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## Wellington Elementary 2020-21 Strategic Action Plan

At Wellington Elementary, Our Mission is to create a safe and inspiring learning environment within the Wellington Community, working with the families of our students to nurture capable, self-confident and respectful individuals. Wellington embodies a vision that emphasizes: Growth, Integrity, Belonging and Helping Students and Staff reach their Potential.

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 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. 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, section 1G: "Educators continuously self-reflect while they learn more about equity related issues" 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. Specifically, we will focus on the strategies highlighted in areas **2A**, **2F** and **2H**. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

The Wellington staff believes that equity means giving students what they need in order to be successful as opposed to providing students with the same approach. The equity team has made the commitment to meet no fewer than two hours a month to learn about issues of equity that impact our students and society, grow our own capacity to lead this important work, and plan staff professional development.

For the 2020-21 school year, the Wellington equity team is excited to expand and build upon our work. We will partner with our parent organizations in an effort to inform and engage our community members in this critical work. Our PACE leadership group has created the position of Equity Coordinator. This leadership position will join about half of our equity meetings to learn



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alongside the team, plan parent and family events, consider fiscal supports to our efforts (primarily in Domain 2, section 2F) as well as support communication to our families. Our community partners will be introduced to the NSD equity handbook and be asked to focus on Domain 1 while meeting with the equity team on a continual basis.

### **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
- Classroom Based Assessment Results
- Demographic Information
- Discipline Data
- Family Inventories/Surveys
- iReady Data in Math or Reading
- SBAC Scores
- ELPA21 data
- Student Interviews or Surveys

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

- Growth in math for students who are identified as being significantly below standard
- Growth in reading for students who are identified as being significantly below standard

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

- Lack of systematic tier 2 interventions (Developing Student Intervention Plans, keeping and maintaining accurate intervention data, providing targeted instruction from a building based intervention team)
- Sporadic use of inclusive teaching practices and expectations synonymous with the principles of Universal Design for Learning
- A historical acceptance of a model that promotes remedial instruction when a student is not performing to standard as opposed to embracing instructional strategies that are known to close the instructional gap



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
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	Students who are identified as being two or more grade levels below in math will have met their I-Ready stretch goal by the spring diagnostic
<b>Goal 4</b> Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways

**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 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 identify students who are performing below standard in math as determined by the I-Ready fall diagnostic, plan specific and targeted interventions for said students, embrace the instructional strategies of setting clear objectives and providing formative feedback, engage in frequent progress monitoring, and apply practices synonymous with Universal Design for Learning, then students will meet their stretch goal by the spring I-Ready diagnostic.

SMART Goal

Between Sept 2020 and June 2021, **every** Wellington Elementary student will demonstrate one or more years growth in math. Students who are below grade level will demonstrate more than one year of growth in math as measured by I-Ready, curricular measures, SBA, and formal and informal conference data

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on setting clear objectives that students can identify and articulate and providing ongoing, relevant feedback in an effort to improve student learning. This means that staff will develop a shared understanding and agreement regarding setting objectives and providing feedback and will make a commitment to ensure these two high leverage instructional practices are integrated into team planning and instructional delivery.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>● Setting Objectives</li> <li>● Providing Formative Feedback</li> </ul>
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>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● School and classroom spaces and structures will be inventoried to ensure</li> </ul>



<p>2A: Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2F: Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups</p>	<p>they are physically and culturally inviting</p> <ul style="list-style-type: none"> <li>● Staff will honor students' learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes</li> <li>● Staff will provide students with opportunities to share about their own backgrounds, experiences, and identities</li> <li>● Staff will connect student names, interests, and backgrounds to instructional material</li> <li>● Staff will turn lessons into games to make the content fun and engaging</li> <li>● Create opportunities for family and community participation</li> </ul>
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**GOAL 4: Innovative, Creative Thinkers**

Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide students with opportunities to be innovative, creative, critical thinkers, then students will be able to demonstrate mastery of relevant skills in multiple ways. This will directly lead to improved student achievement detailed in goal 3.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By June 2021, students will be given more opportunities to show their understanding in creative and innovative ways, as measured by opportunities to participate in innovative and creative activities that allow students to demonstrate mastery of content in multiple ways. Given our learning from the inquiry process, we believe that being able to demonstrate their learning and mastery in multiple ways will directly lead to improved academic performance (See goal 3), attendance and behavior.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
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<p>To make progress, toward our specific goal, we will provide students with opportunities to be innovative, creative, critical thinkers and provide formative feedback that allows students to demonstrate mastery through multiple iterations. This means that students will be given options to demonstrate understanding across multiple mediums and given opportunities to make their thinking visible.</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><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 domain 2H</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons</li> <li>● Connect student names, interests, and backgrounds to instructional material</li> <li>● Create learning stations in the classroom to help students learn content in different and creative ways</li> </ul>

**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
<p><b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b></p>		
<p>Fall I-Ready math diagnostic</p>	<p>We will use this data to determine which of our</p>	<p>fall 2020</p>





	students are performing below standard in math	
Formative and summative classroom assessments	Teachers conduct an analysis of student proficiency and growth in mathematics, specifically emphasizing the students we identified as performing below standard.	November
Winter I-Ready math diagnostic	We will use this measure to determine if the instructional practices, strategies and interventions used to close the gap for our students performing below standard in math have been effective. We will look at progress toward the typical growth and stretch growth. For students who have yet to achieve their growth goal, a SIP plan will be created with new interventions and milestones explicitly stated	Winter 2021
Spring I-Ready math diagnostic	In the spring, we will conduct an analysis of the math data from the final diagnostic assessment to determine if our targeted students had made their stretch goal	Spring 2021
<b>Goal 4: Innovative, Creative, Critical Thinkers</b>		
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in in conjunction with I-Ready data for reading and math	Fall 2020
Number of opportunities students engage in to demonstrate their understanding across multiple	# of innovative and creative opportunities students engage in conjunction with I-Ready data in reading and math. We will also look at our	Winter 2021



mediums and opportunities to make their thinking visible	attendance data as a result of students being able to engage in a more responsive way	
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in conjunction with I-Ready data in reading and math. We will also look at our attendance data as a result of students being able to engage in a more responsive way	Spring 2021

## 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 Wellington 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 2020-21 school year, we will participate in the following professional development as part of our work:

- Professional development related to practices and concepts synonymous with Universal Design for Learning (UDL).
- i-Ready Diagnostic Data and Instructional Component: On-going i-Ready professional development throughout the school year beginning in September to support the use of both the diagnostic assessments and instructional components
- Professional development related to gathering math data and small group instruction
- Professional development related to High Leverage practice (Providing effective feedback and setting objectives)
- Professional development centered on Domain 2 from the NSD Equity Handbook led by our equity team. Our professional development will focus on areas 2A and 2F of Domain 2.

## 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:





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- Families of color will be invited to a meeting in the fall to share their experiences at Wellington and offer ideas for improvement as we strive to keep our equity work at the center
  - Our PACE leadership has formed the position of Equity lead. They are focused reviewing their practices and policies as it relates to Domain 1 of the equity handbook. The Equity lead will join our equity sessions once a month and will partner with us on communication to the larger community.
  - We will host a school-wide session for our families via Zoom to explain our instructional model as well as offer families information, strategies and ideas for sustained engagement
  - We will host a once a month parent forum centered on academic, social and technology issues
  - Goals from Strategic Action Plan are shared at PACE and PTA General assemblies
  - We will host a literacy night in September in an effort to share best reading strategies and practices
  - We will host a parent education evening regarding math instruction and how families can support their students. This will be in conjunction with the math team at Leota Middle School
  - Professional development is shared with families via Wellington World newsletters

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