



Woodin SAP 2025-26 2025-26 Strategic Action Plan

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 request for family feedback on the School Action Plan (SAP). Families will be invited to reflect on school strengths, areas for growth, hopes, and challenges. This feedback opportunity will be shared not only during Curriculum Night, but also at the first PTA meeting, and the Ice Cream Social to increase visibility and participation.

In addition to Fall Curriculum Night, families will be invited to attend three PTA meetings throughout the year where we will gather feedback on the School Action Plan (SAP). These meetings will serve as check-ins with families to share progress on SAP goals, listen to feedback, and adjust our strategies as needed.

We are committed to strengthening ongoing family-school partnerships and increasing inclusive access to school events. The school team will continue partnering with the PTA and Natural Leaders to ensure all events are welcoming and accessible. Teachers and our school counselor have also expressed interest in collaborating with the PTA for Parent Education Nights, particularly those focused on supporting students demonstrating



behavioral challenges. These sessions will provide families with strategies and tools to support their children at home.

We will also continue to host Coffee with the Principals sessions throughout the year to maintain open communication and build relationships with families.

In addition, we are excited to be partnering with Young Men's Service League (YMSL) to enhance family and community involvement in school activities. As we transition into a new building, we are actively exploring ways to engage families in shaping that space and strengthening the school community.

Planned Community Events:

- Ice Cream Social (Back to School Bash)
- Curriculum Night and SAP Family Presentation in the Fall
- Focus Group Interviews with Families During Conference Week
- Regular PTA/Natural Leaders Meetings
- Winter SAP Family Night with Literacy or Math Activities
- Spring SAP Family Night with Literacy and/or Math Activities
- Multicultural Night
- Coffee with the Principals
- Parent Nights Focused on Supporting Student Behavioral Growth (in partnership with PTA and classroom teachers)
- Math Parent Education Night
- Literacy Parent Education 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● Coffee with the Principals



2024-27 Racial and Educational Justice Framework

We chose Throughline 2 and specifically 2b from the framework because the focus is on creating identity-affirming environments, something critical in our diverse school community.

Our student body represents a wide range of racial, cultural, linguistic, and gender identities. However, student feedback and school fall survey data show that not all students feel fully seen or included. Using the Framework helped us identify the need for curriculum, policies, and classroom practices that affirm who our students are and make them feel they belong.

We selected these key components from 2b:

- **Pedagogy:** Using curriculum and teaching that reflects students' identities and lived experiences.
- **Power:** Giving students voice and choice in expressing who they are.
- **Practices:** Creating everyday school routines that celebrate diversity and build belonging.
- **Policy:** Reviewing rules and expectations to ensure they support all identities.

These components will make a difference by helping students feel valued, increasing engagement, and supporting academic and emotional growth—especially for students who may otherwise feel marginalized.

In past years, we have worked on:

- Addressing microaggressions
- Understanding white privilege
- Building culturally relevant libraries
- Organizing **Copa Mundial** – a student-created and student-led event focused on inclusion and engagement, especially for students furthest from racial and educational justice
- Supporting student planning groups

Going forward, we plan to focus on (2B - Identity Affirming Environments and Experiences) Practices: Students get to experience environments and opportunities that affirm their identities by:

- Supporting more student-led conversations and moving toward adult-level dialogue around race and equity.



- Celebrating individual backgrounds and cultures and partnering with families to highlight student heritage in classrooms
- Examining practices and instructional strategies that will allow students to experience environments and opportunities that affirm their identities.
- Strengthening our student council's role in leading racial and educational justice work
- Continuing initiatives like **Copa Mundial**, emphasizing student leadership and inclusion
- Focusing student groups on themes such as:
 - Addressing microaggressions
 - Promoting culturally relevant books and themes
 - Creating a more integrated school community (bridging single and dual language programs)

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Hispanic/Latino students, 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>38% of Woodin students are not showing proficiency in math, according to spring 2025 I-Ready Data.</p> <p>6% of our Woodin students are showing proficiency at two or more years below grade level.</p>	<ul style="list-style-type: none">• Emerging professional development around effective math instruction, particularly for multilingual learners• Limited utilization of available math supports (e.g., Math TOSA, instructional coaching, Shannon Kiebler/Math Genius Squad)• Inconsistent use and analysis of formative and summative math assessments• Inconsistent unit and lesson planning across classrooms and grade levels• Limited coherence and alignment of curriculum across grade levels (both vertical and horizontal)• Tier 1 math instruction is in place but lacks consistency across classrooms• Math instruction often includes too much teacher talk and not enough opportunities for student discourse• Instructional practices need to better incorporate language supports, visual



	<p>models, and manipulatives</p> <ul style="list-style-type: none">• Lessons need to be more engaging and designed to promote deeper conceptual understanding• Social-emotional and behavioral needs impacting academic learning:<ul style="list-style-type: none">○ Limited Tier 1 and Tier 2 SEL/behavioral interventions○ Need for more training in inclusive instructional practices and development of systems for identifying and responding to diverse student needs (see Goal 2 for more detail)
<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 2025.</p>	<ul style="list-style-type: none">• SEL lessons are inconsistent across K-5 and not yet leading to student independence, especially during unstructured times like recess• Teachers need more training in inclusive practices and trauma-informed classroom strategies• More support is needed for co-regulation strategies and classroom setup that reduces stressors for students• Tier 1 and Tier 2 SEL/behavior systems are still being developed and implemented with consistency• Staff are continuing to grow their practice in Tier 2 interventions and need clearer tools and systems to support implementation with fidelity
<p>Literacy: 32% of Woodin students are not showing proficiency in reading, according to spring 2025 i-Ready data. 11% of students are two or more grade levels below standard in reading.</p>	<ul style="list-style-type: none">• Emerging professional development around the science of reading, current research, and effective Into Reading implementation• Inconsistent implementation of science of reading in the vertical K-5 continuum• Challenges with effective implementation of ELA and SLA curriculum for Dual Language teachers who are teaching literacy in both



	<p>english and spanish</p> <ul style="list-style-type: none">• Known factors such as language learning trajectories which result in delayed language proficiency in second languages• Social-emotional and behavioral needs impacting academic learning:<ul style="list-style-type: none">○ Limited Tier 1 and Tier 2 SEL/behavioral interventions○ Need for more training in inclusive instructional practices and development of systems for identifying and responding to diverse student needs (see Goal 2 for more detail)
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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
Goal 1 Success in the Early Years <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>	Goal 1 Measure (Literacy): Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts by the end of grade 3.
	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.
Goal 2 Responsible, Resilient, Empathetic Learners	Goal 2 Measure (SEL): Decreased percentage of students who report a low perception of safety, fairness, inclusiveness



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>	and support for emotional, behavioral, mental, and physical health in the spring of 2026.
	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps 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>	Goal 3 Measure (Math): Increased percentage of students in each subgroup meeting or exceeding standards in Math by the end of grade 3.
	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

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 literacy including phonics, phonemic awareness, vocabulary, high frequency words and comprehension.

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 regarding Science of Reading and effective instructional practices
- Developing understanding of HMH Into Reading curriculum
- Limited formative assessments
- Inconsistent unit planning



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- Limited coherence in curriculum fidelity across grade levels (vertical and horizontal alignment)
 - Challenges with effectively instructing students in the Dual Language program with Into Reading curriculum in both English and Spanish
 - Challenges with providing instruction in split classrooms
 - 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 2025 and May 2026, students more than one grade level below standard in reading will demonstrate more than one year of growth as measured by iReady Reading data, and students at grade level will demonstrate one year of growth according to the Spring i-Ready Reading Diagnostic assessment.

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 2025 and May 2026, 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 formative 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 2025 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 Delta Screener, and students at grade level will demonstrate one year of growth according to the Spring i-Ready Math Diagnostic assessment and Delta screener.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives. We will focus on some of Marzano's research regarding high-leverage practices:



- **Building Relationships with Families and Students:**

With our new building, playground, and cafeteria, it's essential to engage families through regular communication and listen to feedback from natural leaders, PTA, and all families. We will also focus on building strong student relationships through daily community-building activities and consistent classroom meetings. Clear teaching and reinforcement of expectations in these new spaces will be critical to ensure a smooth transition for students and families.

- *Example:* Start the day with a community activity to foster connection and belonging, while also reviewing expectations for the new playground and cafeteria spaces.
- Organize intentional family engagement and community-building events, especially at the start of the year.
- Engage with families to hear insight and make connections to the classroom through Coffee with the Principals events quarterly.
- **Social-Emotional Learning (SEL):**
 - Hold consistent classroom community meetings
 - Foster relationship building within the school community

- **Reinforcing effort and providing recognition (Yields a 29 percentile gain)**

Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards. Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.

- **Classroom Environment:**
 - Maintain clean, organized classrooms designed with student input to reduce stress and promote engagement.
- **Formative Feedback & Small Group Instruction**
 - Use WIN (What I Need) time to deliver targeted support based on student needs.
- **Collaborative Learning:**
 - Structure lessons to encourage meaningful peer interaction and discussion.
- **Universal Design for Learning (UDL):**
 - Provide multiple entry points for students to access and demonstrate learning, allowing for diverse strengths and needs.



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- **Nonlinguistic representations (Yields a 27 percentile gain)** Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
 - **Language Acquisition:**
 - Implement consistent, reliable language supports school-wide to support all learners.
 - **GLAD Strategies:**
 - Sentence stems, TPR, sentence patterning charts, pictographs, etc.
 - **Identifying similarities and differences (Yields a 45 percent gain):** Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations. Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers.
 - **Cooperative learning (Yields a 23 percentile gain):** Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups. Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams, Students tackle TAKS word problems in groups and explain their answers, etc.
 - Questions, Cues and Advanced Organizers
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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 (Literacy)		



Between September 2025 and May 2026, students more than one grade level below standard in reading will demonstrate more than one year of growth as measured by iReady Reading data and students at grade level will demonstrate one year of growth according to the Spring i-Ready Reading Diagnostic assessment.	<ul style="list-style-type: none">● Fall, Winter, and Spring iReady Reading Diagnostic Assessment for K-5	<ul style="list-style-type: none">● September 2025● January 2026● May 2026
GOAL 2: Responsible, Resilient, Empathetic Learners (SEL)		
Between September 2025 and May 2026, 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>SEL Universal Screener</p> <p>Track and review data in data meetings with teachers in the month of October. This happens in grade level meetings.</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/Student Council● Clubs (Kindness, Gardening, Game)● Sports (Track, Cross Country, Soccer Club, Running Club)	<ul style="list-style-type: none">● September 2025● January 2026● May 2026
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps (Math)		



Between September 2025 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 Delta Screener and students at grade level will demonstrate one year of growth according to the Spring i-Ready Math Diagnostic assessment and Delta screener.	<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 2025● January 2026● May 2026
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PROFESSIONAL DEVELOPMENT

To support the efficacy of 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 for third grade teachers, continuing the work in our school
- Professional development and coaching from our Leadership Team
- Bringing in guest speakers and partners to support UDL strategies, GLAD strategies, and inclusive practices
- Partnering with the SPED Department to deepen understanding of inclusive practices which will support teacher understanding of creating learning environments that meet the needs of all learners.
- Teachers have expressed interest in collaborating by visiting each other's classrooms to share practices and learn together

COMMUNITY PARTNERSHIP

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



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- Community Gatherings (Events, Tours, Open House, etc.)
 - Partnership with Young Men's Service League to aid in school improvement efforts
 - Community Food Bank
 - UW Partnership (literacy and Math) UW students receive their methods class here at Woodin and then push in to classes identified to work directly with students
 - Title/LAP/ELD Family Night Events and Parent Education Nights
 - Natural Leader and PTA Community Meetings & Events, including:
 - Fall Fun Run
 - Winterfest Chocatada
 - Science Fair
 - Multicultural Night
 - Copa Mundial
 - Bingo Night
 - Movie Night
 - Partnering with PTA to increase **Coffee with the Principals** events to gather family feedback and foster open communication with families and community stakeholders.

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