



## Northshore Early Childhood 2019-20 Strategic Action Plan

At Northshore Early Childhood, we strive to provide an individualized early childhood education program in a loving, safe, family oriented environment. Instructional programs are:

- Collaborative
- Based on sound educational practice and data
- Differentiated to meet the needs of each student
- Meaningful and motivating to the child and family

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
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners	<b>Measure:</b> Increased percentage of students with at least 95% average school attendance and at least 95% of in-class attendance. <ul style="list-style-type: none"><li>• Track Attendance / Tardiness Data</li></ul>
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps	<b>Measure:</b> Increased enrollment and completion rates for traditionally under-represented student groups in specialized programs <ul style="list-style-type: none"><li>• Track number of students identified through guidance team process</li><li>• Track number of students to Referral Process</li><li>• Track GOLD data for EL students</li><li>• Track Ready Start "income eligible" enrollment data</li><li>• Collect longitudinal data through Synergy to third grade</li></ul>



## EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Northshore Early Childhood, our Equity Team's goal is to provide a safe and inclusive environment for all students and families; fostering kindness, providing an environment for wonder and exploration. At Northshore Early Childhood we recognize parents to be the child's first teacher and actively seek to promote parent engagement by bringing diverse cultures to life within our classrooms.

Specific actions our school will take toward this goal include (DRAFT):

- Monthly Equity Team Meetings
- Professional Development for staff members
  - District Trainings
  - Book Study
  - Activities and discussions led by the Equity Team at each bi-monthly staff meeting
- Classroom libraries to reflect our various cultures
- Reflection around Instructional practices, as related to Holidays conversations
- Support staff in utilizing curriculum to foster parent connections

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.

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## 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
- ✓ Referral Rates
- ✓ Classroom Based Assessment Results
- ✓ Demographic Information
- ✓ Individual Running Records

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

- Missed instructional minutes
- Over identification of EL students receiving special education services



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

- Partner with our parent community to improve attendance rates for Early Childhood students, so students can access an increase of instructional minutes to improve student learning.
- An increased dialogue with parents on what “support or help” looks like. (share out of our MTSS framework)
- Increase enrollment in Ready Start/ECEAP/HS slots in GE environments
- Internally create a GE pathway of support through our guidance team (not special education assessment team)

**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 improve student attendance, students will become more responsible, empathic and persistent learners.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *By May 2020, unexcused absences and tardiness will decrease by 10% for Northshore Early Childhood students as measured by Synergy Attendance.*

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will: <ul style="list-style-type: none"> <li>● Provide Parent Handbook in September to all enrolled families stating attendance policy               <ul style="list-style-type: none"> <li>○ Classroom Newsletters/communication</li> <li>○ Health Room Newsletters/communication</li> <li>○ Parent Education</li> </ul> </li> <li>● Daily attendance</li> <li>● Daily phone calls from office staff for all absences</li> </ul>	Our instructional strategy relates to: <ul style="list-style-type: none"> <li>● Building and Maintaining Relationships</li> <li>● Setting Objectives</li> <li>● Providing Formative Feedback</li> <li>● Structuring Collaborative Learning Experiences</li> </ul>



<ul style="list-style-type: none"> <li>• Daily phone calls from teaching staff for all unexcused absences</li> <li>• After 3 unexcused absences or pattern, parent letter will be sent home from office</li> <li>• After 5 unexcused absences parents will be invited to a meeting with classroom team and family support specialist to identify challenges and potential resources</li> <li>• After 7 unexcused absences parents will be invited to a parent education meeting and asked to sign a parent contract acknowledging the importance of consistent student attendance</li> </ul>	
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**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 create a guidance team and a GE pathway for students to receive high quality early childhood instruction within NSD Early Childhood classrooms (Head Start/ECEAP/Ready Start) following a MTSS framework , then students will learn within general education environments and receive differentiated support and decrease special education referrals.

SMART Goal

*On June, 2020, NSD Early Childhood will decrease special education referrals of students who are identified and receiving early intervention EL services and NSD early childhood programming (Head Start/ECEAP/REady Start) to 5% referral rate as measured by referral data.*

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will form a: <ul style="list-style-type: none"> <li>• Guidance Team</li> <li>• Early Intervention Matrix</li> <li>• Resource Library</li> <li>• Intervention Strategies</li> <li>• GLAD PD</li> <li>• EL Support</li> </ul>	Our instructional strategy relates to: <ul style="list-style-type: none"> <li>• Building and Maintaining Relationships</li> <li>• Setting Objectives</li> <li>• Providing Formative Feedback</li> <li>• Structuring Collaborative Learning Experiences</li> <li>• Encouraging Higher Order Thinking &amp; Asking Higher Order Questions</li> </ul>

**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.

**Goal 3:**

- EL GOLD Assessment Data (3 times per year)
- Track monthly Child Find data
- Tracking monthly RS enrollment
- Monthly guidance team referrals
- Monthly assessment team referrals

**Goal 2:**

- Monthly student attendance
  - Data base: excused, unexcused, tardy, parent / teacher meetings
  - Parent Communication
  - Parent Education events and topics
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## 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 within Northshore Early Childhood 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:

- PLC weekly team meetings
  - Book Studies:  
Beyond Behavior Management, Creating Innovators, Hidden Figures
  - Parent PD: 5 times a year (topic will be decided by parents)
  - PBIS for parents: each Friday at Sorenson
  - Parent Support Groups: monthly
  - Targeted Creative Curriculum and GOLD PD on Team and SDLT days for all NSD Early Childhood staff
  - Zones of Regulation PD
  - EL pre-referral process (Elizabeth Meza) Sept 25, 2019
    - Follow up committee work
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## 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:

- PTSA
- Boy Scouts/Eagle Scouts
- Community Serve
- Northshore Schools Foundation
- Eastside Baby Corner
- Provail
- Hope Link
- Mary's Place
- Center for Human Services
- Northshore Consortium group
- PSESD
- UW Bothell
- Pediatrician groups
- B-3 partners: Kinderling, Childstrive, Wonderland
- Food Life Line

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