



2025-26 Annual CSIP West Woodland Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: West Woodland Elementary School

Principal: Kelly Vancil

Instructional Vision Theory of Action:

If West Woodland collaboratively implements the high leverage practices of Planning, Grouping, and Feedback AND centers student engagement through the tools of UDL, PLCs, SEL Curriculum and the Danielson Framework, then teachers will deepen their socially-just instructional structures resulting in a school culture of curiosity where:

- Every student sees themselves as a problem-solver, and
- Every student sets ambitious goals for themselves.

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.

Members of the Building Leadership Team: Suzy Leth, Kristen Hewitt, Bart Miller, Carolee Walters, Shelly Landschulz, Alessandra Farno, Kelly Vancil, Heidi Nielson.

[2023-26 CSIP West Woodland](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 352

Special Education Percentage: 19%

Multilingual Learning Percentage: 3.7%

Highly Capable Percentage: 9.4%

Free and Reduced Lunch Percentage: 6.5%

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- WaKIDS
- Special Education Eligibility/Disproportionality Data
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Missed Instruction Log
- School-based Student Surveys
- Discipline/Suspension
- SPS Climate Survey (staff or students)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

- Learning Environments: Responses are consistently in the 80% to 98%
- Classroom Instruction: Strong: As reported by OSPI WWE students attained levels 2, 3, or 4 on the following SBA assessments: ELA 93.3%, Math 93.8%, Science 92%, and 81.8% of students receiving special education support attained
- Family Engagement: Anecdotal evidence suggests strong participation in PTA events, indicating a committed and engaged parent community. A small but consistent group of parent volunteers contributes regularly to school activities, showcasing dedication among families.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Learning Environments (from student survey): How can students feel like they can be themselves, learn about their own cultures, and how can rules be perceived as "the same for everyone?"

Classroom Instruction: Disaggregate data during PLCs and Red planning days.

Family Engagement: How does proximity, economic status, or family demands affect who and how families participate in school events?

Disproportionalities: What disproportionalities exist among student groups?

- ELA and Math scores are lower for Hispanic/Latino students than other demographic groups. The low-income students from spring 2025 scored significantly lower than grade level peers.
- Females who achieved either a level 3 or 4 on the spring 2025 ELA SBA scored higher than their male peers.

- Males who achieved either a level 3 or 4 on the Spring 2025 Math SBA scored higher than their female peers.
- Females who achieved either a level 3 or 4 on the spring 2025 science assessment scored higher than their male peers.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

- Attendance
- Need for more time to deliver differentiated math instruction in intermediate grades.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

- Explicit SEL instructions on building and holding community members.
- Differentiated small group math instruction in all classrooms.

Interconnected Needs: How are needs related to each other or influencing each other?

- Belonging, relationships, choice, being yourself and being leaders all are interconnected.
- Intersectional disproportional data between gender, special education, attendance and other demographic markers.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Using formative assessments to assign tier 2 kids to tutor help (CCC Small Group Reading Placement, Dibels, etc.).
- Survey kids monthly with questions like the climate survey in a more kid-friendly language.
- Using Forms for grades 3-5.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Students have access to Lexia, IXL, Mystery Science, Savaas Realize, Amplify Science, and Typing Club. The various platforms are being used to support Tier 1 instruction, support student progress monitoring and generating excitement in content areas.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Professional development in IXL and Savaas.

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

Measures and Targets

2023-26 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).

2025-26 Goal:

WWE surpassed the 2024-25 one-year goal of at least 90% of students responding favorably by 3 percentage points. Our 2025-2026 goal: At least 95% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the West Woodland student climate survey (Positive Behavior and Safety).

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

Tier 1 SEL instruction led by our special education team in every classroom (neurodiversity, executive functioning, equal vs. fair), RULER, Second Steps, Kelso's Choices, Community Circles, classroom buddies and SEL buddies. Monthly assemblies, school-wide community engagement in support of citizenship and responsibility.

Process Data Measures:

- Walk-through/Observational Data
- School-based Survey (staff or students)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Monthly survey

Timeframe for Reviewing Student Outcome Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

BLT

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage 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 2025-2026.

The percentage 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 2025-2026.

*WWE 3rd grade students proficient or above in ELA on the SBA surpasses the 3-year target goal of 90%, by 3.8% in the spring of 2025.

2025-26 Goal:

The percent of 2nd grade students projected to be proficient or above in ELA based on the MAP assessment will increase from a baseline of 81.1% to a target goal of 83.1% by spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

- High Quality Tier 1 Instruction

- Professional Learning Communities
- Tier 1 and Tier 2 Foundational Skills Instruction
- Research-based Reading Instruction

Action Plan

Evidence-based Practice 1:

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

Using UDL and embedded practices to support all learners as part of collaborative planning. Intentional use of feedback in a timely and effective manner. PLCs meet monthly to review student work and data in order to adjust instruction appropriately.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Teachers

Highly Capable Services

- Differentiation: Educators use pre-assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.
- Professional Development for K -5 teachers: Math for Love (grades 1, 2). West Woodland is part of a HC pilot for grades 4 and 5.
- The Highly Capable department will be supporting kindergarteners and grade 3 as part of the pilot.

- Quarterly Professional development for all staff during early release days. Small group instruction supports by tutors, and IXL to support differentiation and student progress monitoring.

Expanded Learning

- Monthly assemblies to support student citizenship
- Dedicated daily SEL blocks in every classroom
- Buddy classes
- Friendship groups
- Sportsmanship and decision-making support
- Leadership opportunities (tour guides, buddy classes, assemblies, etc.)
- STEAM and Literacy Nights
- Expanding relationship with PTA supporting science and math
- Grant money from the District HC department enabled WWE to purchase curriculum and supporting instructional materials for small group instruction with a focus on serving students with rigor

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

Measures and Targets

2023-26 Goal:

By June 2026, 90% of families with students receiving special education, highly capable, 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.

2025-26 Goal:

By June 2026, at least 80% of families with students receiving special education, highly capable, 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.

Action Plan

Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Implementation Activity:

The goal of BLT this year is to develop methods of gathering engagement data and feedback from community events, including parent and student voices.

Process Data Measures:

Engagement Event Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

Student feedback for community events like STEAM night, open house, BLAST, etc.

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Teachers

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$33,306

Activities Implemented to Meet Intent and Purpose:

- Instructional Support
- Translation and Interpretation Services
- Bilingual Textual Materials
- State Test Coordinator Stipend

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: Tutors to support small group instruction across grade-level classrooms

Fund Program: PTA Grant

Intent and Purpose: PTA Grant

Dollar Amount: \$177,911

Activities Implemented to Meet Intent and Purpose:

- 5 x Grade-level Tutors (TIPS)
- 0.5 FTE Head Teacher
- 0.1 FTE Nurse
- IXL Math License