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## 2020-21 Strategic Action Plan

At Hollywood Hill, 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 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 of the [Northshore School District Equity Handbook](#); which was **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 took toward this goal included:

- Worked with advocates and others to discover best practices for bringing families into our schoolhouse.
- Engaged 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.
- Provided increased opportunities for families to be more involved.
- Partnered with PTA for a family dinner and cultural share around the Where I Am From poems.
- Integrated our equity work into all leadership and PBIS decisions.

The work of our Equity Team helped us cultivate and nurture a learning environment where all students felt a sense of belonging and where every student feels safe and ready to learn.

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 completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

#### Understanding Our Students' Needs

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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
- BEISY Inventories
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- Discipline Data
- Family Inventories/Surveys
- iReady Data in Math or Reading
- Writing Data

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:

- Students of color in grades 1-5 are not achieving proficiency in reading and math

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

- Educators having different levels of expectations for students of color or in poverty

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.

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School Goals	Equity Means	Measures of Success
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners	Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.	All students will have an adult advocate that can talk about them by name, story, challenge and strength. All students will identify an adult they trust.



<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</p>	<p>Each student actively engages in rigorous Growth for Every Student, Elimination of Outcome and Opportunity Gaps standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>Students on the targeted list will improve by more than one grade level in both math and reading. I-Ready assessment data analysis and on-going classroom assessments</p>
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**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 provide multiple opportunities for students to engage in Social and Emotional Learning instruction during the school day for all students, and targeted interventions with our focus students, then our focus students will demonstrate an increased level of school (virtual/in school) engagement and connectedness to their school community.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: **Between October 2020 and April 2021, our Focus students will demonstrate increased participation in distance learning engagement as measured by virtual class participation, and Needs Assessment, and demonstrate an increase in positive peer and teacher relationships that will enhance the belief that our school is a caring and inclusive community**

Instructional Strategy	Instructional Practice
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To make progress, toward our specific goal, we will teach Second Step Social and Emotional Curriculum as intended with consistency to the curriculum. This means that teachers with the support of our school counselor will teach all units in the curriculum and connect their learning in both the classroom and during additional SEL lessons during student lunch breaks.

Our Tier 1 supports include the following instructional strategies that are culturally responsive, high leverage, and adhere to universal design for learning. These strategies will be used in Hollywood Hill classrooms and throughout all learning environments. These strategies we have chosen are based on best practices and have been shown to make a positive impact on student learning.

- Building positive relationships with all students
- Explicitly teaching, reviewing and reinforcing expectations
- Direct instruction of social-emotional skills

**Instructional Strategy (continued):**

Our Tier 2 supports provide targeted intervention to students who need additional supports

- Staff will use qualitative data and student surveys as well as student intervention matching forms to match students to appropriate interventions
- Staff use qualitative data and student surveys to determine students in need of small group as well as 1:1 counseling supports

Our instructional strategy relates to:

- Building and Maintaining Relationships
- Setting Objectives
- Small Group Work with Focus Students

**Instructional Practice:**

- Structuring Collaborative Learning Experiences including cooperative base groups
- Connection and relationship-building activities will be embedded in every classroom through intentional check ins and/or SEL skill-building activities with students.
- Regular connection building activities, built into instructional periods and non-instructional periods.



Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity, we will focus our work on this goal, we will focus on 2D Educators' modifications and differentiated instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p>	<ul style="list-style-type: none"> <li>● Create a list of resources for students to refer to when completing school work in class -</li> <li>● Create a list of resources for students and families to refer to when completing or helping with homework outside of school - Know which students have access to technological devices outside of school and accommodate accordingly -</li> <li>● Create differentiated versions of tests to ensure that students are being met where they're at and their learning styles are taken into consideration</li> </ul>

**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 target reading and math instruction to those who have the most identified gaps in our data, then the instructional strategies and practices will support our focus students will demonstrate more than one year of academic growth in Number Sense and Operations for math and phonological awareness in reading.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: Between October 2020 and May 2021, all students will demonstrate a minimum annual mathematics and reading growth rate of one academic year for all students at/above grade level, and Focus students will demonstrate more than one year of growth, as measured by performance in iReady Number Sense and Operations in math and Phonological Awareness in reading.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on students most at risk with math and reading interventions in addition to their tier 1 instruction. This means that each student at risk will have a plan for improving in</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>● Building and Maintaining Relationships</li> <li>● Setting Objectives</li> <li>● Providing Formative Feedback</li> </ul>



<p>math and reading that they, their parents, their teacher support group and their classroom teacher will know. They will as a team, set goals and monitor against that goal monthly. Interventions will be implemented, monitored, and adjusted as needed.</p>	<ul style="list-style-type: none"> <li>● SMART Goal setting with all students, more in depth goal setting with Focus students</li> <li>● Small Group Instruction before and after school (LAP, Title One, ELL)</li> </ul>
<p><b>Domain Two: Climate, Culture, and Self Reflection</b></p>	<p><b>Equity Strategies</b></p>
<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>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p>	<p>2A-Take the time to get to know students and their families</p> <p>2B-Create multiple pathways for families to voice their ideas, even when they cannot physically come to the school</p> <p>2D-Create a list of resources for students and families to refer to when completing or helping with homework outside of school</p>

**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.

<p><b>Leading Data we will collect to monitor our efforts</b></p>	<p><b>Measure we will use to inform our work going forward</b></p>	<p><b>Date of Data Review</b></p>
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<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
iReady reading	student and teacher reports	October and May
iReady math	student and teacher reports	October and May
<b>Goal 2: Responsible, Resilient, Empathetic Learners</b>		
Needs Assessment	Student Check-ins	Weekly via group work
Tier 3 Identified Students	Wrap Around Team	Weekly
Goal Setting (All Students)	Student Conferences	quarterly

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## 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 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:

- On hold until January, 2021
- **Optional** building PD
  - Second Step
  - Character Strong
  - IReady Training
  - Schoology/Clever
  - Heinemann’s Virtual Online Video Lessons-Lucy Calkins
  - Needs Assessment-SEL
  - Phonographix-LAP/EL/Title One
  - Self-Care for Virtual Learning- Second Step for Staff

Racial and Educational Justice Team:

Support identified students of focus through family outreach and targeted intervention plans



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## 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
- Monthly Community Newsletters
- Title 1 Family Information Night
- Monthly Parent Outreach
- Lunch Buddies for New Families
- PTA-School Directory
- Parades-Quarterly while in Remote

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