



Bear Creek Elementary 2019-20 Strategic Action Plan

At Bear Creek Elementary, we develop a safe and positive learning environment that creates inclusive learning experiences which empower our community of students, families, and staff to make learning joyful, rigorous, and attainable for all.

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 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 model positive social skills and resiliency within a culturally diverse community
Goal 3 Growth for Every Student. Elimination of Outcome and Opportunity Gaps	Minimal 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 Bear Creek, our Equity Team's goal is to build awareness and



increase staff racial and cultural literacy to ensure every student knows they belong and can be inspired and thrive as learners. Specific actions our school will take toward this goal include:

- Equity committee provides frequent updates and shares key learnings at staff meetings and inservices throughout the year
- Fifth grade leadership cohort creates a school mural focused on celebrating students' cultures, families, and diversity
- Equity committee shares information in staff meetings around implicit bias and multicultural ideas
- Conduct school-wide self-assessment using the equity inventory to gauge readiness of teachers and school in meeting equitable practices
- Equity work will be shared with our families and community members during PTA/PTO meetings and other large gatherings to promote a shared understanding of key issues and to enhance our community partnerships in addressing equity needs and opportunities.

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:

- Classroom Based Assessment Results
- SBA data
- Teacher Reflections/Surveys
- Student Interviews or Surveys
- BEISY inventories
- Star data
- Discipline data
- Hi-Cap test results
- iReady math data
- Star data in math



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

- Students need to not only know/identify positive social skills, they also need to consistently demonstrate them across contexts
- Students need to be able to demonstrate mastery (in multiple ways) of standards leading to algebra readiness

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

- Teacher knowledge around developmental scope and sequence of concepts (social & academic)
- Lack of explicit teaching that includes a clear purpose and an instructional design using the Gradual Release of Responsibility model
- Lack of systemic tier 2 interventions with staff being able to identify if student needs are connected to motivation or skill deficits
- Too few opportunities for repeated practice within different real life situations
- Students need frontloading of expected outcomes as they are learning new skills (social & academic)

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis 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

- create a schedule for teaching and practicing expectations and social skills that are repeated at specific times across the year
- set specific outcomes for our social/emotional lessons and make sure students know these outcomes as we teach
- use a common language when working with students in real life social situations
- Continue implementation of tier 1 PBIS strategies
- Implement tier 2 interventions for students in need
- Participate in Equity and PBIS professional development

then students will be able to know and consistently demonstrate positive social skills.



SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: **Between October 2019 and April 2020 K-5 Bear Creek Elementary Students and K-6 NFP students will show an increase in their positive perspective about school and eventual changes as measured by BEISY data and student survey responses.**

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will build relationships, set objectives, and provide formative feedback within our continued implementation of tier 1 strategies for PBIS. This means that:</p> <ul style="list-style-type: none"> ● We will make specific plans for, and reflect as a team, about our status concerning the development of positive relationships with students -- this will also connect to our equity work. <ul style="list-style-type: none"> ● Second Step Curriculum (both schools) ● Mindfulness read-alouds - mindsets for learning (both schools) ● Positive recognition efforts (PAWS) ● Quiet Mindfulness Practice (NFP) ● Positive greetings at the door for morning and recess entry ● We will collaborate within PLC teams to establish times/scope & sequence of teaching expectations and social skills. <ul style="list-style-type: none"> ○ Using curriculum and PBIS tier 1 and tier 2 strategies ● Set objectives, share with students, and assess their understanding of the objectives. Staff post daily schedules in consistent location for student access. ● Provide formative feedback within lessons and throughout the school. ● Reinforce positive behavior with school-wide recognition system in a way that builds positive relationships and incorporates formative feedback <ul style="list-style-type: none"> ○ PAWS Slips ● By Spring of 2020 students will show an increase in their perspective about school and eventual changes. 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives based on base-line data ● Providing Formative Feedback ● BEISY Screening and Student Survey to provide data in the fall and spring of the 2019-20 school year



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

Theory of Action

Based on the data and root cause analysis we completed, we believe that if

- We understand the scope and sequence of standards as well as the developmental sequence of students learning targets.
- We set and are explicit with students about the learning objectives and the “why”
- We engage students in opportunities that focus on the process rather than just on the answer.
- We provide professional development with PLC structures to support teachers in identifying student needs for planning responsive instruction
- We implement PBIS tier 1 strategies and tier 2 interventions

then students will demonstrate mastery of standards leading to algebra readiness in multiple ways.

SMART Goal

Between September of 2019 and May of 2020, students receiving mathematical instruction at Bear Creek who are performing below grade level in strategies and skills to develop algebra readiness will exceed their expected annual growth as measured by iReady and SBA assessment data. Students who are at or above grade level in strategies and skills to develop algebra readiness will meet or exceed their expected annual growth as measured by iReady and SBA assessment data.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will build relationships, set objectives, and encourage higher order thinking and asking questions. This means that</p> <ul style="list-style-type: none"> • We will focus on setting clear objectives that students can articulate and identify • We will build relationships with students that provide the opportunity to address student interests and develop a growth mindset. • We will identify struggling learners using iReady, SBA, and classroom data • We will use formative assessments and classroom data to frontload and scaffold learning for students who may have gaps in upcoming content. • We will pre-assess and then progress monitor for understanding over time. 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Meeting as teams to examine where algebra readiness standards are addressed in our curriculum and identify explicit objectives and vocabulary. • Setting clear objectives • Encouraging Higher Order Thinking & Asking Higher Order Questions • Providing students formative feedback • Using iReady and SBA data to gauge student growth



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 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 Bear Creek 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:

- Tier 1 and tier 2 trainings for implementation of PBIS activities and structures
- Equity committee sharing and training for all of our staff
- Professional development for using iReady assessment tools
- Professional development for effective practices in PLC data dives and analysis
- Ongoing PLC training for more effective team collaboration
- Training for giving the Beisy and analyzing data
- Ongoing discussions and development of inclusive practices

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:

- Sharing our strategic goals and work with families through Bear Tracks newsletters, website, and PTA meetings
- Providing professional learning opportunities for staff and families around building positive relationships and community provided through "Fund-A-Need" monies raised during BE Community Auction
- Building positive relationships and connections between school and home through school and/or PTA events and programs (Nature Vision, after school activities, Taste of Bear Creek, etc.)
- Providing opportunities for ongoing school to home conversations for supporting student academic progress and growth
- Providing Volunteer opportunities (Watch D.O.G.S./F.R.O.G.S, classroom support, PTA, etc.) to support our students and build relationships within our community



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