



Woodside Elementary

A place where we ALL learn and grow.

Strategic Focus 2025-2026

This document summarizes the key initiatives and successes of our first year together at Woodside Elementary, which included a primary focus on school climate and culture for the 2024–2025 school year. It also outlines our strategic focus for the 2025–2026 school year, which includes maintaining our positive learning environment while placing intentional emphasis on ensuring all of us at Woodside, both staff and students, learn and grow.

Data (based on caregiver responses):

Woodside caregivers are incredibly positive about their children's experience at Woodside, as indicated by survey responses at the end of the '24-'25 school year. 90% of respondents feel their child has a positive relationship with their teacher and 90% of respondents also feel they themselves have a positive relationship with the teacher, as well. Further, 88% of caregivers selected that the school's climate and culture was positive and 90% of caregivers feel that Woodside supports their child's social and emotional development. Finally, 95% of responses feel that building leadership / staff has created a welcoming school environment.

Data (based on teacher & support staff responses):

93% of Woodside teachers and support staff agree that Woodside is a positive, supportive place to work with a strong culture of collaboration. 89% of staff feel they are treated with respect and 96% of staff responding shared they feel they promote a culture of inclusion and belonging. Finally, 100% noted that building leadership / staff foster a positive school environment and act in the best interest of students. And, awesomely, 100% of our team at Woodside agrees that the work they do matters.

Findings:

Based on data from caregiver and staff surveys, Woodside feels it succeeded in its first year goal of fostering a positive climate and culture, making Woodside a place where staff and students want to be and feel they belong.

***Future Consideration:** *Create a developmentally appropriate student survey to ensure we get feedback from them, as well.*

Areas of Focus for 2025-2026

Rationale: Our recent successes are a strong foundation to build upon and we are committed to ensuring all students at Woodside Elementary learn and grow to their full potential. We do not feel our current assessment scores fully represent the capabilities of our students.

To address this, we have strategically targeted several key factors that we believe we can improve upon. This will allow us to drive student learning and growth while maintaining the strong climate and culture we've successfully established.

Special Education & Support Staff

1. Woodside Elementary enrolls the highest number of students that receive special education services. As such, we are renewing our focus on providing intentional support for our students with unique learning needs.
 - a. With appreciation to Pupil Services, we are actively working towards finding and hiring an additional special education teacher and we were able to add an additional special education aide to our staff.
 - b. Through ongoing professional development, special education staff are able to participate in training during our Late Start Monday (LSM) times, such as Reframing Behaviors & Nonviolent Crisis Intervention and Prevention.
 - c. Special education teachers are also collaborating with the Department of Public Instruction (DPI) and other specific WRPS elementary schools by participating in the Early Reading Project.

Professional Learning

1. To foster continuous learning in best practices for our staff, Woodside has launched and plans to participate in professional development opportunities.
 - a. A representative group of educators participated in the Professional Learning Community (PLC) Institute in Madison, WI this past August.
 - i. From that training, a Guiding Coalition was formed that will be the team leading professional learning & development for our staff.
 - b. Staff meetings / mini-professional development will occur twice monthly at the start of the contracted day to discuss various best practices and training.
 - c. The time designated by WRPS for LSM has been reserved for all of our building-level PLC's to occur in our library to ensure collective inquiry, shared learning, and student results.
 - d. As mentioned above, Woodside teachers (4K-2nd grade, special education, reading interventionists, and student services personnel) are participating in DPI's Early Reading Project, along with other WRPS elementary schools.

Structural Enhancements

1. The building master schedule has been revised to maximize instructional minutes, with ongoing efforts to best utilize time for interventions within the classroom, as well as push-in instruction from our special education case managers, special education aides, and our reading and math interventionists.
2. A comprehensive overhaul of our building teams, now known as Shared Leadership Teams, are structured to maximize teacher engagement and collaboration around key areas of focus at Woodside. The teams include our Guiding Coalition, Intervention, Behavior, Student Services, and Woodside Pride (designed to celebrate student and staff accomplishments in order to continue fostering the positive climate and culture of our school).
3. Grade-level team leaders will also embed our PLC process into each grade, ensuring that our school-wide goals meet the universal and unique needs of all our students.
4. Our Student Engagement Facilitator (SEF) has also been scheduled at Woodside for a larger portion of their FTE, so they will be leading many aspects of our PLC, as well as focusing on coaching our teachers to enhance classroom practices that will ensure student learning.

Summary:

In our first year together, we focused on improving and sustaining our climate and culture. While we will continue to enhance student learning through those various practices, our academic achievement did not meet the high standards we have at Woodside. As a result, we are going to invest fully in our professional development to ensure our students learn and grow.

We know that what we have set out to accomplish by the changes noted above will be a very challenging endeavor. We will have challenges as we initiate and continue this work; however, we know that through supporting each other, as well as receiving support from WRPS, the Board of Education, parents, staff, and our students, we will accomplish what we set out to be:

A place where we ALL learn and grow.