



Shelton View Elementary 2020-21 Strategic Action Plan

At Shelton View Elementary, we are a caring, diverse community of students, families, and staff dedicated to creating a collaborative learning culture whose goal is for all to feel safe and valued, while ensuring academic and social success for all.

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 1E: Educators evaluate and equitably improve their own discipline policies and practices** 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](#).

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
- Individual Running Records
- iReady Data in Math and Reading



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:

(Teachers) Disrupting and dismantling inequitable practices that create learning gaps

- Provide access to common core expectations balanced with differentiation (Accommodations and Modifications)
- Use formative data to target instruction

(Students)

- EL Students meeting standards expectations
- All struggling learners meeting standards expectations

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

- While modifications and accommodations based on student skill levels are a priority, not all students have access to core expectations.

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>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>2E Educators relate instructional content and strategies to the cultural, racial, and ethnic backgrounds of their students.</p>	<p>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.</p>



<p>Goal 3 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>	<p>Increased percentage of students meeting standards in core subjects.</p>
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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 own voice, accepts ownership of 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 when we actively learn about the theory and practice associated with MTSS/PBIS and Racial and Educational Justice, then the students' sense of safety and belonging will increase.

SMART Goal

During the 2020-21 school year, all staff will increase their understanding and implementation of positive teacher and student relationships and school-wide expectations associated with Racial and Educational Justice. Success will be measured by the increased percentage of students who feel safe, have a sense of belonging, have meaningful friendships and believe their school is inclusive with rules that are fair and equitable.

Instructional Strategy	Instructional Practice
<p>To make progress toward our specific goal, we will implement Racial and Educational Justice strategies. This means that we will continue to learn about racial</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback



and educational justice philosophies, values, and means for implementing instructional strategies.	<ul style="list-style-type: none"> ● 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: 2E Educators relate instructional content and strategies to the diverse backgrounds of their students.	Take the time to get to know your students and draw explicit connections between instructional content and their own backgrounds

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 when the adults in our school actively learn about the theory and practice associated with accelerating the learning for EL students, the student learning and sense of belonging will increase.

SMART Goal

During the 2020-21 school year, staff will increase their ability to pre-teach critical vocabulary, provide language modeling and opportunities for practice, and use visual and graphic representation. Success will be measured through growth made by students (ex. ELL subgroup) from baseline and EOY data via IRR and iReady and via Spring SBA Assessment.

Instructional Strategy	Instructional Practice
To make progress toward our specific goal, we will focus on inclusive and equitable instructional practices for our struggling learner groups. This means that staff will learn and implement instructional practices where students are met at their skill level, and at the same time, provide access to the at-grade-level standards.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions



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>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p>	<p>Create differentiated versions of test, assignments and/or learning activities to ensure that students are being met where they're at and their learning styles are taken into consideration</p>

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		
Reading comprehension	iReady, IRRs, Formative Assessm.	At least 3x/year
Math Grade Level Skills / Concepts	iReady, Formative Assessm.	At least 3x/year
Goal 2: Responsible, Resilient, Empathetic Learners		
Climate Survey	Percentile of students feeling safe and have a sense of belonging	1-2x / year



ELPA 21	Identify, recognize, and plan for the needs of students based on disaggregated Reading, Writing, Speaking, and Listening needs	Spring 2021
Discipline Database	Number and type of disciplinary and behavioral reports	Yearlong

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 Shelton View 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:

- Analyzing the connectedness between the State Math CCSS Major and Minor Clusters and the adopted Math & ELA curriculum.
- Racial and Educational Justice: Professional development, All Year
- Racial and Educational Justice: Book Study and Discussion; “Culturally Responsive Teaching and the Brain”

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:

- Invite you to participate in Shelton View's Community Building Virtual Assemblies/Videos
- Invite you to be a part of our PTA
- Invite you to volunteer in our classrooms and our school

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