



Maywood Hills Elementary 2019-20 Strategic Action Plan

At Maywood Hills our actions are grounded in a strong belief in the capacity of every student to achieve academic and social-emotional success that prepares them to thrive in a world yet to be imagined.

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	Increase our percentage of students who feel safe, have a sense of belonging, personally meaningful friendships, and believe that 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 in the area of math



EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Maywood Hills we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student.

During the 2019-20 school year, our Equity Team's goal is to focus on racial literacy, cultural competence, and culturally relevant leadership
Specific actions our school will take toward this goal include:

- Participate in staff activities from the book *Courageous Conversations*, led by our Equity Team at Staff meetings
- Leading professional development trainings for staff that supports the learning gained by our Equity Team at district trainings.
- Complete a pre-assessment of the Equity Inventory to determine current position and develop next steps in year long growth
- Implement the Families program in January 2020 and provide activities that open conversations to learn more about one another
- Development of classroom libraries that reflect and are accurate in various cultures
- Develop quarterly lesson plans on culturally rich literature for each classroom
- In May complete a post-assessment Equity Inventory to measure our year long progress.

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
- BEISY Inventories
- Classroom Based Assessment Results
- Climate Surveys



- Demographic Information
- Discipline Data
- Individual Running Records
- SBAC Scores
- I Ready Data in Reading and Math
- Student Interviews or Surveys

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

- Some students are not making adequate progress in math
- Some students at or exceeding standard are not reaching their full potential
- A need for self-regulation and problem solving strategies

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

- Limited alignment of schoolwide data collection
- Lack of consistency in intervention/enrichment
- After core instruction differentiation does not consistently occur
- A need for more Social Emotional supports/instruction

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

We believe that if we implement SEL curriculum/strategies, provide opportunities to engage, practice, and apply, then students will be able to self regulate and engage throughout the day, increasing their ability to succeed academically.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: Between September 2019 and May 2020, students at Maywood Hills who are identified as at risk as measured by the fall BEISY scores and monthly analysis of office referral data will decrease their number of monthly office referrals.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we have chosen the following instructional strategies that are culturally responsive, high leverage, and adhere to universal design for learning. These	Our instructional strategy relates to:



<p>strategies will be used in Maywood Hills' classrooms and throughout all learning environments. These strategies we have chosen are based on best practices and have been shown to make a positive impact on student learning.</p> <ul style="list-style-type: none"> ● Modeling, teaching and reinforcing school-wide expectations ● Utilize a reset area in each classroom and access buddy rooms. ● Weekly reinforcement of school rules through Tiger Ticket Drawings ● Common professional development opportunities for staff on Wednesday afternoons and tucked into other meetings ● Mentoring, coaching, or additional professional development for individuals as needed through Guidance Team ● PBIS/Guidance team partnership to support students in both meeting structures ● Counselor groupings based on info from BEISY, Teacher referral, and Guidance Team. ● Spotlight time on students during meetings to highlight strategies that work with them and to learn more about individual students. ● Implementation of a "Families" program" to kick off in January 2020. 	<ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Providing Formative Feedback
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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 identify specific next steps in instruction with each student then students will have greater outcomes and growth.

If Through quality data we identify students that are struggling and differentiate those supports, and through small group instruction, regroup students frequently based on their skill deficit and need, and develop a schedule for students to travel based on need, then we will have greater academic outcomes and growth in the area of math.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By May 2020, Maywood Students K-5 will increase by one or more grade levels in math as measured by Unit Assessments, I Ready and SBA.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we have chosen the following instructional strategies that are culturally responsive, high leverage, and adhere to universal design for learning. These strategies will be used in Maywood Hills' classrooms and throughout all learning environments. These strategies we have chosen are based on best practices and have been shown to make a positive impact on student learning.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Providing Formative Feedback



<ul style="list-style-type: none">• Intervention/enrichment groupings to reteach and extend math concepts• Data sheets to track and monitor student progress by grade level• Continuous cycles of data analysis as a PLC with time spent on next instructional moves• Continue our work on higher order questioning• Dig into formative and summative assessments applying the learning to our classrooms	<ul style="list-style-type: none">• Higher Order Thinking and Questioning
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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 Maywood Hills Elementary 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:

- Oward and developing our community resilience
- Structured PLC time to discuss and examine data in cycles
- Instructional strategies to support enrichment of math concepts
- Equity Professional development to look at our current practices and assess all students' ability to access.

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:

- Back to school BBQ



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- Kindergarten Picnic and All School Open House to meet teacher and learn more about our school
 - Family meetings with the Kindergarten families to form a partnership
 - Curriculum Nights and Fall Conferences to facilitate knowledge of the classroom and the home school partnership
 - Volunteer opportunities and around the school
 - PTA sponsored events throughout the year including BBQ, Monster Mash, La Posada, Festival of Cultures, and Art/Science Night
 - Weekly parent communication from school and monthly from each classroom

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