



2023-26 Continuous School Improvement Plan (C-SIP)

West Woodland Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: West Woodland

Principal: Kelly Vancil

Members of the Building Leadership Team and Parent/Guardian Partners: Colby Dresbeck, Wynne York-Jones, Alessandra Farno, Kerry Lindal, Lisa Stroud, Katie Barrett, Kamm Teply, Eliza Lagerquist

Community Partners (Community Based Organizations): N/A



[West Woodland Elementary School Report](#)

[West Woodland Elementary School Climate Survey](#)

School Overview

West Woodland Elementary is a caring community school, working to create an educational success story for every student it serves. This success is built on these foundational ideas: Cultivating a safe and nurturing environment for all through family partnerships, the use of culturally responsive and social emotional instruction and best practices; Providing engaging and challenging learning opportunities with high expectations for all, differentiated instruction and high-quality teaching of the curriculum standards; Careful monitoring of individual student progress; and providing a Multi-Tiered System of Support for both academic and social-emotional needs of students so that every student, including our students furthest from educational just, is both challenged and supported. Clear communication ensures that students, staff and families understand that the best educational outcomes happen when everyone endeavors to do their best work - whether that is schoolwork, teaching, or supporting education at home.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By June 2026, at least 89% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

One-year Goal:

By June 2024, at least 87% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

This year WWE is focusing on centering student voice during problem-solving, using conflict resolution circles and dyads to fix relationships, leading to a stronger sense of belonging and welcoming. This will be monitored through our MTSS processes and documented in a tracking excel sheet, as well as the bi-annual student climate survey responses.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Restorative justice model
- Student leadership opportunities
- Celebrating and incorporating student identity
- Incorporating student voice and choice
- School-wide/community-wide adoption of PBIS/MTSS (restorative practice focused) structures
- Reflective Practice: Self-reflection on what is getting in the way of staff ability to respond constructively and positively to students

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Culturally responsive teaching strategies: Components of Academic Mindset - I can succeed at this; My ability and competence grow with my effort; I belong to this academic community; and this work has value for me (Zarreta Hammond, 2015)
- Restorative practices
- Culturally responsive assessment strategies/Street Data
- How to teach to kids with ADHD/Anxiety (our most vulnerable kids who are also impacted by intersectional contexts)
- Development of rich PLC processes
- Creating Learning Profiles to support intentional planning (UDL) and cycles of action research

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Differentiation of learning needs (small groups, 1:1, adapting resources, preferential seating)
- ML, SPED and general education teachers will communicate regularly to collaborate on student progress
- Inclusive classroom design (break space, visual schedule)
- MTSS meetings to discuss progress, keeping forefront the needs of students FFEJ
 - Monthly Help Desks to support collaborative, across-grade-level and subject area expertise
 - Constant engagement in reflection using Racial Equity Analysis Tool CRT reflection questions from Z. Hammond

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Universal Screening in September and January
 - Social groups with social worker
 - Check and connect with trusted adult
 - Class meetings: Daily Community Circles and SEL lessons: Ruler, Second Step, Kelsos's Choices
 - Restorative practices
 - Holding high expectations for all students with a warm demander stance
 - Giving each student a voice and opportunity to share their identity, feelings, and strengths
-

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 3rd Grade Students with IEPs proficient or above in ELA on the SBA will increase from a baseline of 64% to a target goal of 90% by 2025-26.

The percent of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 79% to a target goal of 90% by 2025-26.

One-year Goal:

The percent of 2nd Grade Students projected proficient or above in ELA based on MAP will increase from a baseline of 87.5% to a target goal of 90% by 2023-24

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

- Having check-ins with teachers
- Educators and students develop and monitor student goals together.
- Looking at data in PLC's
- Using exit tickets to monitor student progress
- DIBELS, MAP, and SBA
- Mastery CCC Assessment Scores (BAR)

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

- The principal and staff will reinforce building wide expectations to maintain an inclusive and antiracist environment.
- We will follow our vision, mission and staff norms.

- We will implement CCC/SIPPS curriculum in alignment across classrooms
- We will use appropriate curriculum to support students with Dyslexia and other needs and assess regularly to ensure that the intervention curriculum is effective

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Teachers will differentiate for student learning needs (small groups, 1:1 support, adapting resources, preferential seating).
- UDL focused planning (removing barriers to tier 1 instruction)
- Student choice and input
- Multilingual Learner Department and Special educations department will communicate regularly with the homeroom teacher to ensure learning targets are aligned.
- Inclusive classroom design (break space, visual schedule)
- Teachers will meet in PLCs to look at formative data and to collaborate on shared goals for students. This will help drive instruction and will focus on students furthest from educational justice as well as advanced learners.
- Dedicated Tutors every day in every classroom.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- PD on UDL/Differentiation
- PD on how to use data to inform instruction
- PLC time focused on student outcomes and strategies

If staff implement UDL/Differentiation to support access to instruction and accommodations based on interest, skills and knowledge for our students of color furthest from educational justice, AND use CR strategies and processes, then all students will demonstrate strong social/emotional and academic outcomes.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Analyzing disproportionality by demographics at various intervals
- Regularly scheduled MTSS grade level meetings to analyze data and implement interventions
- Ensuring that we are removing barriers and providing accommodations to learning for all students

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Regularly scheduled MTSS grade level meetings to analyze academic data and implement interventions
- Small group instruction in Math and Reading
- LAP intervention services

Advanced Learning and Highly Capable Services:

West Woodland Elementary (WWE) supports the potential of all our students through our Multi-tiered System of Support (MTSS - see below for more details). Through regular progress-monitoring teachers utilize data to adjust instruction to create learning experiences designed to challenge students to develop to their full potential.

Grade-level teams of teachers work together to examine data to support the development of lessons, extensions, and challenges to ensure that every student has the opportunity to explore ideas, concepts, problems and skills in challenging, rigorous and interesting means.

Multi-tiered System of Support:

West Woodland Elementary School provides an engaging, rigorous, arts-infused education that maximizes the academic, social, and emotional growth of every student.

At West Woodland, we believe students learn best when:

- Learning experiences are appropriately challenging and relevant to the learner. The staff frequently discusses how to increase and support rigor and to maintain high expectations while connecting our students' interests and experiences to the curricula.
- Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. West Woodland teachers get to know their students, learn their interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths.
- Grade level teams work together to create common assessments, to review data and to work together to improve instruction.

Most of all, we want our students to be happy and safe and have good memories of their time at West Woodland.

Multi-tiered System of Support (MTSS):

MTSS is a school-wide framework for providing targeted support to students using a “whole child” lens. MTSS supports academic growth and achievement, but also students’ behavioral and social emotional needs. MTSS is a proactive approach that leverages consistent, data-informed processes and staff collaboration to implement tiered supports at varying levels of intensity based on student need.

Effective MTSS implementation includes:

- Consistent decision-making processes using data for identifying students, planning and delivering supports, reviewing progress and adjusting strategies
- Integrated support plans that address students’ academic, behavioral, social and emotional needs
- Collaborative approach in which teachers, counselors, interventionists, and other specialists work in teams to assess students and plan supports and interventions
- Frequent monitoring of student progress to determine if additional supports and interventions are needed

West Woodland’s MTSS Team:

- Meets weekly to identify and progress monitor student progress, tiered instruction and supports
- Grade-level teams meet with the MTSS team on a 6-week rotating schedule to share multiple data points to tier supports for students based on student growth/performance benchmarks
- Grade level teacher teams collaborate on a weekly basis to plan supports for effective, culturally responsive instructional strategies that relate to student strengths, needs, and interests.
- Teachers/teacher teams work together to revise lesson plans based on multiple measures of student growth data

MTSS leverages student data to develop instructional differentiation: Learning experiences are appropriately challenging and relevant to the learner. The staff frequently discusses how to increase and support rigor and to maintain high expectations while connecting our students' interests and experiences to the curricula.

MTSS at SPS includes the following:

- Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
- A systemic plan to track and monitor learner experience data
- Collection and review of meaningful and purposeful data
- Adult collaboration between educators and families

Expanded Learning opportunities for students through afterschool or summer programs:

- Refer students to summer programming
- Evening events that connect and engage families with student learning
- Student leadership activities at Open House

Homework Policy:

Kindergarten to 2nd Grade Students:

In lieu of formal homework, teachers ask that Kindergarten to 3rd grade students*:

1. read 20-30 minutes each evening
2. spend time with their families
3. engage in learning in self-directed ways

3rd - 5th Grade Students

In 3rd - 5th grade, teachers ask students to:

1. Read for 20-30 minutes/night, sometimes with written reflection
2. Complete math fluency or skill work for 20 minutes/night

All Students:

- Communicate any difficulties with homework to the teacher to address in class.
- Teachers may send special project work, unfinished work or extra practice work as needed.
- Teachers follow a guideline of 10 min./day multiplied by the grade level for the amount of homework expected (ex. In 5th grade – 10 minutes x 5 = 50 minutes of homework a day)

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

By June 2026, 90% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at West Woodland.

One-year Goal:

By June 2024, at least 70% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at West Woodland.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

The guardrail supports the values of the school by ensuring that each child is known by name, strength and need; and the intersectionality of their identity is celebrated.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Sharing strategies at staff meetings and in grade level teams (Green Days):

- Communication strategies (what, when, and how to communicate in a way that promotes trust) - focus on development of skills and what school is doing to support learning as opposed to focusing on the identification of the negative behavior
- Using talking points and interpreters
- Surveys for parent feedback
- Communicating transparently about school structures, processes, goals, and data

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Building relationships with students and collaborating with families to support student learning (welcoming community, students seeing themselves in curriculum and classroom conversations, open and consistent communication with families, etc.)
- Staff understanding of students' and families' needs
- Staff reflection about existing beliefs and biases about families - do I fully see who is sitting in front of me?
- Practice nonjudgment
- Ask family to share student strengths and family traditions

If we implement culturally responsive strategies then we will build stronger and more trusting relationships with families and students which will move us closer to a partnership where staff and families work together to disrupt and dismantle systemic inequities.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

WWE is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by through our vision, mission and staff norms.

Vision: Every Student sees themselves as a problem-solver and sets ambitious goals for themselves.

Mission: We nurture and empower students to learn and develop a solid foundation of skills within a collaborative community, focusing on equity, diversity and inclusion.

If West Woodland collaboratively implements the high leverage practices of PLCs, Inclusion, CHRE and UDL, then teachers will deepen their socially-just instructional structures. Resulting in a welcoming and safe space to engage in learning that promotes student achievement and challenges all students as they progress through the learning progressions of a content area

Norms:

- Listen for understanding and respect difference of experience and opinion.
- Expect and accept non-closer.
- Promote a spirit of inquiry and problem solving.
- Talk about our students, colleagues and school leaders responsibly.
- Foster a safe and positive climate invested in mutual purpose.

Artifacts:

- Fall or Spring Student Climate Survey Equity/Anti-racism and Belonging and Relationships section

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Rituals and Routines to support curious learning
- Authentic communal thinking
- The power of "not yet"
- "we must make mistakes to learn"
- Trusting relationships
- Staff awareness

Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.

Administrators use tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during pop-in learning walks.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Ex. Interview statement during hiring to diversify workforce to match student population to staff hiring
- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Working with HR Analyst to make sure staff have easy access to the interview training to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during pop-in learning walks.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles- looking at it through disaggregated data based on gender identity, race/culture, age/experience, and sexual orientation.
- Thoughtful recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, or curriculum/technology leads.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 23-24:

Funding Type: Combined

Funding Source: LAP

Amount: \$40,000

How will funds improve student learning? Grade-level tutors supporting teachers/students not making adequate progress in reading.

Academic Year: 23-24

Funding Type: Combined

Funding Source: PTSA grant

Amount: \$182,000

How will funds improve student learning? Grade-level tutors, Head teacher, 0.1 librarian, 0.1 nurse