Woodland Forrest Elementary School

Vision

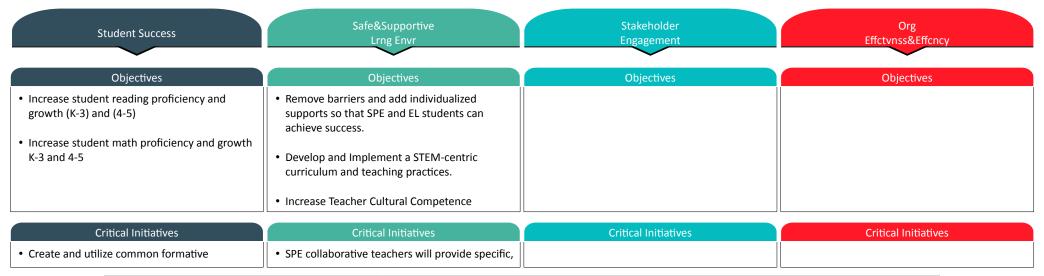
Provide an innovative and holistic learning environment through a STEM-centric curriculum and a leadership-based culture

Mission

Create and support a culture of high expectations and ensure career and college readiness for each and every child

Beliefs

- * All children deserve an equal opportunity to grow and learn
- * Relationships are the foundation for everything we do
- * Decisions will be based on the best interests of our students
- * A safe, welcoming environment is essential to student learning
- * We are committed to continuous improvement in all we do



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Strategy Map

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Critical Initiatives Critical Initiatives Critical Initiatives Critical Initiatives assessments using the CTE (Collaborative targeted intervention(s) based on identified Teacher Efficacy) process for daily tiered interferences during "pull out" time. instruction for intervention and enrichment. Collaborative "push in" time will be used to scaffold and support. Develop a Culture of Literacy through the use and support of the Library Media Center · Include SPE teachers, ESL specialist, and librarian in the Collaborative Teams process Multiple opportunities to engage with text, including close reads, repeated reads, use of Utilize SPIRE curriculum to enhance reading decodables, standardized fluency routines, instruction active comprehension strategies and exposure • Provide professional development for SPE to vocabulary. teachers for numeracy through AMSTI Integrate technology into the daily literacy block • Behavior supports in place for SPE students · Implement strategies to develop phonological Integrate an understanding of social-emotional awareness in K-3. learning through the incorporation of library resources and programming · Diagnostics to identify and correct the foundational deficits in reading using the RTI • Fund personnel who is bilingual to address the Process. increasing Arabic population Bring the Culture of Literacy from school to Apply for STEM certification through Advanced · Provide professional development for faculty in

home by supporting parents with their	at
home reading efforts.	

- Increase incorporation of math-related books into teacher curriculum
- · Create and utilize common formative assessments using the CTE (Collaborative Teacher Efficacy) process for daily tiered instruction for intervention and enrichment.
- · Daily small group instruction, including Tier II, with fluid, flexible groups based on current formative assessment data.
- Number Talks, with an emphasis on estimation, benchmark numbers, multiple strategies for solving a problem and opportunity for student discourse.
- Embed STEM practices, including computer science, robotics, engineering and interdisciplinary units of instruction.

online learning scenarios · Develop an immersive culture by incorporating more STEM-based resources into the library for

STEM-related content and practices.

• Implement STEM activities and lessons in

teacher curriculum and student free choice reading

 Parents involved in at-home STEM lessons provided by school

 Finalize and implement a system where library STEM materials and resources for teacher and student use are easily identifiable

- Develop a sustained Diversity Committee
- Implement ongoing professional development for teachers in diversity issues

Integrate technology into the daily math instructional block	Host an event centered on diversity issues		
Focus on numeracy through AMSTI math program.			
Key Measures	Key Measures	Key Measures	Key Measures
Raise Low Risk K-1 # from 31% -50% in Aimsweb	move 5% from 28% to 33% Reading (grades 3- 5) on PS		
Move 5% from 47% to 52% Benchmark (4-5) in PS	Lesson plan reflective of standards and strategy		
Increase Growth Targets met 4-5 by 5% in PS	Reduce chronic absenteeism by 5% Deita Law Bigli K 2 // faces 246/ 456/ in		
Raise Low Risk 2nd # from 42% - 57% in Aimsweb	Raise Low Risk K-3 # from 31% - 45% in Aimsweb		
Raise Low Risk 3rd # from 60% - 75% in Aimsweb	Raise Low Risk EL K-3 # from 17% - 34% in Aimsweb		
Maintenance in average in-house circulation	• Move BM # 17% from 11% to 28% Math (SPE 3-5) on PS		
Student feedback - surveys	Move BM # from 66% to 83% for ELs (4-5) in PS		
Increased digital resource circulation	Raise Low Risk K-3 # from 31% - 44% in Aimsweb		
Increases on all data points of reading	AMSTI PD enrollment and PD logs		
Formal teacher observations, daily walk- throughs	Behavior data, student check ins		
Technology usgage reports	Number of books read		
TCS technology surveys	Discipline Reports		
Measured by number of participating students	Access data, AIMSWEB Reading, PS and ACAP reading		
Number of books read	Complete final year for certification		
Data from foundational screeners	STEM practices teacher survey		
Number of Learning packets handed out to families	Participation in activities and lessons		
Increased circulation of math-related resources	Increased circulation of STEM materials		

Critical Initiatives

Critical Initiatives

Key Measures	Key Measures	Key Measures	Key Measures
Raise Low Risk 2nd # from 22% - 37% in Aimsweb	Better understanding of classroom terminology		
Raise Low Risk 3rd # from 38% - 53% in	Number of participants		
Aimsweb	All STEAM materials have sticker designations		
Bi-weekly CFA rubrics and data sheets	All STEM materials are sorted by genre/subject		
Increase in learner engagement	Increased circulation due to ease of access		
Lesson plans reflective of weekly Number Talks	Committee meeting agendas		
Development and submission of STEM Unit plans	Monthly diversity newsletter		
Lesson plan reflective of standards and strategy	Teacher Survey on Diversity Attitudes and Practice		
Coaching Cycles for all teachers	Parent Survey		