Fernwood
2019-20 Strategic Action Plan

At Fernwood, we create and **maintain a safe** and **consistent learning community** by establishing **positive behavioral supports** and a culture where all students **achieve social, emotional** and **academic success**.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	Increased percentage of students who feel safe, have a sense of belonging and personally meaningful relationships, and believe their school is vibrant and inclusive, with rules that are fair and equitable
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level

EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Fernwood, our goal is to go deeper with understanding and implementing equitable teaching practices to achieve our school-wide goals. Specific actions our school will take toward this goal include:

- **As a Staff:**

- ○ We will engage in culturally responsive teaching practices that allow the perspectives of all students to be shared through:
  - Building relationships with and among students
  - Collaborative learning experiences
  - Effective and intentional feedback
  - Social and emotional learning
    - Classroom meetings
    - Second Step curriculum
- ○ In addition to the practices named above, we will specifically increase opportunities for our EL students to engage in rigorous core content. As a staff, we will learn and implement strategies specific to supporting EL students throughout a unit of study to ensure access on a daily basis as well as over time.

- **Equity Team:** In alignment with our self-evaluation of Fernwood's 2018-19 Equity Inventory, we will continue to learn, grow, and reflect around the following:
  - ○ *Cultural norms around student behavior*: We will use the opening of each Equity Team meeting to focus on the cultural norms of a subgroup of students we serve through articles, websites, or persons invited in to share.
  - ○ *Culturally responsive teaching practices*: We will engage in We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be by Cornelius Minor book study to deepen our knowledge of equitable school-wide teaching practices aligned to our instructional foci named above.
  - ○ *Ongoing self reflection*: Continue to learn and reflect on our own biases in order to enable us to become more aware of our own assumptions.
  - ○ *Share out learning with others:*
    - Our team will share our learning about cultural norms in relation to student behavior with Positive Behavior Interventions & Supports (PBIS) to allow this team to go deeper with understanding the root cause around disproportionalities in behavior referrals.
    - Our team will align creative and innovative equitable practices to school-wide instructional practices and incorporate their teaching into Staff Meetings, Early Release professional development, and other professional development opportunities that may arise.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs
The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic

information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:
➔ Attendance Records
➔ Classroom Based Assessment Results
➔ Demographic Information
➔ Discipline Data w/in our School-Wide Information System (SWIS)
➔ Tiered Fidelity Inventory (TFI)
➔ Equity Inventory
➔ End of Course Grades for Students Striving to Meet Standard
➔ Family Inventories/Surveys
➔ Student Surveys
➔ Collaborative for Academic, Social, and Emotional Learning (CASEL) Self Evaluation
➔ Individual Running Records
➔ Smarter Balanced Assessment Consortium (SBAC) Scores by Year and Demographic
➔ Standardized Testing and Reporting (STAR) Data in Math or Reading
➔ Every Student Succeeds Act (ESSA) Data

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Overall, our English Learner (EL) students are not reaching standard at the same rate as their general education peers and other sub groups of students. Based on this data, we believe there is a need to deepen instructional teaching practices specific to increasing academic opportunities for this subgroup of students
- Our Multi Tiered Systems of Supports (MTSS) model needs to become more robust to best meet the needs of our Tier 1 and Tier 2 students in the areas of behavior and academics (stronger systems around implementing and monitoring appropriate interventions).
- Disportionality exists within our referrals based on gender and race.

We believe these areas for improvement are the result of the following root cause(s):

- EL students face several barriers when trying to access grade-level curriculum:
  - Academic and foundational language as well as social language
  - Process time to follow directions or other information across all settings. EL students may be more impacted by pacing than their peers
  - Background knowledge across the curriculum
  - The need for more visuals, collaborative learning, and hands-on activities
  - Structure of tests, lessons, and activities
- We continue to strengthen our MTSS Tier 1 and 2 work by our focus on growing students' academic and social and emotional capacities (through initiatives such as PBIS, CASEL, and PLC work). While these initiatives were previously implemented, more work is needed to implement these systems with fidelity:
  - SWIS, think sheets, and consistency are areas to grow in for PBIS
  - Having solid systems in place for supporting Tier 1 and Tier 2 students, academically and social and emotional:
    - **Academic**

- - Coherence across PLCs around the implementation of school-wide instructional practices (Strengthening Tier 1)
  - Using student data and PLC practices to adjust instruction based on student need (whole group, small group, and 1:1) (Strengthening Tier 1 and 2)
  - Aligning interventions to student needs in a timely manner through PLC work, Guidance Team, and Evaluation Team as well as monitoring progress (Strengthening Tier 2)

  Social and Emotional
  - Consistent teaching of Second Step curriculum (Strengthening Tier 1)
  - Reinforcing social and emotional capacities throughout the day in alignment with CASEL (Strengthening Tier 1 and 2)
  - Moving from a place of "I" (self-management, self-awareness) to a place of "We" (social awareness, relationship skills) (Strengthening Tier 2)
  - Utilizing PBIS Tier 1 and 2 teams to align interventions to student needs as well as monitoring progress (Tier 1 and 2)

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypotheses about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that If we provide intentional instruction, tiered supports, and positive reinforcement to foster students' social and emotional capacities, students will develop self-efficacy, a growth mindset, and positive relationships with peers as well as a healthy self concept to further positively impact engagement in learning and social opportunities. We believe that when students feel connected at school, they are more likely to take on academic challenges and seek opportunities to reach their greatest potential and experience success.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *By June of 2020, All students will have an increased connection to school, and engagement in learning as measured by our Tiered Fidelity Inventory and an increase in positive Student (Fall 2019 - Spring 2020) and Parent (Spring 2019 - Spring 2020) Survey responses. This will include students feeling safe, having an increased sense of self and belonging, having personally meaningful friendships, and believing that our school is vibrant and inclusive, with rules that are fair and equitable.*

Instructional Strategy	Instructional Practice

To make progress toward our specific goal, we will:	Our instructional strategy relates to:
- Be intentional about forming relationships by utilizing strategies that build, maintain, and restore relationships overtime (Tier 1 and 2) - Model, teach, and engage students in appropriate interactions in social and academic settings (Tier 1: collaborative learning experiences,, peer-to-peer feedback, etc.) - Utilize school-wide culturally responsive instructional practices that value all student perspectives and allow all students to access the curriculum, especially for our EL students (Tier 1: collaborative learning experiences, class meetings, GLAD strategies) - Positively reinforce appropriate behavior aligned to school-wide expectations (Tier 1) - Explicitly teach social and emotional skills as a Tier 1 support for all students (Tier 2: CASEL Competencies, Second Step, Reinforcement through the day, assemblies, etc.) - Strengthen the implementation of our MTSS model by improving data-based decision making around behavior interventions and monitoring systems (Tier 1 and 2 Teams, SWIS, Request for Assistance form, etc.) - Provide professional development in relation to specific Tier 2 behavior interventions	- Building and Maintaining Relationships - Providing Formative Feedback - Structuring Collaborative Learning Experiences

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis completed by our 2018-19 SDLT, we believe that if we provide access to high quality instruction, appropriately scaffolded curriculum, culturally responsive teaching practices, and specific GLAD strategies throughout the course of a unit, we will close academic gaps for our EL students.

While we have EL students at grade level in core content areas, our data indicates we need to provide stronger support for this subgroup to close the academic achievement gap. We believe that if we grow in best practices specific to serving EL students, we will impact the positive achievement of all students as a result.

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

- *By June of 2020, All students will increase their reading skills in accuracy and comprehension as measured by making one year or more of growth as measured by fall and spring assessments: formal and informal IRRs, STAR, student work samples and reading conferring anecdotal records.* (iREADY?)

- *By June of 2020, All EL students will increase their reading skills in accuracy and comprehension as measured by making one year or more of growth as measured by fall and spring assessments: formal and informal IRRs, STAR, student work samples and reading conferring anecdotal records.*

Instructional Strategy	Instructional Practice

To make progress, toward our specific goal, we will:
● Provide structured collaborative learning opportunities that support all students in being engaged in higher order thinking (Tier 1)
● Explicitly teach strategies that enable students to access curriculum as a Tier 1 support for all students with a focus on EL (GLAD strategies, visuals, collaboration, hands-on activities, etc.)
● Learn about and implement GLAD strategies that will support EL students as well as all students in accessing curriculum throughout the course of a unit. Reinforce social and emotional skills within academic learning opportunities (Tier 1 and 2)
  ○ These strategies will be tied to:
    ■ Collaborative Learning Experiences
    ■ Visuals, graphic organizers, and other scaffolds.
● Develop understanding of how to differentiate for our EL supports based on levels of proficiency.
● Utilize culturally responsive teaching practices aligned to our focus on high level teaching strategies (Tier 1)
	Our instructional strategy relates to:
	● Building and Maintaining Relationships
	● Providing Formative Feedback
	● Structuring Collaborative Learning Experiences

- Further develop students' self-efficacy and self assessment and peer to peer feedback practices (Tier 1 and 2) - Differentiate learning through PLC practices (Tier 1 and 2) - Strengthen the implementation of our MTSS model by improving data-based decision making around academic interventions and monitoring systems (Tier 1 and 2: School-wide data through PLC practices, Request for Assistance, frequent meetings with LAP and EL staff, Guidance and Evaluation Teams, etc.)	

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Fernwood meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- PBIS:
  - Building effective relationships
  - Data informed decision making for PBIS Teams (Tier 1 and 2)
  - Tier 1 supports
    - Restorative practice: Circles
    - Continue CASEL work focusing on growing social and emotional capacities aligned to social awareness and relationship skills
    - Align language within Second Step with CASEL competencies
  - Tier 2 supports
    - Strengthen Tier 2 interventions:
      - Student Intervention Matching form use to align intervention to student need

- ● Tracking fidelity of implementation
- ● Structured Collaborative Learning Experiences
  - ○ Student discourse
  - ○ Visuals
  - ○ Feedback
- ● GLAD Strategies: Provide choice in learning about specific GLAD strategies that support EL students across a unit of study through the gradual release of responsibility:

GLAD	Beginning of Unit	Throughout Unit	End of Unit
Teacher-Student	-Expert Groups -MInd Maps -Sentence Patterning Chart -Cognitive Content Dictionary -Inquiry Chart -Graphic Organizers -Pictorial Input Chart	-Expert Groups -Mind Maps -Cognitive Content Dictionary -Graphic Organizers -Cognitive Content Dictionary	-Mind Maps -Cognitive Content Dictionary
Student-Student	-Expert Groups -Mind Maps -Picture File Cards -Sentence Patterning Chart -Cognitive Content Dictionary -Inquiry Chart	-Expert Groups -Story Maps -Mnd Maps -Picture File Cards -Cognitive Content Dictionary	-Story Maps -Mind Maps -Picture File Cards
Student	-Picture File Card -Sentence Patterning Chart -Graphic Organizers -Pictorial Input Chart	-Story Maps -Picture File Cards -Graphic Organizers	-Story Maps -Picture File Cards

- ● Instructional Team
  - ○ Book Study, <u>A Mindset for Learning, Teaching the Traits of Joyful, Independent Growth</u> by Kristine Mraz and Christine Hertz
  - ○ <u>The Growth Mindset Playbook: A Teacher's Guide to Promoting Student Success</u> by Annie Brock Heather Hundley
- ● SDLT:
  - ○ Book Study, <u>Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding</u> by Nancy Frey, Douglas Fisher, and Sandi Everlove
  - ○ Book Study, <u>Teaching English Language Learners Across the Curriculum</u> by Judie Haynes and Debbie Zacarian
  - ○ Social and emotional learning
  - ○ Learning Walks
- ● Equity:
  - ○ <u>We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be</u> by Cornelius Minor
  - ○ Expand our understanding and beliefs around cultural norms around students behavior, culturally responsive teaching practices, and ongoing self-reflection around race and implicit biases

- Differentiated support
- Technology as needed
- Extending and deepening learning for high achieving students

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- Develop a common language around SEL with our community:
  - Reinforce CASEL competencies at Curriculum Night
  - Speak about SEL in parent newsletters and at PTSA meetings
  - Provide a copy of the CASEL competencies for each home to support reinforcement
  - Provide parents an opportunity to grow their own understanding of social and emotional competencies at PTSA meetings:
    - Embed the use of circles into PTSA meetings for parents to share their perspectives.
    - Celebrate students achievement connected to these competencies (e.g. Connect student perseverance in the PTSA math challenge to self-efficacy and self-motivation when students are present and being celebrated)
    - Ask parents to write down and submit their thinking for feedback
- Invite parents to volunteer
  - Create volunteer opportunities for playground supervision
  - Consistent classroom volunteers
  - Watch DOGS volunteer
  - Special occasions volunteer
- Invite parents to participate in school and PTSA events:
  - After school activity sessions
  - Curriculum Nights
  - Fall Conferences
  - Math Challenge
  - Spelling Bee
  - STEM Nights
  - Cultural Night
  - Community Build Evenings: Resource Fair, Bingo Night, End of the Year Carnival

Thank you for being part of your student's education and for partnering with us!