

## WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS		
<b>WO Team</b> Adrienne Nestor - Principal Jeff Sullivan - Student Support Specialist Kate Fletcher - School Counselor Crystal Crawford - Reading Specialist Kristi Kriefels - Reading Specialist	<b>SDMT Members</b> Melinda Spannuth - Facilitator Linsey Darkow - Kinder rep Jennifer Brown - 1st grade Josie Jacobsen - 2nd grade Carleigh Ervin- 3rd grade Jaime Hess - 4th grade Erin Bermudez - 5th grade Anne Bowen - Special Services Kim Nation - Office Manager Leslie Waymire - Classified Rep	<b>Parent and Community Partners</b> Rameke Whitely Krystal Dill

NEEDS ASSESSMENT SUMMARY
<p>Woodlands Elementary is focused on creating an inclusive environment where all members of the learning community are validated, affirmed, challenged, and supported. Our staff is hard working, dedicated and caring and will work beyond expectations to engage each and every student in learning.</p> <p><b>English &amp; Language Arts (ELA):</b> our 4th grade continues to show great need as a cohort, and our EL students show an achievement gap greater than any other student group</p> <p><b>Math:</b> Based on SBA scores, there is a gender gap in math achievement that we would like to address. Our EL students need more support at all grades.</p> <p><b>Science:</b> Using the last State Science Assessment 49% of our students met or exceeded the benchmark which is higher than the state average.</p> <p><b>Positive Behavior Supports &amp; Student Well-Being:</b> We continue to grow in our implementation of Classroom Meetings.</p> <p><b>Chronic Absenteeism (using 10% of 34 school days):</b> Currently 22% of students in all grades are at high risk.</p> <p><b>Physical, Emotional, &amp; Intellectual Safety:</b> According to our TPOS from Spring 2022, our students' greatest strength is emotional regulation, defined as: How well students regulate their emotions (77% favorable). When looking at our greatest opportunity for growth is student self-management, defined as: How well students manage their emotions, thoughts, and behaviors in different situations (46% favorable).</p>

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## DATES REVIEWED & REVISED PLAN

October 2022

January 2023

June 2023

## Demographics

Ethnicity	19-20	20-21	21-22
All Students	413	349	395
American Indian/Alaskan Native	0.5%	1%	.3%
Asian	5%	8%	6%
Black/ African American	4%	4%	3%
Hispanic/ Latino of any race(s)	24%	23%	26%
Native Hawaiian/ Other Pacific Islander	3%	4%	3%
Two or More Races	17%	13%	17%
White	46%	48%	45%

Student Group	19-20	20-21	21-22
All Students	413	349	395
English Language Learners	7%	7%	9%
Highly Capable	6%	6%	4%
Low-Income	15%	47%	55%
Military Parent	14%	6%	15%
Mobile	3%	6%	4%
Section 504	0.2%	0.3%	.3%
Students with Disabilities	19%	23%	23%

\*Suppressed or Not Available

## WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### Student Performance (Met Standard on SBA)

	English Language Arts			Math			Science		
<b>Ethnicity</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>
<b>WA State</b>	59%	60%	51%	50%	49%	38%	*	*	43%
<b>All Students</b>	64%	61%	43%	48%	42%	40%	*	*	49%
<b>American Indian/Alaskan Native</b>	*	*	*	*	*	*	*	*	*
<b>Asian</b>	75%	80%	58%	50%	60%	67%	*	*	*
<b>Black/ African American</b>	*	*	*	*	*	*	*	*	*
<b>Hispanic/ Latino of any race(s)</b>	68%	51%	29%	51%	41%	22%	*	*	37%
<b>Native Hawaiian/ Other Pacific Islander</b>	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>	66%	61%	52%	45%	31%	55%	*	*	50%
<b>White</b>	63%	64%	44%	46%	44%	42%	*	*	50%

\*Suppressed or Not Available

## WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

	English Language Arts			Math			Science		
Student Group	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
WA State	59%	60%	51%	50%	49%	38%	*	*	43%
All Students	64%	61%	43%	48%	42%	40%	*	*	49%
Female	68%	66%	44%	39%	40%	33%	*	*	50%
Male	59%	56%	41%	56%	44%	47%	*	*	49%
English Language Learners	*	*	<10%	*	*	12%	*	*	*
Section 504	*	*	*	*	*	*	*	*	*
Low-Income	57%	50%	32%	38%	48%	25%	*	*	37%
Military Parent	70%	67%	38%	59%	48%	35%	*	*	*
Students with Disabilities	26%	28%	15%	16%	21%	14%	*	*	<10%

\*Suppressed or Not Available

\*\*Source: WA State Report Card

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

Grade	% Below Or Well Below Grade Level	% AT or Above Grade Level
Kindergarten	54%	46%

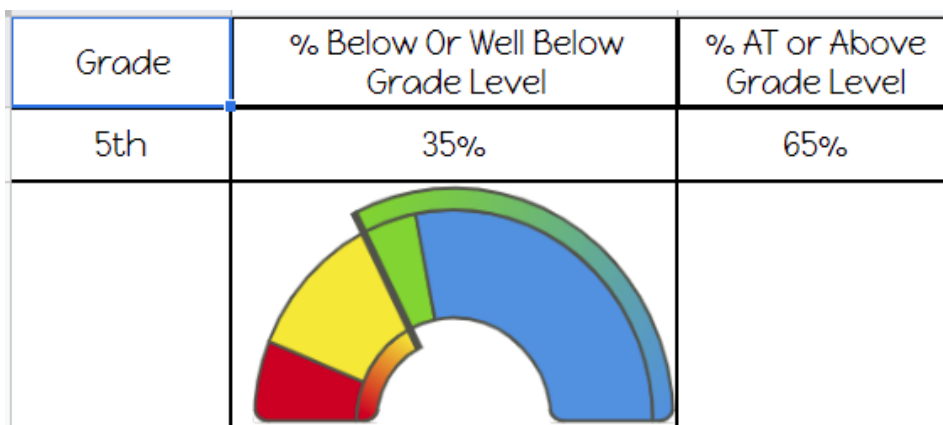
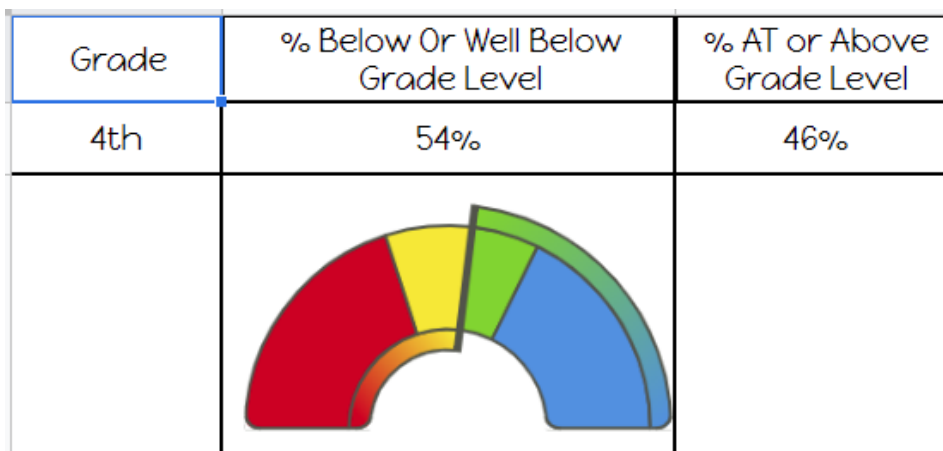
Grade	% Below Or Well Below Grade Level	% AT or Above Grade Level
1st	68%	32%

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

Grade	% Below Or Well Below Grade Level	% AT or Above Grade Level
2nd	37%	63%

Grade	% Below Or Well Below Grade Level	% AT or Above Grade Level
3rd	39%	61%

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23



**IMPROVEMENT GOAL: ELA**

## WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### GOAL 1 (All Students):

85% students who begin the year in A / B reading groups, will grow by 1+ group by the May benchmark / progress monitoring.

### GOAL 2 (Reducing specific, identified gaps):

90% of EL students who begin the year in A/B groups, will grow by 1+ group level by the May benchmark / progress monitoring.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
Teachers will use the Journeys ELA curriculum and utilize the CCSS standards to ensure maximum student growth. (activities aligned to A,B,C,D groups)	Ongoing	PLC Teams Reading Specialist Lisa Bloomer Student Support Specialist Principal	Professional Development with Lisa Bloomer	Observational Data Journey's Assessments Acadience, SIPPS Grades 3 - 5 will utilize SBA interims
Teachers will implement and utilize Focus Folders to track and monitor small group reading instruction to support below level readers.	Ongoing	PLC Teams Reading Specialist Lisa Bloomer Student Support Specialist Principal	Professional Development with Lisa Bloomer PLC Teams	Benchmark Data Progress Monitoring MTSS Check Ins
Small groups in class and Title I/LAP (A & B students)	Ongoing	Teacher, Paraeducators	Tina Pelletier Book & Journeys	SIPPS, Acadience, Journeys, STAR
Heggerty (K - 1) SIPPS (1st grade)	Ongoing	Teachers (Heggerty) Intervention Team (SIPPS)	Phonemic Awareness Book & Heggerty Videos	Acadience, SIPPS
Plan Do Study and Act (PDSA)	Ongoing	Teacher, Paraeducators	Tina Pelletier Book, Kristi & Crystal	SIPPS, Acadience, Journeys, STAR



### WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SIPPS for 3rd and 4th Grade	Daily	Teacher	Reading Intervention Teacher training for teachers	SIPPS assessments
<b>Family Engagement:</b> Family Reading Night -	Week of December 19th (?)	Admin, Reading Specialists, Classroom Teachers, Counselor and Student Support Specialist	Resources - Books to give away to families (could be used/could be new), hot cocoa, snacks, Big TVs with fireplaces on the screens, twinkle lights for ambiance	Sign in sheets from parents. Data from Acadience and sense of belonging on Panorama.
<b>Family Engagement:</b> Family Newsletter	September - June	Admin and reading specialists	Reading specialist provide weekly tips on how to support your student in reading	student engagement data as well as STAR, Acadience

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: MATH

**GOAL 1 (All Students):** 90% of all students will grow by a minimum of one grade level (GE & Scaled Score) on STAR. Each grade level will use STAR math data to monitor students at the mid-year and end of year points by May of 2023.

**GOAL 2 (Reducing specific, identified gaps):** Our identified group of students is our EL students. 95% of our EL students will grow by 1yr+ as measured by STAR math data.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<u>Math: Evidence Based Targeted Tier I Supports</u>	Professional Development, principal directed; Teacher focus in PLC = ie. Essential standards / common assessments and WIN time	Principal, Student Support Specialist Classroom Teachers		Observational data / STAR
Small Groups	Ongoing	Classroom Teachers	Fundamental Games <a href="https://drive.google.com/drive/folders/18OXEfOV-mfgUspVotrGtfZCQW7XhU9ey">https://drive.google.com/drive/folders/18OXEfOV-mfgUspVotrGtfZCQW7XhU9ey</a>	Observational data / STAR
Math Talks	Ongoing	Classroom Teachers	<u>Number Talks and Math Talks Resources</u>	Observational data on mathematical discourse (tool to be determined)
Redbird 15 minutes a day	Ongoing	Classroom Teachers	Redbird	Summative evidence from Redbird on individual student growth.
Imagine Math	Ongoing	Classroom Teachers	As part of PLCs and PDSAs	Imagine Math goals and data

## WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

Math practice tests and Interim Assessments	October-April	Student Support Specialist and teachers 3-5th	PLC work and SSS mentoring of teachers new to process	Math Interim Assessment scores and Math SBA
Peer Mediation Program Initiated and Implemented at Woodlands	October-June	Kate Fletcher, Counselor, with collaboration from the Dispute Resolution Center of Kitsap County	Dispute Resolution Center of Kitsap County will train staff and 10 initial 5th and 4th grade students at Woodlands Elementary	We will compare fall and spring STAR Math data to compare our identified group of 10 students. Studies have shown that math problem-solving skills improve when students are specifically trained and mentored through peer mediation.
<b>Family Engagement:</b> Family Math Game Night	March/Spring	Math interventionists, teachers, paras, admin, counselor	Use the Big TVs for online Math Games Dominoes Cake Walk (uses numbers)	Star Math data and sense of belonging data from Panorama

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: SCIENCE

**GOAL 1 (All Students):** 90% 5th graders will be able to clearly write a claim, cite their evidence and support their claim with valid reasoning.

**GOAL 2 (Reducing specific, identified gaps):** 95% of EL students will be able to clearly write a claim, cite their evidence and support their claim with valid reasoning

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
Science A - Z	Ongoing	Classroom Teachers	Jeff Friers Science A - Z	Classroom based Formative assessments 5th Grade Science Assessment (WCAS)
RACE strategy to talk about science	October - June	Classroom Teachers	Early Release Dedicated to Science calibration	RACE strategy to talk about science
Engineering in content	Ongoing	teachers who attended PD in June - traveled to Boston	Time for teachers who traveled to train staff	Classroom based Formative assessments 5th Grade Science Assessment (WCAS) Student feedback re: feelings of success in science
<b>Family Engagement:</b> Family Science Night (Star Wars STEAM Night) with family night? Mulit-age, full day event with an evening option	"May the 4th" Be With You	Classroom Teachers, SSS, counselor, everyone!	games - teachers decorations etc. dinner?	Sense of belonging in Panorama Parent feedback

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: ATTENDANCE

**GOAL 1 (All Students):** All students will attend 90% of the time with zero unexcused absences. We will continue to encourage and promote high levels of attendance and 90% attendance equates to missing no more than 10% of the school year.

**GOAL 2 (Reducing specific, identified gaps):** We will continue and increase family outreach and family supports to ensure high levels of attendance in Kindergarten to establish successful student behaviors. 90% of kindergarten students will attend at least 90% of school this year.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
Regular attendance calls to families to engage with families who struggle with absenteeism.	This will begin starting the first day of school.	Attendance secretary Classroom teachers will communicate concerns to families as needed	Meetings with Josh Lane from district office to discuss CKSD-provided supports and post-COVID truancy changes	We will identify students using Panorama data & PS to screen students and identify at-risk students.
We will use the counselor to reach out to families to offer support and remove barriers for attendance	Teachers will address concerns at conferences as needed.	MTSS team will monitor this data	resources for attendance incentives	
Increasing use of Language Link to make meaningful connections with non-English speaking families	At the trimester the Truancy Team will review students who are “at risk” related to	Staff		
<b>Family Engagement:</b> Family Newsletter	September - June	Principal, office team, counselor and Student Support Specialist		Attendance data

# WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

**GOAL 1 (All Students):** We will implement Second Step for all students to expand their social emotional skills related to communication, friendship building and problem solving. Staff will teach lessons 1-20 as well as the Bullying Prevention Unit. Students will build stronger relationships with one another through the practice of Morning Meetings and Classroom Meetings. They will work to self-manage concerns related to how they treat others within the structure of the classroom meeting,

**GOAL 2 (Reducing specific, identified gaps):** With parent/guardian permission, the school counselor will meet with identified students in small group settings to provide additional support for students with increased need for instruction related to physical/emotional and intellectual safety.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<ul style="list-style-type: none"> <li>Second Step Digital Resources</li> <li>Weekly Family Newsletter PeachJar, Class Dojo and social media to push out information related to Social/Emotional Learning &amp; Second Step Resources</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will implement weekly Second Step Lessons with their students</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers will teach these lessons</li> <li>The School Counselor will provide support for teachers for the instructional components of the Second Step Digital Curriculum as needed.</li> <li>The School Counselor will help with problem solving lessons related to specific class needs.</li> </ul>	<ul style="list-style-type: none"> <li>The School Counselor will assist in providing professional development for staff on the digital resources related to Second Step</li> </ul>	<ul style="list-style-type: none"> <li>The School Counselor will monitor use of the digital resources related to Second Step and work alongside teachers for full implementation</li> </ul>

## WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

<ul style="list-style-type: none"> <li>• Daily Class Meetings in every classroom</li> <li>• 100% of students will participate in morning meetings and class meetings for the purpose of building peer relationships, establishing positive classroom culture and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Trimester 1 we will focus on relationship building</li> <li>• By trimester 3 teachers will feel comfortable facilitating Classroom Meetings as a problem solving tool.</li> </ul>	<ul style="list-style-type: none"> <li>• The Building Administrator will support the staff with implementation.</li> </ul>	Review WEA Module 2.5	Panorama data re: sense of belonging Climate survey re: peer interactions
Woodlands will initiate and implement a Peer Mediation Program	Ongoing - training and then trying the strategies w/ support	Counselor	Peer Mediation Training - Counselor & Center for Dispute Resolution	Sense of Belonging data SWIS referrals data
Panorama SEL screener data to help identify students of need and provide them targeted interventions.	Every week = SOC meeting Ongoing	Counselor, Student Support Specialist, Resource Teacher and Admin		Teacher observational feedback SWIS data MTSS mtg minutes
Counselor will support a morning transition time by engaging students in mindful activities in order to help students focus in the classroom.	Ongoing	Counselor		