

2022-23 Strategic Action Plan

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 2021-22 school year, we will build off of what we learned from our work on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of Domains 1 and 2 in mind while also incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 4 of the [Northshore School District Equity Inventory](#).

2022/23 Domain 3 Work:

- Educators facilitate professional development, discussions, and/or lessons with students about diversity and equity related issues (3-H).

Previous 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)

Previous 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.

During Spring 2022, we reviewed the following data:

- ☐ Attendance Records
- ☐ Classroom Based Assessment Results
- ☐ Climate Surveys
- ☐ Demographic Information
- ☐ Distant Learning Attendance & Engagement Data
- ☐ Discipline Data
- ☐ Individual Running Records
- ☐ Delta Math Screener
- ☐ iReady Data in Math or Reading
- ☐ SBAC Scores
- ☐ WA Kids

Based on the data and root cause analysis we completed, we believe that if teachers are equipped with trauma informed, tiered math instructional strategies, then students will 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

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

- Limited opportunities for social interaction
- Varied opportunities for social interaction
- Isolation
- Potential trauma due to family experiences and stressors
- Students haven't been full-time in school for over a year
- Re-entry to school transition challenges
- Social Emotional Learning content potentially not covered
- Missing coherence across grade levels
- Lack of access to mental health supports (and full-time counselor)

The analysis of our school data leads us to the development of our goals for the 2021-22 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue their own educational passions.</p>	<p>Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.</p> <p>Each teacher will make the time to teach SEL Second Step with fidelity.</p>	<p>Measure 2A Increase the percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.</p>	<p>Measure 3B Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</p> <p>Math: Between September 2022 and May 2023, 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.</p> <p>Subgroup: ML learners</p>

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 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 a sense of belonging and personally meaningful relationships, and believing that their school is vibrant and inclusive, with rules that are fair and equitable, as measured by our RAEJ Equity Inventory, **parent feedback**, and an increase in positive **student survey** responses between fall 2022 and spring 2023.

In addition, students have been engaged in distant learning due to Covid-19 from March 2020-April 2021 or longer in some cases. 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.

Based on the data, root cause analysis we completed, and the fact that students participated in distant and hybrid learning models, we believe:

If we teach the SEL curriculum consistently across K-5, with specific emphasis on lessons that focus on safety, relationships, and culturally responsive practices, **then** students' will experience increased feelings of safety, sense of belonging, and the school will feel more vibrant and inclusive.

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

Focus:

- Sense of Belonging
- Relationships
- Social Skills
- Transitions
- Resilience
- Student/Family Engagement
- Racial and Educational Justice (Finding your voice)
- MTSS systems and structures

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: From September 2022 to May of 2023, the percentage of students in grades K-5 who report a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health will increase by 10% as measured by student self reflection on the student climate survey.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will seek student and family voices. This means that we are committed to seeking family voice through parent/teacher meetings, open forum community meetings, PTA, and Natural Leaders meetings.</p> <p>To make progress, toward our specific goal, we will implement Tier 1 whole school agreements with fidelity. This means that classes will implement the following:</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

<ul style="list-style-type: none"> • Teach Second Step with Fidelity. This means that classroom teachers will teach all units in the curriculum and connect the learning throughout the week during class meetings. • Engage in Family Meetings • Positive Greetings at the Door/Virtual Entrance/Morning entry/Recess • Visual Schedule & Times Posted • Reviewed Orally and Visually (Virtual and in Building Expectations) • Student Friendly • “W” Reinforcement Slips and “W” Badges in Schoology • EMR - Establish. Maintain and Restore Strategies • 5 to 1 Reinforcement • Regularly reflect on which students you need to work on establishing, maintaining, and restoring relationships. • Teach and reinforce recess rules and expectations • Read Diverse Read Alouds 	
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>3H Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 3H:</p> <p>Consistently teach lessons and engage students or educators in activities that promote the acceptance and recognition of diversity, diverse students, and a diverse world</p> <p>Teach lessons and engage students or educators in activities that disrupt stereotypes, discriminatory language, microaggressions, and implicit biases (while also teaching about ways to honor and respect diverse identities)</p> <p>Push past the thinking that diversity acceptance and equity related lessons should only be taught to students after a problem or incident has happened, and instead think about how and why these lessons should happen consistently</p>

	Create a classroom, school, or department schedule that documents the days that equity related PD, lessons, or activities will take 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 teachers are equipped with trauma informed, tiered math instructional strategies, then students will make a year or more of growth in mathematics.

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

- Lack of consistent professional development
- Limited resources (one Math TOSA K-12)
- Limited assessments
- Varied engagement of students during distance learning
- Missing coherence across grade levels and schools
- Not all math content was covered in the 2019-20 and 2020-21 school years due to pandemic

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

Between September 2022 and May 2023, 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.

Instructional Strategies	Instructional Practices
<p>To make progress, toward our specific goal, we will implement consistent use of daily routines and quick practices components of Math Expressions. This means that teachers will be using these instructional routines a minimum of 4 times per week.</p> <p>To make progress, toward our specific goal, we will embed GLAD strategies into their instruction for all learners. This means that teachers will participate in GLAD training and use GLAD strategies such as chants, repetition, oracy practice, and TPR.</p> <p>To make progress, toward our specific goal, we will teach targeted small group lessons during class time and our WIN Time intervention block. This means that teachers will teach small group lessons a minimum of twice a week.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback

<p>Focused Strategies:</p> <ul style="list-style-type: none"> -Small group instruction: We will provide consistent small group instruction for Focus students using I-Ready small group resources, Math Expressions RTI, and other resources. -Stating the learning target (academic, social, language) in student friendly language at opportune time -Emphasizing mathematical conceptual understanding -Math talk/discourse -Encourage all students to do 45-90 minutes of iReady per week -Exit tickets to gauge student understanding -Prioritizing of most important standards at each grade level -Utilizing data to inform targeted instruction 	
<p>Domain Three: Teaching, Learning, 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>3H Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 3H:</p> <p>Consistently teach lessons and engage students or educators in activities that promote the acceptance and recognition of diversity, diverse students, and a diverse world</p> <p>Teach lessons and engage students or educators in activities that disrupt stereotypes, discriminatory language, microaggressions, and implicit biases (while also teaching about ways to honor and respect diverse identities)</p> <p>Push past the thinking that diversity acceptance and equity related lessons should only be taught to students after a problem or incident has happened, and instead think about how and why these lessons should happen consistently</p> <p>Create a classroom, school, or department schedule that documents the days that equity related PD, lessons, or activities will take place</p>
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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 2: Responsible, Resilient, Empathetic Learners		
Fall Student Climate Survey Data (Oct 2022)	Winter Student Climate Survey Data (Jan 2023) Spring Student Climate Survey Data (April 2023)	October 2022 January 2023 April 2023
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Fall iReady Diagnostic (Oct 2022)	Winter iReady Diagnostic (Jan 2023) Spring iReady Diagnostic (May 2023)	October 2022 January 2023 May 2023

Fall Delta Math Screener	Delta Math Screener (Fall/Winter/Spring)	Fall 2022 Winter 2023 Spring 2023
SBAC	SBAC	Spring 2023
Classroom Based Assessments	Classroom Based Assessments	Monthly

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

RAEJ PD:

- District Provided
- Book Studies
- Planning instruction with Equity in mind

Literacy PD:

- Into Reading PD

MTSS PD:

- District Provided

Math PD:

- Shannon Kiebler Math PD

Dual Language PD:

- Supporting Multilingual Learners in Dual Language

Math professional development plan

- Unit-by-Unit grade level professional development
- Math Genius Squad memberships
- Parent Education Night

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:

- Community Gatherings (Tours, Open House, etc)
- Natural Leader and PTA Community Meetings
- Coffee and Conversations - Open Forum
- Science Fair
- Multicultural Night

- Parent Education: Math Focused
- Parent Education: Woodin team will seek family input to choose topics

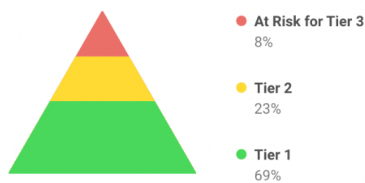
Thank you for being part of your student's education and for partnering with us!

iReady Data:

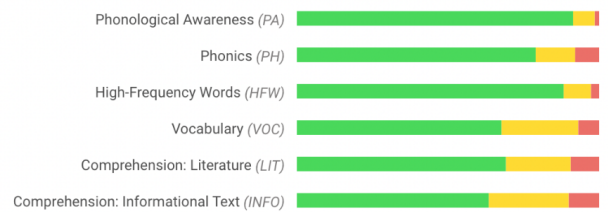
iReady Reading Spring 2022 Data:

Students Assessed/Total: **476/476**

Overall Placement

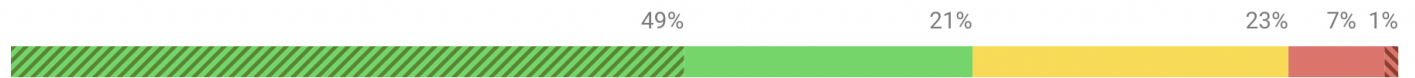


Placement By Domain



Overall Placement

Students Assessed/Total: **476/476**



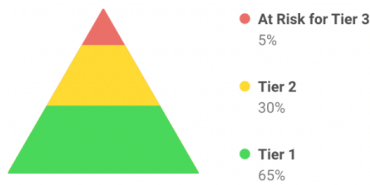
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
231 Students	99 Students	109 Students	32 Students	5 Students

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		70%	19%	12%	0%	0%	86/88
Grade 1		51%	16%	30%	2%	0%	86/87
Grade 2		43%	20%	28%	9%	0%	76/76
Grade 3		51%	27%	13%	10%	0%	71/74
Grade 4		43%	12%	36%	6%	3%	67/69
Grade 5		33%	28%	23%	13%	4%	79/82

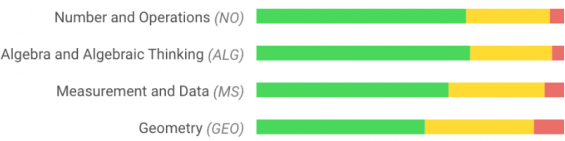
iReady Math Spring 2022 Data:

Students Assessed/Total: 455/476

Overall Placement



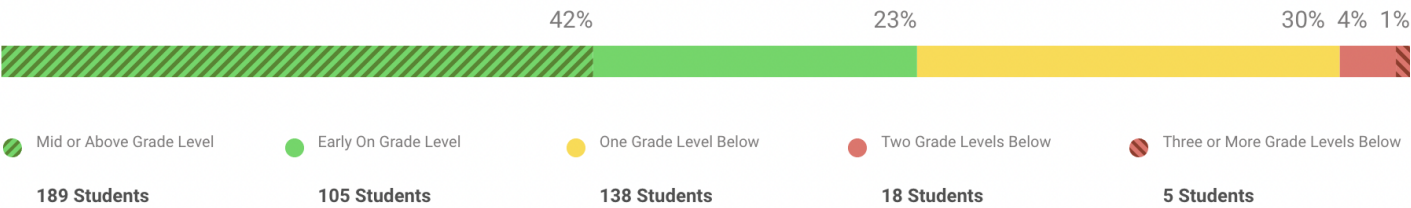
Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Overall Placement

Students Assessed/Total: 455/476



Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	<div></div>	62%	14%	24%	0%	0%	86/88
Grade 1	<div></div>	44%	21%	34%	1%	0%	82/87
Grade 2	<div></div>	33%	24%	37%	7%	0%	76/76
Grade 3	<div></div>	24%	37%	34%	4%	0%	70/74
Grade 4	<div></div>	40%	26%	23%	11%	0%	65/69
Grade 5	<div></div>	42%	20%	29%	3%	7%	76/82

SBA Spring Scores 2022

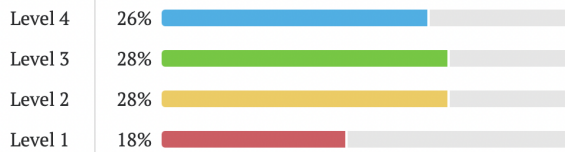
SBA ELA SCORES

G3 Grade 3 ELA Summative

Average Scale Score
for **76** results

2430 ± 10 ^①

Student Score Distribution

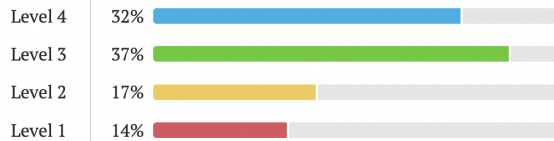


G4 Grade 4 ELA Summative

Average Scale Score
for **71** results

2502 ± 10 ^①

Student Score Distribution

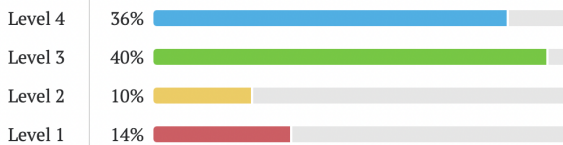


G5 Grade 5 ELA Summative

Average Scale Score
for **80** results

2546 ± 10 ^①

Student Score Distribution



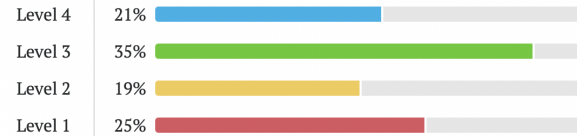
SBA MATH SCORES

G3 Grade 3 Math Summative

Average Scale Score
for **75** results

2438 ± 9 ^①

Student Score Distribution

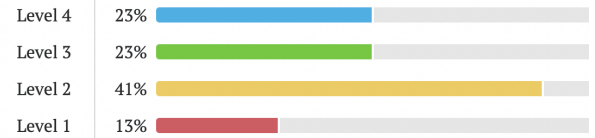


G4 Grade 4 Math Summative

Average Scale Score
for **69** results

2487 ± 9 ^①

Student Score Distribution



G5 Grade 5 Math Summative

Average Scale Score
for **81** results

2529 ± 10 ^①

Student Score Distribution

