



2020-21 Strategic Action Plan

Within the Northshore Early Childhood Programs, we strive to provide individualized early childhood education opportunities in a nurturing, safe, family-oriented environment.

Northshore Early Childhood Instructional programs are:

- Collaborative
- Based on sound educational practice and data
- Differentiated to meet the needs of each student
- Meaningful and motivating to the child and family

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 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.

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 Educators attempt to follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with partial or inconsistent results of the [Northshore School District Equity Handbook](#). 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 is in the process of completing 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.

During Spring 2020, we reviewed the following data:

- ✓ Attendance Records
- ✓ Referral Rates
- ✓ Classroom Based Assessment Results
- ✓ Demographic Information
- ✓ Individual Running Records

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:

- Missed Instructional minutes
- Over identification of EL students receiving special education services
- Due to COVID 19: identified increased need to develop and foster home / school connections: targeting parent partnerships "Co-Teach"

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

- Need to adjust the parent partnership relationship to respond to the conditions presented by COVID-19. Work with our parent community to improve attendance rates for Early Childhood students, so students can access an increase of instructional minutes to improve student learning.
- The need to educate parents on what "support or help" looks like. (share out of our MTSS framework)
- Need for continued enrollment in Ready Start/ECEAP/HS slots in GE environments
- Create additional GE pathway for students through our guidance team (not special education assessment team)



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>	<ul style="list-style-type: none"> ● Track Student Attendance ● Student Engagement ● Parent Engagement ● Parent Surveys / Feedback

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 develop meaningful home / school connections through a "Parent Co-Teach" model, within a consistent and user friendly Schoology platform, students will become more responsible, empathic and persistent learners.



SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: By May 2021, In an effort to promote responsible, resilient and empathetic learners NEC will maintain a robust Schoology platform while also offering the following parent opportunities throughout the year to strengthen and reinforce the parent “Co-Teach” partnership :

- Weekly Parent PBIS
- Bi- Monthly Parent Coffee and Conversation
- Monthly Parent Support Webinar Video Series (SEL)
- Monthly Parent Learning Labs (Schoology, Technology Support)
- Monthly Parent Committee Meetings
- Quarterly Parent Committee Events
- Individual Parent / Teacher Check Ins

Instructional Strategy	Instructional Practice
<p>Parent Partnerships: To make progress, toward our specific goal, we will:</p> <ul style="list-style-type: none"> ● Conduct Surveys to assess the needs of our parent community ● Parent PBIS drop in sessions to create PBIS plans that address problematic behaviors that are identified by parents in the home or community ● Parent Coffee and Conversations to offer time and space for families to build connections with other families in the early Childhood community ● Parent Support Webinar Video Series (SEL) ● Parent Learning Labs (Schoology, Technology Support) ● Parent Committee Meetings and Events 	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
<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>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p><i>Northshore Early Childhood REJ team is in the process of reviewing the NSD Equity Inventory to determine the focus of the work to be done.</i></p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">● Modified Instructional Materials● Parent Resources● Technology Supports / Tutorials● Interpretive Services● Access to materials in home language● Community Resources● Parent Networking
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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 supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we create a guidance team and a GE pathway for students to receive high quality early childhood instruction within NSD Early Childhood classrooms (Head Start/ECEAP/Ready Start) following a MTSS framework , then students will learn within general education environments and receive differentiated support and decrease special education referrals.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June, 2021, NSD Early Childhood will decrease special education referrals of students who are identified and receiving early intervention EL services and NSD early childhood programming (Head Start/ECEAP/Ready Start) to 5% referral rate as measured by referral data.



Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <ul style="list-style-type: none"> ● Form NEC Guidance Team ● Implement Early Intervention Matrix ● Create a Resource Library ● Utilize Intervention Strategies ● Provide ongoing GLAD PD ● EL Support / PD ● Engage in CCEIS Plan 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
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>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p><i>Northshore Early Childhood REJ team is in the process of reviewing the NSD Equity Inventory to determine the focus of the work to be done.</i></p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Community building ● Sharing and embracing various cultures within the classrooms ● Learning about student culture, customs and norms ● Use this knowledge to help inform culturally responsive practice throughout NEC

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		
HS, ECEAP and Ready Start enrollment Child Find and classroom based referrals	Daily attendance data GOLD Assessment Data Students on IEP's Parent Data	Quarterly: In line with conferences and Checkpoints
Goal 2: Responsible, Resilient, Empathetic Learners		
Synchronous and Asynchronous Attendance	Student daily attendance Parent survey feedback	Weekly Monthly

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 Northshore Early Childhood 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:

- Ell Critical Data Process: Steve Gill
- Guidance Team training
- CCEIS Plan
- REJ PD
- Schoology PD



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:

- PTSA
- Community Serve
- Northshore Schools Foundation
- Eastside Baby Corner
- Provail
- Hope Link
- Mary's Place
- Center for Human Services
- Northshore Consortium group
- PSESD
- UW Bothell
- Pediatrician groups
- B-3 Partners: Kindering, Childstrive, Wonderland
- Food Lifeline

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