Shelton View Elementary
2019-20 Strategic Action Plan

At Shelton View Elementary, we are a caring, diverse community of students, families, and staff dedicated to creating a collaborative learning culture whose goal is for all to feel safe and valued, while ensuring academic and social success for all.

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 2 Responsible, Resilient, Empathetic Learners	• Increased percentage of students who feel 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	• Increased percentage of students meeting standards in core subjects.

EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Shelton View, 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 increase our knowledge, awareness and sensitivity to the many cultures and background that represent our diverse school community. Specific actions our school will take toward this goal include:

- Formal professional development training on PBIS, led by Pack Consulting
- Complete an Equity Inventory to determine equity-related professional development at whole building staff meetings.
- Book study on one of the following; *Courageous Conversations, Whistling Vivaldi,* or *Culturally Responsive Teaching and the Brain.*
- Meet monthly in grade level or department teams to determine ways to make direct, meaningful connections between students' knowledge and goals and the curriculum.
- Integrate the 50th Anniversary of Shelton View and our diverse community.

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:
- ❏ Attendance Records
- ❏ Classroom Based Assessment Results

- ❏ Climate Surveys
- ☑ Demographic Information
- ❏ Discipline Data
- ❏ Individual Running Records
- ❏ 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:

- (Teachers) Disrupting and dismantling inequitable practices that create learning gaps
  - o Provide access to common core expectations balanced with differentiation (Accommodations and Modifications)
  - o Use formative data to target instruction (WA AIM)

(Students)
- EL Students meeting standards expectations
- All struggling learners meeting standards expectations

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

- While modifications and accommodations based on student skill levels are a priority, not all students have access to core expectations.

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
Based on the data and root cause analysis we completed, we believe that when we actively learn about the theory and practice associated with MTSS/PBIS and Cultural Competency, then the students' sense of safety and belonging will increase.

SMART Goal

During the 2019-20 school year, all staff will increase their understanding and implementation of positive teacher and student relationships and school-wide expectations. Success will be measured by the increased percentage of students who feel safe, have a sense of belonging, have meaningful friendships and believe their school is inclusive with rules that are fair and equitable.

Instructional Strategy	Instructional Practice
To make progress toward our specific goal, we will implement PBIS strategies. This means that we will continue to learn about Tier philosophies, values, and means for implementing instructional strategies. As necessary, this will be the case for Tier 2 and 3 student support.	Our instructional strategy relates to: ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback

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 when the adults in our school actively learn about the theory and practice associated with accelerating the learning for EL students, thstudent learning and sense of belonging will increase.

SMART Goal
During the 2019-20 school year, staff will increase their ability to pre-teach critical vocabulary, provide language modeling and opportunities for practice, and use visual and graphic representation. Success will be measured through growth made by students (ex. ELL subgroup) from baseline and EOY data via IRR and iReady and via Spring SBA Assessment.

Instructional Strategy	Instructional Practice
To make progress toward our specific goal, we will focus on inclusive and equitable instructional practices for our struggling learner groups. This means that staff will learn and implement instructional practices where students are met at their skill level, and at the same time, provide access to the at-grade-level standards.	Our instructional strategy relates to: ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences

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 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

Identifying goals, mapping out milestones, and selecting instructional strategies are all important parts of our strategic work this year. However, without each of the adults at Shelton View meeting regularly to learn together, review data, and adjust as needed, our work will not result in the outcomes we desire. During the 2018-19 school year, we will participate in learning about the following topics as part of our work toward our chosen goals:

- Analyzing the connectedness between the State Math CCSS Major and Minor Clusters and the adopted Math curriculum.
- Equity Team: Professional development
- Equity Team: Book study on one of the following; Courageous Conversations, Whistling Vivaldi, or Culturally Responsive Teaching and the Brain.
- PBIS Tier 1-3 Strategies

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:

- Invite you to participate in Shelton View's annual Curriculum Night
- Invite you to participate in Fall Conferences
- Invite you to attend our Spring 50th Anniversary and Cultural Diversity celebration.
- Invite you to be a part of our PTA and WatchDogs programs.
- Invite you to volunteer in our classrooms and our school.

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