



Lockwood Pride



2020-21 Strategic Action Plan

At **Lockwood Elementary** 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 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 in 2019-20.

- New policies and procedures are implemented with sensitivity toward the diverse learning needs of students from culturally, racially, and linguistically diverse backgrounds.
- Educators continuously self-reflect while they learn more about equity related issues.



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We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2

- Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
- Educators modify and differentiate instruction practices so that students from diverse ethnic, racial, cultural, language, and socioeconomic groups have an equal opportunity to learn.

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

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.

We reviewed the following data Classroom Based Assessment Results

- End of Course Grades
- Individual Running Records
- iReady Data in Math or Reading
- Informal and Formal Classroom Assessments

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.

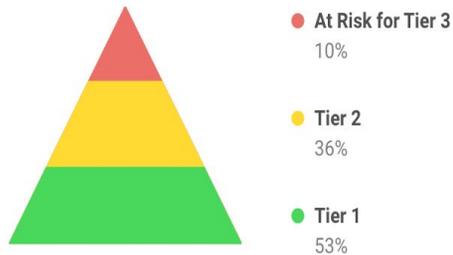


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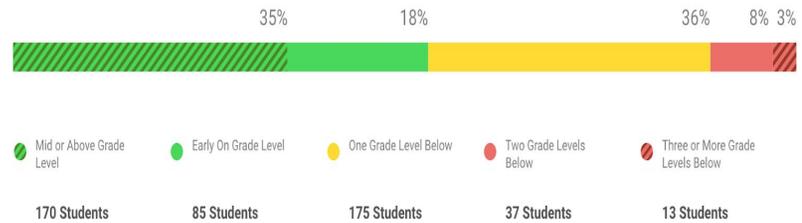
Students Assessed/Total: 480/581

Overall Placement



Overall Placement

Students Assessed/Total: 480/581



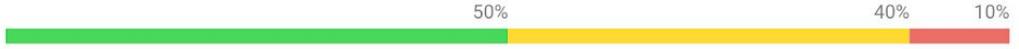
[Understanding 5-Level Placement](#)

Fall 2020 data informs that students need to make progress in mathematics

- 53% of the students are in Tier 1
- 36% of students are in Tier 2, and they need to improve to reach Tier 1 by Spring 2021
- 10% of students are in Tier 3, and they need to improve to reach Tier 2 by Spring 2021



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Gender	Overall Grade-Level Placement	Students Assessed/Total
Female	 50% 40% 10%	199/237
Male	 56% 34% 11%	281/344

- * 50% of female students and 56% of male students are in Tier 1, and this needs to increase by Spring 2021
- * 40% of female students and 34% of male students are in Tier 2, and performance needs to increase to Tier 1 by Spring 2021
- * 10% of female students and 11% male students are in Tier 3, and performance needs to increase to Tier 2 by Spring 2021

Ethnicity	Overall Grade-Level Placement	Students Assessed/Total
Asian	 76% 22% 3%	111/132
Black or African American	 50% 33% 17%	6/6
White	 44% 42% 14%	303/368
Other	 57% 37% 7%	60/75

- 76% of Asian students are in Tier 1, 22% are in Tier 2, and 3% are in Tier 3.
- 50% Black and African American students are in Tier 1, 33% are in Tier 2, and 17% are in Tier 3
- 44% of White students are in Tier 1, 42% are in Tier 2, and 14% are in Tier 1
- 57% of students belonging to other ethnicities are in Tier 1, 37% are in Tier 2, and 7% in Tier 3



- We are working towards increasing the number of students in Tier 1 and decrease in Tier 2 and Tier 3.



- 20% of Hispanic students are in Tier 1, and the total percentage needs to increase by Spring 2021
- 50% of Hispanic students are in Tier 2, and they need to improve performance to reach Tier 1 by Spring 2021
- 30% of Hispanic students are in Tier 3, and they need to improve performance to reach Tier 2 by Spring 2021

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

- Due to Remote Learning in March 2020, teachers could not support students in the way that they would have supported in real setting.
- Not all Hispanic students could access remote learning on a regular basis due to technology challenges, and challenges in home setting (To be confirmed with teachers. This is based on earlier information in Spring 2020).
- Students in SpEd program did not receive full services per their IEP requirements.



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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
Goal 2 Responsible, Resilient, Empathetic Learners	Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.	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	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.	*Increased percentage of students meeting standards in mathematics. * Increased percentage of students will be in Tier 1 * Female students will be on par with male students in terms of meeting standards. * Increased numbers of Hispanic students will move to Tier 1



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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 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 2 is as follows: *By Spring 2021, more students modeling positive social skills and resiliency for a cultural diversity will increase in all grades)*

Instructional Strategy	Instructional Practice
<p>*To make progress, toward our specific goal, teachers will incorporate high leverage practices at all times in all locations. ** See page 7 for details</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships
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>The equity strategies we will employ</p> <ol style="list-style-type: none"> 1. Take the time to get to know students and their families. 2. Provide students with opportunities to share about their own backgrounds, experiences, and identities.



<p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	
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Goal 2: Students who model positive social skills and resiliency toward culturally diverse members of the school community will improve from October 2020. The data from the positive social skills and resiliency survey measurement will be used to measure the progress.
****The practices listed below are aligned to the REMOTE LEARNING environment.**

<p align="center">High Leverage Practices - Building Relationships</p>						
<p align="center">K</p>	<p align="center">Gr 1</p>	<p align="center">Gr 2</p>	<p align="center">Gr 3</p>	<p align="center">Gr 4</p>	<p align="center">4&5 EAP</p>	<p align="center">Gr 5</p>
<p>a. Greeting students as they log in to the Zoom meeting</p> <p>b. Encouraging the use of names amongst the students</p>	<p>a. Greet students by name as they enter each Zoom meeting.</p> <p>b. Meet in small groups, allowing for natural conversation and</p>	<p>a. Greeting students by name as they log in to Zoom</p> <p>b. Teach principles of Second Step Online</p>	<p>a. Greeting students by name every day on Zoom</p> <p>b. Engage and connect with students at their comfort level - chat, Seesaw, small group support, one on one support,</p>	<p>a. Greeting students by name as they enter Zoom</p> <p>b. Team building / Cooperative collaborative learning activities</p> <p>c. Communicate with common language (Zones of Regulation / PAWS)</p>	<p>a. Greet students by name as they enter Zoom</p> <p>c. Use Body Language, Gestures, and Expressions to Convey a Message that All Students' Questions and Opinions are Important</p>	<p>a. Greeting students by name out loud everyday on zoom</p> <p>b. Using multiple means to connect with each student at their comfort level (chat, email, schoology, alt. video, breakout rooms, small groups)</p> <p>c. Meet the child at their level (accepting that their online learning level may be different or lower than in-person)</p>



	interpersonal connections. c. Second Steps & Zones of Regulation		offer open Zoom sessions. c. Teach Zones of Regulation d. Teach Second Steps		d. Using multiple means to connect with each student at their comfort level (chat, email, schoology, video, breakout rooms, small groups, etc.)	
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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 support.

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 teachers at different grade levels (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 3 is as follows: **Regional Goal:** Between October 2020 and June 2021, 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 2021, 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
<p>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 10) to improve student learning in the specific grade level strand/concept.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions



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Goal 3: Between September of 2020 and April of 2021, all Lockwood students will demonstrate growth in a specific grade level math strand/concept as identified by multiple data points.

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 (**The practices listed below are aligned to the REMOTE LEARNING environment)

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 up to 4 digits	Expressions & Equations	Adding and Subtracting whole numbers and decimals including place value from thousandths to thousands (5.NBT)
<p>a. Offer multiple learning opportunities & platforms for students to access throughout the school day</p> <p>b. Structure</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</p>	<p>a. Whole class or small group number talks and teaching accountable language</p> <p>b. Frequent feedback to students via Seesaw,</p>	<p>a. Rotating partnerships and groups (Clock Buddies)</p> <p>b. Peer-to-Peer tutoring / student as teacher</p> <p>c. Arrange classroom (breakout rooms) to</p>	<p>a. Use breakout rooms, peer to peer tutoring, Wednesday small groups, etc.</p>	<p>a. Exit tickets</p> <p>b. Daily small groups to check math understanding</p> <p>c. Encourage students to ask for help when needed</p>



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Heterogeneous and Cooperative Groups for Learning		Community c. Offer multiple learning opportunities to promote engagement and equity while leveraging online platforms.	small group, whole group, and one on one. c. Math- Study Buddies. Assigning partners to discuss and solve problems.	accommodate discussion (whole/small group) d. Small group and one-on-one instruction on Wednesdays	b. Foster Collaboration and Community learning. c. Exit Tickets	
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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		
i-Ready, SBAC, Informal &	Number of students who made	May 2021



Formal Classroom Assessments	progress in specific strand/concept chosen by each grade PLCs.	
Goal 2: Responsible & Resilient, Empathetic Learners		
Survey administered in the Fall	Question asked in the survey related to empathy, positive social skills, and resiliency to cultural diversity.	Survey administered in May 2021 on the same questions that were used in the Fall.

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

- TBD in consultation with the SDLT Team

COMMUNITY PARTNERSHIP



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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

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