

## School Site Council Goals 2018-2019

### Woodside Elementary School (WES) Site Council Goals 2018-2019

#### School Site Council Goal #1

Woodside Elementary School will provide a differentiated experience for all students in all key subject areas within a positive and accepting learning environment. Students who require support and those who require challenge will be supported in their specific learning goals.

**Measured by:**

1. See evidence

Sub-committee members: Lead-Lauren Petrea, Carrie Koutoumanis, Julie Mandia

<i>Strategies/ Action Steps</i>		<i>Evidence</i>	<i>Status</i>	<i>Responsibility</i>
1.1	a. Support for students with diverse learning styles, taking into account multiple intelligences, language and cultural backgrounds b. SST for grade and approaching grade level	1. Ongoing implementation of differentiation in math, reading, and writing 2. Ongoing professional development around Readers & Writers workshop via Teachers' College and coaching support 3. SVMI training 4. Technology training 5. CELDT assessment data 6. MARS 7. CAASPP 8. DRA 9. On demand writing		1. Principal 2. Teaching Staff
1.2	a. Support for teachers through Teacher Professional Development and provision of resources for: <ul style="list-style-type: none"> <li>• Grade level specific "Depth and Complexity" to all teaching staff in all subject areas</li> <li>• Develop a robust understanding of math</li> <li>• Ongoing assessment for reading</li> <li>• Structured Word Inquiry</li> <li>• Needs of students with diverse language backgrounds/diversity training</li> <li>• Next Generation Science Standard training</li> <li>• Dyslexia</li> <li>• Balanced literacy</li> <li>• SEL</li> <li>• Design at Stanford</li> <li>• DRA callibration</li> <li>• Cross grade level meetings</li> </ul>	1. Admin to report on training that occurs during the 17-18 school year 2. MARS assessment data 3. DRA reading assessment data 4. CAASPP data 5. Investigate differentiation reading model 6. Online test prep for CAASPP 7. Survey teachers on classroom differentiation strategies 8. Literacy survey TK-2 9. Principal to schedule meetings		1. Principal 2. Literacy Committee 3. Teaching staff

1.3	<ul style="list-style-type: none"> <li>a. Communication of differentiation to parent community</li> <li>b. Teacher newsletters monthly/weekly</li> <li>c. Teacher/parent conferences</li> <li>d. Homework</li> <li>e. 3-5 grades math pullout</li> <li>f. Letter to parents</li> <li>g. Google classroom</li> <li>h. Superintendent message</li> </ul>	<ul style="list-style-type: none"> <li>1. Updated website; BTSN presentations that include how differentiation is addressed in various grade levels in November and January</li> <li>2. Connection between SEL and differentiation to meet the needs of students; regular check-in with SEL and Outreach Committees</li> <li>3. Grade level and library websites to include resources to support student learning at home for both below and above grade level</li> </ul>	<ul style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>1. Principal</li> <li>2. Teaching Staff</li> <li>1. Committee Members</li> <li>1. Teaching Staff</li> </ul>
1.4	<ul style="list-style-type: none"> <li>a. Program implementation of differentiation model in math grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>1. Report on the program review, including feedback from teachers and students</li> </ul>		<ul style="list-style-type: none"> <li>1. Principal</li> </ul>
1.5	<ul style="list-style-type: none"> <li>a. ELD program review</li> <li>b. Review classroom libraries for non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>1. Report on the program review, including feedback from teachers and students</li> </ul>		<ul style="list-style-type: none"> <li>1. Principal</li> </ul>

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**School Site Council Goal #2**

Middle School Instructional Program and Community Building: The Middle School program will focus on continuing to ensure that all students are prepared for a rigorous high school experience.

**Measured by:**

1. See evidence

Sub-committee members: Lead-Steve Frank, Amy Borges, Todd Zwaanstra

<i>Strategies/ Action Steps</i>		<i>Evidence</i>	<i>Status</i>	<i>Responsibility</i>
2.1	a. Market the Middle School	1. Student marketing video  2. Communication through Instagram  3. Create an annual calendar of Middle School specific parent and student events 4. Collect data on high school and college attendance  5. Hold a spring panel of former students and parents for prospective families	1. Marketing video to be created and posted on website – expected spring 2019 2. Continue to use Instagram for parent and student communication 3. Calendar available on school website 4. Ongoing implementation of high school and college data  5. Invite current 5 <sup>th</sup> -8 <sup>th</sup> grade parents and students to participate in spring 2019	1. Middle School students and Principal  2. Middle School staff  3. Middle School Principal and office staff  4. Middle School Principal  5. Middle School Principal, office staff, former graduates, and parents
2.2	a. Social Emotional Learning/Mentor Program  b. Investigate potential resources to promote digital citizenship	1. Implement the teacher/student mentor program  2. Positive comment postcards to recognize Middle School students 3. Continue digital citizenship education with Middle School students through MyDigitalTat2	1. Implementation to begin in 2018-2019 school year and ongoing 2. Ongoing implementation 3. Ongoing implementation	1. Middle School staff and students  2. Middle School staff  3. Middle School staff
2.3	a. Gauge Middle School Student Experience	1. Student survey about Middle School experience	1. Using the Advisory class, involve students in	1. Middle School Principal, staff and students

		2. Parent survey about Middle School experience	the formation of the survey for spring 2019 2. Spring 2019	2. Middle School Principal, staff and students
2.4	High School Transition Support	<p>1. 1:1 meetings with 8<sup>th</sup> grade parents</p> <p>2. Public and private middle and high school informational meetings for 5<sup>th</sup>-8<sup>th</sup> grade students</p> <p>3. High school transition information on the school website</p> <p>4. Spring alumni panel meeting for 5<sup>th</sup>-8<sup>th</sup> grade parents</p> <p>5. Outreach Committee work to engage all families through the high school transition process</p>	<p>1. Continue implementing via online scheduling - fall</p> <p>2. Continue implementation – fall and spring</p> <p>3. Continue to update in spring 2019 - ongoing</p> <p>4. Market the alumni panel meeting for spring 2019</p> <p>5. Throughout the school year - ongoing</p>	<p>1. Middle School Principal and parents</p> <p>2. Middle School Principal, staff and parents</p> <p>3. Middle School Principal</p> <p>4. Middle School Principal and parents</p> <p>5. Middle School Principal and staff</p>

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**School Site Council Goal #3**

All WES students will be introduced to design thinking theory and protocol as a tool for problem solving. They will progressively learn more about the design process as they move through TK-8th grade. WES students will use design thinking protocol to problem solve and enhance every day instructional experiences.

**Measured by:**

1. See evidence

Sub-committee members: Lead-Harlin Hansen, Jennifer Zweig

<i>Strategies/Action Steps</i>		<i>Evidence</i>	<i>Status</i>	<i>Responsibility</i>
3.1	a. Publish curriculum by grade level <ul style="list-style-type: none"> <li>• What skills and how are they emphasized; types of projects</li> <li>• How it builds year over year</li> <li>• Middle School program</li> </ul>	1. Create a comprehensive guide to Design at Woodside School 2. Update scope and sequence 3. 6 <sup>th</sup> and 7 <sup>th</sup> grade elective 4. 8 <sup>th</sup> grade project	1. Needs to be done  2. Needs to be done 3. In progress  4. In progress	1. Design Committee 2. Technology Staff
3.2	a. Understand opportunities for open exploration <ul style="list-style-type: none"> <li>• When is the design lab open</li> </ul>	1. Lunch challenges 2. Student working time for projects	1. Needed  2. Open daily	1. Design Staff
3.3	a. Share with the community  b. Communication	1. Display projects on campus and in lab 2. Utilize website		1. Design Staff 2. Grade Levels and Departments
3.4	a. Design of lab	1. Updating equipment with Foundation funds		

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**School Site Council Goal #4**

The SSC Subcommittee will liaison with the SEL Committee to enhance and articulate the SEL program throughout the grade spans and throughout the school day.

Measured by:

1. See evidence

Sub-committee members: Lead-Steve Frank, Lauren Baumgartner, Tom Limbert, Melissa Zdrodowski

<i>Strategies/ Action Steps</i>		<i>Evidence</i>	<i>Status</i>	<i>Responsibility</i>
4.1	a. Support and extend SEL practices on the playground such as a “Buddy Bench” for connecting students for conflict resolution b. Labyrinth	1. Implementation of a buddy bench 2. SEL library books	1. PTA grant funded SEL library books 2. All elementary classrooms received a new SEL book	1. Student Services Coordinator 2. P.E. Teacher 3. 4 <sup>th</sup> Grade Teachers
4.2	a. Support the SEL Committee in designing and publicizing a parent education event that reviews SEL tools and common practices b. Reach out to PTA regarding status of new and outreach family support systems (i.e. buddy families) and how it can be enhanced. c. Investigate potential resources to promote digital citizenship	1. Hold additional SEL parent events in the spring 2. Continue Wildcats Weekly articles on SEL and wellness to encourage independence and resiliency 3. Present to Middle School parents on supporting adolescent emotional development 4. Successful new family and Outreach events on and off campus 5. 1:1 meetings with new Tinsley families 6. My DigitalTat2	1. SEL leads gave PTA presentation in spring 2018	1. SEL Committee
4.3	a. Research ways to implement mindfulness practices within the school day and at home.	1. Present results to Site Council and recommend next steps.		1. SSC Sub-committee 2. SEL Committee
4.4	a. Support teachers and parents in encouraging students to be more self-reliant, resilient, responsible, and independent.	1. Middle School Mentor Program		1. Principals and Middle School staff
4.5	a. Encourage leadership and kindness school-wide. b. Encourage unity in class, school, and community.	1. Word of the Month themes promoted in classrooms and with specialist teachers 2. Staff SEL professional development in meetings		