



2020-21 Strategic Action Plan

At Kenmore Elementary, we **believe** in a commitment to teach in a safe learning environment that cultivates academic, emotional, and social growth for the whole child. We believe each student is unique and has the potential to achieve success at school and in life. We believe every child should be seen as an individual who is valued and comes to recognize his or her worth in this world.

We believe in developing confidence and capacity for lifelong learning.

We believe in every child.

WE ARE ONE!

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

OUR INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Racial & Educational Justice

At Kenmore Elementary, we are committed to ensuring that all students and staff feel seen, acknowledged and accepted. We strive to build a culture where all who enter our campus feel welcomed, valued, and supported. To that end, our Racial & Educational Justice efforts will focus on empowering our teachers and subsequently our students to shift the trajectory of our community and ultimately our global society.

Our learning will include:

- Continue to develop an awareness and understanding of systems that perpetuate inequities and societal norms.
- Engage in courageous conversations about race and educational justice.
- Provide intentional professional development and resources for staff to continue the discussions in their classrooms.



Equity Inventory

- All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 last year which was to grow our staff's ability to teach for social justice and increase social justice learning for students.
- We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of [Domain 2](#) of the [Northshore School District Equity Inventory](#).

Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

We reviewed the following data:

- Attendance Records
- BEISY Inventories
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- Discipline Data
- End of Course Grades
- Family Inventories/Surveys
- iReady Data in Math
- Student Interviews or Surveys

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- Students who consistently show indicators of resilient learning behaviors on quarterly report cards.
- Students listed as Hispanic & Native American being referred for evaluation of special education services at a disproportionate rate
- Disparity in academic achievement based on student ethnicity and race
- **Overall math progress, within strands data, especially for number sense and operations
- **Overall academic progress for students who are language learners

We believe this gap in student outcomes is the result of the following root cause(s):

- Students lacking opportunities for authentic skill practice of pro social behaviors and self regulation.
- Inconsistent process and systems for collaboration and communication between key staff stakeholders.



- Lack of student voice and input in identifying strategies and skills to inform supports and interventions.
- Inconsistent collaboration and calibration within and across teams
- Inconsistent provision of professional development in math and language development
- Lack of opportunities or access for students to apply skills and consolidate understanding
- Inconsistent range of teacher content knowledge and instructional practices in math and language acquisition
- Misalignment and inconsistency of curriculum across the K-5 system.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<ol style="list-style-type: none"> 1. Increased percentage of students who model positive social skills and resiliency for a culturally diverse community 2. Increased percentage of students who have continuous access to an advocate, mentor, or counselor
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.</p>	<ol style="list-style-type: none"> 1. Increase the percentage of students meeting standards in core subjects 2. Minimum annual academic growth rate of one year for



		students at/above grade level, and more than one year for students below grade level
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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). These are outlined below.

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

Equity Means

Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we will provide targeted support to specific students to build relationships, engage in authentic practice of learned regulation strategies, students will develop their voice and play a more active role in identifying social-emotional growth areas, and relevant learning.

SMART Goal

Our specific, measurable, attainable, relevant and time-bound goal to address Goal 2 is as follows: Between October 2020 and June 2021, students in grades K-5 will increase their ability to demonstrate positive social skills and resilience for a culturally diverse community as measured by student surveys and key indicators on quarterly progress reports and semester report cards. Our staff will also increase the number of students' who have continuous access to an advocate, mentor, or counselor as measured by students accessing counselor schoology page, counselor logs and notes of mentors of "Focus Cubs".

Focus Students: Using a collaborative process, staff will identify specific students based on achievement, engagement and other risk factors who would benefit from continued mentorship. These students will be partnered with staff members who will serve as mentors and provide responsive support and coaching around improving learning



behaviors and demonstrating prosocial skills as measured by key indicators on progress reports and semester report cards by 1 level.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will use Social-Emotional Screening Tools, referrals, report card data and anecdotal information gathered through a collaborative process to identify students in need and determine the most effective tiered supports for our students throughout the year.</p> <ul style="list-style-type: none">• This will mean staff will use inquiry and reflection to learn and understand about our strengths in establishing relationships built on trust with students and families with diverse needs while honoring their unique cultures and backgrounds. This information will provide opportunities for staff, students and our greater community to provide feedback and advocate for changes and adjustments to address inequity and support progress towards our goals.• This will also mean that staff will analyze data throughout the year that identify indicators of our stated goals. This collaborative process will include identifying students based on data from multiple sources that will be used to inform our appropriate supports using our MTSS delivery system.	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none">• Building and Maintaining Relationships• Setting Objectives• Providing Formative Feedback
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies



<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</p>	<p>The equity strategies we will employ</p> <p>2F: Strategies:</p> <ul style="list-style-type: none"> - Find art, texts, and other visuals to hang on the walls in the school, classroom, and/or Admin Center that represent diverse student populations - Present visual materials that diverse students can identify with in the classroom, at assemblies, and at school and district events - Allow students to bring images to school and class that reflect their backgrounds, cultures, and identities - Screen curriculum, classroom, and library books to make sure that diverse people and communities are represented through an anti-bias lens
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.

Theory of Action

Based on the data and root cause analysis we completed, we believe if we increase and improve our professional development and our work within professional learning communities to engage in collaborative planning based on data, content and curriculum, then students will increase engagement, understanding and fluency as well as benefit from increased teacher clarity, relevancy, enriched learning tasks, differentiation and increased time practicing within their targeted skill gaps.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *Between October 2020 and June 2021, all students who are not yet at standard in the area of mathematics will increase their proficiency by at least one year's growth, 10% school-wide, in the Numbers and Operations math strand as measured by iReady and classroom-based assessments data.*

Instructional Strategy	Instructional Practice
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<p>To make progress, toward our specific goal, we will focus on instructional planning using backwards design in PLCs.</p> <ul style="list-style-type: none"> • This means that staff will have the opportunity to increase teacher clarity and create reciprocity between how we set objectives for all learners and how we provide correlated assessments that can be adapted based on varying students' needs. This will be done through planning collaboratively for learning outcomes, incorporating language objectives, along with content objectives, and utilizing related language acquisition strategies for language learners. • This also means that teachers will engage with students through formative assessment that helps identify areas of need, provide formative feedback and differentiate to enhance learning in response to student performance at all levels. 	<p>Our instructional strategy relates to:</p> <ol style="list-style-type: none"> 1. Setting Objectives 2. Then, Providing Formative Feedback
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</p>	<p>2F: Strategies: - Find art, texts, and other visuals to hang on the walls in the school, classroom, and/or Admin Center that represent diverse student populations</p> <p>Northshore School District Equity Handbook</p> <p>Created by Ayva Thomas, 2018 11 - Allow students to hang their own creative art on the walls in the classroom, school, or Admin</p>



	<p>Center</p> <ul style="list-style-type: none"> - Present visual materials that diverse students can identify with in the classroom, at assemblies, and at school and district events - Allow students to bring images to school and class that reflect their backgrounds, cultures, and identities - Screen curriculum, classroom, and library books to make sure that diverse people and communities are represented through an anti-bias lens
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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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
iReady	iReady	Quarterly
Classroom based assessments (exit tickets, end unit exams)	classroom based assessments	Ongoing
Report card scores	Report card scores	Qtr 3/semester 2
Goal 2 Responsible, Resilient, Empathetic Learners		
Attendance/Engagement Data	Track students accessing Counselor's Schoology Group	Quarterly
Student Surveys	Survey Planet/Monkey/counselor pre	Quarterly/ongoing



	& post assessments	
Parent/Teacher surveys	Survey Planet/Monkey	Quarterly & Semester
Qtrly/Semester Report Card Scores	Qtrly/Semester Report Card Scores	Quarterly & Semester

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 Kenmore 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 2020-21 school year, we will participate in the following professional development as part of our work:

- **Social Emotional Learning** - Trauma-Informed Practices, Restorative Practices, Growth Mindset, Resiliency,
- **Engaging in Effective PLC Cycles** - Learning how to have a high functioning professional learning community that builds capacity within the team, focused on math, assessment literacy and differentiation. Specifically:
 - Understanding by Design and Backwards Planning
 - Effective Instructional Strategies for Teaching Math
 - Language Acquisition Strategies
 - Authentic PLC Facilitation
 - Formative Feedback
- **NSD CCEIS Training**-Learning how to fully implement the MTSS whole child framework to address academic and social/emotional needs of students as well as to reduce the referral of students for special education services, particularly our Latin-X and American Indian students. Specifically:
 - Enhancing REJ team's efforts to more effectively address the beliefs, attitudes and actions of adults
 - effective inclusion of UDL, GLAD and SIOP strategies in all professional development to embed into teachers' instructional practice
 - use of homeroom data management system as a progress monitoring dashboard
 - systemic refinement of the guidance team process and alignment with the MTSS Team process.

COMMUNITY PARTNERSHIP



**Kenmore
Elementary**
Home of the Cubs

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:

- Invite your input into and participate in Kenmore's annual parent events: Community Building Weeks, Annual Title One Meeting, February Conferences and Title One Family Education Nights, Parent Workshops.
- Invite Kenmore families to partner in learning about the work we are doing as a staff by engaging in activities and practices that grow our communal cultural competence.
- Support our endeavors to create a Home-School alliance with families to increase social-emotional and academic partnerships in our classrooms and at home.

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