

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

SCHOOL LEADERSHIP TEAM MEMBERS		PARENT-COMMUNITY PARTNERS
WO Team Adrienne Nestor - Principal Stephanie Bazzell - Student Support Specialist Jon Campbell - Student Support Specialist Kate Fletcher - School Counselor Crystal Crawford - Reading Specialist Kristi Kriefels - Reading Specialist	SDMT Members Melinda Spannuth - Facilitator Linsey Darkow - Kinder rep Catalina Bykonen - 1st grade Josie Jacobsen - 2nd grade Beth Vail - 3rd grade Erin Bermudez - 4th grade Adam Campagna - Specialist Anne Bowen - Special Services Kim Nation - Office Manager Leslie Waymire - Classified Rep Laura Godden - Classified Rep	Parent and Community Partners Tara Urdaneta Shannell & Michael Sterio Alyssa & Jonathan Shaw Diane Quilimaco

NEEDS ASSESSMENT SUMMARY

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. We believe and lean into our motto “Together We Thrive” and know that our community is forever tied to any and all success.

English & Language Arts (ELA): our 5th grade continues to show great need as a cohort, and our EL students show an achievement gap greater than any other student group in ELA while our Students with Disabilities show a greater gap in math.

Math: Based on SBA scores, there is a gender gap in math achievement that we would like to address. Our EL students and students with disabilities need more support at all grades.

Science: Using the last State Science Assessment 52% of our students met or exceeded the benchmark which is higher than the state average; there is, however, a gender gap that we would like to address

Positive Behavior Supports & Student Well-Being: We continue to grow in our implementation of Classroom Meetings and SEL support; this year we are focusing on grade level SEL groups that are fluid regarding which students can join when.

Chronic Absenteeism (using 10% of 34 school days): Currently, 32% of students have attended less than 90% of days in school.

Physical, Emotional, & Intellectual Safety: Our Fall TPOS data indicates that our students have grown in 7 out of the 9 areas. Self-management did not grow and is the student body's lowest score.

DATES REVIEWED & REVISED PLAN

October 12, 2023

February 15, 2024

May 9, 2024

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

Demographics

Ethnicity	20-21	21-22	22-23
All Students	349	395	381
American Indian/Alaskan Native	1%	.3%	.8%
Asian	8%	6%	6%
Black/ African American	4%	3%	2%
Hispanic/ Latino of any race(s)	23%	26%	22%
Native Hawaiian/ Other Pacific Islander	4%	3%	4%
Two or More Races	13%	17%	17%
White	48%	45%	48%

Student Group	20-21	21-22	22-23
All Students	349	395	381
English Language Learners	7%	9%	8%
Highly Capable	6%	4%	2%
Low-Income	47%	55%	55%
Military Parent	6%	15%	17%
Mobile	6%	4%	3%
Section 504	0.3%	.3%	2%
Students with Disabilities	23%	23%	27%
*Suppressed or Not Available			

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

Student Performance (Met Standard on SBA)

	English Language Arts			Math			Science		
Ethnicity	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	61%	43%	52%	42%	40%	46%	*	49%	52%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	80%	58%	46%	60%	67%	46%	*	*	*
Black/ African American	*	*	*	*	*	*	*	*	*
Hispanic/ Latino of any race(s)	51%	29%	31%	41%	22%	31%	*	37%	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	61%	52%	49%	31%	55%	56%	*	50%	67%
White	64%	44%	67%	44%	42%	52%	*	50%	58%

*Suppressed or Not Available

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

	English Language Arts			Math			Science		
Student Group	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	61%	43%	52%	42%	40%	46%	*	49%	52%
Female	66%	44%	50%	40%	33%	38%	*	50%	46%
Male	56%	41%	54%	44%	47%	53%	*	49%	57%
English Language Learners	*	<10%	25%	*	12%	25%	*	*	*
Section 504	*	*	*	*	*	*	*	*	*
Low-Income	50%	32%	49%	48%	25%	43%	*	37%	41%
Military Parent	67%	38%	50%	48%	35%	47%	*	*	55%
Students with Disabilities	28%	15%	29%	21%	14%	22%	*	<10%	31%

*Suppressed or Not Available

**Source: WA State Report Card

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

Central Kitsap District Communication Plan for the Importance of State Assessments 2023-2024

Timeline	Description
September – October	<ul style="list-style-type: none">● Board study session on sub group participation rate in state assessments.● Assessment calendar posted on the district website.● District notifies that score reports are in PowerSchool. Cover letters are in students' home language.● Provide teacher talking points for conferences.● Provide Parent/ Family guides in multiple languages available for conferences.
November – January	<ul style="list-style-type: none">● Board Study Session on Fall SBA results.● Send to each building for their school e-news an article on the importance of state assessments and participation.● Provide a nudge letter for families who didn't participate the previous year.● Provide a powerpoint for best practices for state testing for building staff meetings.
February – March	<ul style="list-style-type: none">● Provide an article on best test taking strategies for preparing for state assessments.● Spring conference reminders about the importance of the upcoming state assessments.● Publish and advertise the schools, grade bands and dates of student state assessments.
April – May	<ul style="list-style-type: none">● Provide onsite building support for an inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time)● Communicate to families and provide ample make up windows for students.

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

IMPROVEMENT GOAL: ELA

GOAL 1 (All Students):

90% students who begin the year in A / B reading groups, will grow by 1+ group by the May benchmark / progress monitoring based on CKSD Reading Pathways.

Grade Level Goals:

- **K** - 90% of kindergarten students will know all letter sounds by May of 2024.
- **1st** - 80% of students will be able to apply grade-level phonics using word analysis skills when decoding words by May 2024, as evidenced in MyView progress monitoring.
- **2nd** - 85% of students in 2nd grade will grow 1 grade level on STAR Reading Lexile from Fall 2023 to Spring 2024.
- **3rd** - 70% of B kids moved to C by May Benchmark Progress Monitoring
- **4th** - 80% of fourth grade students will grow by 50 SGP on STAR Reading by May 2024.
- **5th** - 80% of students who begin the year in A/B/C reading groups, will grow by at least 1 group level by the May benchmark/ progress monitoring.

GOAL 2 (Reducing specific, identified gaps):

92% of EL students who begin the year in A/B groups, will grow by 1+ group level by the May benchmark / progress monitoring based on CKSD Reading Pathways.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> • <i>What strategies are you using to achieve the goal</i> • <u>Include family engagement strategies</u> 	TIMELINE <ul style="list-style-type: none"> • <i>When will this activity begin and end</i> 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> • <i>Who will provide the leadership for this activity</i> 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> • <i>What are the resources that will be used to accomplish this activity</i> • <i>How will staff acquire the necessary skills and attitudes to implement this activity</i> 	MONITORING PROGRESS <ul style="list-style-type: none"> • <i>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</i>
Teachers will use the Savaas MyView 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, Kristi Kreifels and Crystal Crawford (reading specialists) and Linsey Darkow and Jaime Hess (MY View building leads)	Observational Data MyView 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	Ongoing	PLC Teams Reading Specialist Lisa Bloomer Student Support Specialist	Professional Development with Lisa Bloomer PLC Teams	Benchmark Data Progress Monitoring MTSS Check Ins

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

below level readers.		Principal		
Small groups in class and Title I/LAP (A & B students)	Ongoing	Teacher, Paraeducators	Tina Pelletier Book & Journeys	SIPPS, Acadience, MyView, 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, MyView, STAR
SIPPS for 3rd and 4th Grade	Daily	Teacher	Reading Intervention Teacher training for teachers	SIPPS assessments
AVID WICOR strategies 2nd - 5th grades	Ongoing	Teachers Jason Eberhart (AVID lead) Principal	Professional development Monthly AVID meetings to discuss / compare implementation of strategies	AVID building plan WICOR walls in classrooms
PLC collaboration	ngoing, weekly hour-long collaboration time	Teachers Stephanie Bazzell (PLC lead) Principal	Professional development (SI) and ongoing calibration tools for high functioning PLCs	Student assessment data (STAR, Acadience, SBA)
WIN Time in reading / writing K-5	ngoing, daily targeted reading instruction	Teachers Reading Specialists Instructional Paraprofessionals	Professional development in UDL and differentiation for small group needs	Student assessment data (STAR, Acadience, SBA)
Family Engagement: Family Reading Night -	November 16th - "Fall Into Reading"	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.
Weekly Family Newsletters	Weekly - via email and Dojo	Principal	Input from counselor, PE teacher, librarian, attendance lead	Parent awareness and participation in events
Friday Folders (AVID) in all grades	Weekly - each classroom	Teachers	Communication / Wildcat Weekly	Parent communication / awareness / participation
February Review				

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

May Review				
------------	--	--	--	--

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

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.

Grade Level Goals:

- **K** - 90% of kindergarten students will identify and write numbers 0-20 by May 2024.
- **1st** - 80% of students will be able to apply properties of operations and strategies to add and subtract within 20 by May 2024, as evidenced in MyMath chapter assessments.
- **2nd** - 85% of the whole second grade group (all three classes) will improve their addition math fact fluency by 1 rubric score based on fact fluency timings by April 2023.
- **3rd** - 80% of 3rd graders will move by one (GE and Scaled Score) on STAR by May Benchmark
- **4th** - 80% of fourth grade students will grow by 50 SGP on STAR Math by May 2024.
- **5th** - 80% of students will grow by at least one grade level (GE and Scaled Score) on STAR by the May benchmark.

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"> • What strategies are you using to achieve the goal • Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> • When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> • Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> • What are the resources that will be used to accomplish this activity • How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> • What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
<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	Math: Evidence Based Targeted Tier I Supports	Observational data / STAR
Small Groups	Ongoing	Classroom Teachers	Fundamental Games https://drive.google.com/drive/folders/18OXEfOV-mfgUspVotrGtfZCQW7XhU9ey	Observational data / STAR

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

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
AVID WICOR strategies 2nd - 5th grades	Ongoing	Teachers Jason Eberhart (AVID lead) Principal	Professional development Monthly AVID meetings to discuss / compare implementation of strategies	AVID building plan WICOR walls in classrooms
PLC collaboration	ongoing, weekly hour-long collaboration time	Teachers Stephanie Bazzell (PLC lead) Principal	Professional development (SI) and ongoing calibration tools for high functioning PLCs	Student assessment data (STAR, Acadience, SBA)
WIN Time in math	ongoing, daily targeted reading instruction	Teachers Reading Specialists Instructional Paraprofessionals	Professional development in UDL and differentiation for small group needs	Student assessment data (STAR, Acadience, SBA)
Volunteers working on number sense - grades 1-2	Nov - May	Principal	support for materials / games time for pull-out weekly	STAR
Family Engagement: Family Math Game Night	March 14th = Pi Day	Math interventionists, teachers, paras, admin, counselor	Use the Big TVs for online Math Games Dominoes Cake Walk (uses numbers)	Star Math data Sense of belonging data from Panorama
Weekly Family Newsletters	Weekly - via email and Dojo	Principal	Input from counselor, PE teacher, librarian, attendance lead	Parent awareness and participation in events
Friday Folders (AVID) in all grades	Weekly - each classroom	Teachers	Communication / Wildcat Weekly	Parent communication / awareness / participation

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

February Review				
May Review				

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

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"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
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
AVID WICOR strategies 2nd - 5th grades	Ongoing	Teachers Jason Eberhart (AVID lead) Principal	Professional development Monthly AVID meetings to discuss / compare implementation of strategies	AVID building plan WICOR walls in classrooms
PLC collaboration	ongoing, weekly hour-long collaboration time	Teachers Stephanie Bazzell (PLC lead) Principal	Professional development (SI) and ongoing calibration tools for high functioning PLCs	Student assessment data (SBA)
Generation Genius	ongoing	teachers	PLC time to arrange scope and sequence / essential learnings	WACAS

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

Pacific Science Center - Science on Wheels = Space Odyssey program	May 3rd to coincide with family night	Principal		Panorama WACAS
Family Engagement: Family Science Night (Star Wars STEAM Night) - Mulit-age, full day event with an evening option	"May the 4th" Be With You (but on May 2nd due to weekend)	Classroom Teachers, SSS, counselor, everyone!	games - teachers decorations etc. dinner?	Sense of belonging in Panorama Parent feedback
February Review				
May Review				

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

IMPROVEMENT GOAL: ATTENDANCE

(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.

(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"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
Regular attendance calls, and district letters if percentage is reached, 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.
Family Engagement: Family Newsletter w/ weekly attendance info and support - sent via email and Class Dojo	September - June	Principal, office team, counselor and Student Support Specialist		Attendance data
Check in Emails: Any student with an absence streak of 3 days, or sporadic absences within 2 weeks, will receive an email saying we miss them and if there is anything we can do to support the family.	September - June	Student Support Specialist		Panorama and PS

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

February Review				
May Review				

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

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,

22-23 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"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
Consistent Calming Corners	ongoing	teachers counselor	Ongoing Tier 1 support professional development via Ci3T Blueprint implementation	Office referrals SWIS Room Service calls
Zones of regulation for Special Education Students	ongoing	Resource Room and ILS teachers Instructional Paraprofessionals	Professional Development for teachers Zones resources	SWIS Inclusion time
Second Step Lessons K-5	weekly - ongoing	Teachers Counselor Student Support Specialist	Second Step Resources	Panorama SWIS
Weekly PLC time = grade level mini-assemblies to teach	weekly - ongoing	Stephanie Bazzell (PLC lead), Kate Fletcher (counselor)	Second Step Resource and extensions	Panorama SWIS

WOODLANDS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2023-2024

common SEL lessons re: bullying, get feedback from student focus groups, provide time for students to practice SEL skills		Alia Schubert (librarian)	Planning time for staff providing grade level meetings	Focus group feedback
Morning Meetings and Class Meetings	4 to 5 days per week Trimester 1 we will focus on relationship building	Teachers Counselor Principal	All teachers will receive a review for Morning and Classroom Meeting Support for teachers - Additional trainings: Amy White	Ongoing (October - June) SWIS Panorama
½ hr SEL push-in support and targeted SEL pull-out groups for each grade level - fluid access	Ongoing	Counselor Resource Room teacher Instructional Paraprofessionals	ongoing professional development for paraprofessionals MTSS process to provide access and exit to groups for students	Panorama survey SWIS
Family Engagement - Weekly Family Newsletter, PeachJar, Class Dojo and social media to push out information related to Social/Emotional Learning & Second Step Resources	Weekly - via email and Dojo Weekly - each classroom	Principal Office Staff Teachers	Input from counselor, PE teacher, librarian, attendance lead Communication / Wildcat Weekly	Parent awareness and participation in events Parent communication / awareness / participation
February Review				
May Review				