



[Whole School Title Plan](#)
[Woodin SAP 2020/2021](#)

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Woodin Elementary
2020-2021 Strategic Action Plan
20-21 Woodin SAP

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 safety and 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

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 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](#). Domain 1 and 2 work is embedded throughout our plan.

Domain 1 Work:

- Educators are becoming aware of current school policies and procedures that impact the delivery of services to students from diverse backgrounds. (Approaching, 1-A)



- New policies and procedures are beginning to be implemented with some or emerging sensitivity toward the diverse learning needs of students. (Dress code, 1-C)
- Educators self reflect while they learn more about equity related issues. (1-G)

Domain 2 Work:

- Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds. (2-A)
- Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn. (2-D)
- Educators continuously self-reflect while they learn more about equity related issues. (2-J)

Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address. We just recently received access to Homeroom and will use this data dashboard to store and guide our work.

During Fall and Spring 2020, 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 Math or Reading**
- ❖ **Past SBA Scores**
- ❖ **WA Kids**
- ❖ **Distant Learning Attendance & Engagement Data**

Smarter Balance Achievement (SBA) Data

<u>2017-2018 Smarter Balance Achievement (SBA) Data</u>	<u>2018-2019 Smarter Balance Achievement (SBA) Data</u>
English Language Arts (ELA): <ul style="list-style-type: none">● 3rd grade: 57.5% passed<ul style="list-style-type: none">○ 23.5% of EL students passed○ 37.5% of Special Education students passed● 4th grade: 63.9% passed	English Language Arts (ELA): <ul style="list-style-type: none">● 3rd grade: 57% passed<ul style="list-style-type: none">○ 13% of EL students passed○ 22% of Special Education students passed● 4th grade: 65% passed



<ul style="list-style-type: none"> ○ 20.0% of EL students passed ○ 28.6% of Special Education students passed ● 5th grade: 65.6% passed <ul style="list-style-type: none"> ○ 0% of EL students passed ○ 66.7% of Special Education students passed_____ <p>Math:</p> <ul style="list-style-type: none"> ● 3rd grade: 52.8% passed <ul style="list-style-type: none"> ○ 5.9% of EL students passed ○ 43.8% of Special Education students passed ● 4th grade: 60.4% passed <ul style="list-style-type: none"> ○ 20.0% of EL students passed ○ 21.4% of Special Education students passed ● 5th grade: 49.9% passed <ul style="list-style-type: none"> ○ 7.1% of EL students passed ○ 66.7% of Special Education students passed 	<ul style="list-style-type: none"> ○ 29% of EL students passed ○ 50% of Special Education students passed ● 5th grade: 62% passed <ul style="list-style-type: none"> ○ 8% of EL students passed ○ 27% of Special Education students passed_____ <p>Math:</p> <ul style="list-style-type: none"> ● 3rd grade: 58% passed <ul style="list-style-type: none"> ○ 20% of EL students passed ○ 33% of Special Education students passed ● 4th grade: 62% passed <ul style="list-style-type: none"> ○ 14% of EL students passed ○ 40% of Special Education students passed ● 5th grade: 47% passed <ul style="list-style-type: none"> ○ 0% of EL students passed ○ 20% of Special Education students passed
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2019-2020 Smarter Balanced Achievement (SBA): Cancelled due to Covid-19 School Closure

<p>2018-2019 School Literacy Data Informal Running Records (IRR)</p> <ul style="list-style-type: none"> ● First grade <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 	<p>2020 Distant Learning Participation Data</p> <p>Attendance During Distant Learning:</p> <ul style="list-style-type: none"> ● 96% (weekly average) <p>Engagement During Distant Learning:</p> <ul style="list-style-type: none"> ● 97% (weekly average) <p>iReady Participation during Distant Learning:</p> <ul style="list-style-type: none"> ● March 2020 - 92% ● April 2020 - 84% ● May 2020 - 76% ● June 2020 - 57%
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<ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 21% (18/84) below grade level at the start of the year ○ 13% (11/84) below grade level at the end of the year <p>Star</p> <ul style="list-style-type: none"> ● Third grade <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 23% (20/84) below grade level at the end of the year <p>IRR and STAR scores combined</p> <ul style="list-style-type: none"> ● Fifth grade <ul style="list-style-type: none"> ○ 43% (36/83) below grade level at the start of the year ○ 40% (34/83) below grade level at the start of the year 	<p><u>WA-KIDS DATA: Fall 2019-2020</u></p> <p>Social-Emotional - 50% Met or Exceeded Expectations Physical - 49% Met or Exceeded Expectations Language - 70% Met or Exceeded Expectations Cognitive - 65% Met or Exceeded Expectations Literacy - 81% Met or Exceeded Expectations Mathematics - 62.5% Met or Exceeded Expectations</p>
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<u>iReady Reading Participation</u>				
	March 2020	April 2020	May 2020	June 2020
Kindergarten	84%	85%	73%	50%
1st Grade	82%	74%	65%	44%
2nd Grade	88%	55%	52%	42%
3rd Grade	92%	76%	71%	50%
4th Grade	93%	97%	94%	83%
5th Grade	74%	75%	59%	33%
Total	85%	77%	69%	50%



<u>iReady Math Participation</u>				
	March 2020	April 2020	May 2020	June 2020
Kindergarten	88%	88%	82%	61%
1st Grade	90%	77%	67%	54%
2nd Grade	90%	67%	58%	50%
3rd Grade	99%	88%	83%	50%
4th Grade	95%	97%	97%	88%
5th Grade	92%	89%	69%	41%
Total	92%	84%	76%	57%

<u>2020-2021 iReady Diagnostic Data</u>	
<p>Reading Diagnostic - Fall 2020: Woodin:</p> <ul style="list-style-type: none"> ● 49% At Grade Level (Green) ● 37% Below Grade Level (Yellow) ● 14% Underserved (Red) 	<p>Math Diagnostic - Fall 2020: Woodin:</p> <ul style="list-style-type: none"> ● 32% At Grade Level (Green) ● 52% Below Grade Level (Yellow) ● 16% Underserved (Red)
<p>Reading Diagnostic - Fall 2020: Kindergarten:</p> <ul style="list-style-type: none"> ● Not Tested <p>First Grade:</p> <ul style="list-style-type: none"> ● 51% At Grade Level (Green) ● 48% Below Grade Level (Yellow) ● 1% Underserved (Red) <p>Second Grade:</p> <ul style="list-style-type: none"> ● 45% At Grade Level (Green) ● 44% Below Grade Level ● 11% Underserved (Red) <p>Third Grade:</p> <ul style="list-style-type: none"> ● 60% At Grade Level (Green) ● 19% Below Grade Level (Yellow) ● 21% Underserved (Red) <p>Fourth Grade:</p>	<p>Math Diagnostic - Fall 2020: Kindergarten:</p> <ul style="list-style-type: none"> ● Not Tested <p>First Grade:</p> <ul style="list-style-type: none"> ● 41% At Grade Level (Green) ● 54% Below Grade Level (Yellow) ● 5% Underserved (Red) <p>Second Grade:</p> <ul style="list-style-type: none"> ● 33% At Grade Level (Green) ● 51% Below Grade Level ● 16% Underserved (Red) <p>Third Grade:</p> <ul style="list-style-type: none"> ● 20% At Grade Level (Green) ● 61% Below Grade Level (Yellow) ● 19% Underserved (Red) <p>Fourth Grade:</p>



<ul style="list-style-type: none"> ● 42% At Grade Level (Green) ● 46% Below Grade Level (Yellow) ● 13% Underserved (Red) <p>Fifth Grade:</p> <ul style="list-style-type: none"> ● 48% At Grade Level (Green) ● 27% Below Grade Level (Yellow) ● 25% Underserved (Red) 	<ul style="list-style-type: none"> ● 26% At Grade Level (Green) ● 53% Below Grade Level (Yellow) ● 21% Underserved (Red) <p>Fifth Grade:</p> <ul style="list-style-type: none"> ● 40% At Grade Level (Green) ● 40% Below Grade Level (Yellow) ● 21% Underserved (Red)
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2019-2020 iReady Reading Diagnostic Data

<p>Fall Diagnostic: Sept-Oct. 2019</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> ● not tested <p>First Grade:</p> <ul style="list-style-type: none"> ● 27% At Grade Level (Green) ● 72% Below Grade Level (Yellow) ● 1% Underserved (Red) <p>Second Grade:</p> <ul style="list-style-type: none"> ● 35% At Grade Level (Green) ● 50% Below Grade Level (Yellow) ● 15% Underserved (Red) <p>Third Grade:</p> <ul style="list-style-type: none"> ● 57% At Grade Level (Green) ● 19% Below Grade Level (Yellow) ● 24% Underserved (Red) <p>Fourth Grade:</p> <ul style="list-style-type: none"> ● 45% At Grade Level (Green) ● 36% Below Grade Level (Yellow) ● 19% Underserved (Red) <p>Fifth Grade:</p> <ul style="list-style-type: none"> ● 41% At Grade Level (Green) ● 26% Below Grade Level (Yellow) ● 33% Underserved (Red) 	<p>Winter Diagnostic: Jan-Feb. 2020</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> ● 68% At Grade Level (Green) ● 32% Below Grade Level (Yellow) ● 0% Underserved (Red) <p>First Grade:</p> <ul style="list-style-type: none"> ● 60% At Grade Level (Green) ● 40% Below Grade Level (Yellow) ● 0% Underserved (Red) <p>Second Grade:</p> <ul style="list-style-type: none"> ● 56% At Grade Level (Green) ● 38% Below Grade Level (Yellow) ● 6% Underserved (Red) <p>Third Grade:</p> <ul style="list-style-type: none"> ● 78% At Grade Level (Green) ● 14% Below Grade Level (Yellow) ● 8% Underserved (Red) <p>Fourth Grade:</p> <ul style="list-style-type: none"> ● 60% At Grade Level (Green) ● 31% Below Grade Level (Yellow) ● 9% Underserved (Red) <p>Fifth Grade:</p> <ul style="list-style-type: none"> ● 47% At Grade Level (Green) ● 34% Below Grade Level (Yellow) ● 19% Underserved (Red)
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2019-2020 iReady Math Diagnostic Data

<p>Fall Diagnostic: Sept-Oct. 2019</p> <p>Kindergarten:</p>	<p>Winter Diagnostic: Jan-Feb. 2020</p> <p>Kindergarten:</p>
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<ul style="list-style-type: none"> ● not tested <p>First Grade:</p> <ul style="list-style-type: none"> ● 20% At Grade Level (Green) ● 74% Below Grade Level (Yellow) ● 6% Underserved (Red) <p>Second Grade:</p> <ul style="list-style-type: none"> ● 22% At Grade Level (Green) ● 65% Below Grade Level (Yellow) ● 13% Underserved (Red) <p>Third Grade:</p> <ul style="list-style-type: none"> ● 22% At Grade Level (Green) ● 62% Below Grade Level (Yellow) ● 16% Underserved (Red) <p>Fourth Grade:</p> <ul style="list-style-type: none"> ● 35% At Grade Level (Green) ● 48% Below Grade Level (Yellow) ● 17% Underserved (Red) <p>Fifth Grade:</p> <ul style="list-style-type: none"> ● 35% At Grade Level (Green) ● 47% Below Grade Level (Yellow) ● 18% Underserved (Red) 	<ul style="list-style-type: none"> ● 54% At Grade Level (Green) ● 46% Below Grade Level (Yellow) ● 0% Underserved (Red) <p>First Grade:</p> <ul style="list-style-type: none"> ● 44% At Grade Level (Green) ● 54% Below Grade Level (Yellow) ● 1% Underserved (Red) <p>Second Grade:</p> <ul style="list-style-type: none"> ● 40% At Grade Level (Green) ● 54% Below Grade Level (Yellow) ● 6% Underserved (Red) <p>Third Grade:</p> <ul style="list-style-type: none"> ● 45% At Grade Level (Green) ● 53% Below Grade Level (Yellow) ● 3% Underserved (Red) <p>Fourth Grade:</p> <ul style="list-style-type: none"> ● 48% At Grade Level (Green) ● 40% Below Grade Level (Yellow) ● 13% Underserved (Red) <p>Fifth Grade:</p> <ul style="list-style-type: none"> ● 49% At Grade Level (Green) ● 33% Below Grade Level (Yellow) ● 18% Underserved (Red)
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2020-2021 Disproportionality Data	
<ul style="list-style-type: none"> ● Special education <ul style="list-style-type: none"> ○ 8.35% of students qualify for Special Education (41 students) ○ 27% are hispanic (11 students) ○ 15% are Asian (6 students) ○ 54% are white (22 students) ○ 29% are designated EL (12 students) 	<ul style="list-style-type: none"> ● Highly Capable (HiCap) <ul style="list-style-type: none"> ○ 10% of students qualify for HiCap (50 students) ○ 24% are hispanic (12 students) ○ 24% are Asian (12 students) ○ 52% are white (26 students) ○ 14% are designated EL (7 students)

DATA SUMMARY:



Looking at the WA Kids data compared to current SBA and school-based data we see that students' initial strengths in literacy and math are not maintained as the expectations and rigor increase when students matriculate through Woodin. This indicates a need for continued staff professional development in the areas of reading, writing and math.

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 led 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. In 2019 we added Math as a focus area. In 2019 we added Math as a focus area. The data clearly shows a need for our Math focus. In 2018-19, only 58% of 3rd graders, 62% of 4th graders, and 47% of 5th graders passed the SBA in the area of Math.

However, when we look at the data for EL students we continue to 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.**

- **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 and creatively solve math problems



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

- About 44% of our students are performing below standard on the 2019 SBA in the area of Math
- About 68% of our students are performing below standard on the Fall 2020 iReady diagnostic assessment in the area of math

The analysis of our school data leads us to the development of our goals for the 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
Goal 2 Responsible, Resilient, Empathetic Learners	Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others. Each teacher will make the time and intentionally listen to get to know students and their families.	Increased percentage of students and families 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 Bridge to students' experiences, utilizing students' funds of knowledge, home languages, and interests, while also building necessary background knowledge.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	Increased percentage of students meeting standards in core subjects Math: Between September 2020 and May 2021, students identified as English Learners at Woodin who scored below grade level in the fall iReady assessment will show more than a year's growth.



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

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:

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 fall 2020 and spring 2021.

In addition, students have been engaged in distant learning due to Covid-19 since March 2020. During this time, students have lacked in person social skills practice time, peer relationships, and access to meaningful adult relationships. This adds to the current need for increased social emotional supports in distant, hybrid, or in-person education.

Based on the data, root cause analysis we completed, and the fact that students are participating in distant learning, 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 (virtually or in-person), partnering with teachers on social emotional learning.

Focus:

- Relationships, Sense of Belonging and Student and Family Engagement
- Racial and Educational Justice/MTSS (including PBIS)

SMART Goal



Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: From September 2020 to May of 2021, the percentage of students in grades K-5 who feel a sense of belonging in their virtual/hybrid or in person classroom will increase from 91% to 100% as measured by student climate survey.

To make progress toward this goal:

Instructional Strategy	Instructional Practice
<p>We will continue the implementation of Tier 1 strategies virtually and when we return to the building.</p> <p>We will commit to school-wide “non-negotiables/bottom lines/commitments”</p> <p>Agreed Non Negotiables Below:</p> <p><u>Positive Greetings at the Door/Virtual Entrance</u> Morning entry Virtual greeting opportunities Recess</p> <p><u>Visual Schedule</u> Reviewed Orally and Visually (Virtual and in Building Expectations) Consistent Location Times Posted Student Friendly</p> <p><u>“W” Reinforcement Slips and “W” Badges in Schoology</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 (Virtual & In-Person)</u></p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Clear Objectives ● Structuring Collaborative Learning Experiences (virtually and in the building: class meetings, reading, writing and math partnerships, breakout rooms, lunch bunch, EL/Title morning program)



<p><u>-Culturally responsive teaching practices (from title plan)</u></p> <p><u>Teach Second Step curriculum as intended (Virtual & In-Person)</u></p> <p>Note: We will teach the Second Step Curriculum lessons as intended to students in each K-5 classroom. Our school counselor will partner with teachers to provide additional support for students who need support on behavior and social-emotional skills.</p>	
<p>We will develop student leaders as Friendship Ambassador when we are back in the building.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Student and Family Engagement ● Structuring Collaborative Learning Experiences
<p>Analyze schoolwide and classroom practices for potential bias and racist structures that are impacting students/families</p> <p>-Build Parent and family partnerships (begin with parent survey)</p> <ul style="list-style-type: none"> ● Communication with families in their first language ● Something like: "What is our school doing well with regard to racial equity? Where do we need to improve?" What would make you feel more included in our school? <p>-Meaningful representation that reflects the students and families in our school and which represents a culturally responsive curriculum in our classrooms. Make this visible in the hallways, virtual classroom, and classroom literature.</p> <p>-Regular cross grade level meetings (K-1, 2-3, and 4-5) to look at our curriculum for bias and building in more representation in our literature/projects/teaching</p>	
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on:</p>	<p>The equity strategies we will employ:</p>



2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.

2J Educators continuously self-reflect while they learn more about equity related issues.

2A:

Bridge to students' experiences through:

- Make the time and intentionally listen to get to know students and their families (Surveys, Conferences, curriculum night, family nights, etc.)
- Provide students with opportunities to share about their own backgrounds, experiences, and identities
- Provide families with opportunities to share about their own backgrounds, experiences, and identities
- Take the time to get to learn about student and family cultural customs and norms
- Use acquired knowledge about student and family cultures to help inform interpersonal interactions

2J:

Think about:

- The ways that your classroom, building, or department can continue to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals)
- Why it is important for your classroom, building, or department to build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities
- The ways that you can provide students and families with opportunities to share about their own backgrounds, experiences, and identities
- Why each student's diverse and intersectional identities are important, meaningful, and should be recognized



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| | <ul style="list-style-type: none">● Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen● The ways that every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it, rather than a matter of teaching them how to have it in the first place |
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

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

Theory of Action

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

If we:

- *analyze student work (focusing 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,*
- *teach, practice, and evaluate student resilience, confidence and persistence strategies within the context of math,*

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

Math SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: **Between September 2020 and May 2021, students identified as English Learners at Woodin who scored below grade level on the fall iReady assessment will show more than a year's growth on the spring iReady assessment.**

3c) Increased percentage of students meeting standards in core subjects



Fall & Year End Screeners Include:

- iReady Math Diagnostic
- WaKids Fall Screener

Focus:

Academic language and critical thinking through the vehicle of and math

Instructional Strategy	Instructional Practice
Teachers will teach a targeted small group lesson a minimum of 2 times per (week/month).	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● 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 math. (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 promote Oracy in the classroom through math talks, class discussion, and partnerships (breakout rooms in zoom).	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Structuring Collaborative Learning Experiences
Teachers will develop short term math goals.	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 instruction	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Setting Clear Objectives
Use of coaching and peer observations to improve application of EL strategies. -Strategize about oracy with online learning/social distancing challenges -Develop and use consistent accountable talk frames within oral language structures across grade levels	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Setting Clear Objectives ● Providing Formative Feedback



<p>-Study ELPA levels and formative assessments and use those tools to plan oral language structures.</p> <p>-Build in more opportunities for teachers to talk less and students to talk more</p>	
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ:</p> <p>2D: Differentiate instruction by providing increased opportunities for oral practice:</p> <ul style="list-style-type: none">● Have copies of curriculum and instructional texts available for students in their home languages so their families can help them with homework (ie: textbooks, books, etc.)● Create a list of resources for students and families to refer to when completing or helping with homework outside of school <p>2J: Think about:</p> <ul style="list-style-type: none">● The ways that your classroom, building, or department can continue to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals)● Why it is important for your classroom, building, or department to build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities● The ways that you can provide students and families with opportunities to share about their own backgrounds, experiences, and identities● Why each student's diverse and intersectional identities are important, meaningful, and should be recognized



	<ul style="list-style-type: none"> ● Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen ● The ways that every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it, rather than a matter of teaching them how to have it in the first place
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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 continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we may 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 2: Responsible, Resilient, Empathetic Learners		
Fall Student Climate Survey Data (Oct 2020)	Winter Student Climate Survey Data (Jan 2021) Spring Student Climate Survey Data (April 2021)	October 2020 January 2021 April 2021
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Fall iReady Diagnostic (Oct 2020)	Winter iReady Diagnostic (Jan 2021)	October 2020 January 2021



	Spring iReady Diagnostic (May 2021)	May 2021

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 2020-21 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 TITL 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**.
- we will use Homeroom as a tool to analyze data trends and make decisions on curriculum, instruction, and professional development. One way we will do this is to provide staff time to analyze student work, calibrate and develop student goals. This is especially important in the virtual world.
- Administrators will provide feedback through frequent walk throughs or visits to the virtual classroom

Specifically, our PD focus will address:

- **Equity**
 - Staff wide PD in the areas of:
 - trauma informed practices
 - culturally responsive teaching practices
 - focus on teaching strategies to support language learners
- **Math**
 - Online strategies that promote critical thinking and problem solving
 - How to develop and implement effective math interventions virtually and in person
 - Small Group- providing feedback in a virtual environment
 - Number talks and the importance of oracy in math
 - Numbers and operations
 - Virtual Intentional Math Lessons



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- 5 pillars Established in math expressions
 - Possibility of PD with Shannon Kiebler from Math Expressions (partnering with East Ridge)

 - **Dual Language & Biliteracy:**
 - Continue Biliteracy Curriculum Mapping

 - **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:

In Person or Virtual opportunities:

- **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
- Volunteer Programs
- Academic Family Nights: Math Game Night & Literacy
- Teacher Intern Partnerships (UW Bothell & UW Bilingual Program & SPU)
- Counseling Services (SEAMAR & 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!