



2025-26 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 2024-2025 school year, we focused on a sense of belonging. Woodmoor Elementary engaged in multiple engagement activities to collect data from three groups: our students, our community members and our staff.

- Coffee with the Principal (monthly)
- Community Newsletter surveys (monthly)
- Multi-Cultural Day (May 2025)
- TTitle 1 Family Engagement Survey (November 2024)
- Focus Student Interviews (24/25)
- Staff Surveys (24-25)

During the 25-26 school year, we plan to engage the community in the following ways:

- Collect experiential data at 1:1 family conferences at November conferences
- Involve families in volunteering opportunities
- Train and involve families in recess and breakfast volunteer opportunities
- Host Title I meeting on in the Fall (2025)
- Host Reading and Math Night
- Conversations with the Principal
- Community Surveys

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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<input type="checkbox"/> Delta Math<input type="checkbox"/> Common Math Expressions with Shannon Kiebler revised unit assessments (Genius Squad)<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<input type="checkbox"/> student conversations	<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 (monthly)<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 2025-26 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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2A: Students feel like they can share about their intersecting identities in classroom and school settings.

2B: Students get to experience environments and opportunities that affirm their identities.

Creating space for elementary students to share and explore their intersecting identities helps build a foundation of confidence, empathy, and belonging. When children feel seen and valued for who they are—across race, culture, language, family structure, and more—they’re more likely to engage, take risks, and thrive socially and academically. Affirming environments also teach students to respect differences, fostering inclusive communities where every child feels safe and empowered to learn.

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 2024--2025 data that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
53% of our hispanic students are two or more levels below standard (iReady)	<ul style="list-style-type: none">● Missing foundational skills● Lack of practice/support outside of school● Missing foundational vocabulary to support math story problems (like “ticket” for a “seat” in a “theater.”)● Lack of academic vocabulary as ELD students● Summer learning loss● Lack of math vocabulary● Lack of data discussions driving instruction● Lack of training in Math Expressions● Lack of math fact fluency● Need to rebuild confidence with a new teacher each year.● ELD students shared they prefer small-group instruction. LAP did not pull for math (only reading). Not all teachers pulled groups.
25% of students feel that they do not have a voice in their learning.	<ul style="list-style-type: none">● not given options● classrooms are traditionally teach led● lack of confidence in their own ideas● lack of assertiveness● worry about being judged for their ideas

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	<ul style="list-style-type: none">• cultural/family values that don't align with children voicing their opinions• time constraints• not enough understanding of their own learning needs• lack of motivation and engagement in learning
50% of 3-5th grade students believe they can succeed in achieving academic outcomes.	<ul style="list-style-type: none">• Fear of making mistakes/anxiety• Unsupported or undiagnosed learning disabilities• Lack of personalized learning/small groups• Limited access to resources at home• Peer comparison• Fixed mindset

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
<u>Goal 3</u> Growth for every student, elimination of outcome and opportunity gaps. <i>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.</i>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Decrease the percentage of students who are two or more grade levels below in math according to iReady results.
<u>Goal 2</u> Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increase the amount of students who feel they have confidence to complete challenging tasks and persist through setbacks, as measured by Panorama's self-efficacy survey items.

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<u>Goal 4</u> Innovative, Creative, Critical Thinkers <i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i>	Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways. Increase the amount of students who feel that their ideas are heard and that they have opportunities to make choices in their learning.
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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 3: Growth for every student, elimination of outcome and opportunity gaps.

Decrease the percentage of students who are two or more grade levels below in math according to iReady results.

Theory of Action

Based on the data and root cause analysis, we believe that if students have a stronger concept of foundational skills, receive additional practice and support on top of the daily teachings, as well as strong academic vocabulary, then Hispanic and Latinx students will make progress toward meeting grade-level standard success in math, as assessed through iReady assessments

Objective

Between September 2025 and June 2026, our Hispanic and Latinx students who are two or more levels below standards will make a year's or more growth as measured by the Spring iReady math diagnostic.

Instructional Practices & Equity Strategies

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

- continue our work with Shannon Keibler and Genius Squad
- We have established school-wide expectations for math instruction
 - All grades will use common until assessments revised by SK
 - Small group instruction using Delta Math lessons
 - Continue Quick Practice and Fluency Flight
- Increase focus in morning ELD groups to teach math terminology in addition to reading.

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- Push-in services to math classes and math WIN time by the ELD team.
- 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.
- 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 monthly to review student data, determine student needs, and plan for interventions.

GOAL 2: Responsible, Resilient and Empathetic Learners

Increase the amount of students who feel they have confidence to complete challenging tasks and persist through setbacks, as measured by Panorama's self-efficacy survey items.

Objective

Between September 2025 and June 2026, at least 80% of students will report an increase in their confidence to complete challenging tasks and persist through setbacks, as measured by Panorama's self-efficacy survey items.

Theory of Action

Based on the data and root analysis we believe that if students had ample room to make mistakes and learn from them, receive differentiated instruction in small groups and had an open mind set, we would see an increase in student self-efficacy.

Instructional Practices & Equity Strategies

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

- Normalize error making and create low stakes practices.
- Differentiation and scaffold using small groups
- Celebrate individual growth
- Provide resources for home learning
- Foster collaboration
- Praise effort and strategy over right/wrong
- Incorporate student voice

GOAL 4: Innovative, Creative, Critical Thinkers

Increase the amount of students who feel that their ideas are heard and that they have opportunities to make choices in their learning.

Objective

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Between September 2025 and June 2026, at least 90% of students will report feeling that their ideas are heard and that they have opportunities to make choices in their learning, as measured by a student survey.

Theory of Action

Based on the data and root cause analysis, we believe that if educators intentionally design learning environments that prioritize student agency—by offering meaningful choices, fostering inclusive classroom dialogue, building confidence through affirming feedback, and explicitly teaching self-awareness and assertiveness—then students will feel that their voices are valued, their ideas are respected, and they have ownership over their learning. This will lead to increased motivation, deeper engagement, and a stronger sense of belonging, even for those whose cultural or personal backgrounds may not traditionally encourage self-expression in academic settings.

Instructional Practices & Equity Strategies

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

- Offer learning menus or choices for displaying mastery of subject matter
- Student lead conferences or goal setting meetings
- class meetings/circles
- student leadership roles
- Honor diverse communication skills
- Encourage family involvement

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 3: Growth for every student, elimination of outcome and opportunity gaps.		
Decrease the percentage of students who are two or more grade levels below in math according to iReady results.	<ul style="list-style-type: none">• iReady• Delta Math Screener• SBA	<ul style="list-style-type: none">• Fall, Winter, Spring scores• Review at the end of each unit• Team PLC meetings as

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Between September 2025 and June 2026, our Hispanic and Latinx students who are two more levels below standards will make a year's or more growth as measured by the Spring iReady math diagnostic.	<ul style="list-style-type: none">Common math assessments	scheduled by the teams
GOAL 2: Responsible, Resilient, Empathetic Learners		
<p>Increase the amount of students who feel they have confidence to complete challenging tasks and persist through setbacks, as measured by Panorama's self-efficacy survey items.</p> <p>Self-efficacy: By the end of the school year, at least 80% of students will report an increase in their confidence to complete challenging tasks and persist through setbacks, as measured by Panorama's self-efficacy survey items.</p>	<ul style="list-style-type: none">PanoramaClassroom surveysTeacher inputClassroom Morning Meetings	<ul style="list-style-type: none">Fall, SpringFall, Winter, Springmonthly (PLCs)Daily
GOAL 4: Innovative, Creative, Critical Thinkers		
<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>Increase the amount of students who feel that their ideas are heard and that they have opportunities to make choices in their learning.</p> <p>Student voice: <i>By the end of the year, at least 80% of students will report that they feel their ideas are heard and that they have opportunities to make choices in their learning.</i></p>	<ul style="list-style-type: none">Student SurveyClassroom Conversations	<ul style="list-style-type: none">Fall, Winter, Springdaily



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:

- Continue working with Shannon Keibler and Math Genius Squad
- Regular PLC meetings to align summative assessments and review data by teams that include administrators and interventionists (LAP, TITLE and ELD teams)
- 8 hours of professional development

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 two volunteer training sessions at Woodmoor
 - Create more opportunities for volunteers such as recess volunteers and breakfast volunteers
- Facilitate Monthly Conversations with the Principal discussion sessions
- Continue Community Serve Day
- Continue with 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!