



Hollywood Hill Elementary 2019-20 Strategic Action Plan

At Hollywood Hill Elementary, our foundation of relationships grounds our learning to positively impact each student, every day.

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
Goal 1 Success in the Early Years	Increased percentage of students at grade level in the five components of Literacy Development with a focus on phonemic awareness and phonics.
Goal 2 Responsible, Resilient, Empathetic Learners	Maintain our school culture of students feeling safe, have a sense of belonging and 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 growth rate of one year for students at/above grade level in writing, and more than one grade level for students in our target group.

EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. **At Hollywood Hill Elementary, our Equity Team's goal is to develop our relationships with staff, families and students to build a Resilient Community of learners.**

Specific actions our school will take toward this goal include:

- Work with advocates and others to discover best practices for bringing families into our schoolhouse.
- Engage with families monthly through a two-way dialog about their needs including what they know about school and how we can inform them about what we do.
- Provide increased opportunities for families to be more involved.
- Partner with PTA for a family dinner and cultural share around the Where I Am From poems.
- Integrate our equity work into all leadership and PBIS decisions.

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.

We reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results (Pre/Post Assessments, Math Inventory)
- Climate Surveys (Building and CEE)
- Demographic Information
- Behavior Data (BEISY, ODR, Minor, Behavior plans)
- Individual Running Records
- iReady Data in Math
- iReady Data in Math
- SBA Scores delineated for writing
- Teacher reports of small group, one-on-one instruction
- LAP data
- ELL assessment results

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

- Increase students' ability to use phonemic awareness and phonics as a building block for reading and writing.
- Maintain a focus on providing a safe and resilient community to provide an appropriate space for students to learn, risk, fail and try again.
- Increase students' writing proficiency in all grades in narrative, informational and opinion writing as measured through a CCSS rubric.
- Increase students' ability to use the writing process to produce narrative, informational and opinion writing.

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

- Insufficient foundational literacy instruction
 - Grow our knowledge of phonemic awareness and phonics and how they can be used to grow readers and writers.
- Low expectations for our struggling learners
 - Grow our resilience to provide a container for safe learning allowing students and teachers to safely take risks, fail and try again.
 - Develop our skills around scaffolding and coaching rather than coddling and supporting so that all learners can set and achieve goals.
- Inconsistent tier 1 writing instruction
 - Grow our knowledge of grade level expectations in the CCSS.



- Increase the use of the writing process (draft, revise, edit, publish) and using varied timelines for writing for all students.
- Improve the teaching the mechanics of writing including grammar, spelling and conventions.
- Inconsistent expectations for students across grades and classrooms.
 - Streamline our grading and feedback by using a writing rubric for all students.
 - Involving students in systemic goal setting and feedback.
 - Providing appropriate support and challenge to individual students related to their own writing goals.
 - Grow our culturally responsive practices to allow all students to flourish.

Narrative:

Sixty five percent of our students in grades 4/5 scored below proficiency on the SBA in writing. More were successful at reading, but when you isolate their writing score, they are significantly below grade level. When we review our data for other grades both from report cards and anecdotally we believe that this is a pattern throughout all grades. In fact, our 4th and 5th graders with some of the highest scores have transferred into Hollywood Hill rather than have gone through the system with our current writing program. In talking with parents, they, too, express a concern with the proficiency of writing in their students. This concern is in all areas of writing—organization, elaboration and conventions. It is across all groups of students.

With that as the backdrop, we believe that all students should have the ability to receive a world class education and we know that writing is an essential element in that learning. We also believe that while we want to focus on improving our writing across the grades with all students, it is imperative that we do not take our focus off of the need that we have to ensure great growth in math and reading. We believe that if we focus on how we teach writing, how we assess writing, how we provide feedback and set goals with students that we will also be able to improve in all other academic areas. Additionally, we believe that teaching the whole child is a vital component of the work that we do. We believe in a safe, respectful and responsible family like environment at Hollywood Hill. We want to create a safe place for learning for our students and teachers so that we can take risks, show vulnerability and engage in conversations that grows each of us, each and every day.

And, we believe that each child can succeed and that in order to ensure that growth that we have to instill a love of learning and a strong work ethic. We know that students come to us with varied levels of background experiences and it is up to us to bridge the gap from where they are to where they want to be, where we think they can be, and where their families hope they can be. We also believe that the work we do for our most struggling learners helps all our students.

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 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we improve our teaching in phonemic awareness and phonics, then students will be more prepared to engage in reading and writing practices.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *As measured throughout the year (add dates when we build the assessment calendar), students reading and writing scores will increase among Kindergarten through 3rd grade by more than one year of growth as measured against the iReady progression or writing rubric for targeted students (first group based on last year's data and flexible groups based on iReady scores as measured by iReady, IRR and new phonics curriculum assessments).*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will target our reading foundational teaching to students lacking in these skills. We will share the progression of learning with students and families so they can track their progress every six weeks as it relates to learning new skills. We will monitor how growing in these foundational skills impacts reading and writing proficiency as well. This means that teachers will use the new Fountas and Pinnell curriculum to teach targeted lessons to the identified students. The first group of students is determined by last years scores and we will adjust those groupings as we give IRR and iReady assessments regularly.</p> <p>We will investigate the F&P Curriculum to determine if there are interim assessments we can use to monitor progress and provide that information to students and families as well.</p>	<p>Our instructional strategy relates to Providing Formative Feedback.</p>

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we continue to focus on safe, resilient schools, then students will feel included, represented and supported allowing them to grow to their potential.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *By May, students will report positive increasing or maintaining results in the areas of safety, equitable access and xyx from student survey across all grades as measured by our student climate survey. Fill in the specifics after the pre on 10/10 picking 3 areas to target and an exact percent or number gain.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will build relationships, set expectations, provide ongoing feedback around expected behaviors and establish peer mediators to support students in all areas of the building. We will ensure that school libraries reflect the students in class. We will ensure that repairs to relationships are made when there is a disagreement. We will include students in their classroom even when they are struggling by providing break spaces and supports. This means that all teachers will use the 16 PBIS proactive</p>	<p>Our instructional strategy relates to Building and Maintaining Relationships.</p>



<p>strategies, we will use systematic tier 2 interventions and we will track behavior data through our systems. By doing this we can follow up with students with additional needs and provide the support they specifically need.</p>	
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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 target writing instruction then students will grow as writers.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By December, April and June (adjust for calendar), targeted students will increase across the writing progression in all genres by at least a year's growth at the end of the year. After we have our on demands we can determine specifically which students, where they are and what their goal area is.*

Target Students: To begin it is the 65% of students in 4th and 5th grade that we have determined are significantly below grade level; after the September on demand assessments we will solidify our students and set specific goals for their growth.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <ol style="list-style-type: none"> 1. Build relationships as our team, clear boundaries, expectations, norms 2. Work on teacher resilience, stretch outside our comfort 3. Establish a building wide scope and sequence calendar for writing including supplemental teaching (word study, grammar, writing process), assessments (on demand and formative), and celebrations. 4. Establish a building wide, grade by grade, guaranteed tier 1 approach to writing to include: <ol style="list-style-type: none"> a. Timeframes for writing to support stamina growth b. Timeframes for writing to ensure accountability of finished assignments c. Student voice in goal setting d. Communication with families so they both know what we are teaching and they can support at home and through volunteer opportunities e. Peer editing, self-editing f. Publishing (more on process?) g. Cross grade support/celebration 5. Assess all students in informational, narrative and opinion writing multiple times throughout the year using the Lucy Calkins rubrics. 6. Use data from assessments in monthly staff meeting/Professional Learning Community (PLC) time to calibrate with teammates, grade bands and parents. <ol style="list-style-type: none"> a. To ensure that students are producing finished writing pieces that can be scored and graded. 	<p>Our instructional strategy relates to Providing Formative Feedback</p>



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| <ul style="list-style-type: none">b. To identify which students specifically need targeted instruction and in what areas.c. To use to set student goals in partnership with students and communicate those to families.d. To set teacher goals on specific area of writing teaching growth.e. To target lessons to use in classrooms that differentiate based on the needs of the students in the classroom to include remediation, extension and possible multi-grade groupings.f. To establish opportunities for peer coaching, coaching cycles and differentiated professional development to match the needs coming from the data and the individual teacher needs.g. Use on demand prompts in grades K-5 in September, November, February, April and June.h. Use formative data in grades K-5 in October, December, January, March and May. <p>7. Review the Lucy Calkins rubrics to ensure we are getting the results we expect.</p> <ul style="list-style-type: none">a. Ensure that the rubrics we use are tied to CCSS. And add rigor if necessary throughout the year to continue to raise the bar to match the CCSS at each grade level.b. Team score papers in grade levels, grade bands and across buildings. (ER, CL, SR) <p>8. Provide differentiated Professional Development for teachers, staff and families (if interested) to grow in writing specifically around:</p> <ul style="list-style-type: none">a. Streamlining what we are teaching and developing a scope and sequence for each grade (all)b. Assessment, feedback and setting goals with students (Instructional Practice)c. Writing Workshop/Unit Planning (as needed)d. Writing Conferences (as needed)e. Peer editing (as needed—for families and students as well)f. Planning Celebrations (as needed)g. Writing Process (all)h. Conventions, Spelling, Grammar (all, class for families as well)<ul style="list-style-type: none">i. Phonics in K-3ii. Pilot in 5thi. Peer Observations (teacher) in order to . . . student outcomesj. Coaching Cycle (as needed)k. Writing for the students with exceptional needs (special education, EL, highly capable) (as needed)l. Tying reading to writing across the genres <p>9. Observe teachers around writing</p> <ul style="list-style-type: none">a. Principal will visit classrooms at least monthly to provide formative feedback to teachers on their specific area of growth around writing. | |
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<ul style="list-style-type: none"> b. Principal will visit classrooms outside Hollywood Hill at least quarterly to observe writing instruction to learn and share what is working in other locales. c. Principal will offer opportunities for teachers to engage in peer observations in writing and/or coaching cycles during writing. <p>10. Engage families in our writing practice</p> <ul style="list-style-type: none"> a. Celebrations b. How to support homework c. How to provide feedback d. Reading/Writing Connection e. Conventions, spelling, grammar 	
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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 Hollywood Hill 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:

- Building Resilient Communities focused on Equity
- Common Core Standards around reading foundations, writing and communication
- Writing progressions (rubrics)
- Writing process
- PLC work on looking at data and determining next steps for teaching (Assessment and Data Literacy)
- Formative feedback and how to set goals that students will use to grow
- Focus on district teaching practices

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 representation on PBIS team
- Grade level book studies with teachers, families and students
- Regular meetings with PTA, principal coffees
- Family dinner



- Two way dialog monthly around important topics for school and families
- Library of school topics on website
- Teacher speakers at PTA meetings
- Review of homework policy to meet the needs of families
- Engage families in learning with actionable things to do at home to support students

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