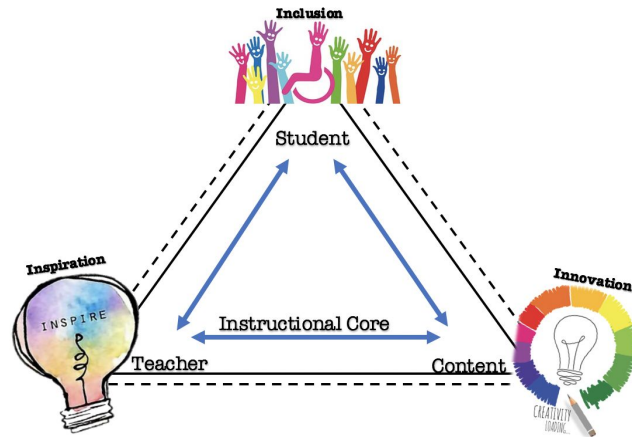


2019-20 Strategic Action Plan

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 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.

“Shore the Core” Through Equity in Inclusion, Innovation, & Inspiration



School Goals	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	Increased percentage of students who model positive social skills and resiliency for a culturally diverse community.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Increased percentage of students meeting standards in core subjects (MATH)



EQUITABLE SCHOOL ENVIRONMENT

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.

During the 2019-20 school year, our Equity Team's goal is to center the work and conversations around racial literacy, cultural competence, and culturally relevant leadership. We will continue the activities from the book *Courageous Conversations*, lead professional development trainings for staff.

Specific actions our school will take toward this goal include:

- Meet 1 hours per month
- Disseminate learning and lead PD for all staff
- Meet with Chris Bigelow and Ayva Thomas-at least once a month at our school.
- Follow track one of *Courageous Conversations*
- Attend 2 whole day PD trainings.
- Attend 4 PD by Chris Bigelow and Ayva Thomas
- Use the Equity Framework to capture the attitudes, behaviors, and practices that we aim to demonstrate in all of our departments and schools. During the 2019-20 school year, the Equity Committee and Equity Teams will help all of Northshore's educators understand the components of the framework.
 - Educators stay informed about current school policies and procedures that impact the delivery of services to students from diverse backgrounds.
 - Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can understand.
 - New policies and procedures are implemented with sensitivity toward the diverse learning needs of students.
 - Educators evaluate and equitably improve their own discipline policies and practices.
 - Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
 - Educators continuously self-reflect while they learn more about equity related issues.

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.



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
- Demographic Information
- Discipline Data
- Individual Running Records
- iReady Data in Math
- SBAC Scores
- Student Interviews or Surveys

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

- iReady Data in Math
- SBAC Scores
- Student Interviews or Surveys

We believe these areas for improvement are the result of the following root cause(s). Below are our questions and reflections to the data:

As you review your data, what do you notice? What parts of the data catches our attention?

- **Grade K** - Timing is a factor in these assessments
- **Grade 1** - If place value was stronger, wouldn't it push forward the rest of the grades. Where can we get access to some of the DMI materials the district previously taught?
- **Grade 2** - Large number of kids who are one grade level below and why?
- **Grades 3, 4 & 5** - Fractions in intermediate grades and more work needs to be done building up fractions and supplementary materials more than what is in our current curriculum.
- **Support Staff:** Power of math talks and bringing these skills throughout the year

What is the data not telling us?

- **Grade K & 2** - What individual skills within the component are they needing support
- **Grade 4** - Breaking apart the general education and EAP within the data.
- **Grade 5:** The two and below are they generally the same students?

What do we want to celebrate? Lots of opportunities to grow, intentionality looking at a score and considering what they need algebra strong across all grade levels



Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, 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

Based on the data and root cause analysis we completed, we believe that if we create a scope and sequence for Second Step and intentionally participate in building relationship activities then we will create a process for our teachers in which our students can understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: The number of students who model positive social skills and resiliency for a culturally diverse community will be at 80% or higher by May 2020 as measured by the Second Step Summative Knowledge Assessments.

Instructional Strategy	Instructional Practice
<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"> ● Skills for Learning ● Empathy ● Emotion Management ● Problem Solving <p>We will use the following Learning Strategies:</p> <ul style="list-style-type: none"> ● Brain builders ● Story and discussions ● Activity/Skill Practice ● Reinforcing Skills 	<p>Our instructional strategy relates to:</p> <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 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

Tier 1- Differentiate instruction and cluster math priority standards to give students access to grade level curriculum in a meaningful way. We will hold in fidelity the curriculum and instructional strategies to provide a systematic way of learning for all students.

Tier 2- Progress monitor small groups through ELL, LC, LAP, volunteers and classroom small group instruction by using iReady online resources to provide students instruction on their individual level.

SMART Goal

Between October 2019 and June 2020, all students who are not yet at standard in the area of mathematics will increase their proficiency in the specific school strand focus listed below as measured by iReady, SBAC data and classroom-based assessments.

- **School-Specific Goal Criteria:**

- School's Strand Focus: varied by grade level
 - K:**
 - 1:** number sense 0-20 addition and subtraction facts
 - 2:**
 - 3:** Number sense and operations- Multi Step word problems & X facts
 - 4:** Geometry and Fractions
 - 5:** Weave in geometry focuses from the beginning of the year and move forward
- School's Subset Group Focus: ELL, Special Ed and students scoring in the yellow
- School's Growth Target: Students will increase by 5% as measured by iReady Fall and Spring assessment

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: Between September 2019 and April of 2020, 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.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will we cluster our math CCSS Priority Standards, implement math talks, story time stem activities, higher order thinking questions and make thinking visible strategies. This means that our teachers and staff will participate in various professional development throughout the year regarding these	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Encouraging Higher Order Thinking & Asking Higher Order Questions



strategies. Strategies and student data will be progressed monitored throughout the year.	
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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

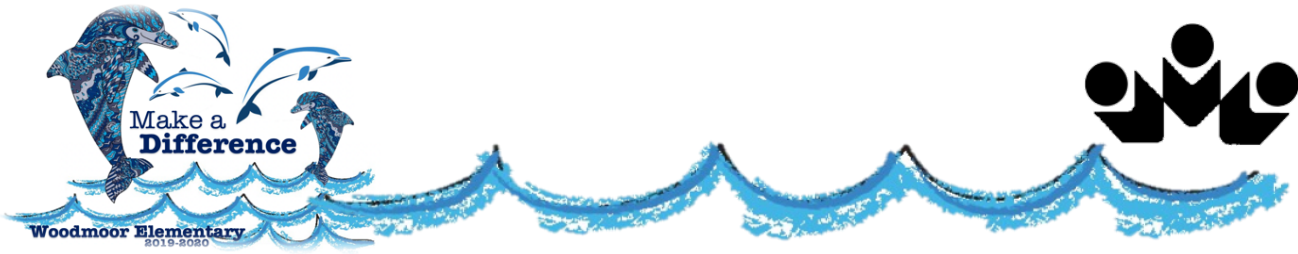
Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Woodmoor meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

Break Out Sessions August PD Days:

- Woodmoor 101
- PBIS
- Building Relationships with kids
- Overview of Workshop Model (Lucy 101)
- ELA Small Groups (Lucy 102)
- Math Talk 101
- Math Talk 102
- GLAD Strategies
- Group Para Training

PD Throughout the Year

- Math Talks (Talk Moves)
- Clustering Math- CCSS Priority Standards
- Chants- Math
- Higher order thinking questioning
- Making thinking visible (See, think, wonder- headlines)
- Story time stem
- Math Labs
- GLAD Strategies



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:

- Northshore Church Volunteers
- Canvas Church
- Watch DOGS
- YMCA
- PTSA
- Northshore Middle School Partnerships-FSA & Service Leadership Classes
- University of Washington-Bothell - Story Time STEM

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