Maywood Hills Elementary
2020-21 Strategic Action Plan

At Maywood Hills our actions are grounded in a strong belief in the capacity of every student to achieve academic and social-emotional success that prepares them to thrive in a world yet to be imagined.

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.

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:
- **1D** Schools and departments adhere to the district's equity policy.
- **1E:** Educators evaluate and improve their own discipline policies and practices.
- **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. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the Northshore School District Equity Inventory.

 As a result of this inventory, we will focus on:

- **2G:** Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.
- **2H**: Educators work from the premise that "all children can learn" and continue to differentiate instructional approaches until each child is reached.

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 (FALL)
- ★ Classroom Based Assessment Results
- ★ Family Inventories/Surveys
- ★ Individual Running Records (LAP)
- ★ iReady Data in Math and Reading (January 2020)

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

MTSS: Maywood Self-Evaluation conducted during the 2019-20 school year, highlights the following areas as needing improvement within our MTSS model
- Progress monitoring
- Systematic interventions
- Data systems

Academic: Reading
- Based on I Ready data, we have an increased number of students that are performing greater than one year below grade level.

Social Emotional and Behavior Supports:
- As a result of distance learning, we have a higher percentage of students not fully engaging in the school day.
- During fall family conferences, parents noted a need for more social emotional supports during virtual learning.

Focus Group
- Our EL students are making less gains in the area of Reading as compared to their general education peers.

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

MTSS:
- **Progress Monitoring Process:** School-wide agreements or systems are not in place on the frequency in which we progress monitor students receiving Tier 2 and Tier 3 interventions.
- **Data System:** We still need a consistent school-wide data system to evaluate school-wide goals as well as progress being made by groups of students as well as individuals. Last year we explored the information in i-Ready and were still developing our practice around the frequency and consistency of its use to improve instruction and implementation of our school-wide action plan.

Academic: Reading
- Our academic instruction was not always matched to student needs. Students need a variety of ways to access information and demonstrate understanding.
- I -Ready instructional minutes were not monitored school-side. Research shows that consistent weekly time on the instructional components of it will greatly improve and support reading progress.

Social, Emotional, and Behavior Supports
- As a result of students being out of school, students feel less connected to school and each other.
- Methods for matching students with interventions are not implemented with fidelity.

Focus Group
- EL Students face several barriers when trying to access grade-level curriculum. Some of our students identified as English Learners are not progressing at the same rate as our Non EL students. Over time this allows the gap to increase and academic tasks become more difficult to understand.
  - Need more visuals, collaborative learnings and vocabulary acquisition
  - Background knowledge across curriculum
  - Processing time may be greater than their English speaking peers.

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 supports.	Minimum annual **academic growth** rate of one year for students at/above grade level in reading, 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
Students 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.

Theory of Action
Based on the data and root cause analysis we completed, we believe that if we implement SEL curriculum/strategies, provide opportunities to engage, practice, and apply, then students will be able to self regulate and engage throughout the day both virtually and within the live classroom, increasing their ability to succeed academically. We believe that when students feel connected to their school, they are more likely to take on academic challenges.

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

By May 2021, Maywood Hills Elementary students will have an increased connection to school and engagement in learning. This includes feeling safe, having an increased sense of belonging and personally meaningful friendships, and believing that our school is vibrant and inclusive, with rules that are fair and equitable, as measured by our Tiered Fidelity Inventory and an increase in student survey responses between fall 2020 and spring 2021.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we have chosen the following instructional strategies that are culturally responsive. and high leveraging. These strategies will be used in Maywood Hills' classrooms and throughout all learning environments. The strategies chosen are based on best practices and have been shown to make a positive impact on student learning. - Build positive relationships with all students and families - Embed culturally responsive instructional practice in professional development opportunities and in the classroom - Modeling, teaching and reinforcing school-wide expectations - DIrect instruction of social-emotional skills in all classrooms - Lunch Bunch weekly to support social interactions - Positively reinforce appropriate behavior aligned to school wide expectations. - Ongoing professional development opportunities for staff tucked into meetings, newsletters and book studies	Our instructional strategy relates to: - Building and Maintaining Relationships - Setting Clear Objectives

• Mentoring, coaching, or additional professional development for individuals as needed through Guidance Team • Counselor groupings based on info from BEISY, Teacher referral, and Guidance Team.	
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. **2H**: Educators work from the premise that "all children can learn" and continue to differentiate instructional approaches until each child is reached.	The equity strategies we will employ: **Connection:** Invest time in learning more about each student to understand their connections with instructional background and their own background **Access:** utilize resources to allow families to access information in home languages **Positive Representation**: Present visual materials that diverse students can identify with in the classroom, at assemblies, and at school and district events

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 completed by our 2019- 20 SDLT, we believe that if we strengthen our school-wide MTSS structures, provide access to high quality instruction, and curriculum scaffolded through a data driven tiered approach, *through quality data we identify students that are struggling and differentiate supports, and through small group instruction, regroup students frequently, then we will have greater academic outcomes and growth in the area of reading* as well as close academic gaps for our English Learners.

SMART Goal
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2021, All students will increase their literacy skills specifically in the domain of comprehension as measured by I-ready diagnostic data. In addition teachers will use formative assessments, IRRs, and other tools to gauge student progress and identify small groups.

Focus Group: Our EL students are making less gains in the area of reading as compared to their general education peers. These students need to grow at a higher rate than other students with similar demographics to ensure we are closing the achievement gap.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we have chosen the following instructional strategies that are culturally responsive and high leverage. These strategies will be used in Maywood Hills' 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. ● Continue our PLC practices focused on data-driven decision making to improve instruction in academic areas. ● Focus on the big 5 ideas in literacy ● Intervention/enrichment groupings to reteach and extend literacy concepts ● Continue our work on higher order questioning ● Utilize formative and summative assessments to inform our instruction, reteaching and enrichment opportunities ● Ongoing data collection to inform and identify students for LAP/EL and monitor their progress. ● Utilize the teach and assess resources in I-Ready to support student learning	Our instructional strategy relates to: ● Building and Maintaining Relationships ● Setting Clear Objectives
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. **2H**: Educators work from the premise that "all children can learn" and continue to differentiate instructional approaches until each child is reached.	The equity strategies we will employ: **Positive Representation**: Present visual materials that diverse students can identify with in the classroom, at assemblies, and at school and district events **Seeing Self as the Expert:** Allow students to connect their shared events to projects and assignments in the class or school **Personal Connections to Curriculum:** Make connections between instructional content and topics that are relevant to student interests

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: Responsible, Resilient, Empathetic Learners		
Parent & Student Conferences	This data will provide information about how students are feeling in relation to: - Feeling safe at school - Belonging to school - Meaningful relationships - Feeling of inclusion	Fall 2020 This data will be compared to data in the past as well as across the year. This data can also be used to gauge student and families needs as we progress through this school year.
Teacher/Student Surveys	This data will identify students that are in need of additional support/services	Throughout the year connected to Guidance Team
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
i-Ready	- Use i-ready to track progress based on diagnostic information - Use the tool to support progress monitoring -Use the instructional components to move students through common core standards	-Per trimester -Every 8 weeks for those identified as below grade level by at least a full year
Curriculum Based Pre/Post Assessment, work samples, teacher observation	Both will influence our PLC practices: - Pre assessments will inform	On a unit to unit basis as well as during our monthly PLC meetings.

	the focus students of each unit as well as the differentiated support needed. - Post assessments will show the progress within the unit and if additional remediation is needed beyond the unit. Student work samples will demonstrate progress and inform instruction throughout the unit of individual students. - *Both will also provide qualitative data about the effectiveness of the strategies used during the whole group, small group, and 1:1 instruction throughout the unit.*	

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 **Maywood** 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/Social Emotional Learning
- Building effective relationships
- Trauma based intervention support and instruction

Data Driven Practices:
- Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of reading
- Using multiple student data elements to modify instruction and plan interventions
- Providing formative feedback to students
- Differentiation for those below grade level as well as those above and designated HiCAP

Equity:
- Engage in reading and discussion to expand our understanding and beliefs around cultural norms related to student behavior
- Engage in reading and discussion to expand our repertoire of culturally responsive teaching practices
- Implement monthly/quarterly book lessons in the classroom with support on "how" the instruction and conversations look.

Book Resources:
- **The DIstance Learning Playbook Grades K-12** by Douglas Fisher, Nancy Frey and John Hattie
- **Connecting with Students Online Strategies for Remote Teaching and Learning** by Jennifer Serravallo
- *Culturally Responsive School Leadership* by Muhammad Khalifa
- **Coaching for Equity** by Elena Aguilar

COMMUNITYPARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we involve you and the rest of our Northshore community:
- Virtual Kindergarten Open House
- Family meetings with all students to form a partnership
- Virtual Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership
- Volunteer opportunities and around the school (As Covid allows)
- Weekly parent communication from school and monthly from each classroom
- Weekly Library bus to support literacy in student hands
- Distribution days quarterly (Monthly at K) to support the materials needed in this virtual classroom
- Active PTA partnership to support enrichment activities and support in classroom

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