



2024-25 Strategic Action Plan

Woodin SAP 2023-24

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.

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

At the Fall Curriculum Night, the whole school message will include a section seeking family feedback on the SAP. This message will include asking for community feedback on strengths, areas of growth, hopes, and challenges. Families will be invited to three additional SAP Family Night Events to check in and follow up with families throughout the year to share how goals are progressing.. This message would also be shared at the first Natural Leaders Meeting, the first PTA meeting, and the Ice Cream Social to increase attendance at the SAP Family Nights. In addition, we will work to involve parents in activities and events throughout the year. The school team will partner with PTA to increase accessibility and inclusiveness in all school events and activities.

Planned Community Events:

- Ice Cream Social
- Curriculum Night and SAP Family Presentation
- Focus Group Interviews with a few families during conference week
- Natural Leaders meetings
- PTA Meetings

Revised April 2023



- Winter SAP Family Night and Literacy or Math Activities
- Spring SAP Family Night Literacy and/or Math Activities
- Math Family Night
- Literacy Family Night
- Multicultural Night

Examination of Student Data

The Woodin SDLT used the following quantitative data sources to examine literacy and math progress for Goal 1 and 3, the following qualitative data to measure SEL progress for Goal 2: SEL Universal Survey and Focal Student Data, and the following experiential data to enhance the data for Goal 1, 2, and 3: Fall Family Survey and Listening Session.

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> ● iReady Reading Data ● Into Reading Assessments ● iReady Math Data ● Math Delta Screener ● SBA Results ● Classroom-based assessment data 	<ul style="list-style-type: none"> ● SEL Universal Survey (Panorama) ● Focal Student Data ● Student and teacher surveys 	<ul style="list-style-type: none"> ● Fall Family Survey ● Curriculum Night ● Listening sessions with students and families

Equity Inventory

The Woodin School Leadership Decision Making Team (SDLT) partnered with the School Racial and Education Justice Team (RAEJ) to review the [Northshore School District Equity Handbook](#) and identified the following Domain and Component to focus on for the 2024-25 school year:

Domain 1 (2024-25)

- **1D:** Students have a deepened understanding about microaggressions and identity-based slurs

Previous Equity Inquiry Work:

Domain 4 (2023-24):

- Families and community members from diverse backgrounds are listened to and their opinions are valued (4-D).



Domain 3 (2021-2024):

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

Domain 1 (2019-2020):

- 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 (2020-2021):

- 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)

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Multilingual Learners and/or Students showing proficiency two or more levels below standard that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Math:</p> <p>39 % of Woodin students are not showing proficiency in math, according to spring 2024 Iready Data.</p> <p>6% of our Woodin students are showing proficiency at two or more years below grade level and have not made at least one year’s growth.</p>	<ul style="list-style-type: none"> ● Emerging professional development ● Limited utilization of resources (Math TOSA) ● Limited assessments ● Inconsistent unit planning ● Lack of focus on math during ELA curriculum implementation ● Limited coherence in curriculum fidelity across grade levels (vertical and horizontal alignment)

Revised April 2023



	<ul style="list-style-type: none"> • Emerging Tier 1 math implementation • Social/emotional/behavior impacting academics – Limited Tier 1 & Tier 2 interventions – limited training for teachers and systematic assessment of students (as detailed in Goal 2)
<p>SEL: About 30 % of Woodin students have reported a low perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health in the spring of 2023.</p>	<ul style="list-style-type: none"> • SEL lessons are not consistent yet K-5, and they are not being taught in a way for students to be transferring to independence during recess time. • Students who have experienced trauma are in need of classroom strategies that are trauma-informed in order to stay safe and regulated for themselves and classmates • We are not yet solid in our Tier 1 and 2 implementation. When a student is not responding to our Tier 1 strategies, staff are unsure of proper Tier 2 approaches as well as mechanisms to ensure their fidelity.

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</i></p>	<p>Goal 1 Measure (Math):</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>

Revised April 2023



<p><i>through equitable, targeted resources, instruction and individualized learning.</i></p>	<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>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>Goal 2 Measure (SEL):</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 support 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>Goal 3 Measure (Math):</p> <p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <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>

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:

Theory of Action



Based on the data and root cause analysis, we believe that if teachers are equipped with trauma-informed teaching practices, and if they regularly analyze data to set student growth goals and plan for and **implement** interventions, then an increased percentage of students will meet and/or exceed standard in the developmental areas of math including number and operations, algebra and algebraic thinking, measurement and data, and geometry.

Based on the data and root cause analysis, We believe this gap in student outcomes is the result of the following root cause(s):

- Emerging professional development
- Limited utilization of resources (Math TOSA)
- Limited assessments
- Inconsistent unit planning
- Lack of focus on math during ELA curriculum implementation
- Limited coherence in curriculum fidelity across grade levels (vertical and horizontal alignment)
- Emerging Tier 1 math implementation
- Social/emotional/behavior impacting academics – Limited Tier 1 & Tier 2 interventions – limited training for teachers and systematic assessment of students (as detailed in Goal 2)

Objective

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

Between September 2024 and May 2025, students more than one grade level below standard in math will demonstrate more than one year of growth as measured by iReady Math data and students at grade level will demonstrate one year of growth according to the Spring i-Ready Math Diagnostic assessment and Delta Screener.

GOAL 2: Responsible, Resilient, Empathetic Learners:

Theory of Action

Based on the data and root cause analysis, we believe that if teachers are equipped with trauma informed, social emotional learning strategies, then students will report a sense perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health

Based on the data and root cause analysis, We believe this gap in student outcomes is the result of the following root cause(s):

- SEL lessons are not consistent yet K-5, and they are not being taught in a way for



students to be transferring to independence during recess time.

- Students who have experienced trauma are in need of classroom strategies that are trauma-informed in order to stay safe and regulated for themselves and classmates
- We are not yet solid in our Tier 1 and 2 implementation. When a student is not responding to our Tier 1 strategies, staff are unsure of proper Tier 2 approaches as well as mechanisms to ensure their fidelity.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows:

Between September 2024 and May 2025, the percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health will increase by 10% as measured by Panorama spring survey..

GOAL 3:Growth for Every Student Elimination of Outcome and Opportunity Gaps:

Theory of Action

Based on the data and root cause analysis, 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.

Based on the data and root cause analysis, We believe this gap in student outcomes is the result of the following root cause(s):

- Emerging professional development
- Limited utilization of resources (Math TOSA)
- Limited assessments
- Inconsistent unit planning
- Lack of focus on math during ELA curriculum implementation
- Limited coherence in curriculum fidelity across grade levels (vertical and horizontal alignment)
- Emerging Tier 1 math implementation
- Social/emotional/behavior impacting academics – Limited Tier 1 & Tier 2 interventions – limited training for teachers and systematic assessment of students (as detailed in Goal 2)

Objective

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



Between September 2024 and May 2025, students more than one grade level below standard in math will demonstrate more than one year of growth as measured by iReady Math data and students at grade level will demonstrate one year of growth according to the Spring i-Ready Math Diagnostic assessment.

Instructional Practices & Equity Strategies

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

- Equity Domain 4: Measure 4: Families and community members from diverse backgrounds are listened to and their opinions are valued.
 - Seeking & listening to feedback from:
 - Natural Leaders
 - PTA
 - All Woodin Families
- Building and Maintaining Relationships
 - Intentional relationship building with families
 - Focus on community building activities at in September
 - Begin the day with a community activity
 - Weekly class meetings
- Setting Objectives
 - Goal Setting - 6 week student growth goals in Literacy
 - Goal Maintenance in Math
- Providing Formative Feedback
 - WIN (What I Need)
 - Small Group Instruction
- Structuring Collaborative Learning Experiences
 - SEL
 - Classroom Community Meetings

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

Revised April 2023



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>Between September 2024 and May 2025, By June 2024, 100% of students in grades 1-5 who performed in the red zone (two or more grade levels below) in overall placement in math on the fall iReady assessment, will meet or exceed their stretch goal in math as measured by the spring iReady Math diagnostic.</p>	<ul style="list-style-type: none"> Fall, Winter, and Spring iReady Math Diagnostic Assessment for K-5 and Delta Screener 	<ul style="list-style-type: none"> September 2024 January 2025 May 2025
GOAL 2: Responsible, Resilient, Empathetic Learners		
<p>Between September 2024 and May 2025, the percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health will increase by 10% as measured by Panorama spring survey..</p>	<p>SEL Universal Screener</p> <p>Partnership with School Counselor:</p> <ul style="list-style-type: none"> Class SEL Lessons Class Meetings Start the Day with Community Activity <p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> ASB Clubs (Kindness, Gardening, Game) Sports (Track, Cross Country, Soccer Club, Running Club) 	<ul style="list-style-type: none"> September 2024 January 2025 May 2025
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		

Revised April 2023



<p>Between September 2024 and May 2025, students more than one grade level below standard in math will demonstrate more than one year of growth and students at or above standard will demonstrate at least one year of growth as measured by iReady Math, SBA and/or Delta Math Screener data.</p>	<ul style="list-style-type: none"> ● iReady scores Fall-Spring ● SBA scores for Grades 3-5 ● Delta Math Screener Scores Fall-Spring 	<ul style="list-style-type: none"> ● September 2024 ● January 2025 ● May 2025
---	--	--

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Woodin 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:

- Shannon Kiebler professional development using Math Genius Squad
- Professional Development and Coaching from Math TOSA
- Math Genius Lesson and Professional Development
- Racial and Educational Justice Professional Development
- David Lewis trauma-informed practices training

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:

- Community Gatherings (Events, Tours, Open House, etc)
- Community Food Bank
- UW Partnership
- Title/LAP/ELD Family Night Events
- Natural Leader and PTA Community Meetings & Events:
 - Fall Fun Run



-
- Winterfest Chocolatada
 - Science Fair
 - Multicultural Night
 - Bingo Night
 - Movie Night

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