



2023-24 Strategic Action Plan

At **Woodmoor Elementary**, we believe in a student-centered and inclusive approach to education. We prioritize the individual needs and experiences of students, embrace diversity, and foster strong partnerships with families and the community.

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

Engaging families from our school community ensures that multiple perspectives and ideas are considered when making decisions about our strategic action plan. Members of our community have unique experiences and these experiences can help us with goal setting. This will help us make decisions that are inclusive and representative of the diverse needs and interests of our school community. In the 2022-2023 school year, we focused on student and community voice. Woodmoor Elementary engaged in multiple engagement activities to collect data from three groups; our students, our community members and our staff.

- Family Surveys (May, 2022)
- Student Video Interviews (May 2022)
- Staff Surveys (April/May 2023)

During the 23-24 school year, we plan to engage the community in the following ways:

- Survey Individual Families at the end of the year
- Collect experimental data at 1:1 family conferences at November conferences
- Involve families in volunteering opportunities
- Train and involve families in recess volunteer opportunities
- Host Title meeting on September 27, 2023
- Host Reading and Math nights

Examination of Student Data

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Quantitative Data	Qualitative Data	Experiential Data
<p>Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and summative assessments. Analyzing these forms of data allows us to:</p> <ul style="list-style-type: none"> • Identify students who may have a learning challenge that needs monitoring • Inform staff about possible causes of student need • Identify the focus of interventions • Make decisions about adjustments to instruction <p>Specific to Woodmoor, our school we chose to use the following data:</p> <ul style="list-style-type: none"> <input type="checkbox"/> iReady Data <input type="checkbox"/> SBA <input type="checkbox"/> Panorama <input type="checkbox"/> PBIS data <input type="checkbox"/> Attendance data 	<p>Qualitative data is the descriptive and conceptual findings collected through questionnaires, interviews or observation. Analyzing qualitative data allows us to explore ideas and further explain quantitative results.</p> <p>Specific to Woodmoor, we chose to use the following data:</p> <ul style="list-style-type: none"> <input type="checkbox"/> teacher feedback <input type="checkbox"/> observations <input type="checkbox"/> work samples <input type="checkbox"/> guidance team notes 	<p>Experimental data is information gathered via listening, observing and the student work. Analyzing experimental data allows us to honor the authentic voice of students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal instructional walks <input type="checkbox"/> Grade Level PLCs <input type="checkbox"/> Guidance Team meetings <input type="checkbox"/> student interviews <input type="checkbox"/> family conferences

Equity Inventory

At Woodmoor Elementary, 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 2023-24 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](#) and focus on the following goals:



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- **4F: Families and community members have the opportunity to be leaders in schools and departments**
 - **4H: Educators continuously self-reflect while they learn about equity related issues.**

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students who are one or two grade levels below their peers that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
38% of students are not proficient in reading based on iReady data	<ul style="list-style-type: none">● lack of consistency with ongoing assessments to monitor student grasp of grade level standards● lack of data discussions● staff still learning Into Reading, the new curriculum● learning gaps still existing due to learning loss during the pandemic
43% of students did not meet typical growth as measured by iReady data	<ul style="list-style-type: none">● lack of consistency with ongoing assessments to monitor student grasp of grade level standards● lack of full engagement● inconsistent use of iReady personalized instruction
30% of students reported not feeling safe or included at Woodmoor	<ul style="list-style-type: none">● environmental stress● lack of problem solving skills● underdeveloped friendship making skills● concern about school academic success



OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school’s level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p>Goal 1 Success in the Early Years</p> <p>Equity Means: <i>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.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p>
	<p>Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.</p>
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>
	<p>Increased 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>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>
	<p>Increased percentage of students achieving mastery in their classes.</p>

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.



GOAL 1: Success in the Early Years

Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

Theory of Action

Based on the data and root cause analysis, we believe that if teachers are equipped with trauma informed, tiered reading instruction using the five components of literacy, and that they regularly analyze data to set student growth goals and plan for/implement interventions, then students will make one year or more growth in reading.

Objective

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

Between September and June, 100% of our focus students will make more than one year's growth in the components of literacy (phonological awareness, phonics, vocabulary, fluency, and comprehension) as measured by iReady and/or the SBA.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will

help us achieve our objectives:

- We will implement consistent use of the daily routines and quick practice components of *Into Reading*. This means that teachers will utilize these routines five days per week.
- We will encourage all students to do 45 minutes of iReady personalized reading instruction each week. Teachers will monitor student use and pass rate on a regular basis.
- We will utilize data to inform targeted instruction. We will provide consistent small group interventions for Focus students. iReady small group resources, Into Reading Resources and other resources.
- Grade level teams will meet regularly to review student data, determine student needs and plan for interventions.
- We will focus on key standards for each reading module.
- We will utilize a common WIN "What I Need" time, at least 3 times per week, to provide students with the reading instruction/interventions and support they need.
- We will commit to common grade level pacing for Tier 1 instruction.
- We will establish goals to focus learning on the most important standards at each grade level.
- We will meet regularly to review student Into Reading Assessments, iReady assessments and student writing samples to determine student needs, plan for intervention, and monitor progress.

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We will embed the following best practices in our reading instruction:

- State the learning target in student friendly language at opportune times during the lesson.
- Teach, practice, and assess foundational skills with consistency.
- Assess overall reading skills using the Weekly and/or Module Assessments
- Monitor fluency rates using HMH ORF benchmark and progress monitoring passages.

Goal 2: Increase the percentage of students reporting the perception of safety, fairness, inclusiveness and support for emotional, behavior, mental and physical health.

Theory of Action

Based on the data and root cause analysis, we believe that if we teach Second Step and Kelso's Choice (SEL) consistently across all grades, with specific emphasis and supplemental lessons and instructions practices that focus on emotional regulation and attention, and if we explicitly embed these skills across the school day, we will see increased social, emotional and behavior growth.

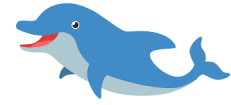
Objective

Between September and June, 100% of our focus students will show growth in social, emotional, and behavior skills as measured by Panorama, student surveys and behavioral growth.

Instructional Practices and Equity Strategies

The instructional practice(s) and equity strategy (ies) described below will help us achieve our objectives:

- We will continue the implementation of Tier I strategies for PBIS. Staff agrees to:
 - use positive recognitions- SWIM TICKETS
 - positive Greetings at the door
 - school PBIS expectations are taught and reinforced (bathroom, hallway, etc)
 - visual schedule posted
- Teachers will implement strategies from Second Step.
- School counselor will support with Kelso' Choice, Bullying Prevention Unit, and other supplemental resources.
- When we analyze fall and mid-year we will identify individual students and groups of students and groups of students who need tiered interventions for social, emotional or behavior. We will implement interventions for these students.



Goal 3: Increased percentage of students achieving mastery in their classes.

Theory of Action

Based on the data and root cause analysis, we believe that if teachers are equipped with trauma informed, tiered reading instruction using the five components of literacy, and that they regularly analyze data to set student growth goals and plan for/implement interventions, then students will make a year or more than a year's growth in reading.

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

Between September and June, 100% of our focus students will make more than one year's growth in the components of literacy (phonological awareness, phonics, vocabulary, fluency, and comprehension) as measured by iReady and/or the SBA.

Instructional Practices and Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- We will implement consistent use of the grammar, spelling, and writing components of *Into Reading*. This means that teachers will utilize these routines five days per week.
- We will encourage all students to write daily in all content areas.
- Teachers will regularly meet in grade level and whole school PLCs to review student data, determine student needs, monitor progress, and plan for interventions.
- Teachers will implement HMH module writing assignments and assessments.
- We will utilize data to inform targeted instruction. We will provide consistent small group interventions for focus students. We will utilize foundational skills practice and other Into Reading Writer's Workshop Resources.
- We will focus on key standards for each writing module.
- We will utilize a common WIN "What I Need" time, at least 3 times per week, to embed writing instruction/interventions and support they need.
- We will commit to common grade level pacing for Tier 1 instruction.
- We will establish goals to focus learning on the most important writing standards at each grade level.

We will embed the following best practices in our writing instruction:

- Learning targets in student friendly language at opportune times during the lesson.
- A focus on teaching, practicing, and assessing foundational writing skills focusing on sentence and paragraph development.
- Providing professional development opportunities in the area of writing instruction.



- Assessing overall writing skills using the weekly and quarterly benchmarks and/or the module assessments

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p> <p><i>Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.</i></p>	<ul style="list-style-type: none"> ● iReady for K-3 ● SBA for Grade 3 ● Into Reading Common Assessments ● WA Kids Assessment 	<ul style="list-style-type: none"> ● Fall, Winter Spring ● Spring ● By Module (approximately every 4 weeks)
GOAL 2: Responsible, Resilient, Empathetic Learners		
<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p><i>Increase the percentage of students reporting the perception of safety, fairness,</i></p>	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> ● Panorama (3-5) ● Student surveys ● Intramurals ● Student patrol ● Student Council 	<ul style="list-style-type: none"> ● Review data quarterly ● PBIS review monthly

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<i>inclusiveness and support for emotional, behavior, mental and physical health.</i>	<ul style="list-style-type: none"> • Fifth grade school-wide leadership <p>Students see themselves represented in the curriculum and instructional materials</p>	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
<p>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><i>Increased percentage of students achieving mastery in their classes.</i></p>	<ul style="list-style-type: none"> • HMH Weekly/Module Test • SBA for Grade 3-5 • Writing Benchmark assessments • Sentence writing rubric 	<ul style="list-style-type: none"> • Fall, Winter Spring • Spring • By Module (approximately every 4 weeks) • Fall, Winter Spring

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Woodmoor, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Four days of professional development voted on by the SDLT. Topics are yet to be determined and will flex in response to the needs of our staff.
- Bite Sized professional development in weekly SMORES
- Monthly Professional Learning Communities for Data Discussions

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

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:

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

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