



## 2020-21 Strategic Action Plan

At Frank Love, we believe...

- in ourselves and in each other.
- that we are resilient learners.
- that everyone is unique and valuable to our community.
- that by supporting one another, we can overcome any obstacle.

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](#).

Specifically 1F: *Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.*

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](#).

Specifically 2J: Educators have high expectations for all students regardless of their background or differences.

Educators continuously self-reflect while they learn more about equity related issues.

Provide ongoing opportunities for staff to reflect and discuss with each other the following questions:

- What matters most right now to you and your students?
- What problem are you trying to solve and for whom?
- What change might you introduce?
- What do you think will happen?
- How will you measure success?

#### 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
- BEISY Inventories
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- Individual Running Records
- iReady Data in Math or Reading
- 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:

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

- Limited family and community partnership with the school particularly with our families of color and low income families.
- The prevalent practice of teaching the curriculum without consideration of high leverage practices for differentiation based on data and student needs.
- Need for more practice, conversations and connection to the content between students and their lives.
- Need for providing more hands on experience with place value concepts.
- Student disengagement with math because it seems hard or isn't interesting.

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><u>Goal 2</u> 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"> <li>● Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable</li> <li>● Increased percentage of students who model positive social skills and resiliency for a culturally diverse community</li> <li>● Increased percentage of students who have continuous access to an</li> </ul>



		advocate, mentor, or counselor
<p><u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<ul style="list-style-type: none"> <li>• Increased equitable access to social-emotional supports and services (e.g. counseling, mental health and psychological)</li> <li>• Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</li> <li>• Increased percentage of students meeting standards in core subjects</li> </ul>

**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.

We believe that there is an overarching goal for our students that encompasses our focus on equitable practices during a pandemic. We believe that if we have a goal for each student (each member of Frank Love elementary) to have strong self- management skills, we will achieve greater academic success and increase the connection that students have with each other and thus create a better overall community.

**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 students are taught skills for self management, then students will be able to establish better connections with their peers and teachers and achieve more academically.



Self Management Skills: Managing emotions, Identifying and using stress management strategies, Setting personal and collective goals, Demonstrating personal agency.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:

- By the end of the school year, students will increase in their reporting of liking school from 83% to 93%.
- By the end of the school year, students identified by the BEISY screener with elevated scores will have individualized plans which include self-identified goals and progress towards the goals.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will develop self assessments and tools for monitoring progress. This means that teachers will work with students so they know what they need to learn and how they learn best. Students will increase their ability to understand their own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.</p>	<p>Our instructional strategy relates to Providing Formative Feedback</p>
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:  2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ:  Think about:  <ul style="list-style-type: none"> <li>○ The ways that our classroom, building, or department can continue to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals)</li> <li>○ Why it is important for our classrooms, building, or department to build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities</li> </ul> </p>



	<ul style="list-style-type: none"><li>○ The ways that we can provide students and families with opportunities to share about their own backgrounds, experiences, and identities</li><li>○ Why each student's diverse and intersectional identities are important, meaningful, and should be recognized</li><li>○ Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen</li><li>○ The ways that every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it, rather than a matter of teaching them how to have it in the first place</li></ul>
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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 *continually provide feedback to students on how they are doing with their academics and support them to set goals and action plans to meet them, specifically in the mathematical strand of numbers & operations, then students will increase their number sense. Since number sense is the foundation to build mathematical understanding, students will then have greater success in mathematics throughout their Elementary experience.*

**Teachers** will provide teacher supported time and space for students to collectively engage with mathematical routines and/or opportunities that build understanding of place value and relationships between numbers.

**Students** will know where they are in their number sense development and make goals to achieve next steps in their understanding and skill.

To support the content, teachers will reflect on:

- What matters most right now to you and your students?
- What problem are you trying to solve and for whom?
- What change might you introduce?
- What do you think will happen?
- How will you measure success?



SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By the end of the school year, all students who are not yet at standard in the area of mathematics will increase their proficiency by at least 10% in the Numbers and Operations strand as measured by iReady and classroom-based assessments.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will develop self assessments and tools for monitoring progress. This means that teachers will work with students so they know what they need to learn and how they learn best. Students will increase their ability to understand their own proficiency and understanding of numbers and place value and what they can do specifically to increase their performance.</p>	<p>Our instructional strategy relates to <b>Providing Formative Feedback.</b></p>
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>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen</li> <li>● The ways that every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it, rather than a matter of teaching them how to have it in the first place</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
Goal 2: GOAL 2: Responsible, Resilient, Empathetic Learners		
Climate Survey	changes over time	October, January, May
BEISY	changes over time	October, January, May
Formative Assessments	Surveys, interviews	ongoing
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
IReady Diagnostic	growth between assessments	September, January, May
2nd-5th:IReady NO strand K and 1st:	mastery assessment Grades 2-5 for NO Progress towards typical/annual growth in I-ready	Monthly
Formative Assessments	Pre/Post assessments Exit tickets polls anecdotal notes Seesaw activities- independent work	ongoing

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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 Frank Love 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:

- Whole-School
  - Formative assessment and goal setting with students along with accountability measurements for students
  - Development of student voice in differentiation
  - Reflection around differentiation and believing that every student can learn.



- Equity-focused professional learning at staff meetings
- Highlight routines/number talks during staff meetings
- Share resources, videos, question stems, etc.
- Teacher spotlight
- Teaching team PLCs

## 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:

- Parent advisors for school committee work
- Natural Leaders program
- PTA
- Volunteering
- Curriculum Nights
- WAKids Family Meetings
- All School math problem- in newsletter
- Parent education around distance learning

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