



Woodmoor Elementary 2022-23 Strategic Action Plan

At Woodmoor Elementary, 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. We will 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

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 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#).

Domain 1 (2019-20)

1C: New policies and procedures are implemented with sensitivity toward the diverse learning needs of students.

1G: Educators continuously self-reflect while they learn more about equity related issues.

Domain 2 (2020-21)

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

2F: Educators help students and each other appreciate, honor, and respect, historical and current events from multiple perspectives.

Domain 3 (2021-22)

3A: Educators are well informed about the influences of racial and intersectional diversity on school and department data reports

3E: Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.

3I: Educators continuously self-reflect while they learn more about equity related issues.

We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#). Our focus for the 2022-23 school year will be:



Domain 3 (2022-23)

3D Students and families have the opportunity to be experts in the classroom, school and district.

3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

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.

During Spring 2022, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Demographic Information
- End of Course Grades
- Informal and formal classroom assessments
- iReady Data in Math or Reading
- SBAC Scores

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:

- 27% of Woodmoor students are below standard in vocabulary according to iReady
- The gap widens as the children reach higher grades according to iReady data collected
- 66 % of Hispanic and Latino students are below standard in vocabulary
- 75% of Multilingual students are below standard in vocabulary
- 42% of Hispanic students in middle school are 2 or more levels below in vocabulary according to iReady data from Northshore Middle School

We believe this gap in student outcomes is the result of the following root cause(s)

- Teacher's knowledge of students' cultures, backgrounds, language proficiency and interests
- Access to academic vocabulary
- Knowledge gap of culturally responsive teaching practices
- Feelings of being valued and connected may be lacking
- Poor Home/School connections for multilingual families
- Families unable to access school communication

The analysis of our school data leads us to the development of our goals for the 2022-23 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 1 Success in the Early Years	Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.	Increase percentage of students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.
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.	Minimum annual academic growth rate in reading of one year for students at/above grade level, and more than one year for students below grade level.

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). These are outlined below.

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 1: Success in the Early Years

Equity Means

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we have a designated TIER 2 block schoolwide, ongoing professional development on vocabulary instruction, build stronger professional learning communities for data discussion and use common assessments for reading then students will increase their academic vocabulary knowledge. By increasing access to direct instruction that increases students' receptive and expressive vocabulary, students will strengthen their comprehension skills when reading and listening, enhance their writing skills, and understand information in the classroom and be able to relay it.

SMART Goal

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

By June 2023, students in Kindergarten through third grade who receive ELD and or LAP services (60) and who are more than one year below grade level will make at least one years' growth in vocabulary scores as measured by iReady assessments.



Instructional Strategy	Instructional Practice
<p>To make progress toward our specific goal, we will build and strengthen our reading literacy instruction, specifically around teaching vocabulary to support students' growth in the five literacy components. This includes:</p> <ul style="list-style-type: none"> • PD for all five literacy components with an emphasis on vocabulary • GLAD Strategies • Explicitly teach Tier One, Two, and Three vocabulary • 	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Objectives • Providing Formative Feedback • Structuring Collaborative Learning Experiences • Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<p>The equity strategies we will employ:</p> <p><i>Allow students to have opportunities to teach each other during lessons and activities</i></p> <ul style="list-style-type: none"> • Peer mentors • Buddy Classes • Morning Circle Conversations • ASB <p>Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class</p> <ul style="list-style-type: none"> • Natural Leaders • Volunteer Trainings • Family Engagement Specialist <p>Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies</p> <ul style="list-style-type: none"> • Multicultural Night • Family Engagement Specialist • SWIM Assemblies <p>Give students opportunities to share local and global knowledge</p> <ul style="list-style-type: none"> • Morning Circle Conversations • Multicultural Night <p>Build community and sense of belonging in the classroom -</p> <ul style="list-style-type: none"> • Incorporating GLAD strategies in everyday teaching • Make connections to students' identities and cultures <p>Foster empathy in the classroom through discussions, activities, and lessons -</p> <ul style="list-style-type: none"> • Kelso's Choice in every classroom



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 support.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we have a designated TIER 2 block schoolwide, ongoing professional development on vocabulary instruction, build stronger professional learning communities for data discussion and use common assessments for reading then students will increase their ability to meet growth and stretch goals thus eliminate opportunity and educational gaps.

SMART Goal

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

By June 2023, there will be an increase in academic performance of kindergarten through third grade being served in the ELD/LAP program in the area of reading where 67 students that are a year or more below grade level will make more than one year's growth towards performing on grade level as measured by iReady scores.

<p>Instructional Strategy</p> <p>To make progress toward our specific goal, we will build and strengthen our reading literacy instruction, specifically around teaching vocabulary to support students' growth in the five literacy components.</p> <p>This means that Administration will create professional development for staff for the five components of literacy, including:</p> <ul style="list-style-type: none"> ● GLAD Strategies ● Explicitly teach Tier One, Two, and Three vocabulary 	<p>Instructional Practice</p> <p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
<p>Domain Three: Teaching, Learning, and Self Reflection</p> <p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<p>Equity Strategies</p> <p>The equity strategies we will employ:</p> <p><i>Allow students to have opportunities to teach each other during lessons and activities</i></p> <ul style="list-style-type: none"> ● Peer mentors ● Buddy Classes ● Morning Circle Conversations ● ASB <p>Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class</p> <ul style="list-style-type: none"> ● Natural Leaders ● Volunteer Trainings ● Family Engagement Specialist



	<p>Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies</p> <ul style="list-style-type: none"> • Multicultural Night • Family Engagement Specialist • SWIM Assemblies <p>Give students opportunities to share local and global knowledge</p> <ul style="list-style-type: none"> • Morning Circle Conversations <p>Build community and sense of belonging in the classroom -</p> <ul style="list-style-type: none"> • Incorporating GLAD strategies in everyday teaching • Make connections to students' identities and cultures <p>Foster empathy in the classroom through discussions, activities, and lessons -</p> <ul style="list-style-type: none"> • Kelso's Choice in every classroom
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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 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
iReady Assessment	<ul style="list-style-type: none"> • PLC discussions around data, • Looking at formative data from Into Reading 	Midwinter
iReady Assessment	<ul style="list-style-type: none"> • PLC discussions around data, • Looking at formative data from Into Reading 	Spring
Goal 1: Success in the Early Years		
iReady Assessment	<ul style="list-style-type: none"> • PLC data discussions around vocabulary • PD based around teaching vocabulary 	Midwinter
iReady Assessment		Spring



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 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 2022-23 school year, we will participate in the following professional development as part of our work:

- **Bi-monthly PLCs with teams to desegregate data and plan interventions for TIER 2**
- **Glad Strategies PD**
- **5 PDs days for vocab training**
 - **Sept 28th** Presenting our Why- Vocabulary Instruction Introduction, Woodmoor i-Ready Data
 - **October 12th**: Principal Day- Building Knowledge about Vocabulary Tiers, Learning about the Into Reading Instructional Model for Vocabulary, Modeled vocabulary lessons, Identification of Students in the Red and Yellow Zone for Vocabulary on the fall i-Ready screener.
 - **February 8th** : Principal Day-Levels of Language Processing. What students need in terms of vocabulary, sentence knowledge, and background knowledge to comprehend narrative text. Modeled Into Reading read alouds with focus on vocabulary development, rephrasing student responses, narrative text structure, and fostering independent word learning strategies after reading.
 - **March 8th** Principal Day- Intentional Instruction. What students need to know to comprehend Informational Text; vocabulary, background knowledge, text structure, syntax and sentence comprehension. Modeled lesson using Into Reading Leveled text sets.
 - **May 3rd** Principal Day-Vocabulary choice as part of the Reading writing connection, Direct teaching of academic vocabulary transition words, evaluating children's speaking and writing for vocabulary/word choice, Reviewing progress made to date, planning for the next Into Reading writing module with a focus on academic vocabulary and background knowledge.

- **Continued REJ and MTSS work**

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- **Grow our Natural Leaders group to reach more families:**
 - to volunteer in the classroom
 - attend more PTA and other informational meetings
 - attend evening events
 - Curriculum night
 - Reading Night
 - Title 1 Informational Night
 - any PTA sponsored event
- **Increase participation in the Parent Volunteer Program**
 - Hold two volunteer training sessions at Woodmoor
 - Create more opportunities for volunteers
- **Monthly Coffee with the Principal discussion sessions**
- **Northshore Buddies Program**
- **Community Serve Day**
- **Reading with Rover**
- **Partner with SevenC Swim Club**
- **Coats for Kids**

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