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## SECTION 1: THE BACKGROUND

**School Name:** Woodin

**Year:** 26/27

**The Central Vision:** (North Star) In partnership with our diverse and welcoming community, we empower all students to achieve their highest potential through rigorous learning, strong relationships, and equitable opportunities. We foster a culture of belonging where every student feels valued, supported, and inspired to grow academically, socially, and emotionally.

**Focus Population:** (Who is the furthest from racial and educational justice) Multilingual Learners (MLs) showing proficiency two or more years below grade level, with particular attention to our Hispanic/Latino students and students receiving special education.

**Learning Problem: (Big Picture)** While our Hispanic/Latino students and students receiving Special Education services are demonstrating strong academic growth, our Multilingual Learners continue to perform below district and school expectations in literacy and mathematics. In addition, SBA results indicate lower achievement in Grade 3 ELA and Mathematics. Although literacy achievement and growth trends are improving across grade levels and cohorts, mathematics achievement has shown a decline across multiple grade levels and cohorts.

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## SECTION 2: THE SYSTEMIC NARRATIVE

### ROOT CAUSE

*The central node or pattern that connects your academic, behavioral, and cultural challenges.*

| The Holistic Inquiry                                                       | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>The Surface Symptoms</b><br><i>(What data points are flashing red?)</i> | <ul style="list-style-type: none"><li>● SBA Grade 3 ELA and Mathematics scores are below district average.</li><li>● Multilingual Learners demonstrate lower achievement and growth than peers, specifically in second through 5th grade.</li><li>● Mathematics achievement is declining across grade levels and cohorts.</li><li>● Student surveys (panorama and school based surveys) indicate opportunities to strengthen belonging and engagement.</li><li>● Literacy growth is improving across grade levels and cohorts.</li><li>● Hispanic/Latino students and students receiving Special Education services are</li></ul> |

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|                                                                                            | demonstrating strong growth on i-Ready in both Reading and Math throughout the grade levels, while multilingual learners show growth in kindergarten and first grades and then their growth lags behind their non-language learner peers in 2nd through 5th grade.                                                                                                                                                                                                                                             |
| <b>The Systemic Root</b><br><i>(What are the causes? Are they interconnected and how?)</i> | Inconsistent implementation of language-rich, culturally responsive Tier I instruction, particularly in mathematics is limiting access to grade-level learning for our Multilingual Learners. This impacts academic achievement, student confidence, and sense of belonging according to our Panorama and schoolbased data. While literacy systems have become more coherent through new curriculum implementation, similar consistency has not yet been achieved in mathematics instruction and intervention. |

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### SECTION 3: THE INTERCONNECTED ACTION MAP

#### THEORY OF ACTION

*This section asks you to view your strategy through three multidimensional systems (Instruction, Culture, Structure) to ensure it is holistic.*

If we strengthen and align Tier I instruction through consistent, language-rich, culturally responsive teaching practices, especially in mathematics, while building coherent systems of intervention, then Multilingual Learners and other focus students will increase their academic achievement, confidence, and sense of belonging. This is because when students have equitable access to academic language, structured opportunities for discourse, and consistent instructional expectations across classrooms, they are better able to engage deeply with grade-level content and demonstrate sustained academic growth.

#### SYSTEMIC GOAL:

*(e.g., Increase Student Agency to drive Academic Mastery)*

Increase academic achievement and growth for Multilingual Learners in mathematics and literacy by strengthening Tier I instruction, improving language access, and increasing student belonging and engagement.

| Multidimensional Systems                                    | Strategic Activities (The "Work")                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Resource Inputs (The "Fuel")                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Instruction</b><br><i>(Instructional &amp; Academic)</i> | <p><b>Activity:</b></p> <p><b>Strategic Activities (The "Work"):</b></p> <ul style="list-style-type: none"> <li>● Strengthen consistent Tier 1 (clear learning target, modeling, use of manipulatives, Accountable talk, etc) mathematics instruction with a focus on conceptual understanding and mathematical discourse.</li> <li>● Embed language development strategies (Glad, SIOP, UDL, scaffolds) across all content areas, with emphasis on math.</li> <li>● Increase structured opportunities for academic talk, partner work, and student explanation of thinking.</li> <li>● Implement consistent small-group instruction and targeted intervention for Multilingual Learners.</li> <li>● Use formative assessment data to adjust instruction and group students flexibly based on need.</li> <li>● Align math instructional practices more closely with the coherence seen in literacy implementation by establishing clearer instructional expectations, strengthening consistency across classrooms, and creating greater alignment in curriculum, pedagogy, and assessment.</li> </ul> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Professional development on UDL, SIOP, and high-leverage math instructional strategies.</li> <li>● Instructional coach support (literacy, math, and ML supports).</li> <li>● PLC time focused on analysis of student language and math data.</li> <li>● Curriculum resources (new literacy curriculum + math instructional materials).</li> <li>● Assessment tools (iReady, common formative assessments, SBA data).</li> </ul> |
| <b>Culture</b><br><i>(Cultural &amp; Emotional)</i>         | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Strengthen classroom practices that build student belonging, identity, and confidence as learners.</li> <li>● Intentionally affirm multilingualism as an asset</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● SEL curriculum and advisory/bucket time structures.</li> <li>● Professional learning on culturally responsive teaching and asset-</li> </ul>                                                                                                                                                                                                                                                                                    |

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|                                                       | <p>through the Dual Language Program and classroom practice.</p> <ul style="list-style-type: none"> <li>● Embed social-emotional learning routines that support perseverance, self-efficacy, and engagement in learning.</li> <li>● Increase student voice opportunities in learning (reflection, discussion, goal setting, assessments).</li> <li>● Strengthen culturally responsive teaching practices across all grade levels.</li> </ul>                                                                                                                                                                                                                                           | <p>based language practices.</p> <ul style="list-style-type: none"> <li>● Student and family engagement structures (family nights, conferences, surveys).</li> <li>● Restorative practices framework.</li> </ul>                                                                                                                                                                                    |
| <p><b>Structure</b><br/>(Structural &amp; Policy)</p> | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Establish protected and consistent math instructional blocks across all grade levels.</li> <li>● Revisit master schedule to ensure adequate time for Tier I instruction and intervention without loss of enrichment access.</li> <li>● Strengthen MTSS teaming structures to ensure clear alignment between Tier I, Tier II, and Tier III supports for MLs.</li> <li>● Align intervention structures to ensure ML students receive targeted language support within academic content time.</li> <li>● Create consistent expectations for instructional planning and PLC collaboration across grade levels.</li> </ul> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Master schedule redesign team (administrators, teachers, specialists).</li> <li>● PLC structures and collaboration time.</li> <li>● Intervention staffing (ELL teachers, specialists, instructional assistants).</li> <li>● MTSS framework and data systems.</li> <li>● Shared school-wide instructional expectations.</li> </ul> |

## SECTION 4: THE RIPPLE EFFECT SCAN

### SYSTEMS THINKING

*Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.*

Holistic leaders anticipate unintended consequences of system changes.

Before implementation, we intentionally examine how strengthening Tier I instruction, increasing intervention, and improving language access may impact other parts of the school system, including staff

capacity, student experience, and scheduling structures.

| Potential Negative Ripple                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The Mitigation Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Cross-System Connection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <i>e.g., If we pull students for intervention, they might miss "fun" electives and lose a sense of belonging.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>e.g., Interventions will be scheduled during "WIN Time" (What I Need) so no electives are missed.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Which multi-dimensional system does this connect to? How and what is the implication?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Students may be pulled for intervention and miss enrichment, or community-building experiences, which could impact belonging and engagement.</p> <p>Increased focus on improving mathematics instruction and language integration may create initiative fatigue for staff, especially with concurrent literacy implementation and dual language</p> <p>Teachers may feel overwhelmed by expectations to implement UDL, SIOP, small-group instruction, and data-driven planning simultaneously.</p> <p>Increased data monitoring and instructional expectations may be perceived as compliance-driven rather than growth-oriented.</p> <p>Reworking the master</p> | <p><i>e.g., We will REMOVE two distinct duties from teacher plates before adding this new one.</i></p> <p>Schedule interventions within protected instructional blocks (WIN/MTSS time) so students do not miss specials, enrichment, or community-building opportunities. Ensure intervention is embedded rather than subtractive.</p> <p>Streamline priorities by embedding math improvement into existing PLC structures and coaching cycles rather than adding new initiatives. Establish clear "bottomlines/non-negotiables" through a co-design process that begins with leadership and then engages the whole staff, providing multiple opportunities for staff to review, provide feedback, and help refine the document. This shared process ensures clarity and alignment while reducing competing priorities.</p> <p>Provide job-embedded coaching,</p> | <p><i>Which multi-dimensional system does this connect to? How and what is the implication?</i></p> <p>Culture + Structure: This connects to student belonging and school climate. The implication is that academic intervention must not reduce access to joyful learning experiences or weaken students' sense of school identity and connection.</p> <p>Instruction + Structure: This impacts instructional coherence and staff capacity. The implication is that without prioritization and alignment, instructional quality may become inconsistent and implementation may weaken across systems.</p> <p>Instruction + Culture: This impacts teacher efficacy and instructional quality. The implication is that staff belief and capacity are essential for consistent implementation, especially for Multilingual Learner success.</p> |

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| <p>schedule to strengthen math blocks may create logistical strain (reduced flexibility for specialists, lunch transitions, or shared staffing).</p> | <p>model lessons, and collaborative planning time. Reduce competing compliance tasks and reinforce a small number of high-leverage instructional practices.</p> <p>Reframe data cycles as collaborative inquiry focused on student growth, asset-based reflection, and instructional adjustment. Celebrate small wins and highlight student progress regularly.</p> <p>Engage staff in collaborative scheduling design and protect essential shared structures (specials, intervention). Use iterative scheduling adjustments rather than a one-time overhaul.</p> | <p>Culture: This connects directly to staff morale and student-centered culture. The implication is that how data is used will determine whether it strengthens or undermines trust and engagement.</p> <p>Structure: This impacts system coherence and operational efficiency. The implication is that schedule redesign must balance instructional time with sustainability and staff/stud</p> |
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## SECTION 5: MONITORING THE WHOLE

### LEAD INDICATORS

*Don't just measure the test score (Lagging). Measure the health of the change (Leading).*

We will monitor both the implementation of our systems and the lived experience of students and staff, not just academic outcomes. These indicators will help us understand whether our instructional, cultural, and structural changes are functioning as intended for Multilingual Learners and all focus students.

At Woodin, we have established schoolwide agreements and instructional bottomlines grounded in research-based practices that we have collectively identified as essential to strong teaching and learning. These agreed-upon practices will be visible across classrooms this year and will provide a consistent foundation for instruction while still allowing teachers to respond to the unique needs of their students. As we implement and learn, we will continue to evaluate and refine both our classroom practices and our shared instructional bottomline document. A particular area of focus will be embedding research-based strategies that support language learners into everyday instruction, including intentional use of GLAD and SIOP strategies, so that language development is integrated into every lesson and all students have meaningful access to grade-level learning.

| Metric Type                                                        | Indicator Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Frequency of Review                                                       |
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| <p><b>The Process Metric</b><br/><i>(Are we doing it?)</i></p>     | <p>Percentage of classrooms <b><u>consistently</u></b> implementing our Woodin Bottomlines:</p> <ul style="list-style-type: none"> <li>• Consistent use of language development strategies (SIOP GLAD /UDL scaffolds)</li> <li>• Small-group instruction during Tier I math and literacy blocks, ensuring that targeted small-group instruction is embedded within core instruction and does not occur only during WIN time.</li> <li>• Academic discourse opportunities (student talk, math reasoning, explanation of thinking)</li> <li>• Use of formative assessment to group and re-teach students</li> <li>• 4 to 6 week intervention cycles. 4 meetings are with admin, but the rest are facilitated by SDLT</li> <li>• ELA curricular decisions consistent through the K-5 continuum in both single and dual language trajectories</li> </ul> | <p><i>Monthly during SDLT meetings, data meetings, staff meetings</i></p> |
| <p><b>The Experience Metric</b><br/><i>(How does it feel?)</i></p> | <p>Student and staff survey data measuring:</p> <ul style="list-style-type: none"> <li>• “I can access and understand the learning in my class.”</li> <li>• “My language and identity are valued at school.”</li> <li>• “I feel confident in math and literacy.”</li> <li>• Sense of belonging and connection to classroom and school community shows improvement on</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Quarterly</i></p>                                                   |

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|                                                    | Panorama                                                                                                                                                                                                                                                                                                                                                                               |                        |
| <b>The Outcome Metric</b><br><i>(Did it work?)</i> | <p>Student achievement and growth data including:</p> <ul style="list-style-type: none"> <li>• SBA Grade 3 ELA and Math proficiency rates</li> <li>• iReady growth (Math and Reading) across grade levels and cohorts</li> <li>• Multilingual Learner growth and proficiency progress</li> <li>• Reduction in gaps between ML students and non-ML peers in math achievement</li> </ul> | <i>Semester/Yearly</i> |