



Woodmoor  
Elementary  
Home of the Dolphins

## 2020-21 Strategic Action Plan

At Woodmoor our mission is to foster the intellectual and social/emotional growth of our students. We will work to develop the students' skills in reading, writing, and mathematics; help students to apply these skills in the analysis and use of information to reason, think, and create; and we will also guide our students toward developing a feeling of self worth, good character and citizenship, pride in their work, along with a respect for others and an awareness of the diversity found in schools and society.

Each year, we review our student data and identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

### OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Fall 2020, we reviewed the following data:

- Attendance Records
- Demographic Information
- iReady Data in Math
- Students need for social emotional support

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- iReady Data in Math
- Student Attendance
- Students need for social emotional support



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### Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1: 1A, 1B, 1C, 1D, 1E, 1F, and 1G of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention

- 2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
- 2C Students from diverse backgrounds are given equitable opportunities to participate in extracurricular activities.
- 2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.
- 2E Educators relate instructional content and strategies to the diverse backgrounds of their students.
- 2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.
- 2J Educators continuously self-reflect while they learn more about equity related issues.

At Woodmoor, we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student. The

work of our Racial and Educational Justice Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

The analysis of our school data leads us to the development of our goals for the 2



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2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p>Increased percentage of students who demonstrate healthy lifestyle choices, including nutrition, exercise, personal care, and safety with a focus of modeling positive social skills and resiliency, attendance and students who have continuous access to an advocate, mentor, or counselor</p>	<p>Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>WM 4 Tier Color Coded System for Distance Learning Support</p>
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Increased percentage of students meeting standards in core subject areas.</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>As measured by IReady &amp; Classroom based assessments</p>

**GOAL 2: Responsible, Resilient, Empathetic Learners**

Equity Means

Each student embraces their own voice, accepts ownership of their own actions and

experiences, and honors the diversity, unique needs and contribution of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we will make personal phone calls, have student and family conferences, send personal note cards, counselor zoom visits and groups, and conduct virtual recess, then we will increase percentage of students who make healthy lifestyle choices, consistently attend school, and increase the number of students who have continuous access to



an advocate, mentor, or counselor.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: We will decrease the number of students attending zooms and not completing lessons by 50%. We will Decrease students not attending or participating by 100%.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
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<p>To make progress toward our specific goal, we will implement and follow a scope and sequence for Second Step Lessons and we will intentionally build relationships with students. This means that teachers will teach social emotional lessons in a systematic way to provide students an opportunity to problem solve in a culturally diverse community. Additionally, this also means that we provide opportunities throughout the year where teachers can participate in building connections that promote healthy relationships; peer to peer and staff to student.</p> <p>We will focus on Second Step Key Concepts:</p> <ul style="list-style-type: none"> <li>• Skills for Learning <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Emotion Management</li> <li>• Problem Solving</li> </ul> </li> </ul> <p>We will use the following Learning Strategies:</p> <ul style="list-style-type: none"> <li>• Brain builders</li> <li>• Story and discussions</li> <li>• Activity/Skill Practice</li> <li>• Reinforcing Skills</li> </ul> <p>Strategies we will try:</p> <ul style="list-style-type: none"> <li>• We will be engaging students in ART based therapy. one example is Reflections,</li> <li>• I Matter Because...</li> <li>• Monthly Bingo board for self care activities that covers healthy lifestyle, personal care, safety for families to do together throughout the month</li> <li>• Counselor pushing into classrooms to teach Social Emotional lessons</li> <li>• Tiered Systems: Attendance and how connect kids to mentorship or counselor</li> <li>• Recess: Use of playworks</li> <li>• Virtual Swim Badges</li> <li>• Read Alouds that focus on this goal</li> </ul>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>• Building and Maintaining Relationships</li> <li>• Structuring Collaborative Learning</li> </ul>
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<ul style="list-style-type: none"> <li>• Bitmoji Rooms for I matter Because Room with virtual books and read alouds for kids to access. Admin Room where students can access read alouds, Admin Tips for wellbeing, Swimming, Perseverance, Resilience.</li> </ul>	
<p><b>Domain Two: Climate, Culture, and Self Reflection</b></p>	<p><b>Equity Strategies</b></p>

<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2C Students from diverse backgrounds are given equitable opportunities to participate in extracurricular activities.</p> <p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</p>	<p>The equity strategies we will employ:</p> <p>2A Family Spot Light- A virtual peek into our families' cultures and customs</p> <ul style="list-style-type: none"> <li>● Add a section in the Dolphin Splash Monthly Newsletter</li> <li>● Take the time and space to get to know students and their families</li> </ul> <p>2C Social Services- gift card drive to aid in reducing financial barriers</p> <p>2F Woodmoor Gallery</p> <ul style="list-style-type: none"> <li>● A monthly focus of family cultures, customs, and traditions</li> <li>● Photos, recipes, videos, family activities posted to Woodmoor Gallery on Woodmoor School website and have a physical place inside the school (once we go back) to display the Gallery as well.</li> <li>● Provide families and students with opportunities to share about their own backgrounds, experiences, and identities</li> <li>● Allow students to bring images to school and class that reflect their</li> </ul>
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	<p>backgrounds, cultures, and identities</p>
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Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.

Theory of Action

Based on the data and root cause analysis we completed, we believe through collaborative planning, professional development and strong PLCs that if we cluster our math CCSS Priority Standards, implement math talks, story time stem activities, higher order thinking questions and make thinking visible strategies , then students will be able to connect math to the real world allowing students to be thinkers, problem solvers

SMART Goal

Between October 2020 and June 2021, all students who are not yet at standard in the area of mathematics will increase their proficiency in grade level mathematics as measured by iReady, SBAC data and classroom-based assessments.

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: Between September 2020 and April of 2021, the percentage of Woodmoor students in Tier 2 , grades K-5, (yellow group, ELL and Special Ed) proficiency in math will increase by 5% as measured by iReady fall and spring assessment and classroom-based assessments.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
To make progress toward our specific goal, we will continue to cluster our math CCSS Priority Standards, continue doing math talks, asking higher order thinking questions and differentiate through small groups. This means that our teachers and staff will continue these strategies from previous professional development.	Our instructional strategy relates to: <ul style="list-style-type: none"> <li>● Building and Maintaining Relationships</li> <li>● Structuring Collaborative Learning Experiences</li> <li>● Encouraging Higher Order Thinking &amp; Asking Higher Order Questions</li> <li>● Use of small groups for differentiated learning</li> </ul>
<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Equity Strategies</b>
To ensure equity focus to our work on this goal, we will focus on:	The equity strategies we will employ:  2E Woodmoor Bitmoji Reading Room









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assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

<b>Leading Data we will collect to monitor our efforts</b>	<b>Measure we will use to inform our work going forward</b>	<b>Date of Data Review</b>
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
iReady Assessment	iReady Dashboard Homeroom Dashboard	Fall, Winter, Spring
Classroom based assessments	End of Unit Assessments	Ongoing
<b>Goal 2: Responsible, Resilient, Empathetic Learners</b>		
Tiered Color Coded System for Distance Learning Support	Tiered System Spreadsheet	Ongoing Weekly

## PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Woodmoor meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2020-21 school year, we will participate in the following professional development as part of our work:

- CCEIS Trainings
- Use of Homeroom as a database to define goals and progress monitor growth
- Use of Playworks during recess

## COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- PTSA
- PACE



**Thank you for being part of your student's education and for partnering with us! 9**