

# Woodside Elementary School

Mrs. Lisa Neumann, Principal

2591 North Division Ave., Holland MI 49424



August 15, 2011

Dear Parents and Community Members:

September 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Woodside Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Lisa Neumann for assistance.

The AER is available for you to review electronically by visiting the following web site [www.westottawa.net](http://www.westottawa.net) or you may review a copy from the main office at Woodside Elementary School.

For 2010-2011, Woodside Elementary made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information about our school. The attached report will provide you with the following additional information about our school and our achievements:

- Information about our school, including the process for assigning students to our school, and a description of the specialized programs that we have available for students at our school
- Our 3-5 year school improvement goals in the core content areas, and our progress to date in meeting the goals.
- A description of our core curriculum, how and how it is being implemented, as well as how you can access a copy of the core curriculum for review.

- Aggregate student achievement results for local assessments required by law and nationally normed achievement tests administered within the district
- Parent participation in parent-teacher conferences, and community involvement in our school.
- Additional points of pride about our school.
- Parents' Right to Know
- Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.

Woodside is very appreciative of our continued partnership with staff, parent and community members in the educational growth and development of our students. Thank you for your continued support, dedication and commitment to all Woodside students.

Sincerely,

Lisa Neumann  
Principal

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## **About Our School**

Students are assigned to Woodside based upon a geographical location. Boundaries for bussing exist in the nine-elementary school district. If parents request Woodside, they provide their own transportation. Woodside Elementary is frequently requested by parents and often needs to send students to other schools as overflow. During the 2011-2012 school years, Woodside will continue the process of becoming an International Baccalaureate School (IB) Candidate School. The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum designed for young learners. The PYP program encourages students to understand their own identity, learning styles and interests while becoming knowledgeable, risk-takers, open-minded, well-balanced, and reflective.

## **School Improvement**

The Woodside School Improvement Team consists of the principal, parent members, as well as teaching and support staff. The team is focused on researching and implementing best instructional practices in all content areas. Within the school improvement process, our staff analyzes data and adjusts instruction based on every child's needs. All staff members are involved in decision-making and assessment of student growth.

During the school year of 2010 – 2011, Woodside met most components for the year on the following School Improvement goals, and is implementing additional strategies for the 2011 - 2012 school year to ensure we meet all components of all goals:

**Reading:** By the end of the 2012-2013 school year, students will achieve a minimum of 75% accuracy on the MEAP and District Interim Assessments. Accuracy will increase annually toward this achievement target by at least 10% growth overall and within each subgroup until the achievement target is achieved.

**Math:** By the end of the 2012-2013 school year, students will achieve a minimum of 75% accuracy on the MEAP and District Interim Assessments. Accuracy will increase annually toward this achievement target by at least 10% growth overall and within each subgroup until the achievement target is achieved.

Science: By the end of the 2012-2013 school year, students will achieve a minimum of 75% accuracy on the MEAP test. Accuracy will increase annually toward this achievement target by at least 10% growth overall and within each subgroup until the achievement target is achieved.

Writing: By the end of the 2012-2013 school year, students will achieve a minimum score of 3 out of 4 on the narrative, information, and peer response on the MEAP and District Interim Assessments in Writing. Mean scores will increase annually toward this achievement target by at least .25 until this target is achieved.

Social Studies: By the end of the 2012-2013 school year, students will achieve a minimum of 75% accuracy on the MEAP test. Accuracy will increase annually toward this achievement target by at least 10% growth overall and within each subgroup until the achievement target is achieved.

School improvement continues to be a positive factor for Woodside and one in which all staff members are invested. Excellent professional development has helped us to serve our dynamic population and ensure our best teaching with students. In addition, the in-depth analysis of data provides the necessary information to identify students' strengths and targeted growth areas.

### **Our Core Curriculum**

A copy of the core curriculum is available in the Principal's office at Woodside Elementary and on the web at [www.westottawa.net](http://www.westottawa.net). The core curriculum is implemented daily through the use of research based materials, best instructional strategies and quality instruction.

### **Aggregate Student Achievement Results on District Assessments and Nationally Normed Achievement Tests**

District Interim Assessments for math and English Language Arts was piloted during the 2009-2010 school year. Targeted date for reporting information related to these tests will be June 2012.

### **Parent and Community Involvement in our School**

We are extremely pleased with the level of involvement our parents demonstrated during Parent/Teacher Conferences this year. Per the table below, parent teacher conferences are widely attended.

<b>Parent</b>	2010-2011	2009-2010	2008-2009
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<b>Conference Attendance by grade level</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
K	91	100	93	96	96	100
1	92	95	95	94	79	93
2	86	92	77	94	87	99
3	80	95	82	93	93	96
4	77	96	89	99	98	95
5	69	93	88	96	97	94
Total School Population	554	95	550	95	554	96

### **WOODSIDE PARENT INVOLVEMENT POLICY**

Woodside Elementary believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning, and augments the learning experiences provided by the school at home;
- C. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. establishing and supporting a consistent and shared approach to child

guidance and discipline;

- E. providing for the proper health, safety, and well-being for their child;
- F. developing English language proficiency;
- G. supporting school initiatives to provide intervention strategies.

Woodside School is committed to communicating to parents at a level and in a language they can understand, where practicable.

Woodside School, through this policy, directs the establishment of a Parental Involvement Plan by which a school-parent partnership can be established and provided to the parent of each child in the School. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The principal shall direct the development of a Parental Involvement Plan for the school which may include, among others, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, and parent-teacher conferences.
- B. Provide a description and explanation of the curriculum in use at the District and the assessment used to measure student progress and the proficiency level.
- C. Arrange flexible scheduled parent/teacher conferences and parent requests.
- D. Post PTO meetings and parent involvement meetings on the building website and newsletter.
- E. Publish School Newsletter informing parents about the Parental Involvement Plan at the school. This newsletter will also send a positive invitation to parent activities while providing parents information at a glance about scheduled activities.
- F. Complete a Parent-School compact during fall conferences that outlines how school staff will share the responsibility for improved student achievement of the

shall be discussed and revised as necessary at least annually at school meetings. The shall be published on the school website.

- G. Schedule at least two (2) student conferences annually with the teacher(s) to inform student's progress providing interpretation as needed.
- H. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- I. Distribute home language survey to identify students for whom English is a second language and provide a means for developing individualized instruction when needed.
- J. Encourage continued positive partnerships involvement throughout the community by teachers and administrators.
- K. Encourage active faculty participation in PTO. Goal of 100% participation.
- L. Have students participate at various functions throughout the community.
- M. Encourage parents to serve as chaperones for class field trips and other school activities.
- N. Hold an annual recognition event for parents and volunteers who have helped throughout the year.
- O. Have school administration and staff provide test data and interpretation meetings to parents to ask questions.
- P. Place announcements on the District's cable television channel (Channel 21) in a consistent and timely manner.

### **Relations with Parents**

Woodside School needs parents to assume and exercise responsibility for their children's behavior. During the school hours, the school recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the school encourages parents to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. supporting or enforcing consequences for their child's misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. reading all communications from the school, signing, and returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Sec. 1112, 1118 ESEA

M.C.L.A. 380.1294 Based upon district board policy approved in August 2007

### **PARENT/COMMUNITY INVOLVEMENT**

Involvement in the education of children and participation in the life of a school are reflected in many ways including volunteerism and attendance at parent teacher conferences.

Additionally, parents were actively involved in school activities through volunteering and the PTA:

☺ **264 volunteers** (104 in 2007-08; 138 in 2006-07) registered more than **7,243 hours** of service in 2004-05 (3,364 in 2007-08; 3,764 in 2006-07)

Woodside is fortunate to have an active PTO that supports the educational objectives of the school and plays an active role in daily operations. Highlights of the PTO's involvement include:

- 🐾 Providing activities and assemblies: Madcap Puppets, Spirit Week Activities, Box-Tops-For-Education Competitions, Authors Visit, Bingo For Books, etc.
- 🐾 Providing grade level exciting activities: Dr. Seuss day, 100's day, Math Mondays, Fantastic Fridays, Reading is Fundamental parties.
- 🐾 Providing Birthday Book Club, Popcorn/Cookie Days, student birthday recognition, Scholastic Book Fairs.
- 🐾 Sponsoring family activities: Bingo for Books, Chucky Cheese Night, Woodside Carnival, Field Day and Bike Rodeo.
- 🐾 Financial support of classroom teachers: classroom start-up checks, recess play equipment, playground equipment, dollars for media center books, fifth grade student gifts, and first grade Take Home books.

West Ottawa High School students volunteered at Woodside through both career placement programs and the PAL program. Post-secondary students from Hope, Grand Valley, Western Michigan, and other local universities volunteered in our classrooms at Woodside.

The KIDS Hope USA program continued at Woodside, providing over thirty students with mentors who provided academic support, personal guidance, and positive role modeling to our students. This ongoing partnership with Beechwood church provides support both in and out of the classroom.

Woodside hosted two fall semester and 2 spring semester student teachers. The practice of hosting student teachers benefits Woodside by providing consistent, professional support to our classrooms.

### **Additional Points of Pride About Our School**

#### **WOODSIDE POINTS OF PRIDE**

- 🐾 Woodside continues to make progress towards maintaining state accreditation experiencing success in many areas of the MEAP assessments.
- 🐾 Exceptional Centered Learning allows students who are above grade level in both reading and writing to participate in this accelerated cross-curricular project-based learning opportunity.
- 🐾 Students traveled on various field trips to increase their first-hand knowledge, which is a strong builder of background knowledge and vocabulary. Examples include Teusink's Pony Farm (K), Farmer's Market (1), VanAndel Museum (2), Meijer Gardens (2), Chicago's Museum of Science & Industry (5), Voyagers Canoeing (4), State Capitol & Museum (4), Hoffmaster State Park (3), Pumpkin Patch/Orchard (K), Outdoor Discovery Center and Camp Pendalouan (5).

- 🐾 RtI was introduced into the Kindergarten classroom. By placing resources in the early elementary classrooms, we believe that children will reap greater learning rewards over the course of their lives.
- 🐾 More than 300 students per school day benefitted from core support staff who delivered small group instruction based on the monthly Response to Intervention (RTI) meetings in both math and Reading.
- 🐾 Poem of the Week continued every Friday. During "POW", classrooms recited poems that they had practiced during the week. "POW" helps to build fluency, self confidence and comprehension
- 🐾 Caught with Character continued to be an exciting part of Woodside where students were recognized for acts which demonstrated the three character traits of responsible, respectful, and ready to learn. The Caught with Character program provided all staff members with a ticket system for praising students. At the end of each week, a Caught with Character prize drawing was held where students were randomly recognized with additional prizes.
- 🐾 Words of Wisdom, a daily affirmation and modeling of good character, was utilized as an instructional strategy to support character education. Each morning, a parent, child, school staff member, or special guest read a brief announcement which highlighted the best ways to live life.
- 🐾 All classroom teachers implemented the Lucy Calkin's writer's workshop into their daily curriculum. Students spent approximately forty-five minutes every day increasing their writing skills.
- 🐾 K-5 teachers continued to monitor their students using assessments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures, running records, MLPP, and the phonics decoding screening test, which are designed to analyze student reading skills and provide recommendations for instructional focus.
- 🐾 All children in grades K-5 were benchmarked three times this year using the DIBELS measures. These results were shared with school staff and the improvement of students was targeted and tracked. In addition, all children who received special education or core support, DIBELS progress monitoring was conducted which provided data which validates the use of intervention programs.
- 🐾 Road to the Code, Read Naturally, Soar to Success, and Early Success gained widespread use as intervention programming for children with reading difficulties. Woodside saw significant improvements in children's ability to read from the beginning to end of the school year.
- 🐾 Delta Math screeners were given to all students. This important data allowed the teachers to better differentiate instruction to meet the needs of the students.
- 🐾 Celebration of Learning was a wonderful experience. Our students showed their special talents. After-school activities include two levels of karate, Total Trek

Quest, Girls on the Run, Girl Scouts, Boy Scouts and staff sponsored CHAMPS program.

- ☹ Various classroom speakers and presenters visited our school throughout the year including the Park Township Fire Department, Ottawa County Sheriff Department, a meteorologist, military veterans, Junior Achievement volunteers, Project Charlie volunteers, etc.
- ☹ During spring conferences most of our fifth grade classrooms held student-led conferences. The children explained, modeled, and showed examples of what they had been learning to their parents.

Woodside was host to students from Hope College in Liverpool England. For one week, our children enjoyed learning from these third year students about where they lived and how their lives were similar and different. The Hope College students had a wonderful time and were impressed with the Woodside students.