitched rhythm instruments, and dancing.
- 3-4: Precorders and recorders
- K-4: Learning to read music
- Large groups
- Small ensembles



VISUAL ARTS PHILOSOPHY FOCUS

- Modified Choice-based art model
- Students are regarded as artists and are offered real choices for responding to their own ideas and interests through the making of art.
- Choice-based art education supports multiple modes of learning and assessment for the diverse needs of students.
- All Projects are aligned with Washington State visual art standards.
- Access a variety of art experiences such as: drawing, painting, printmaking, collage, fiber art (weaving, stitching, etc.), jewelry making, 3-D construction (creating with recycled materials), and architecture (building structures with blocks).

All students participate in Art Fest by choosing their most successful piece of art for display.



HEALTH & PHYSICAL EDUCATION PHILOSOPHY FOCUS

- Muscular Strength and Endurance
- Flexibility
- Cardiovascular Efficiency
- Body Composition



PHYSICAL FITNESS CONCEPTS



- Physical fitness is important for good health.
- Physical fitness is improved with regular physical activity and exercise.
- Being physically active is fun
- Daily physical activity or active play has positive health benefits.
- Body size does not determine fitness; physical fitness is not bulky muscles. :)
- Good exercise and physical activity habits begin in childhood.
- Exercise and physical activity should be a daily habit, like brushing your teeth.
- Fitness doesn't just happen; you prepare and practice.
- Athletic fitness is different from health related fitness.
- Fitness has several components, and a truly physically fit person is healthy in each one.
- To develop a specific fitness component, for example, muscular strength, you must do exercises and activities targeted for that component.

SOCIAL SKILLS AND BEHAVIOR



Academic

MULTI-TIERED SYSTEMS OF SUPPORT

Behavior

Tier 1:
Core Curriculum

Academics and/or Behavior

Tier 1:
Universal
Interventions

Tier 2:
Strategic Interventions

Identify
Plan
Support
Measure
Analyze

Tier 2:
Targeted Group
Interventions

Tier 3:
Comprehensive and Intensive Interventions

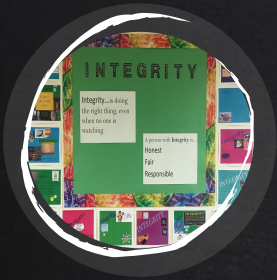
Tier 3:
Intensive Interventions



POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)

A systems approach, establishing the social culture and behavioral supports needed for our school to be an effective learning environment for all students.

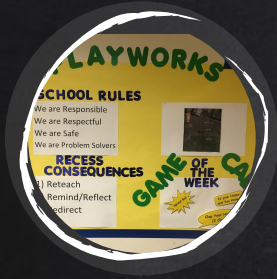
PBIS Implementation of Tier 1: 64%



ALL STUDENTS

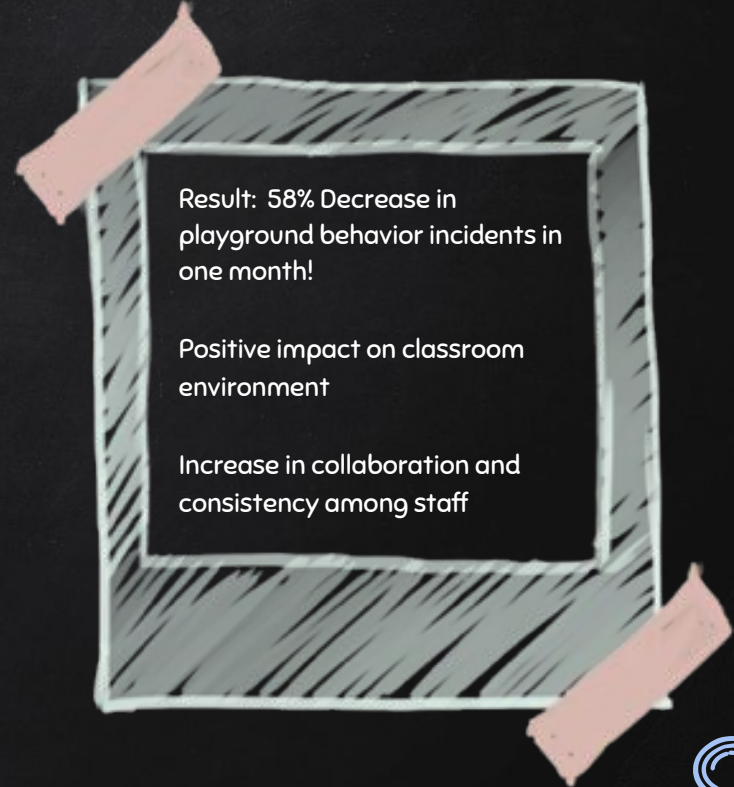
- School wide social skills instruction: Second Step Curriculum
- Character Education
- Bucket Filling
- School wide expectations: The Woodland Way
- School wide acknowledgement
- Play Works: School Wide





PLAYWORKS

- Inclusive
- Positive
- Safe
- Focus on Empathy and Respect
- *"On our playgrounds, everyone plays, everyone belongs, everyone has the opportunity to get in the game."*
- *"On our playgrounds, kids become leaders. They run their own games and settle their disputes quickly (rock-paper-scissors is our problem solver) because getting*



GROUP AND INDIVIDUAL SUPPORTS FOR IDENTIFIED STUDENTS

- Alternatives to recess
- Community Partnerships
- School-Home Partnerships
- Check in Check Out
- Job Corps
- Small Group social skills
- Woodland Way Ambassadors
- Positive Adult Relationship outside of classroom
- Super Hero Club
- Behavior Support Plan
- Behavior Intervention Plan
- Alternatives to suspension
- Classroom strategies
- Individual Skill Building Instruction
- Classroom Strategies Coaching



RESTORATIVE PRACTICES

- Focus is on the impact of the student's actions on others
 - Students have the opportunity to "make things right"
 - Adults work **WITH** the student, rather than doing something **to** the student or **for** the student
 - Serves both the offender and the victim
 - Fosters awareness, empathy and responsibility
- Informal Practices
 - Affective statements
 - Affective questions
 - Restorative conversation
 - Formal Practices
 - Circles: proactive and restorative
 - Restorative Conference





MORE SCHOOL TEAMS

Culture and
Climate
Team

Technology
Team

Parent
Involvement
Team

Safety Team

PARENT / FAMILY / COMMUNITY INVOLVEMENT



Reading
Dogs

Report Card
Night

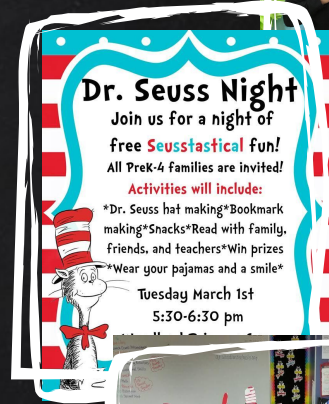


Cowlitz County
Fire Department
Mentoring
Program



Family Math
Night

- Reading with a Fire Fighter
- Reading with the Reading Dogs
- Dr. Suess Photo Booth
- Bookmark Creation Station
- Create a Dr. Suess Hat
- Play with Oobleck

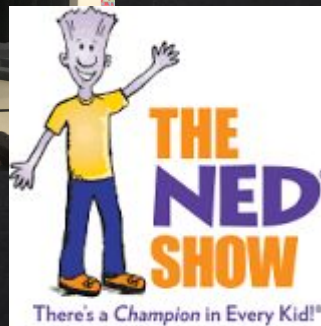
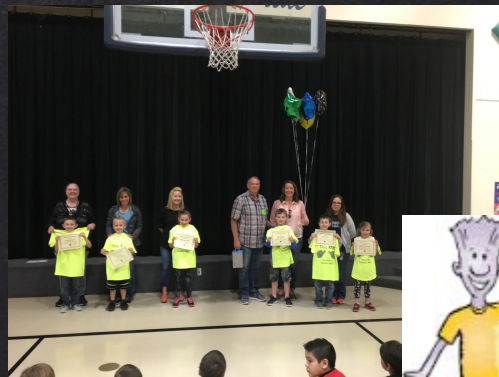


Reading Night
(Dr. Suess)



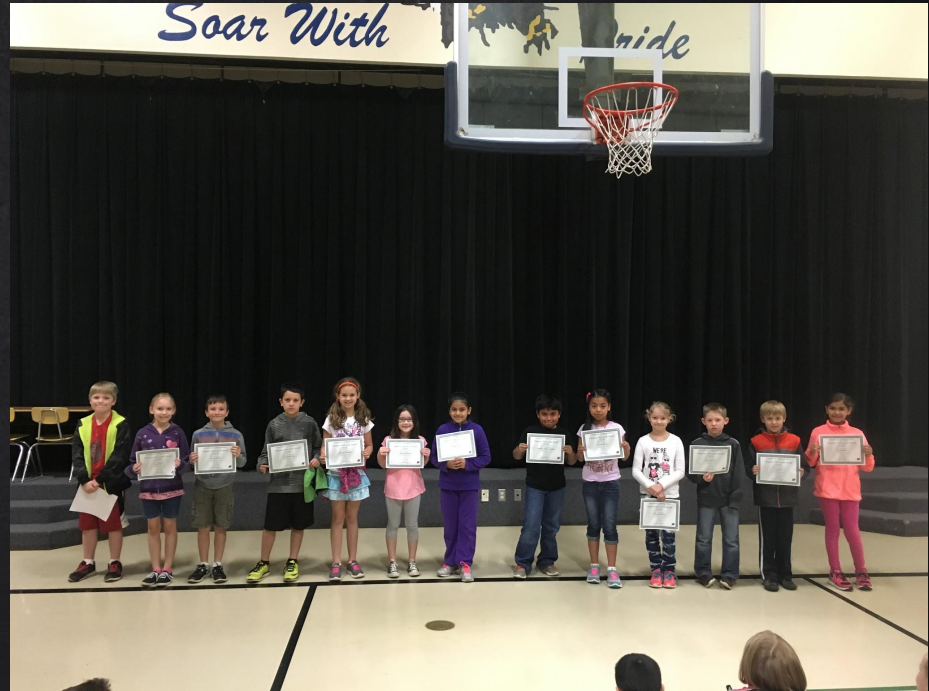
ACTIVITIES / ASSEMBLIES / CLUBS

- ☐ Bucket Filler
- ☐ The NED Show
- ☐ PlayWorks
- ☐ Job Corps
- ☐ Dr. Suess Day
- ☐ HomeWork Club
- ☐ Woodland Ambassadors
- ☐ Character Trait of the Month
- ☐ More to come...



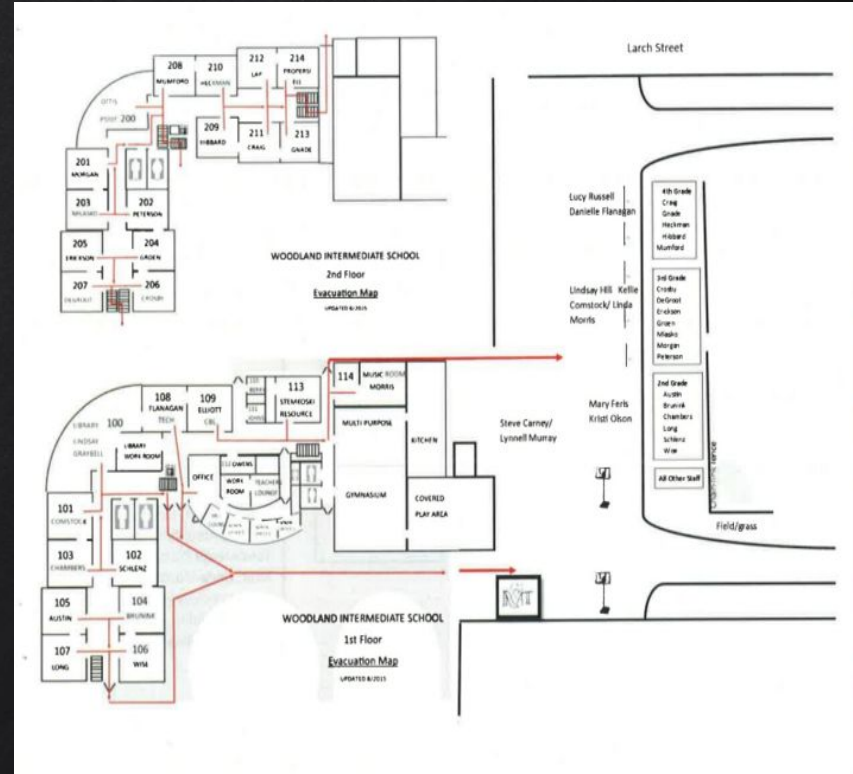
CELEBRATIONS

Character Trait of the Month
Bucket Filler
Woodland Way Coins
Woodland Way Ambassadors
More to come...



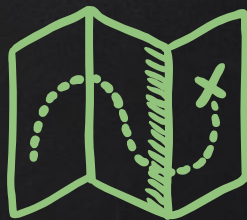
EMERGENCY PREPAREDNESS AND NEW SECURITY UPDATES

- **Monthly drills**
 - Lockdown
 - Fire drills
 - Earthquake
- **New structural security update**
 - Allows one point of access





HOW ARE WE GOING TO GET THERE? (NEXT STEPS)





SOME NEXT STEPS

- FURTHER BUILD OUR TIER 1 PBIS CLASSROOM SYSTEMS
- BEHAVIOR TRAINING FOR TEACHERS AND STAFF
- ADD ACADEMIC ACKNOWLEDGEMENTS AND CELEBRATIONS
- TRAUMA SENSITIVE AND COMPASSIONATE SCHOOL
- INCREASE FAMILY AND COMMUNITY INVOLVEMENT
- INCREASE STUDENT ACTIVITIES OUTSIDE OF ACADEMICS
- CONTINUE TO EXPAND OUR TIER 2 SYSTEM OF INTERVENTIONS





QUESTIONS?

