



Lockwood Elementary 2019-20 Strategic Action Plan

At Lockwood we provide a learning community that recognizes all students as capable learners. We promote high standards, expect accountability and celebrate success. Cooperation, responsibility, and confidence promote our goals of life-long learning and responsible citizenship.

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 model positive social skills and resiliency for a culturally diverse community.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Increased percentage of students meeting standards in mathematics



Goal 2: Students who model positive social skills and resiliency toward culturally diverse members of the school community will improve from October 2019. The data from the positive social skills and resiliency survey measurement will be used to measure the progress.

High Leverage Practices - Building Relationships

K	Gr 1	Gr 2	Gr 3	Gr 4	4&5 EAP	Gr 5
a. Greeting students at the door b. Use eye contact and proximity with all students	a. Greeting students at the door b. Use Eye Contact and Proximity with All Students Second Steps	a. Greeting students at the door b.. Use eye contact and proximity with all students. d. Teach Second Steps	a. Greeting students at the door b. Use eye contact and proximity with all students. c. Teach Zones of Regulation d. Teach Second Steps	a. Greeting students at the door b. Team building / Cooperative collaborative learning activities c. Communicate with common language (Zones of Regulation / PAWS)	a. Greeting students at the door b. Use eye contact & proximity with all students c. Use Body Language, Gestures, and Expressions to Convey a Message that All Students' Questions and Opinions are Important	a. Greeting students at the door b. Use eye contact and proximity for all students c. Meet the child at their level



Goal 3: *Between September of 2019 and April of 2020, all Lockwood students will demonstrate growth in a specific grade level math strand/concept as identified by multiple data points (I Ready, Informal and Formal Assessments)*

High Leverage Practices: *1. Building Relationships, 2. Setting Objectives, 3. Providing Formative Feedback, 4. Structuring Collaborative Learning Experiences, 5. Encouraging Higher Order Thinking & Asking Higher Order Questions*

K	Gr 1	Gr 2	Gr 3	Gr 4	4&5 EAP	Gr 5
Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction	Operations and Algebraic Thinking	Math problem solving; Multi-step problems	Division using whole numbers upto 4 digits	Expressions & Equations	Multiplication of multi-digit numbers using the standard algorithm
<p>a. Arrange the classroom to accommodate discussion</p> <p>b. Structure Heterogeneous and Cooperative Groups for Learning</p>	<p>a. Use Cooperative Learning Structures</p> <p>b. Seeking Help from Peers</p>	<p>a. Cooperative Learning Compared to Individual Learning</p> <p>b. Foster Collaboration and Community</p>	<p>a. Arrange the classroom to accommodate discussion</p> <p>b. Solve and Discuss and Student Leaders (Math Expressions)</p> <p>c. Partner math</p>	<p>a. Rotating partnerships and groups (Clock Buddies)</p> <p>b. Peer-to-Peer tutoring / student as teacher</p> <p>c. Arrange classroom to accommodate discussion (whole/small group)</p>	<p>a. Arrange the Classroom to Accommodate Discussion</p> <p>b. 3c: Engaging Students in Learning (Grouping & Lesson Activities)</p> <p>c. Foster Collaboration and Community</p>	<p>a. Arrange classroom into pods to enhance whole group/small group discussion</p> <p>b. Structure heterogeneous and cooperative groups for learning.</p> <p>c. Encourage students to work with others to enhance their learning.</p>



EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Lockwood Elementary our Equity Team's goal is to teach students to be tolerant to each other, especially with students who are culturally diverse, academically, socially and emotionally challenged. Specific actions our school will take toward this goal include:

- Teachers will identify the lessons from the Second Steps curriculum and teach lessons that will help to develop the knowledge and skills of students to be tolerant towards other students
- Equity and PBIS teams work together to develop strategies to be implemented by all staff members consistently throughout the school at all times and locations.
- Equity and PBIS teams will develop a reward system to recognize and appreciate students who demonstrate "empathy" toward others.
- Encourage teachers to create lesson plans, projects, and activities that promote tolerance among students (Eg: learn about cultures, celebrations, displays, field trips, guest speakers, etc.)

The work of our Equity Team helps us to 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
Classroom Based Assessment Results

- Climate Surveys
- Discipline Data
- End of Course Grades
- SBAC Scores

In October 2019, we reviewed data from I Ready and informal assessments??

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

- See the table on page 2 & 3 with goals and High Leverage practices to meet them.
- TBD South Regional Focus

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

- TBD South Region Focus

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.



[NOTE: On the subsequent pages, for Goal 3 and then your other chosen Goal, describe a Theory of Action, identify a specific SMART goal, and list strategies connected with Instructional Practices according to the provided prompts.]

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we If we provide students multiple opportunities to learn that everyone is different in terms of culture, academic, social and emotional challenges, then students will learn to be empathetic to each other, and more students will model positive social skills and resiliency for a culturally diverse community.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By Spring 2020, More students modeling positive social skills will increase in all grades) by (specific number: TBD from the survey data administered in October 2019)*

Instructional Strategy	Instructional Practice
<ul style="list-style-type: none"> ● To make progress, toward our specific goal, teachers will incorporate high leverage practices at all times in all locations. ● See the table on Page 2 for more details. 	Our instructional strategy relates to <ul style="list-style-type: none"> ● Building and Maintaining Relationships

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 cooperative learning strategies as identified by the teaches at different grade level (See table on page 3), then students will identify students will improve their performance in the specific grade level math concept/strand



SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: **Regional Goal:** Between October 2019 and June 2020, all students who are not yet at standard in the area of mathematics will increase their proficiency in the specific school strand focus listed below as measured by iReady, classroom-based informal and formal assessments.

● **School-Specific Goal Criteria:**

- School’s Strand Focus: Each Grade level identified their own strand that is relevant to the needs of their students (See table on page 3)
- School’s Growth Target: All students will show growth in the strand/concept identified by the grade level teachers.

By spring 2020, students’ performance in selected grade level strand/concept will improve as measured by I Ready, classroom-based informal and formal assessments.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will use collaborative learning practices. This means that teachers will use various cooperative learning strategies (see table on page 3) to improve student learning in the specific grade level strand/concept.	Our instructional strategy relates (TBD Regional Team and SDLT) 1. Building Relationships, 2. Setting Objectives, 3. Providing Formative Feedback, 4. Structuring Collaborative Learning Experiences, 5. Encouraging Higher Order Thinking & Asking Higher Order Questions

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 Lockwood 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:

- TBD SDLT
- TBD South Region Team

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:

- PTA, PACE and EAP Leadership Meetings with Principal
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Thank you for being part of your student's education and for partnering with us!