



Wellington Elementary 2019-20 Strategic Action Plan

At Wellington Elementary, Our Mission is to create a safe and inspiring learning environment within the Wellington Community, working with the families of our students to nurture capable, self-confident and respectful individuals. Wellington embodies a vision that emphasizes: Growth, Integrity, Belonging and Helping Students and Staff reach their Potential.

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
<u>Goal 2</u> Responsible, Resilient, Empathetic Learners	Increased percentage of students who feel safe, have a sense of belonging and personally meaningful, and believe their school is vibrant and inclusive, with rules that are fair and equitable.
<u>Goal 3</u> 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.



EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Wellington Elementary, our Equity Team's goal 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.

The Wellington staff believes that equity means giving students what they need in order to be successful as opposed to providing students with the same approach. The equity team has made the commitment to meet no fewer than two hours a month to learn about issues of equity that impact our students and society, grow our own capacity to lead this important work, and plan staff professional development. Much of the work in the 2018-19 school year involved defining important terms, exploring the impact of implicit bias and developing systems to build the capacity to address and respond as professional learners and advocates.

For the 2019-20 school year, the equity team is excited to continue to lead this work. We intend on focusing on privilege and how various classes and criteria have afforded certain demographics a historical and modern stance of privilege in society and in school. When staff have an awareness of privilege, they will begin to take action steps to confront discriminatory practices in the classroom. We firmly believe that doing so will help create the equitable environment we strive for as well as achieve the goals detailed in our strategic action plan. Developing an awareness of privilege will impact the way staff plan for and work with students and families. At Wellington, we believe that equity needs to be at the center of our work.

Specific actions our school will take toward this goal include:

- The equity team or PBIS team will present at each of the staff meetings and early release days
- The equity team will engage in ongoing books studies that will be opened for all staff to attend. The literature will be selected with the intent of informing our practice of building awareness of race, privilege and culturally responsive practices.
- Our equity work will be shared with the community in the interest of making our goals transparent and building intentional partnerships with our families. This will involve inviting families to attend an informational evening in which the Dr. Jerry Kang's implicit bias training will be introduced as well as engaging our families in a survey asking how we can better serve the needs of our school population.
- We will create a professional library for staff that includes books on culturally responsive teaching, equity and creating identify safe classrooms.
- The book inventory in our school library is reviewed and updated to include children's books that highlight diverse cultures, equity and identify.



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
- End of Course Grades
- Family Inventories/Surveys
- Individual Running Records
- iReady Data in Math or Reading
- SBAC Scores
- Star Data in Math or Reading
- Student Interviews or Surveys

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

- Math SBA proficiency and growth
- Students with Disabilities performing significantly below typically developing peers in reading and math

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

- Lack of systematic tier 2 interventions
- Absence common assessments to collect data in order to inform 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.

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

Goal 2

- SEL lessons are not consistent yet K-5, and they are not being taught in a way for students to be transferring to independence during recess time.
- We are not yet solid in our tier 2 implementation. When a student is not responding to our tier 1 strategies, staff are unsure of proper tier 2 approaches as well as mechanisms to ensure their fidelity.

Goal 3

- Not enough specific, targeted instruction 1:1 and in small groups for areas in which students are not at standard
- An absence of resources or strategies to engage all learners in remediation or enrichment.
- Social/emotional/behavior getting in the way of academics – lack of systematic Tier 2 interventions – lack of training for teachers and systematic assessment of students (as detailed in Goal 2)

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we teach the SEL curriculum consistently across K-5, with specific emphasis on lessons that focus on problem solving and peer relationships, then students feelings of physical and emotional safety at recess and feelings of being treated fairly by peers will increase. We believe that social/emotional wellness is essential to success. As such, this goal will positively impact our academic engagement and achievement.

**GOAL 2: Responsible, Resilient, Empathetic Learners:
Wellington Elementary 2019-2020 SMART GOAL:**

If teachers and students work collaboratively to:

- Continue implementation of tier 1 PBIS strategies
- Implement tier 2 interventions for students in need
- Teach, model, and reinforce the Wellington PBIS *Pillars* expectations (Responsible, Respectful, Safe)
- Participate in Equity and PBIS PD (tier 1 and 2)



- Consistently implement SEL curriculum

Then the percentage of students who answered positively on our Wellington Elementary climate survey will increase as measured from the fall to spring, discipline referrals will have decreased from the 2018-2019 school year, and the TFI (Tiered Fidelity Inventory) will confirm our tier 1 efficacy.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will we will continue the implementation of Tier 1 strategies for PBIS.</p> <p><u>Positive Greetings at the Door</u> Morning entry Recess</p> <p><u>Visual Schedule</u> Consistent Location Times Posted Student Friendly</p> <p><u>Wellington WOW slips</u> Staff commit to giving at least one a day/five a week. Families and volunteers will support the dissemination of slips.</p> <p><u>EMR - Establish, Maintain and Restore Strategies</u> 5 to 1 Regularly reflect on which students you need to work on establishing, maintaining, and restoring relationships.</p> <p>We will teach the Second Step Curriculum lessons to all students in K-5. This means that each student will receive this instruction. Teachers will aim to intentionally connect these lessons to how they might be applied at recess. Our PBIS team will review curriculum to identify lessons that are crucial for building student skills in problem solving and positive peer relationships.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships

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



Theory of Action

The limited amount of math data we have highlights the fact that our students are not demonstrating proficiency or growth in math that we would expect. Based on the data and root cause analysis we completed, we believe that if we utilize diagnostic and formative assessments to analyze our students' performance and specific needs, and then respond to those needs with frequent, specific, targeted small group and/or 1:1 instruction, and if we provide professional development and collaboration time to support teachers with identifying needs and planning responsive instruction, then students will make a year of growth in math, and students who are below standard will make more than a year of growth.

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

Measure 1: Minimum academic growth rate of one year for students at/above grade level

Between Sept 2019 and June 2020, **every** Wellington Elementary student will demonstrate one or more years growth in math. Students who are below grade level will demonstrate more than one year of growth in math as measured by iReady, curricular measures, SBA, and formal and informal conference data.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on setting clear objectives that students can identify and articulate and providing ongoing, relevant feedback in an effort to improve student learning. This means that staff will develop a shared understanding and agreement regarding setting objectives and providing feedback and will make a commitment to ensure these two high leverage instructional practices are integrated into team planning and instructional delivery.	Our instructional strategy relates to <ul style="list-style-type: none">● Setting Objectives● Providing Formative Feedback

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 Wellington 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 2 trainings to strengthen our PBIS work (Emphasis on tier 2)
- Professional development related to gathering math data and small group instruction
- Professional development related to High Leverage practice (Providing effective feedback)
- Implicit Bias training led by our equity team
- Professional development regarding how to utilize iReady assessment to analyze our math data and inform our interventions and extensions

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:

- Goals from Strategic Action Plan are shared at PACE and PTA General assemblies
- First grade families were given an informational presentation about "Just Right" books and the importance of nightly reading
- We will host a parent education evening regarding math instruction and how families can support their students. This will be in conjunction with the math team at Leota Middle School
- Partnering with the Snohomish County Sheriff's Department, we will host an event that engages families in our work around implicit bias
- Professional development is shared with families via Wellington World newsletters
- Wellington Equity team has created a communication log to share with our families which resources we are using to grow our capacity to lead equity PD.
- Families are given opportunity to share our equity PD at PTA general assembly

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