



## Frank Love Elementary 2019-20 Strategic Action Plan

At Frank Love Elementary, we believe...

- in ourselves and in each other.
- that we are resilient learners.
- that everyone is unique and valuable to our community.
- that by supporting one another, we can overcome any obstacle.

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
<p><b><u>Goal 2</u></b> Responsible, Resilient, Empathetic Learners</p> <p><b>Attendance:</b> <i>Between October 2019 and June 2020, we will reduce the absenteeism rate for those <b>students who have a history of chronic absenteeism (more than 10% absenteeism rate)</b> to nine or fewer absences in the coming year. We are aiming to reduce this rate for at least 50% of our students with a history of chronic absenteeism to be measured by attendance data.</i></p>	<p><i>Increased percentage of students who feel safe, have a sense of belonging and personally meaningful relationships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.</i></p> <p>Measures:</p> <ul style="list-style-type: none"> <li>● BIESY Screener</li> <li>● Student Climate Survey</li> <li>● Staff Belief Survey</li> <li>● Office Referral Data</li> <li>● Health Room Data</li> <li>● Attendance Data</li> </ul>



<p><b>Behavior:</b> <i>By June 2020, discipline referrals around fighting and name-calling will decrease among K-5th graders by at least 10% as compared to the 2018-2019 school year to be measured by in-school discipline referral data.</i></p>	
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>Between October 2019 and June 2020, all students who are not yet at standard in the area of mathematics will increase their proficiency by at least one year's growth in the numbers and operations strand as measured by iReady, SBAC data and classroom-based assessments.</i></p> <p><b>Focus Students:</b> <i>Between October 2019 and June 2020, students who are identified as <b>English Language Learners and/or Special Education Students</b> who are not yet at standard in the area of mathematics will increase by more than one year's growth in the numbers and operations strand as measured by measured by iReady, SBAC data and classroom-based assessments.</i></p>	<p><i>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</i></p> <p>Measures:</p> <ul style="list-style-type: none"><li>● SBAC Math Data</li><li>● iReady Data</li><li>● Pre and Post Unit Tests</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 Frank Love Elementary our Equity Team's goal is outlined in our Equity Mission and Vision Statement.

Specifically we believe:

- 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.
- As educators, we agree to engage in a conscious and deliberate effort to challenge the impact and perpetuation of institutional white racial power, presence, and privilege.
- We agree to move beyond solely the celebration of diversity and create an inclusive, welcoming, and supportive community in which it is possible for students, families, and staff to talk about how they experience unfairness and discrimination and to heal.

We will reach these goals and objectives by:

- Providing opportunities for staff to engage in courageous conversations to challenge our own biases and institutional perspective.
- Dedicating time, energy, and resources to ensure that all students have the opportunity to succeed opportunity and the support necessary to be successful.
- Providing opportunities for students to learn about a wide variety of racial experiences in our community and country.
- Creating a platform for our students, families, staff, and community members to have an influential voice.

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
- iReady Data in Math or Reading
- SBAC Scores

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

- Goal 3:
  - An increase of more than one year's growth for any ELL student not yet reaching proficiency in the area of math.
- Goal 2:
  - Decreasing the number of absences amongst students with a history of high absenteeism to nine or fewer absences in the span of a school year.
  - Decreasing the number of office referrals for fighting and name calling.



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

- Weak peer-to-peer relationships and a lack of explicit opportunities to build relationships amongst peers in a positive way.
- Low family and community partnership with the school particularly with our families of color and low income families.
- Families are uninformed about the impact of high absenteeism.
- The prevalent practice of teaching the curriculum without consideration of high leverage practices for differentiation based on data and student needs.

### 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 explicitly teach conflict resolution strategies, emotional regulation strategies and provide students ample opportunities for positive peer-to-peer relationship building, then students will have fewer conflicts on the playground and we will see a decline in the number of discipline referrals for fighting or name-calling.
- We believe that when there is strong school and family partnership and families and students are informed of the impact of high absenteeism, then we will see a decrease in absenteeism.

#### SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:

Between October 2019 and June 2020, we will reduce the absenteeism rate for those **students who have a history of chronic absenteeism (more than 10%)**



**absenteeism rate)** to nine or fewer absences in the coming year. We are aiming to reduce this rate for at least 50% of our students with a history of chronic absenteeism to be measured by attendance data.

By June 2020, discipline referrals around fighting and name-calling will decrease among K-5th graders by at least 10% as measured by in-school discipline referral data.

Instructional Strategy	Instructional Practice
<p><b>Behavior:</b> To make progress, toward our specific goal, we will teach students KC/Kelso’s Choice Wheel strategies as well as the 5 steps to conflict resolution. Teachers will also provide opportunities for positive peer-to-peer relationships weekly in their classrooms. This means that students will have strategies to navigate conflicts as they arise.</p> <p><b>Attendance:</b> To make progress toward our specific goal, we will inform families, meet with and coplan an attendance plan with families for students with chronic absenteeism rates.</p>	<p>Our instructional strategy relates to :</p> <ul style="list-style-type: none"> <li>• Building and Maintaining Relationships</li> </ul>

**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 use a math workshop model that incorporates the eight high leverage practices outlined by John Hattie’s work, *Visible Learning for Mathematics*, then ELL and Special Education students will increase their proficiency in the area of mathematics.

SMART Goal

Between October 2019 and June 2020, all students who are not yet at standard in the area of mathematics will increase their proficiency by at least 10% in the Numbers and Operations strand as measured by iReady, SBAC data and classroom-based assessments.



Focus Students:

Between October 2019 and June 2020, intermediate students who are identified as English Language Learners who are not yet at standard in the area of mathematics will increase their proficiency by at least 10% in the Numbers and Operations strand as measured by measured by iReady, SBAC data and classroom-based assessments.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will support teachers in implementing a workshop model in math. Teachers will implement the eight high leverage practices outlined by John Hattie's work, <i>Visible Learning for Mathematics</i> with a particular focus on facilitating mathematical discussions.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>● Encouraging Higher Order Thinking &amp; Asking Higher Order Questions</li> <li>● Naming learning outcomes</li> <li>● Collaborative learning opportunities</li> <li>● Questioning techniques</li> <li>● Formative assessment and feedback</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.

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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 at Frank Love 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:

- Whole-School
  - Book study of Visible Learning for Mathematics, by John Hattie
  - PBIS-focused tier 1 and tier 2 professional learning at staff meetings
  - Equity-focused professional learning at staff meetings
  - Book study The CCSS Mathematics Companion, by Linda Gojak
  - Teaching team PLCs
  - Seesaw communication platform PD
- Additional Offerings
  - Responsive Classroom PLC
  - Trauma-Informed practice PD
  - Restorative Classroom practices PD
  - Math Talk, part 2 PD
  - Universal Design for Learning

## 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:

- Parent advisors for school committee work
- Natural Leaders program
- PTA
- Festival of Cultures
- Volunteering
- Curriculum Nights
- WAKids Family Meetings

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