

<b>MISSION:</b> Why do we exist? What is our fundamental purpose?	<b>Woodcreek's Mission:</b> <b>Empowering students to persevere, think critically, and maximize their potential to positively impact their community.</b>
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<b>Goal Areas:</b> (Aligned with district goals)	<b>CSI Focus Initiatives:</b> School-wide actions that will leverage the greatest improvement toward our four goals.	<b>Initiative Description:</b>	<b>Goal Outcomes:</b> What are the outcomes we seek in 3-5 years?
<b>Wellness &amp; Safety</b>	<b>Wellness Centers &amp; Social Emotional Learning</b>	<b>Social and emotional learning (SEL)</b> is the process through which children and adults understand and manage <b>emotions</b> , set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Data Analysis and the tragedies that the Woodcreek family experienced this year show a need for an increased level of support in this area. Wellness Center supports will help improve safety and wellbeing for all students.	<b>Increase Student access to social-emotional learning (SEL) supports and services to improve safety and well-being for all students.</b>
	<b>Restorative Processes &amp; Accountability</b>	<p><b>Promoting a Restorative Approach to Learning</b></p> <ul style="list-style-type: none"> <li>Promote respect, responsibility and emotional well-being.</li> <li>Develop and nurture safe, healthy and positive relationships between children, parents and staff</li> </ul> <p>The data analysis revealed a desire for <b>clarification and communication</b> on what the <b>restorative process</b> looks like at <b>Woodcreek</b> and how students are held <b>accountable</b>. Past years data reveal disproportionate discipline amongst student groups.</p>	<b>Create a restorative school community that enhances accountability, responsibility and empowers change and growth.</b>

<p><b>Equity &amp; Inclusion</b></p>	<p><i><b>Special Education (including co-teaching)</b></i></p>	<p>Currently consists of the vast majority of Special Education students are enrolled in at least 1 <b>Academic Lab class</b>. This year the district has begun some “<b>co-teaching</b>” classes in which a <b>general education teacher and a special education teacher co-teach a 1 period</b> freshman class. This is a move toward increasing the <b>inclusion</b> of special education students into the general education environment.</p>	<p><b>Reduce achievement and opportunity gaps; disrupt institutional biases; and end inequitable practices so all students have an equal chance at success in all school programs.</b></p>
<p><b>Student Centered Instruction &amp; College Career &amp; Life Ready</b></p>	<p><i><b>PLC (Intervention, First Instruction, relevant &amp; meaningful C/I)</b></i></p>	<p><b>Professional Learning Communities (PLC)</b> is the broader term that is used to guide the work of our Professional Learning Teams (PLT). PLC’s are collaborative teams that focus on student learning outcomes and use data to determine what students need to know, how we will know when they learned it, what we will do if they didn’t learn it and how to respond if they already know it. This work is the basis for our continued improvement of <b>first instruction</b> to support <b>all</b> students as well as what <b>interventions</b> are needed and how <b>Pack Period</b> can be improved to support <b>student learning</b>. In addition, by supporting all students and by providing <b>relevant and meaningful instruction</b>, we are ensuring that all students will be <b>ready for life after high school</b>.</p>	<p><b>Design and deliver instruction that is engaging, responsive, personalized by voice and choice, and aligned with evidence-based practices.</b></p> <p><b>Ensure all students graduate from high school ready for college, career, and life; prepared to pursue the future of their choosing.</b></p>