



[Woodin Title Plan](#)
[Mid Year SAP Check-in](#)

**Woodin Elementary
2019-20 Strategic Action Plan**

At Woodin Elementary, we follow the Wildcat Way. We take care of ourselves, we take care of each other, and we take care of our school.

Woodin Elementary School is a diverse family of learners. It is our mission to ensure that all students have the foundation to become successful lifelong achievers through creating an environment where all students feel a sense of belonging and are supported through developmentally appropriate learning practices. Woodin's mission is to work in partnership with parents and community, to accept students where they are academically, socially, physically, and emotionally, and to guide them to develop to their fullest potential while instilling pride as they become responsible citizens.

Each year, we 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 goals the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable - Relationships and Sense of Belonging - Equity/PBIS
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Increased percentage of students meeting standards in core subjects Focus: Academic Language and Critical Thinking in: - Writing - Math
Next Steps: <u>Learning year for goal 4</u>	



Goal 4

Innovative, Creative, Critical Thinkers

Increased percentage of students who apply learning to solve real world problems in imaginative ways.

EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning are rooted in our commitment to equitable access and outcomes for students. The work of our Equity 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.

In order for our school to meet **Goal 2 and Goal 3**, we need to have a more equitable school environment. Students need to be at the center of our decision-making - working collaboratively as a staff and with our students we will come up with a definition of belonging that makes sense for all involved. At Woodin, we firmly believe that the first step toward achieving our goals is creating an accepting and productive school environment where 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.

If we believe that our school community should be a true reflection of the students and staff members' identities and cultures represented - ***then equity team's goal for the 2019-2020 school year is:***

- To create spaces for staff and students to explore their identities and experiences and share with one another.

Specific School Action Steps:

- Review Equity Inventory and utilize the information to guide our work
- Redefine what an equitable school environment is *and* what it means to feel a sense of **belonging**. "Socially acceptable" doesn't mean you feel like you belong. We will build agreements around culturally responsive teaching practices.
- Meet with staff during staff meetings and early release Wednesdays to examine our practice. Continue to partner with NSD Equity Department to bring Chris and Ava to Woodin for continued professional development
- Continue professional development sessions guiding staff to continue to develop an awareness of our biases and determine ways to make direct, meaningful connections between students' experiences and their learning.
- Connect PBIS and Equity work (explore PBIS with an equity lens, hold joint meetings, further explore the ties between trauma informed practice and student outcomes)
- Equity team meetings 1-2 times per month
- Create a bulletin board in the staff room to share thoughts and resources related to cultural responsive teaching practices, which will help generate staff room discussion.



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- Share equity work with the greater school community by sending a message in the bulletin focused on relevant topics and holding parent-teacher equity nights.
 - Partner with PTA on Multicultural Nights and Equity Round Table conversations
 - Create a professional Library for Staff that include books on culturally responsive teaching, equity, and creating identity safe classrooms.
 - Bring the American History Traveling Museum to Woodin
 - Provide staff information to build awareness of different cultural perspectives and provide alternative choices/settings for students during holidays, periods of fasting, etc.
 - Create a diverse representation of cultures throughout the school:
 - Posters
 - Books
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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 Spring 2019, we reviewed the following data:

- Attendance Records**
- Classroom Based Assessment Results (Woodin's Data Tracker)
- CEE Results and **Climate Surveys**
- Discipline Data (Woodin's Behavior Tracker)**
- Family Inventories/Surveys**
- Individual Running Records
- iReady and Star Data in Math or Reading**
- SBA Scores**
- WA Kids**

2017-2018 Smarter Balance Achievement (SBA) Data

English Language Arts (ELA):

- 3rd grade: 57.5% passed
 - 23.5% of EL students passed
 - 37.5% of Special Education students passed
- 4th grade: 63.9% passed



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- 20.0% of EL students passed
 - 28.6% of Special Education students passed
 - 5th grade: 65.6% passed
 - 0% of EL students passed
 - 66.7% of Special Education students passed

Math:

- 3rd grade: 52.8% passed
 - 5.9% of EL students passed
 - 43.8% of Special Education students passed
- 4th grade: 60.4% passed
 - 20.0% of EL students passed
 - 21.4% of Special Education students passed
- 5th grade: 49.9% passed
 - 7.1% of EL students passed
 - 66.7% of Special Education students passed

2018-2019 Smarter Balance Achievement (SBA) Data

English Language Arts (ELA):

- 3rd grade: 57% passed
 - 13% of EL students passed
 - 22% of Special Education students passed
- 4th grade: 65% passed
 - 29% of EL students passed
 - 50% of Special Education students passed
- 5th grade: 62% passed
 - 8% of EL students passed
 - 27% of Special Education students passed

Math:

- 3rd grade: 58% passed
 - 20% of EL students passed
 - 33% of Special Education students passed
- 4th grade: 62% passed
 - 14% of EL students passed
 - 40% of Special Education students passed
- 5th grade: 47% passed
 - 0% of EL students passed



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- 20% of Special Education students passed

2018-2019 School Literacy Data

Informal Running Records (IRR)

- First grade
 - 36% (33/90) of students were below grade level (levels 1 and 2) at the start of the year
 - 26% (24/92) were below grade level at the end of the year
- Second grade
 - 17% (14/79) were below grade level at the start of the year
 - 7% (6/79) were below grade level at the end of the year
- Third grade
 - 21% (20/93) below grade level at the start of the year
 - 10% (10/93) below grade level at the end of the year
- Fourth grade
 - 21% (18/84) below grade level at the start of the year
 - 13% (11/84) below grade level at the end of the year

Star

- Third grade
 - 20% (19/93) below grade level at the start of the year
 - 20% (19/93) below grade level at the end of the year
- Fourth grade:
 - 23% (20/84) below grade level at the end of the year

IRR and STAR scores combined

- Fifth grade
 - 43% (36/83) below grade level at the start of the year
 - 40% (34/83) below grade level at the start of the year

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

- About 39% of our students are performing below standard on SBA in the area of ELA
- About 44% of our students are performing below standard on SBA in the area of Math
- Our students performance is lower on opinion and informational performance tasks on SBA.
- Our student survey data shows that the lowest scoring areas on student surveys are:
 - I have friends at school. 80%
 - I feel happy to be at my school. 80%
 - I feel physically safe at my school. 83% strengths in literacy and math are not maintained as the expectations and rigor increase when students matriculate through Woodin. This indicates a need for staff professional development in the areas of reading, writing and math.
 - I feel emotionally safe at my school. 78%



WA KIDS, SBA AND SCHOOL-BASED DATA SUMMARY:

Looking at the WA Kids data compared to current SBA and school-based data we see that students' initial

From 2016 through 2019, writing has been a priority focus as part of Woodin's Strategic Action Plan. Staff-wide professional development on instructional practices and small groups in writing have lead to growth in SBA ELA scores. In 2017-18 64% of Woodin 4th graders passed the ELA portion of the SBA. For that same cohort only 54.9% passed the year before. In 2017-18 65.6% of Woodin 5th graders passed the ELA portion of the SBA. Only 60.0% passed for the same cohort in their 4th grade year. This shows that Woodin students are making growth based on the focus in our Strategic Action Plan over the past three years.

However, when we look at the data for EL students we see an alarming disparity. The percentage of our EL students who are passing the SBA in each grade level and subject area is critically low, ranging from 0% to 23.5%. This indicates that we need to focus our professional development on instructional practices around language development and culturally responsive teaching that will benefit all students but which will specifically target EL student needs.

through all content areas and in all classrooms students need to develop academic language and learn how to think critically and share and express their ideas. Below we outline the root cause analyses we did at the end of the 2019 school year through the areas of math and writing although **students will continue to acquire and apply these strategies in all content areas, including in specialist, art, social studies, and science.**

- **Writing:**
- *Student writing presents:*
 - Low volume
 - Limited reflection of academic language and creative self-expression
 - Lack of understanding on how to effectively use conventions (grammar, paragraphing, punctuation)
- *Our instructional practices lack:*
 - explicit teaching around word study/grammar/punctuation
 - explicit teaching around academic language and discourse in ELA
 - specific differentiated and/or targeted instruction for students who are not at standard
 - modeling critical thinking and problem solving



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- opportunities for students to orally rehearse before writing
 - calibration around writing assessments
 - **Math:**
 - *Student math work/thinking presents:*
 - a reliance on one-process for math problem solving
 - inability to describe and explain their thinking
 - *Our instructional practices lack:*
 - opportunities for students to build number sense through the use of manipulatives and oral practice (Instruction moves to abstract thinking too quickly)
 - time for building students' depth of knowledge
 - specific, targeted instruction for students who are not at standard
 - explicit teaching around academic language and discourse in math
 - opportunities for students to think critically about creatively solve math problems

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypotheses about root cause(s) leads us to believe that if we develop and follow certain instructional strategies then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action:

Each student at Woodin Elementary will increase their connection to school and **engagement** in learning. This includes feeling safe, having an increased sense of belonging and personally meaningful friendships, and believing that our school is vibrant and inclusive, with rules that are fair and equitable, as measured by our Tiered Fidelity Inventory, **parent feedback**, and an increase in positive **student survey** responses between spring 2019 and spring 2020.

Based on the data and root cause analysis we completed, we believe that if we teach the SEL curriculum consistently across K-5, with specific emphasis on lessons that focus on problem solving and peer relationships, then students feelings of physical and emotional safety at recess and feelings of being treated fairly by peers will increase.

We also believe that it is important for our school counselor to be in every classroom, partnering with teachers on social emotional learning.

Focus:



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- Relationships and Sense of Belonging
 - Equity/PBIS

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: From September 2019 to May of 2020, the percentage of students in grades K-5 who feel "Very much" or "Quite a bit" physically and emotionally safe and treated fairly by peers will increase by at least 10%, as measured by our student survey.

To make progress toward this goal:

Instructional Strategy	Instructional Practice
<p>We will continue the implementation of Tier 1 strategies for PBIS. We will commit to school-wide "non-negotiables/bottom lines":</p> <p><u>Positive Greetings at the Door</u> Morning entry Recess</p> <p><u>Visual Schedule</u> Consistent Location Times Posted Student Friendly</p> <p><u>Big W Reinforcement Slips</u> Staff commit to giving at least five a day/five times a week</p> <p><u>EMR - Establish. Maintain and Restore Strategies</u> 5 to 1 Regularly reflect on which students you need to work on establishing, maintaining, and restoring relationships.</p> <p><u>Precorrection</u> Reminding/prompting students how to be successful before they begin an activity or task.</p> <p><u>Consistently Teach Weekly Woodin Expectations</u> Refer to Staff Bulletin for focus area</p> <p><u>Smile and Be Nice Strategy</u></p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">• Building and Maintaining Relationships



We will teach the Second Step Curriculum lessons to students in each K-5 classroom. This means that each student will receive this instruction. Teachers will aim to intentionally connect these lessons to how they might be applied at recess. Our PBIS team will review curriculum to identify lessons that are crucial for building student skills in problem solving and positive peer relationships. Our school counselor will partner with teachers to provide additional support for students who need support on behavior and social emotional skills.	Our instructional strategy relates to: <ul style="list-style-type: none">● Building and Maintaining Relationships● Setting Clear Objectives● Structuring Collaborative Learning Experiences
We will develop student leaders. These students support collaborative play and also support positive behavior, problem-solving and conflict resolution at recess. We will offer recess groups for students to learn problem-solving and conflict resolution skills/	Our instructional strategy relates to <ul style="list-style-type: none">● Building and Maintaining Relationships● Structuring Collaborative Learning Experiences

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the **data and root cause analysis** we completed, we believe that if we:

- analyze student work (focusing on writing and math) and behaviors, identify specific needs, and respond to those needs with targeted small group and/or 1:1 instruction,
- identify K-2 student needs and broaden understanding of best practices for early intervention
- rethink instruction for historically underserved populations of students, specifically students of color and students qualified as English Learners, to focus on culturally responsive teaching practices, explicit instruction in academic language and discourse, and trauma informed practices
- provide professional development and collaboration time to support teachers with identifying needs, planning and implementing responsive instruction,
- increase the use of math talks to support building number sense, problem solving, and critical thinking,
- increase the volume of writing students do within each genre (more in each unit as well as more than one unit in each genre),
- teach, practice, and evaluate student resilience, confidence and persistence strategies within the context of writing and math,

then students will make a year of growth in writing and math, and students who are below standard will make more than a year of growth.

SMART Goal



Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

Between September 2019 and June 2020, students who are below standard in writing or math, will show more than one year's growth as measured by the content specific fall and year end screener and benchmark assessments.

Fall & Year End Screeners include:

- Fall & Year End Informational On Demand Writing Assessments
- Fall Math Screener mid and end year Benchmark assessments
- iReady
- WaKids Fall Screener

Writing SMART Goal (Informational and Persuasive Writing)

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: From the beginning to end of each writing unit, all students will make at least one year of growth (1 rubric point) and students who are below standard will make more than a year's growth (1.5 or more rubric points), as measured by the On Demand Writing Rubrics in target area(s) identified based on individual student need at the beginning of each unit.

Math SMART Goal: Building Number Sense

Between September 2019 and April of 2020, students at Woodin who scored below grade level on the Fall iReady, will show more than one year's growth, on the Spring iReady assessment.

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Increased percentage of students meeting standards in core subjects

Focus:

Academic language and critical thinking through the vehicles of writing and math

Instructional Strategy	Instructional Practice
Teachers will analyze fall writing prompts for trends to set school-wide, grade level, and individual student growth goals. Teachers will collaborate to analyze writing and identify student needs for growth.	Our instructional strategy relates to: <ul style="list-style-type: none">• Setting Clear Objectives• Questioning
Teachers will provide daily writing opportunities to build student stamina and confidence	Our instructional strategy relates to: <ul style="list-style-type: none">• Setting Clear Objectives
Teachers are committed to review on-demand writing data every 6 weeks and create short term goals to promote and growth	Our instructional strategy relates to: <ul style="list-style-type: none">• Setting Clear Objectives



Teachers will confer with struggling writers (Know their name, strengths, and needs) a minimum of 3 times per week. This means that a teacher will spend 3-5 minutes 1:1 with a student to review their writing, give feedback, and teach based on their identified needs.	Our instructional strategy relates to: <ul style="list-style-type: none">● Setting Clear Objectives● Providing Formative Feedback
Teachers will teach a targeted small group lesson a minimum of 2 times per (week/month). This means that a teacher will spend a short, focused time with a group of students to teach and provide clear, targeted instruction and guided practice for a writing skill, strategy or behavior that the students need (paying close attention to vocabulary, grammar, and punctuation).	Our instructional strategy relates to: <ul style="list-style-type: none">● Setting Clear Objectives● Providing Formative Feedback
Teachers will teach lessons to all students, and targeted small group lessons to those who need it, related to resilience, persistence and confidence in writing. (connected to social emotional teaching -SEL curriculum)	Our instructional strategy relates to: <ul style="list-style-type: none">● Building and Maintaining Relationships● Setting Clear Objectives● Providing Formative Feedback
Teachers will embed GLAD Strategies into their instruction for all learners. GLAD strategies such as chants, repetition, oracy practice, and TPR should be implemented into lesson and unit planning and used specifically for academic language acquisition	Our instructional strategy relates to: <ul style="list-style-type: none">● Structuring Collaborative Learning Experiences● Student Engagement
Teachers will use questioning strategies and will provide feedback to students on a regular basis.	Our instructional strategy relates to: <ul style="list-style-type: none">● Providing Formative Feedback
Teachers will promote Oracy in the classroom through oral storytelling, math talks, and class discussion.	Our instructional strategy relates to: <ul style="list-style-type: none">● Structuring Collaborative Learning Experiences
Teachers will develop short term math or writing SMART goals to guide PLC meetings throughout the year to progress monitor and plan small group instruction using various forms of assessment (classroom observation, iReady, unit assessments, etc)	Our instructional strategy relates to: <ul style="list-style-type: none">● Setting Clear Objectives● Providing Formative Feedback
Teachers will revise, create bottom-line agreements around math and writing instruction	Our instructional strategy relates to: <ul style="list-style-type: none">● Setting Clear Objectives

Monitoring Our Progress



Following a cycle of continuous improvement means that we will measure our progress ***at least three times during the school year*** for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. 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.

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 Woodin Elementary meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will:

- continue to provide professional development around academic language and critical thinking and in the social/emotional areas of PBIS and Equity. With a school-wide TITLE model, professional development leads will be able to create a **cohesive plan** that is developed as a result of looking at students' needs school-wide and thinking thoughtfully and comprehensively about what teachers need in order to provide this supportive climate for one another and especially for students.
- break professional development into **whole staff PD, coaching cycles** between a teacher or group of teachers and instructional coach, and within **PLCs**.
- continue to bring in specific student work/data to continually align teacher practices and provide purposeful staff-wide professional development. One way we will do this is to provide staff time to analyze student work, calibrate and develop student goals. We will also utilize our school-wide data tracker as a tool for all teachers. With a school-wide plan for data collection teachers will be better equipped to identify student needs and next instructional steps. Specifically we will add K-5 comprehensive math assessment data to existing data in reading, writing, and state tests.
- Administrators will provide feedback through frequent walk throughs

Specifically, our PD focus will address:

- **Equity**
 - staff wide PD in the areas of:
 - microaggressions and the negative impact on our students and collaboration amongst staff members



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- trauma informed practices
 - culturally responsive teaching practices
 - **PBIS**
 - Tier 1 & Tier 2 Professional Development
 - **Math**
 - How to develop and implement effective math interventions
 - Number talks and the importance of oracy in math
 - critical thinking and problem solving
 - **Writing**
 - oracy building before production
 - How to explicitly teach academic language and discourse to aid students' organization, craft
 - Word Study (Vocabulary development, punctuation, grammar)
 - **Dual Language & Biliteracy:**
 - Coaching and Co-Teaching Opportunities
 - Biliteracy Curriculum Mapping Training guided by Karen Beeman
 - **Para Educator Education:** With coordinated service models, TITLE, LAP, Special Education and EL paras can more effectively address the needs of all students instead of focusing solely on the students "rostered" specifically for the program they are working under. Para professionals will be able to use Title funds to participate outside their normal hours in professional development directed towards para teams in a way that is systematic and again, coordinated across programs and across the school rather than provided in a vacuum.

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:

- **Parent education and outreach** (Bi-monthly sessions for parents led by teachers about our curriculum and standards and instructional practices that are used in school that can also be accessed at home for any family)
- Equity Round Table Parent Night Events
- PTA Meetings and Events
- Watch DOGS Program
- Academic Family Nights: Math Game Night & Literacy
- Teacher Intern Partnerships (UW Bothell & UW Bilingual Program & SPU)
- Counseling Services (SEMAR & School Counselor)
- Community Supported Food Bank
- High School and Community Volunteers
- Boeing Science, 21 Acres, and YMCA
- Kindergarten Jump Start & Getting School Ready



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