



2024-25 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 inclusive decisions that represent the diverse needs and interests of our school community. In the 2023-2024 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.

- Title 1 Family Engagement Survey (Jan 2024)
- Focus Student Interviews (23/24)
- Staff Surveys (Math Survey May 2024)

During the 24-25 school year, we plan to engage the community in the following ways:

- Survey Individual Families at the end of the year
- Collect experiential data at 1:1 family conferences at November conferences
- Collect street data from WA-Kids conferences (September)
- Involve families in volunteering opportunities
- Train and involve families in recess and breakfast volunteer opportunities
- Host Title meeting on September 24, 2024
- Host monthly Natural Leaders meetings
- Host Reading and Math Night November 2024, Spring 2025
- Conversations with the Principal (monthly)



Examination of Student Data

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"/> i-Ready Fluency Flight pilot <input type="checkbox"/> Common Math Expressions assessments <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>Experiential data is information gathered via listening, observing and the student work. Analyzing experiential 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

2024-27 Racial and Educational Justice Framework

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 2024-25 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:

- IB Students have awareness about how to advocate for their self and their peers*
- 1D Students have a deepened understanding of microaggressions and identity-based slurs



Learning to advocate for themselves and their peers empowers students to voice their needs and concerns, creating a more supportive and inclusive environment. It also builds essential skills in communication and leadership, fostering a sense of responsibility and confidence in addressing issues that matter.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or **outcomes for our hispanic students who are one or more levels below their peers in math based on 2023-2024 data that require our attention.** These gaps are described below.

Access or Outcome Gap	Root Cause
37% of students are not proficient in math based on spring 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 ● Lack of training in Math Expressions ● Lack of math fact fluency
42% 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
32% of 3-5th grade students do not feel that they belong at Woodmoor Elementary	<ul style="list-style-type: none"> ● Feeling different from their peers in terms of interests, abilities, or appearance ● Difficulty forming friendships or not having close friends at school ● Differences in cultural background, language, or ethnicity compared to their peers

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
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<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>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 achieving their stretch goal on iReady math.</p> <p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p>Increase the percentage of students who feel a sense of belonging based on Panorama data and classroom surveys.</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>Increased percentage of student learners who see themselves as mathematicians who persevere in solving problems.</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 their stretch goal on iReady math.

Theory of Action



Based on the data and root cause analysis, we believe that if we teachers are given evidence-based, targeted professional development, tools that allow for student practice, and intentional PLC data discussions, then students will make progress toward their stretch goal. because teachers will have a deeper understanding of content and students will have more engaging practice with math concepts.

Objective

Between September 2024 and June 2025, all focus students will make 50% or more progress toward their annual stretch goal as measured by the iReady math diagnostic.

Instructional Practices & Equity Strategies

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

- We will participate in Math Genius Training in Fact Fluency and Math Reasoning
- We have established school-wide expectations for math instruction
- We will implement consistent use of the Daily Routines and Quick Practice components of *Math Expressions*. This means that teachers will utilize these routines five days per week.
- We will encourage all students to do 45 minutes of iReady personalized math instruction each week. Teachers will monitor student use and pass rate on a regular basis.
- Grades 2-5 will participate in the i-Ready Fluency Flight Fact program 4x weekly.
- We will utilize data to inform targeted instruction. We will provide consistent tier 1 small-group interventions for Focus students. iReady small group resources, Math Genius Resources, and other resources will be used.
- 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 math chapter.
- 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 math assessments, iReady assessments, and practice SBA math prompts to determine student needs, plan for intervention, and monitor progress.

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

- State the learning target in student-friendly language at opportune times during the lesson.
- Teach, practice, and assess fluency skills with consistency.
- Assess overall math skills using the Quick Quizzes and Chapter Assessments
- Monitor fact fluency rates using Math Genius Squad Materials including fact interviews, and non-timed fact assessments.



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

Increase the percentage of students who feel a sense of belonging based on Panorama data and classroom surveys.

Objective

Between September 2024 and June 2025, all 3-5 grade students surveyed last year who did not feel a sense of belonging will show an increase in their sense of belonging from 62% to 85% based on this year's Panorama survey results.

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.

Instructional Practices & Equity Strategies

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

- School-wide character trait announcements and student recognition
- Morning meeting discussion topics around belonging
- Curated read-aloud books to support social-emotional learning
- Quarterly school-wide SWIM celebration assemblies
- 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's 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 4: Innovative, Creative, Critical Thinkers

Increased percentage of student learners who see themselves as mathematicians who persevere in solving math problems.



Objective

Between September 2024 and June 2025, 100% of our focus students will see themselves as mathematicians and will persevere in solving math problems as measured by common grade-level assessments and classroom surveys.

Theory of Action

Based on the data and root cause analysis, we believe that if we teachers are given evidence-based, targeted professional development, create strong and consistent routines and fact fluency practice that is built into a daily schedule then students will believe that they are strong mathematicians and have more stamina when solving math problems.

Instructional Practices & Equity Strategies

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

- Strategic use of math tools and manipulatives
- Opportunity to construct viable arguments and participate in math talk discussions
 - Use of Math Genius First Ten Days materials to learn about mathematicians from many cultures
- STEM night
- Use of Math Genius Number, Spatial, and Language supports
- Use of Fluency Flight
- Time allotted daily for Daily Routines and Quick practice
- Highlighted books about mathematicians, math topics, and perseverance

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 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		
Increased percentage of students in each subgroup meeting or exceeding	<ul style="list-style-type: none"> • iReady for K-3 • SBA for Grade 3 	<ul style="list-style-type: none"> • Fall, Winter, Spring • Spring • By Unit, Oct 22, Jan 28,

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<p>standards in English Language ARts and Mathematics by the end of grade 3.</p> <p>Increased percentage of students achieving their stretch goal on iReady math.</p>	<ul style="list-style-type: none"> • Common math assessments 	<p>Feb 25, March 25, April 22, May 27</p> <ul style="list-style-type: none"> • Team meetings
<p>GOAL 2: Responsible, Resilient, Empathetic Learners</p>		
<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them</p> <p>Increase the percentage of students who feel a sense of belonging based on Panorama data and classroom surveys.</p>	<ul style="list-style-type: none"> • Panorama • Classroom surveys • Word of the Week • Classroom Morning Meetings 	<ul style="list-style-type: none"> • Fall, Spring • Fall, Winter, Spring • Weekly • Daily
<p>GOAL 4: Innovative, Creative, Critical Thinkers</p>		
<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>Increased percentage of student learners who see themselves as mathematicians who persevere in solving problems.</p>	<ul style="list-style-type: none"> • iReady • SBA • Common Math Assessments • Classroom Conversations 	<ul style="list-style-type: none"> • Fall, Winter, Spring • Spring • By Unit, approximately every three weeks • daily

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Woodmoor Elementary, 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:

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- Two full-day trainings by Shannon Kiebler to support Math Expressions instruction.
 - Regular PLC meetings to align summative assessments and review data.
 - Use Math Genius overview videos and planning tools to prepare interventions and units.
 - Review weekly PD videos for Shannon Kiebler to support daily math instruction.
 - Three SDLT days voted on by staff for staff-lead professional development based on topics voted on by colleagues.

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:

- 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 three volunteer training sessions at Woodmoor
 - Create more opportunities for volunteers such as recess volunteers and breakfast volunteers
- Facilitate Monthly Coffee with the Principal discussion sessions
- Build upon our Northshore Buddies Program
- Continue Community Serve Day
- Encourage Reading with Rover
- 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!