

**FROM THE PRINCIPAL**

Woodcrest is a wonderful place to learn and grow. Our belief is that all children can and will learn, and that it is up to us as educators to identify each student's strengths and growth areas. We pledge to provide a personalized education for each student in order to help them meet our learning targets, to instill a love of learning, and to prepare them to be responsible citizens.

Our staff accomplishes this by focusing on the individual needs of each student, by applying research-based instructional practices, and by using current student assessment data as we plan lessons. We embrace the individual uniqueness of all students, empower one another as we build on our strengths, and engage the hands, hearts and minds of all learners.

We can and will continue to succeed through collaborative efforts among staff and with parents as our partners. We believe that Woodcrest Elementary is a special school where our students, families and staff find a sense of belonging and pride.

*--Judi Kahoun, Principal*

**DEMOGRAPHICS**

Percent of students eligible for free or reduced lunch.....61%

Percent of students receiving special services:

- Special Education.....11.7%
- English as a Second Language.16%
- Gifted/Talented.....3.11%

Diversity of student population (by percent):

- Native American.....2.4%
- Asian.....5.9%
- Hispanic.....20.8%
- Black.....17.9%
- White.....53%



**SCHOOL HIGHLIGHTS**

- Woodcrest Elementary is one of only three K-12 schools in the state to earn a Spotlight on Achievement Award for excellence and success in unique curriculum, student support programs, and staff development that greatly impacted student achievement.
- Woodcrest improved its MCA reading score, going from 68% of third graders meeting the benchmark in 2010 to 82% meeting the benchmark in 2011. This occurred as our FRL numbers went from 40% in May of 2010 to 56% in May of 2011.
- Woodcrest staff is dedicated to addressing the individual needs of each student. Teachers meet weekly to review student data and progress toward learning targets and to plan for personalized and engaging instruction.
- Woodcrest teachers are recognized by the Minnesota Department of Education and the University of Minnesota as among the very best teachers of reading in the state. During the past five years 17 Woodcrest teachers presented at state and national conference.
- Woodcrest's System of Interventions, developed to ensure the academic success and social and emotional well-being of all students, has been recognized by Dr. Matt Burns of the U of M as an exemplary model. This model is supported by the work of a Problem Solving Team which considers individual student needs and plans for interventions.
- Woodcrest children engage in higher order thinking instructional activities on a daily basis, including generating and answering higher level questions in small student led discussion groups.
- Woodcrest staff have developed and implemented a recess program focusing on creating a playground environment in which students know pro-active rules and expectations to make recess safe and fun for all students.
- Woodcrest has an active volunteer program in which parents, staff, and community support volunteer during school and many family oriented events.

**SUMMARY OF 2010-2011 WOODCREST ELEMENTARY SCHOOL DATA**

- Woodcrest improved in the area of reading achievement as measured by the Minnesota Comprehensive Assessment, going from 68% of third graders meeting the benchmark in 2010 to 82% meeting the benchmark in 2011. This occurred as our FRL numbers went from 40% in May of 2010 to 56% in May of 2011.
- 80% of students met year-end DIBELS benchmarks
- 75% of second and third grade students met year-end NWEA benchmarks
- 80% of third grade students met or exceeded standards on the MCAII in Reading.
- 95% of kindergartners met nonsense word fluency benchmark in May. 94% of kindergartners read CVC words with 80% accuracy
- In May 97% of first graders knew 95+ of 100 sight words. In January, 60% of first grade met ORF benchmark. In May, 77% of first grade met ORF benchmark.
- In September 58% of second graders met the ORF benchmark. In May, 71% met the ORF benchmark.
- In May 83% of third graders met the 110 wpm benchmark target in reading. This is the highest we have been since collecting data in 2005.



## PRIORITIES AND PROJECTS TO IMPROVE LEARNING AND MOVE TOWARD OUR VISION

System of Interventions is supported by Problem Solving Team meetings to develop support for at-risk-students. The focus is on data review, goal setting and intervention planning and instruction.

Principal and Continuous Improvement Coach supporting individual PLC teams as they identify learning targets, create common assessments, personalize learning and respond to the individual needs of all students.

Professional development focusing on Personalization and Engagement with our students and families, facilitated by our school's Learning and Equity Team. This will include staff learning and reflection on behavior, equity, and engagement.

Professional development focusing on improving reading instruction in the area of comprehension, leading to increased comprehension for all students.

Professional development in writing, focusing on 6+1 Traits and the writing process.

Professional development in math, focusing on differentiating instruction in order to best meet individual needs of students.



## STRATEGIC AREAS FOR IMPROVEMENT

The most important aspect of being a world-class learning community is continuously improving the school district's processes, systems, and structures so that we continue to make progress towards our vision.

These improvement efforts play out in the form of district initiatives and school priorities, identified to address student learning needs, as well as position the district and each school to effectively and efficiently address emerging influences.

In order to monitor progress, and identify district initiatives and school priorities, the Spring Lake Park School District defines indicators of success – our scorecards - within each of these strategic areas.

■ **Improving Student Learning and Development** Raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics.

■ **Engaged, Enthusiastic Learners** Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs.

■ **Equity** Develop systems and school cultures which welcome and engage all people, cultures, and beliefs.

■ **Effective Operations** Improve our effective management of human, financial, and physical resources.

■ **Communications and Connections** Continually increase the connection, engagement, and support of our families and community.



## DESIRED RESULTS FOR CONTINUOUS IMPROVEMENT

- 80% of students will be engaged in their learning.
- 75% of families report engagement as measured by vision scorecard components.
- xx% or more of classrooms engaged in 21st century fluency and instruction as measured by ICs and classroom walkthroughs.\*
- 85% of students will meet or exceed benchmark on DIBELS,
- 75% of students will meet or exceed MAP Reading benchmarks
- of students will meet or exceed benchmark on MCA reading assessments\*
- 80 % of students will meet or exceed MAP Math benchmarks
- Xx% of students will meet or exceed benchmark on MCA math assessments\*
- 80% of students will fall in Tiers 1 and 2 on Academic and Behavior Sol
- Achievement gap in race and socio-economics is 10% or less on standardized assessments.
- Students below grade level will accelerate learning; students at grade level will make expected growth.

\*Goals to be determined by our LET team.



### SCHOOL AT A GLANCE

<b>Principal</b> Judi Kahoun	<b>School Hours</b> 9:20 am – 3:55 pm
<b>Enrollment</b> 362 students	<b>Office Hours</b> 8:00 am – 4:00 pm

### CONTACT US

763-784-9293

880 Osborne Road  
Fridley, Minnesota 55432

[SpringLakeParkSchools.org](http://SpringLakeParkSchools.org)