

Woodland Heights School

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Title I Schoolwide Plan

for

Woodland Heights Elementary School

2022 - 2025

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Introduction

Woodland Heights Elementary School is a Pre-Kindergarten through grade 5 school located in Laconia, New Hampshire. The city of Laconia has a population of 16,578. Woodland Heights is one of three elementary schools in the Laconia School District with an enrollment of 318 students. The other two elementary schools are Pleasant Street School and Elm Street School. The Laconia School District has one middle school (grades 6-8) and one high school (grades 9-12). The student population of Woodland Heights has a diverse economic make-up. Many students are eligible for free and reduced lunch and breakfast. In 2022-2023 67% of students qualify for free/reduced lunch status. We have 21 students that are considered homeless. More than 94% of the Woodland Heights students are Caucasian and the remaining 6% of the student body is made up of around 1% each of American Indian, Hispanic, Black, and Asian children. There are no migrant students. The educational staff is composed of 29 teachers, 25 paraprofessionals, and 2 administrators. The Principal is ending her first year as of July 1, 2023 at Woodland Heights.

Review

The following tables will show how over the years Woodland Heights has performed on the New Hampshire State Assessment System (NHSAS) testing. The scores have fluctuated since the first administration of the assessment. Woodland Heights Elementary School is examining the Instructional Core through the use of Intervention Core (ICORE) in order to strengthen the instructional practices to ensure student achievement in all areas.

New Hampshire State Assessment System

3rd - 5th Grade Literacy

Year	Level 4 (AP)	Level 3 (P)	Level 2 (AP)	Level 1 (BP)
2020-2021				
Grade 3	10%	18%	24%	48%
Grade 4	13%	18%	20%	50%
Grade 5	9%	27%	20%	44%
2021-2022				
Grade 3	14%	12%	19%	56%
Grade 4	11%	20%	26%	44%
Grade 5	9%	31%	19%	41%
2022-2023				
Grade 3	17%	22%	23%	38%
Grade 4	9%	19%	11%	61%
Grade 5	11%	35%	26%	28%

New Hampshire State Assessment System

3rd - 5th Grade Mathematics

Year	Level 4 (AP)	Level 3 (P)	Level 2 (AP)	Level 1 (BP)
2020-2021				
Grade 3	6%	14%	28%	52%
Grade 4	10%	14%	25%	51%
Grade 5	5%	10%	35%	50%
2021-2022				
Grade 3	12%	19%	22%	47%
Grade 4	6%	21%	32%	41%
Grade 5	10%	19%	24%	47%
2022-2023				
Grade 3	22%	25%	22%	32%
Grade 4	9%	18%	26%	47%
Grade 5	12%	19%	31%	38%

Woodland Heights School has shown progress throughout the school and with our economically disadvantaged students. The area that provides our challenge is that in students with an educational disability. Woodland Heights School continues to look at and refine practices to promote a positive school culture and high academic achievement.

Two major changes have occurred that affected Woodland Heights School's Needs Assessment information. First, our school, and district, has moved to a 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 (PLCs) so it becomes our structure for moving school improvement forward. In addition to PLC's, our school has implemented Intervention Core (ICORE) as a way of looking at student's performance data. This will help us measure, as a school, how we are implementing curriculum, instruction and assessment.

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 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 Assessment Dates			Funding Sources
		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.	<ul style="list-style-type: none"> ● iReady ● NHSAS Grades 3-5 ELA and Math and Grade 5 Science ● Performance Based Assessments <p>Struggling students may be given additional testing such as iReady Progress Monitoring, Words Their Way, NHSAS Modules, Running Records, and iReady progress monitoring.</p>	X	X	X	District & Title I
				X X	

Objective 2: Students receive differentiated 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"> • iReady • Words Their Way • NHSAS Modules 	Fall or at time of placement and throughout the school year.			District and Title I

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"> • iReady • NHSAS Grade 3-5 ELA, Math, and Grade 5 Science • Performance Based Assessments • Running Records 	Throughout the school year when considering a placement within an intervention or release from an intervention (<i>Progress Monitoring</i>).			District and Title I

Goal 2: All students at Woodland Heights School will be proficient in mathematics as demonstrated by national, state and local assessments

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 Assessment Dates			Funding Sources
		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>The 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"> • iReady • NHSAS Grades 3-5 Math • Performance Based Assessments • NHSAS Modules 	X	X	X	District and Title I
		<p>Throughout the school year when considering a placement within an intervention or release from an intervention. <i>(Progress Monitoring)</i></p>			

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.	• iReady	X	X	X	District and Title I
	• Performance Based Assessments Grades K-5	X	X	X	
	• NHSAS Grades 3-5			X	

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

Strategies/Activities	Evaluation Tools	Timeline Assessment Dates			Funding Sources
		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.	• iReady	X	X	X	District and Title I
	• Performance Based Assessments	X	X	X	
	• NHSAS Grades 3-5			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 2022-2023 through 2024-2025

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 NHSAS, iReady, Performance Based Assessments (PBA), Words Their Way, 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.
- School Processes Data- This will be where the Professional Learning Community Continuum will be used to monitor how the school is progressing using PLC's. This data will be collected in the spring from the PLC's to assess and refine processes. This data to be looked at by the School Leadership Team.
- 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

In PLC's, a major shift is using data to make decisions. A major emphasis at Woodland Heights School 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 State Standards and competencies. Differentiation of instruction is a focus for grade-level teams to ensure growth for all students.

Schedules are also being looked at to provide intervention and enrichment time for students who are struggling as well as excelling. In order to provide time and provide a guaranteed and viable curriculum, integration of content will be needed in instruction. Teachers will integrate science and social studies into their reading and writing.

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 iReady or New Hampshire State Assessment System Assessments Grades 3 through 5 (for ELA and Math and Science Grade 5), Words Their Way. 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 a 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, (Volunteers in Service at Woodland Heights School) VISTESS, sponsor our field trips and enrichment activities for the school. This group also solicits volunteers to help out with events at school.

There will be monthly events held at the school. These events will be either sponsored by the school or our PTO (VISTESS). For example, we may hold a math game night one month that is school sponsored, and then the next month we may have a bingo night sponsored by our PTO. Parent conferences are also held twice a year. It is a group effort to balance fun and academically focused events.

V. Professional Development

With the creation of Professional Learning Communities (PLC's), teams create SMART goals. Within those goals, teams are saying they are going to focus on some aspect of curriculum or instruction. The professional development for that year should revolve around that goal. The goal is then tracked on Frontline, the on-line resource that tracks staff 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 5th grade. Again, schedules are developed to allow the Curriculum Coordinator time to provide professional development for grade levels Pre-K-5.

Teachers will attend National Conferences to extend their knowledge and understanding of effective instructional practices for literacy and mathematics.

During the years between 2022-2025, the Laconia School District set aside money to provide staff professional development in the area of Literacy. Teachers will participate in Literacy Professional Development to strengthen their instructional practices to increase students' achievement in literacy. In addition to professional development and district offered professional development, professional staff may access \$700 towards professional development outside of the school. Paraprofessionals can access \$150.

VI. Preschool Transition

In 2016 -2017, the Laconia School District piloted an Early Childhood Program for four-year-old Laconia children at Woodland Heights 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 2017-2018 school year, The Early Childhood Woodland Heights program expanded to encompass all three elementary schools, with an additional program Woodland Heights School, and was offered to all Laconia children who were four years old by September 30th.

All five-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 one 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. Certified 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 needed 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 Woodland Heights School also have the opportunity to participate in extended day activities through Project EXTRA!, our after school program. Activities include homework help, academic classes i.e.: World Explorers, enrichment classes i.e. Karate, and project- based learning. Project EXTRA! is funded through the 21st Century Learning Grant. Project EXTRA! also operates a summer camp for Laconia's school children.

There are after school tutoring opportunities for Woodland Heights School students called PIQUES. Through supplemental educational services (SES), students can access tutoring. Parents have a variety of service providers to choose from in which to provide tutoring services to their children.

Summer Programming is a five-week session summer school program for at-risk students in which students are provided instruction in literacy and mathematics. Students are nominated by classroom teachers as to who would benefit from a summer program. Data is examined and then the neediest students are selected to be offered summer school.

Coordination of Resources

At Woodland Heights School the schoolwide plan will be implemented and overseen by the School Leadership Team. The School Leadership Team includes the school principal, Student Services Administrator (when possible), a Title I teacher, a special education teacher, classroom teacher grade-level representative, 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 schoolwide 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 schoolwide goals.

The School Leadership Team members will also participate in reviewing the PLC Improvement Continuums, 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 schoolwide 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 PreK-5 students are assessed in reading and math using iReady and Words Their Way benchmark assessment system.
- All grade 3-5 students are assessed in reading and math with the Performance Based Assessments and Grades 3-5 NHSAS (and Grade 5 Science).
- 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 School's 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 School's 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

2022-2023 Student Learning Data

Percentage of Students in Each Percentile

Fastbridge Spring 2023	0-19%		20-29.99%		30-84.99%		85%	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Grades 3rd - 5th	33%	22%	8%	13%	48%	58%	9%	7%

New Hampshire State Assessment Spring 2023	% Proficient and Above in ELA	% Proficient and Above in Math
Grade 3	39%	47%
Grade 4	28%	27%
Grade 5	46%	31%