

School Improvement Plan

Woodland Elementary School

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Committee Membership

Mr. Bruce Hull, Principal
Mr. Lee Sweet, Assistant Principal
Mr. Andrew Hawk, Intermediate Resource Room Teacher
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Miss Lindsey Vick, Kindergarten Teacher
Mrs. Sarah Synesael, Grade 2 Teacher
Ms. Lisa Wittgren, Grade 4 Teacher
Miss Melissa Eisensmith, Music Teacher

The Greater Lafayette Community

The Tippecanoe School Corporation, located in Tippecanoe County, Indiana, encompasses approximately 430 square miles in north central Indiana. At its hub are the sister cities of Lafayette and West Lafayette. Purdue University's main campus is located within the district boundaries. The TSC draws students from suburban areas of Greater Lafayette/West Lafayette, as well as the outlying rural areas of the county. Over 13,000 children are enrolled in the corporation's eleven elementary schools, six middle schools, and two high schools. TSC's continued growth has created a long-range building program, which will add an additional elementary school with the next three years.

Woodland Elementary School

Woodland Elementary School is a K-5 school and one of 11 elementary schools in the Tippecanoe School Corporation. Woodland opened in August 2008 with an enrollment of 515 students. Woodland is a K-5 facility with a current enrollment of 630 students while also housing a Headstart preschool classroom of 16 four-year olds and 2 teachers. The present faculty consists of 45 certified staff, 26 classified staff members who support the instructional programs, and 31 employees providing clerical, food service, nursing, bus transportation, or custodial support.

The Woodland Elementary School attendance area was created solely from the existing Wea Ridge Elementary School attendance district due to the explosive growth experienced in this area since Wea Ridge opened in August 1999. Most students at Woodland live in subdivisions. However, the attendance area also includes a mobile home park and rural areas. All students in the Woodland Elementary School attendance area are assigned a bus to ride. This area of the county continues to grow with two new housing developments, featuring over 100 lots each, currently under construction and development with more still in the planning stages.

Mission, Vision, and Beliefs

TSC Vision Statement

Based upon the highest professional standards, the Tippecanoe School Corporation strives to educate our students to reach their academic potential in an environment that encourages confidence, competence, and a desire for learning.

In accordance with the highest professional standards held for all Tippecanoe School Corporation employees, Woodland Elementary School has developed a set of Vision, Mission, and Belief statements in an effort to provide a quality education for students.

Woodland Elementary School Vision Statements

Woodland Elementary is committed to cultivating a positive learning environment which:

- ✓ Nurtures respect, openness, and enthusiasm;
- ✓ Stimulates academic growth;
- ✓ Fosters an appreciation for the fine arts;
- ✓ Encourages a healthy lifestyle;
- ✓ Promotes individual talents;
- ✓ Develops responsible citizens.

Woodland Elementary School Mission

All members of the school faculty and staff desire to provide a safe, inviting, learning environment. The C.L.A.S.S. (Connected Learning Assures Successful Students) philosophies and vocabulary have been adopted and implemented and staff members encourage students to practice the lifeskills and lifelong guidelines on a daily basis. Each school day begins with the Woodland Almanac that includes a moment of silence, pertinent school announcements and information, a statement about the lifeskill being emphasized that week, and the Woodland School Pledge that follows:

***Today is another opportunity for me to do the right thing in class,
at recess, during lunch, and when I'm away from school, too.
For everyone I meet, I will do my best to treat all people right.
I will always remember that "If it is to be, it is up to me!"***

Teachers utilize lessons created by TSC staff and compiled in a resource book entitled "Do the Right Thing" as part of a character education program. This curriculum piece highlights the character traits of integrity, responsibility, respect, cooperation, and perseverance. Students demonstrating these traits are also recognized throughout the school year during High Five Reward programs.

Working together as a team in order to maintain a positive learning environment and facilitate academic growth has been established as a top priority of the Woodland Elementary School staff. Teachers have 30 minutes of contracted time for professional development each day. Current topics include by are not limited to NWEA training, curriculum mapping training, and literacy instruction training. It is the mission of the Woodland Elementary School staff to incorporate successful teaching strategies and to remain abreast and open to current educational innovations and best practices.

Belief Statements

The Woodland Elementary School staff believes that:

- ✓ Each child is unique and can learn in the proper environment with sufficient supports. Today's students are tomorrow's teachers and world leaders. It is the responsibility of the Woodland Elementary School staff to facilitate all students' growth and education in order to maximize their potential.
- ✓ A child's school family can not take the place of the immediate family but a strong home/school connection is essential for a successful student learning experience. Opportunities for family members to participate in their child's education are provided frequently.

Description and Location of Curriculum

A comprehensive and complete set of curricula resides at both the Tippecanoe School Corporation Central Office and in each school media center. In addition, each teacher has a set of grade level and/or department curricula. Each set of curricula contains a detailed account of student outcomes related to units of study and state materials. These materials are reviewed and rewritten one year prior to textbook adoption in the content area.

Description and Name of Assessments in Addition to ISTEP Program Assessments

NWEA – Using MAP, or Measures of Academic Progress, NWEA creates a personalized assessment by adapting to each student's learning level. This gives the teacher assessment data and essential information about what each student knows and is ready to learn

IREADY- The IREADY Diagnostic assessment includes in-depth Diagnostic assessments and growth monitoring assessments. It will assist instruction in identifying students' mathematical needs.

Fountas and Pinnell and TRC- These Benchmark Assessment System is a tool to identify the instructional and independent reading levels of students and document student progress through one-on-one formative and summative assessments.

Data Analysis

Data Analysis is necessary to determine the effectiveness of core instruction and to determine interventions that will match the skill deficits in order to close achievement gaps. Woodland uses the following assessments to evaluate skills and obtain data to effectively plan instruction to meet the diverse needs of students.

- ✓ Assessments
 - Accountability assessments include: ISTEP+, IREAD
 - NWEA-Assessment administered three times a year and utilized as a universal screening tool (BOY –August/September, MOY – December/January, EOY – April/May
 - Fountas and Pinnell Benchmark Assessments
 - TRC Assessments

Identification of Strengths and Needs

IREAD 3 Assessment

Woodland Elementary third graders have shown a strong performance in the past five years of the IREAD assessment. Students who do not pass the IREAD assessment receive remediation support by their classroom instructor on the skill deficits that were identified in the assessment. Students also have the opportunity to attend Summer School providing additional instruction and support in preparation for the re-take of the exam.

Year	Pass Percentage
2011-12	85.7
2012-13	92.1
2013-14	86.6
2014-15	90.1
2015-16	88.4

ISTEP+ Assessment

It is important to note that our student growth and Math and English/Language Arts earned us 88.7 points during the 2015-16 school year. This earned us 44.35 points. Our performance domain earned us 61.7 points. This earned us 30.85 weighted points for a total of 75.2 points.

These 2015-2016 ISTEP+ results have been calculated to a C school letter grade. Based on the 2014-15 ISTEP+ results, Woodland Elementary earned a B school letter grade.

It is pivotal that Woodland Elementary increases overall performance percentage in students who pass both Math and English/Language Arts ISTEP+ tests. By using data from our NWEA and IREADY assessments, we will be able to pinpoint deficits earlier allowing differentiated instruction to take place during the school year that is directly on target with what each individual student needs.

Woodland Elementary ISTEP Pass Percentage

Year	Both Math and ELA	Math Only	ELA Only
2008-09 Fall	56.2% 109 Students	62.9% 122 Students	67.2% 131 Students
2008-09 Spring	64.4% 143 Students	71.2% 158 Students	73.4% 163 Students
2009-10 Spring	67.9% 142 Students	76.3% 161 Students	77.0% 161 Students
2010-11 Spring	66.7% 156 Students	79.1% 189 Students	70.9% 166 Students
2011-12 Spring	66.8% 157 Students	76.2% 182 Students	76.1% 181 Students
2012-13 Spring	62.9% 156 Students	73.2% 183 Students	71.0% 179 Students
2013-14 Spring	69.6% 156 Students	80.4% 181 Students	74.2% 167 Students
2014-15 Spring	53.6% 143 Students	69.3% 178 Students	65.7% 167 Students
2015-16 Spring	49.6% 136 Students	61.3% 168 Students	61.3% 168 Students

2015-16 ISTEP+ Scores

Grade	Math	ELA	Both
3	54.5%	64.3%	48.2%
4	64.0%	60.7%	52.8%
5	68.5%	57.5%	47.9%

Goal Setting

It is a unified goal of the Woodland Elementary School Improvement team and instructional staff that we continue to strive to increase our ISTEP+ standardized achievement scores and increase our school letter grade.

Goals for the 2016-17 school year:

- ✓ 75% of students in Grades 3-5 will pass the ISTEP+ Math Assessment
- ✓ 75% of students in Grades 3-5 will pass the ISTEP+ ELA Assessment
- ✓ 70% of students in Grades 3-5 will pass both the ISTEP+ Math and ELA Assessment
- ✓ 95% of students in Grade 3 will pass the IREAD Assessment

Attendance Rate

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	94.2%	95.9%	95.5%	96.2%	96.4%	96.6%	96.3%	96.5%
Grade 1	96.4%	96.2%	96.9%	97.1%	96.8%	97.0%	96.8%	97.0%
Grade 2	96.5%	96.7%	97.2%	97.3%	97.0%	97.6%	97.2%	97.1%
Grade 3	96.5%	96.9%	96.5%	97.0%	97.0%	97.4%	97.3%	97.1%
Grade 4	96.8%	96.6%	97.5%	97.2%	97.0%	97.4%	97.7%	97.5%
Grade 5	97.0%	96.3%	97.1%	97.3%	96.8%	97.1%	97.4%	97.8%
All Grades	96.4%	96.5%	96.9%	97.1%	96.8%	97.2%	97.1%	97.2%

Contributing Factors of Absenteeism

At Woodland Elementary, the highest contributing factor to absenteeism is due to illness. Students also miss school due to appointments and/or family funerals.

Chronic Absence Reduction Plan

Woodland Elementary has a truancy policy in place to encourage regular attendance. Students are not allowed to miss more than 10% of the school year which works out to nine days per semester. If a student misses 10% of in session school days, a letter is sent home letting parents know attendance is necessary. Once 10% is reached for the school year, the truancy letter is sent.

Additional Educational Programming Information and the Woodland Elementary School Learning Environment

The staff and administration at Woodland Elementary believe that in order to meet all students' needs, a variety of teaching styles and strategies need to be incorporated into the classroom. We believe that collaboration is an important component of a successful school and work as grade-level teams when possible. Faculty and staff use the Indiana Academic Standards to plan instruction. It is an expectation that staff engage in best practices and utilization of differentiated strategies to meet the diverse academic needs of students.

Across the Tippecanoe School Corporation, the Journeys series is being utilized for language arts instruction. This series incorporates use of a basal reader, word study and writing

conventions. Intervention kits and supplemental materials targeting below, at and above grade level students' skills are also available to each classroom teacher. In addition, classrooms incorporate Mountain Language or a different form of Daily Oral Language into the classroom. With the help of the Media Specialist, the Accelerated Reader program is also implemented in each classroom to help boost reading comprehension. This program enables students to work within their individual independent reading level.

Throughout the Tippecanoe School Corporation, the Ready Math/IReady math text is being utilized. This series emphasizes development of students' higher level thinking in the area of mathematics. In addition, classrooms incorporate Mountain Math or a different form of Daily Oral Math into the classroom. In an effort to improve math computation, many classrooms also incorporate focused instruction on math facts.

Students in kindergarten and first grade that are performing at a high level have the opportunity to take part in the IDEA program. This enrichment program pulls students from their regular classroom weekly and enables them to work on content or projects at higher or different levels than many of their peers are ready for.

At Woodland Elementary we believe that it is vital that we not only attend to our students' academic needs, but the development of their work habits and social skills as well. Banners, following the C.L.A.S.S. model, hang in the hallways that reinforce the different life skills to students. There is a quote and a reminder about applying life skills each day on the morning announcements as well. Additionally, each teacher incorporates lessons about work habits and life skills into his/her classroom based on the needs of the class.

Students in fourth and fifth grade are encouraged to take part in Student Council. Each fourth and fifth grade class elects two representatives to serve as Student Council representatives. This council works to provide students with empowering experiences. Students are able to take part in service projects that serve both Woodland Elementary and the larger community.

The resource room teacher at Woodland Elementary writes short-term goals for students using the Indiana Academic Standards and the needs of the student as a guide. The standards used are based on the students' achievement levels rather than grade level placement. Objectives are assessed and reported on a regular basis. Communication between the resource teacher and classroom teacher and any aides is vital.

Conclusions Based on Assessment of Current Educational Programming Woodland Elementary School Curriculum Support Achievement of Indiana Academic Standards

Exhaustive curricular reviews and modifications are made every six years prior to textbook adoption. Additionally, rewriting occurs whenever the Indiana Department of Education releases revised state curricula. Teacher teams conduct this rewriting process under the supervision of the Assistant Superintendent for Instruction.

The student outcomes are specifically grouped to cross reference with the Indiana Academic Standards. Handbooks are provided to each staff member. Individual buildings oversee the implementation of the state standards through effective classroom practices.

Woodland Elementary School Instructional Strategies Support the Achievement of Indiana Academic Standards

Each staff member at Woodland Elementary School is provided with a Tippecanoe School Corporation Curriculum Handbook and copies of the Indiana Academic Standards. Periodically, classroom teachers will meet as a grade level to review and compare the Indiana Academic Standards with instructional strategies, noting areas in need of supplementation.

Analysis of Student Achievement Based on Assessment Strategies

Woodland Elementary transferred to the NWEA assessment during the 2016-17 school year. In the future, this data will be used to analyze student achievement to impact student learning.

Parental Participation at Woodland Elementary School

Parents are actively involved in a variety of functions at Woodland Elementary School. In the classroom, parents may be invited to visit or to share an area of expertise related to the curriculum. Parents may direct games, center activities, special projects or experiments. Some assist through special programs such as Junior Achievement. Parents may also read to students or listen to students read. Parent assistance is often given to the teachers by preparing or donating materials or supplies related to a given theme, collecting data, or acting as chaperones for a field trip.

In addition, there are a variety of school-wide opportunities for parents to become involved. The Parent Advisory Council (PAC) meets monthly to manage funds and coordinate school-wide events. Staff members plan to host Family Nights in conjunction with the PAC general meetings. Tentative Family Night topics scheduled for the 2008-2009 school year include: grade level musicals, a Fine Arts Night, movie nights, and a Family Literacy Night.

Many parents are needed to plan and conduct fundraising events, to organize skating parties, and to prepare students for music programs. Parents are a vital and integral part of the Woodland Elementary School community. "Doughnuts for Dads" and "Muffins for Moms" are two examples of programs where parents will be invited to attend. Parents are always welcomed and encouraged to have lunch with their children at school (with prior notice if purchasing a school lunch) and to attend special Woodland Elementary School programs and convocations.

Technology as a Learning Tool

Beliefs:

Effectively integrating technology into the instructional process has the potential to positively impact the educational experiences for students at the Tippecanoe School Corporation. The availability of technology and quality digital resources allows for students to demonstrate creativity and innovation, to communicate and collaborate, to research and evaluate information, and to think critically. Digital tools, resources, and practices are embedded into the curriculum to support the corporation's instructional goals and enhance student achievement.

Current Initiatives:

The TSC is continually enhancing its network to support school-based technology initiatives. This year, wireless switches and access points were replaced at each of the middle schools. Next year, as part of an E-Rate Category 2 project, wireless switches and access points will be replaced at each of the eleven elementary schools and at both high schools. Additionally, new uninterrupted power supply units will be installed in each of the networking closets corporation-wide.

Professional Development Focus:

Providing relevant professional development that is both timely and of high quality is an ongoing goal for the TSC Technology Department. We are in the process of implementing Canvas as the LMS at our secondary schools and have been delivering a variety of professional development experiences on this topic. Other areas of focus include Google Apps for Education (K-12), integrating iPads into the classroom (K-2), and leveraging the power of Chromebooks (3-12).

Budgeting & Sustainability:

When implementing technology initiatives, plans for sustainability must always be taken into consideration. Historically, the TSC has been dependent upon Common School Loans and STAA Loans to sustain its 1:1 initiative. Because we view the device as an integral part of curriculum delivery, we have transitioned to a model that will ultimately enable the initiative to be self-sustaining as a result of a technology rental fee paid by students.

Future Initiatives:

The TSC will be expanding its 1:1 initiative for the 16-17 school year to include each of its six middle schools. Plans are currently underway to identify the most suitable technology option for intermediate students at the elementary level. Once this determination has been made, the goal is to deploy classroom sets of devices at these grade levels.

Stakeholder Collaboration:

A great deal of collaboration takes place between curriculum leaders, technology staff, principals, and teachers at each stage of technology deployment. Both instructional and tangible goals (e.g. what do we want the students to do with the technology?) are taken into consideration, as well as a host of other factors. Before a large-scale implementation, we typically utilize a pilot group to gather input, identify professional development needs, and assess the overall scalability of the project.



Tippecanoe School Corporation Digital Learning Blueprint



Future Ready

SOFT SKILLS

CREATIVITY
COMMUNICATION
COLLABORATION
CRITICAL THINKING



Information Literacy
Digital Citizenship
Active Engagement
Improved Achievement
Personalized Learning
Equitable Access to Information
STEM Skills

Primary

Device: iPads
Quantity: 2:1 (goal)
Resources:
★ Google Apps
★ Google Classroom
Curriculum Goals:
 Early Literacy
 Independence
 Create Meaning

Intermediate

Device: Chromebooks
Quantity: 1:1 (goal)
Resources:
★ Google Apps
★ Google Classroom
Curriculum Goals:
 STEM
 Reading to Learn
 Communication

Middle

Device: Chromebooks
Quantity: 1:1
Resources:
★ Google Apps
★ Canvas
Curriculum Goals:
 Collaboration
 Conceptual Math
 Writing

High

Device: Chromebooks
Quantity: 1:1
Resources:
★ Google Apps
★ Canvas
Curriculum Goals:
★ Critical Thinking
★ Content Areas
★ Independence

Safe and Disciplined Learning Environment

Tippecanoe School Corporation Efforts for a Safe and Disciplined Learning Environment

The Tippecanoe School Corporation strives to provide a safe and disciplined learning environment in each school in the district. TSC seeks to remain proactive in the area of school safety. Several initiatives have been implemented over the past few years and remain active. Among these are:

- ✓ Updated Emergency Planning Guide (copies given to police and fire departments with maps)
- ✓ Safety Flip Chart for staff and administrators
- ✓ To-Go Kits for each classroom teacher (first-aid kit, vinyl gloves, etc.)
- ✓ Tippecanoe School Corporation Safety Committee
- ✓ Bi-monthly safety tips given to administrators
- ✓ Tippecanoe County Safe School Commission (meets quarterly)

- ✓ The use of the WETip School Safety Hotline to provide an anonymous way for students and/or parents to report potential school safety problems
- ✓ The use of sheriff's deputies at each high school as school resource officers and to offer assistance to feeder schools on an as-needed basis
- ✓ The use of video technology enables each school to operate on a "limited accessibility" basis. With the exception of the main entrance (which is video monitored), all doors are locked during the school day.
- ✓ "Do The Right Thing" curriculum resource guide has been established at each grade level: elementary, middle, and high school. This guide seeks to establish and reinforce the following character traits: respect, responsibility, cooperation, integrity, and perseverance. Additionally, many buildings implement Lifelong Guidelines and Lifeskill activities as a part of C.L.A.S.S. (Connected Learning Assures Successful Students)
- ✓ As needed/requested distribution of resource materials centered on school safety. Materials currently available are on the topics of: bullying, conflict resolution, crisis response, hostility, parents, peer pressure, school safety, violence, and weapons.
- ✓ All buildings have an electronic building access system in place to allow for a more secure key system and the ability to monitor access on a building and/or district level.
- ✓ Safety tips are distributed highlighting safety issues.

Cultural Competency in Educational Environments English Language Learners (ELL) at Tippecanoe School Corporation

The ELL population has been steadily growing in the last seven years at the Tippecanoe School Corporation. Having 23 diverse school buildings, diligence is necessary to identify students with a native language other than English, and to provide appropriate classroom accommodations.

TSC currently employs a full time ELL Coordinator position with the responsibility of overseeing the entire program in addition to supervision of the already existing part-time positions previously established. An instructional coaching position with the sole focus of providing support and professional development for classroom teachers and ELL classified staff was added in 2014.

At the elementary schools, ELL students receive additional instruction from bilingual tutors at least three times weekly for not less than 20 minutes per session. Proficiency levels as determined by the WIDA assessment are recorded in the Individual Learning Plan (ILP) customized for each English Language Learner with a copy maintained in the SMART database.

ELL tutors work as instructional assistants in the classroom. In addition, and depending on the level of English, a student may be pulled out to work on vocabulary and homework. In an effort to keep pace with the instructional model, **Sheltered English**, teachers use physical activities,

visual aids, and the environment to teach important new words for concept development in mathematics, science and social studies.

Professional Development

Woodland Elementary plans to develop a strong Professional Development component. Staff members participate in professional development activities within the building and through attendance at various conferences.

Professional development funds were also made a part of the Title I budget for Woodland Elementary School. Staff members who attend professional development activities outside the school are encouraged to share new information and materials gained from these experiences with their colleagues at Woodland Elementary School staff meetings.

During the past year, current Woodland staff members attended the following conferences:

- ✓ Art Education Association of Indiana Conference
- ✓ Conference for Indiana First Grade Teachers on Literacy and Differentiated Instruction
- ✓ Differentiated Instruction workshop with Michelle Leuck
- ✓ Indiana Music Educators Association Convention
- ✓ Junior Great Books Program Training
- ✓ National K-6 Classroom Literacy Conference
- ✓ Reading Recovery Conference
- ✓ Renaissance Learning Symposium
- ✓ Smart Board Training
- ✓ Successful Strategies for Literacy Learning Conference
- ✓ Summer Institute Purdue Literacy Network Project: Making Connections: Building Better Writers

The staff and administration at Woodland Elementary have the goal of continuous and increased improvement in our student academic outcomes as measured by accountability testing.

Tippecanoe School Corporation Classified Staff Professional Development

Throughout the school year, workshops are held when there is an abbreviated student schedule during Parent/Teacher conferences and teacher workdays. After test data has been analyzed and areas of weakness have been identified, related topics and speakers are chosen for workshops. Speakers also are engaged to teach the necessary interventions to better understand and instruct the at-risk student. The goal is to enhance the knowledge and professionalism of the classified staff by increasing the understanding and implementation of best practices. Speakers are recommended by teachers and Title I instructional assistants who have attended out-of-district workshops. Topics previously covered have included:

- ✓ Kindergarten Building Blocks
- ✓ 4 Blocks Literacy Model
- ✓ Alternative Schools
- ✓ Balanced Literacy Program
- ✓ Handling Stress
- ✓ Implementation of Best Practices
- ✓ Crisis Cycle
- ✓ Court Appointed Schooling
- ✓ Dealing with Difficult Students
- ✓ Gang Awareness
- ✓ Literacy Awareness
- ✓ Ruby Payne

Title I funds provide opportunities for both certified and classified staff to attend out-of-district workshops when topics fall within areas of targeted instruction (reading and math). Title I funds also provide individual schools with onsite, ongoing professional development. Through professional development, certified and classified staff members are better prepared to work together for the benefit of the students.

As we continue to grow in our ELL population, reading students' academic needs who are learning English as a second language becomes critical. Book studies and staff meetings should continue to be a part of staff professional development increasing academic and social success and integration for our ELL students.

High Ability Multi-age Classes

The Tippecanoe School Corporation recognizes that highly able students are a unique population who need substantial, differentiated educational programming in order to achieve their fullest potential. The TSC offers high ability programming for students in K-12.

Students are identified for high ability programs using a multifaceted identification plan, which includes looking at achievement on different standardized tests, and teacher rating scales. Those students that are identified as "highly able," can participate in a variety of programs. At the K-1 level, they can participate in the IDEA pullout program. For 2-5 students there are self-contained, highly able, multi-age classrooms. These classes are able to offer students that have been identified as "highly able" a different type of learning environment and learning activities. Woodland students identified for participation in the self-contained 2/3 or 4/5 classroom ride a shuttle bus from Woodland to Dayton Elementary School each morning and a shuttle returns the students to Woodland at dismissal.

The Tippecanoe School Corporation's Gifted and Talented Department provides a number of professional development opportunities for teachers. Professional development books are provided for the elementary and middle school professional libraries and staff development workshops are offered at the elementary and middle school level. Additionally, teachers of the

highly able classes must have already obtained, or be working towards obtaining, the Gifted and Talented Endorsement in addition to the standard teaching license.

Professional Development that Coordinates with Proposed Interventions and Supports Sustainable School Improvement Efforts

The staff of Woodland Elementary School is dedicated to meaningful and sustainable professional development. Professional development activities will be investigated and aligned to support and enhance the building goals. Woodland staff members have been involved in numerous professional development activities relating to the new technology in place in all classrooms. It is essential that staff members be knowledgeable and comfortable with the technology in order to convey the importance and benefit of its use to students. GrapeSeed is a language acquisition intervention in place at the K-1 level. The goal is to increase language early on so that in subsequent grades, students are able to understand and apply academic language. Additional staff members are able to provide support in ELA instruction in classrooms in the form of in class and/or out of class supports. This enables all students to receive instruction at their instructional level to promote growth for all learners.

Business, Community, and Higher Education Collaborative and Articulations

Woodland Elementary School is in the process of building and establishing partnerships within the Greater Lafayette community. Purdue University will be placing Block IV students with our grade level staff during the second semester of the current school year. One Purdue student teacher will complete an assignment at Woodland this year and that number is expected to increase in the future.

The Woodland Elementary School Student Activities Committee (SAC) is expected to cultivate opportunities for service project within our community and possibly with Riley Children's Hospital in Indianapolis. Possible projects might consist of an aluminum can drive, food drive for the local food pantry, a service learning project for a local not-for-profit organization in lieu of a holiday gift exchange, and a fund raiser to support Riley Kids Caring and Sharing.

Statutes and/or Rules Waivers

No waiver has been applied for or is expected to be applied for in the future.