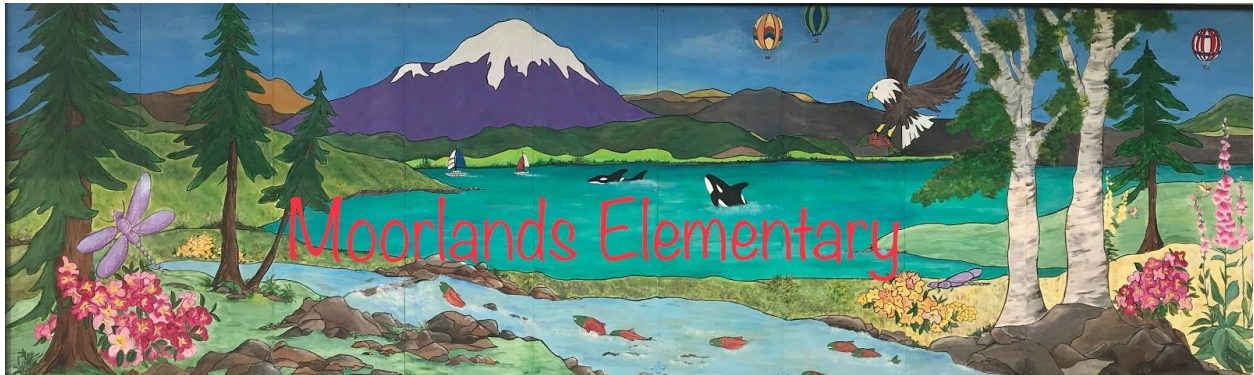# 2020-21 Strategic Action Plan

At Moorlands, we show Mustang PRIDE. We are Respectful, Responsible, Ready to Learn, Caring and Safe.

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 which consisted of
- Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can understand.
- Schools and departments adhere to the district's equity policy
- Educators evaluate and equitably improve their own discipline policies and practices
- Educators continuously self-reflect while they learn more about equity related issues by completing a self inventory four times during the school year.

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](#) and we will be focusing on
- Educators continuously self-reflect while they learn more about equity related issues
- Educators helping students and each other appreciate, honor, and respect historical and current events from multiple perspectives.

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
- ❏ Climate Surveys
- ❏ Demographic Information
- ❏ Discipline Data
- ❏ Family Inventories/Surveys
- ❏ Individual Running Records
- ❏ iReady Data in Math
- ❏ Student Interviews or Surveys
- ❏ Report Cards - met standard vs. met standard with support

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:
- Student performance in math has stayed status quote for most students
- Students who are not yet at grade level continue to grow; although they do not catch up to grade level performance by 5th grade (this includes EL and students with specially designed instruction)

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

- Inconsistent professional development in the area of teaching mathematics
- Inconsistent collaboration and calibration within and across teams
- Inconsistent/misalignment of math curriculum across the K-5 system.
- The current math curriculum is predominantly paper-pencil/math facts and how to perform algorithms; not recognizing the needs of all learners

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 their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contributions of others.	Increased percentage of students who feel safe, have a sense of belonging and personally meaningful relationships, and believe their school is vibrant and inclusive, with rules that are fair and equitable
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.	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level

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 contributions of others.

Theory of Action
Based on the data and root cause analysis we completed, we believe that if we explicitly teach expectations, are visible, and increase opportunities for students to be recognized weekly, all students at Moorlands will have an increased sense of belonging. This includes feeling safe, having an increased sense of belonging and personally meaningful friendships, and believe that our school is vibrant and inclusive, with rules that are fair and equitable.

SMART Goal
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

Increased percentage of students who feel safe, have a sense of belonging and personally meaningful relationships, and believe Moorlands is vibrant and inclusive, with rules that are fair and equitable. The percentage of students who stated they could name the Moorlands expectations will be 100% by June 2021; the percentage of students who stated they have been acknowledged for meeting the expectations will be 100% by June 2021; the percentage of students that stated they feel safe at school will be 100% by June 2021; and the percentage of students that stated they like being at school will be 100% by June 2021 as measured by the TFI survey data, PRIDE trait data, and 2nd step curriculum assessment data.

Instructional Strategy	Instructional Practice
To make progress toward our specific goal, we will use social-emotional screening tools, referrals, PRIDE reminders and anecdotal information gathering through a collaborative process to identify students in need and determine the most effective tiered supports for our students throughout the year. This means that staff will use inquiry and reflection to learn and understand about our strengths and establish relationships built on trust with students and families with diverse needs while honoring their unique cultures and backgrounds. This information will provide opportunities for staff, students and our greater community to provide feedback and advocate for changes and adjustments to address inequity and support progress towards our goals. This will also mean that staff will analyze data throughout the year that identify indicators of our stated goals. This collaborative process will include identifying students based on data from multiple sources that will be used to inform our appropriate supports using our MTSS/PBIS delivery system.	Our instructional strategy relates to: ● Building and Maintaining Relationships ● Setting Objectives ● Structuring Collaborative Learning Experiences
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on: 2G Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives	The equity strategies we will employ: The equity strategies we will employ: - Connect historical and current events to lessons and instructional materials in the classroom

2J Educators continuously self-reflect while they learn more about equity related issues.	- Build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals) - Build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities (Bulletin Boards) - Provide students and families with opportunities to share about their own backgrounds, experiences, and identities (Culture Night) Have staff think about: ○ Why each student's diverse and intersectional identities are important, meaningful, and should be recognized ○ Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen Resources: - "Classroom Culture" article by Teaching Tolerance - "The Storytelling Project Curriculum" by Barnard College - National Association of Multicultural Education website - "Courageous Conversations" by the Pacific Educational Group - "Glenn Singleton: Courageous Conversations" YouTube clip

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 increase and improve our professional development and our work within our professional learning communities to engage in collaborative planning based on data, content and curriculum working to support our students reaching their stretch goals, students who had yet to reach grade level in math will be at or above grade level.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: By June 2021, 100% (41 out of 41 students) in grades K-5 who performed in the red zone in overall placement in math on the fall iReady assessment (standard view) and previous SBA,

will meet or exceed their stretch goal placing them at grade level in math as measured by spring iReady, SBA and classroom based assessments.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on math instruction and assessment as well as professional development in the area of mathematics. This means that staff will use formative assessment to create groupings that support accelerated student growth for students who have not yet met standard. This will be done through iReady lessons, in and out of class assessments and math expressions. We will support staff in developing strategies to teach math in new and different ways by giving them time to collaborate with one another, sending out best mathematical teaching practices, and developing a sequence of mathematical professional development for the 2020-2021 and 2021-2022 school years.	Our instructional strategy relates to: ● Setting Objectives ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on: 2G Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives 2J Educators continuously self-reflect while they learn more about equity related issues.	The equity strategies we will employ: - Connect historical and current events to lessons and instructional materials in the classroom - Build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals) - Build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities (Bulletin Boards) - Provide students and families with opportunities to share about their own backgrounds, experiences, and identities (Culture Night) Have staff think about: ○ Why each student's diverse and intersectional identities are important, meaningful, and should be recognized ○ Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen

	Resources:
	- "Classroom Culture" article by Teaching Tolerance - "The Storytelling Project Curriculum" by Barnard College - National Association of Multicultural Education website - "Courageous Conversations" by the Pacific Educational Group - "Glenn Singleton: Courageous Conversations" YouTube clip

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		
iReady	math scores	during testing windows
In-class assessments	progress on assessment areas	end of units
Anecdotal (teacher & student)	Surveys	asking student/teacher when in class/meeting
GOAL 2: Responsible, Resilient, Empathetic Learners		
Referrals	amount and reason	monthly
social/emotional screener	improvement	3/year
Anecdotal (teacher, student, family)	Surveys	every three months

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 Moorlands 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:

- PBIS - differentiated for staff with a focus on equity
- Equity - presented through the Equity Team at every staff meeting
- iREADY - diving into data
- Mathematics
  - DMI
  - Workshop Model
  - Differentiation

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:

- Communicate with community via newsletter once a week (during online learning)
- Share our SAP with the community
- Curriculum Night PowerPoint Presentations at grade level
- Participate in 2020 Soft Start
- Participate in the Family Math Challenge night virtually (TBD)
- Participate in the Moorlands Science Fair virtually (TBD)
- Culture Night virtually (TBD)
- Virtual Volunteers
- Invitation to attend any and all PTA events, meetings, and parent education nights virtually
- Invitation to join the PTA and participate as little or as much as you are able!

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