



2020-21 Strategic Action Plan

At Fernwood, we create and **maintain a safe** and **consistent learning community** by establishing **positive behavioral supports** and a culture where all students **achieve social, emotional** and **academic success**.

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:

- **1E:** Educators attempt to evaluate and improve their own discipline policies and practices.
 - **1F:** Educators attempt to follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with partial or inconsistent results
 - **1G:** Educators inconsistently 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](#) (evaluation [linked here](#)):

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

Improving our equitable practices to the academic achievement and social and emotional well-being of our students within the following subcriteria:

- **2E:** Educators attempt to relate instructional content and strategies to the diverse backgrounds of their students.
- **2H:** Educators support the premise that "all children can learn" and attempt to differentiate instructional approaches for all students.

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 from throughout the 2019-20 school year:

- ★ Classroom Based Assessment Results
- ★ Climate Surveys
- ★ Demographic Information
- ★ Discipline Data
- ★ Family Inventories/Surveys
- ★ Individual Running Records
- ★ iReady Data in Math and Reading
- ★ Student Interviews or Surveys
- ★ RTI Rubric

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:**
 - Fernwood RTI Self-Evaluation conducted during the 2019-20 school year, highlights the following areas as needing improvement within our MTSS model:
 - Progress monitoring and process
 - Data systems
 - Cultural and linguistic responsiveness
 - After reviewing our Equity Inventory, we noticed a gap in the consistency of culturally responsive teaching practices being implemented into our curriculum.
- **Academic: Math**
 - Based on i-Ready data, we have an increased number of students that are performing one year below or in the early proficiency stages in the area of math as compared to the increased number of students performing in the mid to late range of proficiency in the area of reading.
- **Social, Emotional, and Behavior Supports:**
 - Our discipline data gathered through SWIS shows that disproportionality exists within our behavior referrals based on gender.
 - Parent Surveys given during COVID provided quantitative and qualitative data showing students are feeling significantly disconnected as a result of limited contact with others outside of their families.
- **Focus Group:**
 - Our EL students are making less gains in the area of math as compared to their general education peers.
 - In most grade levels, those being served for EL are making less gains in math than their EL peers being monitored.

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

- **MTSS:** Through our self-evaluation, we determined gaps exist in our RTI/MTSS model:
 - **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. One root cause of this may be that we have not yet defined what we mean by Tier 2 or Tier 3 of intervention.
 - **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.

- **Cultural and Linguistic Responsiveness:** This is a lens we need to include in our decision making process when making decisions considering the instructional practices, assessments, and interventions in which we focus on or purchase. This gap also relates to those noticed when completing the Equity Inventory.
- **Academic: Math**
 - Over the past three years, Fernwood has been focusing on the content area of reading. While many of the high leverage practices in which we focused crossed over into math as well, we have not provided specific professional development, collaborative time for teams to make data driven decisions in math, or intentional time for teams to plan for the implementation of strategies in the area of math.
 - In addition, tiered supports in math vary across Fernwood in comparison to reading in which we use a workshop approach in the classroom as well as have intervention programs such as LAP.
- **Social, Emotional, and Behavior Supports:**
 - As a result of students being out of school, students feel less connected to school and each other.
 - In addition, implicit bias exists on how we respond to students' misbehavior depending on if the student is a boy or a girl.
 - There is still more work to be done in reinforcing social and emotional skills (CASEL competencies) within academic work.
- **Focus Group:**
 - EL students face several barriers when trying to access grade-level curriculum, especially in math:
 - Academic and foundational vocabulary as well as social language
 - High levels of reading involved to comprehend story problems and algorithms needed to solve math problems.
 - Process time to follow directions or other information across all settings. EL students may be more impacted by pacing than their peers
 - Background knowledge across the curriculum compared to grade-level peers in thinking about translation time
 - The need for more visuals, collaborative learning, and vocabulary acquisition

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
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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, 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 provide intentional instruction, tiered supports, and use positive reinforcement of social and emotional skills **within and outside of academic times** to foster students' social and emotional capacities, students will develop self-efficacy, a growth mindset, and positive relationships with peers as well as a healthy self concept to further positively impact engagement in learning and social opportunities. We believe that when students feel connected at school, they are more likely to take on academic challenges and seek opportunities to reach their greatest potential and experience success.

SMART Goal

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



By June of 2021, All students will have an increased connection to school, and engagement in learning as measured by our Tiered Fidelity Inventory and an increase in positive Student (Fall 2020 - Spring 2021) and Parent (Spring 2019 - Spring 2021) Survey responses **as well as a decrease in office referrals compared to the months we were in school during the 19-20 school year.** This will include students feeling safe, having an increased sense of self and belonging, having personally meaningful friendships, and believing that our school is vibrant and inclusive, with rules that are fair and equitable.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will implement a tiered approach to supporting the social and emotional needs as well as behavior. This means that:</p> <p>Will adapt more once we know the mode for the fall:</p> <ul style="list-style-type: none">• Be intentional about utilizing PBIS strategies that form relationships by utilizing strategies that build, maintain, and restore relationships over time (Tier 1 and 2)• Model, teach, and engage students in appropriate interactions in social and academic settings (Tier 1: tied to instructional practices)• Embed culturally responsive instructional practices in professional development opportunities that value all student perspectives and allow all students to access the curriculum, especially for our EL students (Tier 1)• Positively reinforce appropriate behavior aligned to school-wide expectations (Tier 1)• Explicitly teach social and emotional skills as a Tier 1 support for all students through resources such as CASEL and Second Step (Tier 1 and 2)• Expand our work in creating a culture of safety around analyzing and using data to make decisions:<ul style="list-style-type: none">○ Review SWIS data weekly to determine students needing Tier 2 supports and interventions needed	<p>Our instructional strategy relates to building a strong self concept for individual students as well as create connections among students through:</p> <ul style="list-style-type: none">• Building Relationships• Structuring Collaborative Learning Experiences



<ul style="list-style-type: none">○ Review SWIS data monthly and problem solve patterns of misbehavior across the school○ Develop collection tools for staff to track the progress and effectiveness of interventions○ Share data periodically to support staff in examining implicit bias and how they impact our responses and decisions towards addressing behavior.● Utilize SWIS data as well as qualitative data from teachers and parents to determine students in need of small group as well as 1:1 counseling supports (Tier 2 and 3)● Continue to provide professional development in relation to specific Tier 2 behavior interventions	
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>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2H Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">- Voice: Allow students to have a voice in deciding the types of projects and assignments they will do- Interests: Make connections between instructional content and topics that are relevant to student interests

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, implement culturally responsive teaching practices, and specific GLAD strategies throughout the course of a math unit, we will



support all students in making adequate growth in the area of math as well as close academic gaps for our subgroup of students performing below grade level.

While we have EL students at grade level in core content areas, our data indicates we need to provide stronger support for this subgroup to close the academic achievement gap. We believe that if we grow in best practices specific to serving EL students, we will impact the positive achievement of all students as a result.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

- By June of 2021, All students will increase their mathematical skills in the domain of **numbers and operations** as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data, pre and post assessments, student work samples, and conferring anecdotal records.
- By June of 2021, All EL students (served or monitored) performing below grade level standard will increase their mathematical skills in the domain of **numbers and operations** as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data, pre and post assessments, student work samples, and conferring anecdotal records.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on improving our data driven decision making in math to inform instruction and provide interventions. This means that: Will adapt more once we know the mode for the fall: <ul style="list-style-type: none">• Expand our practices around structured collaborative learning opportunities that support all students in being engaged in higher order thinking in the area of math (Tier 1)• Explicitly teach strategies that enable students to access curriculum as a Tier 1 support for all students with a focus on EL (GLAD strategies, collaboration,, UDL, etc.)• Adapt the GLAD strategies we learned about during the 2019-20 school year to support differentiation in math for EL students as well as all students in	Our instructional strategy relates to: Expanding our practice on Structuring Collaborative Learning Experiences through: <ul style="list-style-type: none">• Setting Objectives• Encouraging Higher Order Thinking & Asking Higher Order Questions



- accessing curriculum throughout the course of a unit. Reinforce social and emotional skills within academic learning opportunities (Tier 1 and 2)
- These strategies will be tied to:
 - Collaborative Learning Experiences
 - Visuals, graphic organizers, and other scaffolds.
 - Vocabulary
 - Develop understanding of how to differentiate for our EL supports based on levels of proficiency (Tier 1 and 2)
 - Utilize culturally responsive teaching practices aligned to our focus on high level teaching strategies selected to make progress towards Goal 3 (Tier 1)
 - Reinforce social and emotional competencies developing a strong sense of self ("I") and connectedness ("We") within academic learning opportunities. (Tier 1 and 2)
 - Build in culturally responsive teaching practices to professional development learning opportunities with staff (Tier 1)
 - Strengthen the implementation of our MTSS model by engaging in Northshore's MTSS pilot and aligning students' needs to interventions.
 - Expand our work in creating a culture of safety around analyzing and using data to make decisions:
 - Continue PLC practices focused on data-driven decision making to improve instruction in the areas of math (Tier 1 and 2)
 - Improve progress monitoring systems through i-Ready and PLC practices (Tier 1 and 2)
 - Learn about Homeroom and consider how it can improve our school-wide data system and progress monitoring practices (Tier 1 and 2)



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. 2H Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.	The equity strategies we will employ: <ul style="list-style-type: none">• Students strengths and needs: Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons• Seeing Self as the Expert: Allow students to connect their shared events to projects and assignments in the class or school

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	<ul style="list-style-type: none">- Use i-ready to track progress based on diagnostic information- Use the tool to support progress monitoring (assuming teachers are able to be trained)- Track time engaged in i-Ready math lessons and student success rate, specifically for focused students	<p>Per trimester</p> <p>Monthly for students below grade level standard (depending on the recommendation learned during training)</p> <p>Twice a month for focus students.</p>



Math Pre and Post Assessments and student work samples	<p>Both will influence our PLC practices:</p> <ul style="list-style-type: none">- Pre assessments will inform 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. <p>Student work samples will demonstrate progress and inform instruction throughout the unit of individual students.</p> <p><i>- 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.</i></p>	On a unit to unit basis as well as during our monthly PLC meetings.
Homeroom Disaggregated Data	<p>This will show the progress of various subgroups in the area of math.</p> <p>It will also show us a deeper breakdown of those students below, approaching, on grade level, as well as exceeding standard.</p>	TDB based on what we learn is possible with Homeroom and how it relates to progress monitoring tools in i-Ready.
Goal 2 Responsible, Resilient, Empathetic Learners		
Student Surveys	<p>This data will provide information about how students are feeling in relation to:</p> <ul style="list-style-type: none">- Feeling safe at school- Belonging to school- Meaningful relationships- Feeling of inclusion	<p>Fall 2020 and Spring 2021</p> <p>This data will be compared to data in the past as well as across the year.</p> <p>We will also see if we are able to include the data in Homeroom to better break</p>



		down the results based on our subgroups of students.
Parent Survey	This data will provide information on the parents' perspective as how their student(s) is feeling in relation to: <ul style="list-style-type: none">- Feeling safe at school- Belonging to school- Meaningful relationships- Feeling of inclusion	Spring 2021 This data will be compared to the Student Survey and to the Parent Survey conducted in the Spring of 2019.
Tiered Fidelity Self Evaluation	This rubric will provide information on our level of implementation with fidelity related to PBIS, especially in the area of Tier 2.	A self evaluation will be conducted each trimester
SWIS Data	We will track student discipline referrals to measure the effectiveness of our Tier 1 PBIS strategies to: <ul style="list-style-type: none">- determine students needing Tier 2 supports and interventions needed- problem solve patterns of misbehavior across the school	Weekly as an admin team and as needed by our MTSS Team Monthly by PBIS Team
Both Goals		
Self Assessment of Domain 2 in the Equity Inventory	This will measure the progress we are making on our self selected Domain 2 focus criteria.	Each Trimester
Self Evaluation of the RTI/MTSS Rubric	This will measure the progress we are making on our self selected RTI focus criteria.	Each Trimester

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 **Fernwood** 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:

Differentiation within Math:

- Workshop model: small group work as well as structured collaborative learning opportunities.
- Intentional teaching of academic vocabulary
- Adjusting objectives and higher order thinking questions
- Differentiation for those below grade level as well as those above and designated HiCAP
- Adjusting implementation of GLAD strategies to fit for math:

* Highlighted GLAD strategies indicate those focused on developing vocabulary.

GLAD	Beginning of Unit	Throughout Unit	End of Unit
Teacher-Student	-Cognitive Content Dictionary -Graphic Organizer	-Cognitive Content Dictionary -Cognitive Content Dictionary	-Cognitive Content Dictionary
Student-Student	-Picture File Cards -Cognitive Content Dictionary	-Picture File Cards -Cognitive Content Dictionary	-Picture File Cards
Student	-Picture File Cards -Graphic Organizers	-Picture File Cards -Graphic Organizers	-Picture File Cards

Social and Emotional Learning/Academic

- Begin learning about Universal Design for Learning (UDL) to expand our culturally competent teaching practices, and to support students in developing a strong sense of self during academic learning opportunities.

Social and Emotional/PBIS:

- TBD

Equity:

Always include a lens for equity when conducting PD by:

- Introducing the lens as part of our outcomes and intention setting at the beginning of the meeting.
- Embedded reflective questions and discussions during the meeting.
- Include an aligned question related to equity within our exit ticket.

Data Driven Practices:

- **MTSS Team:** Learn about the Homeroom Data System and how it can be used to monitor the progress of groups of students across the school, subgroups of students, and individuals.



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- **All Staff:** Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of mathematics.

Book Studies:

- **SDLT** - Designed to Learn by Lindsay Portnoy
- **Instructional Team** - The Growth Mindset Playbook by Annie Brock & Heather Hundley
- **Equity Team** - Coaching for Equity: Conversations that Change Practice by Elena Aguilar
- **Classified Staff** - Being the Change by Sarah Ahmed

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:

- Continue to develop a common language around SEL with our community:
 - Reinforce CASEL competencies via virtual Welcome to 20-21 Video
 - Address how to utilize SEL practices at home in parent newsletters and at PTSA meetings
 - Provide parents an opportunity to grow their own understanding of social and emotional competencies at virtual PTSA meetings:
 - Embed the use of “circles” into PTSA meetings for parents to share their perspectives. (We can conduct these virtually, just with requesting input via the Hollywood Squares format)
 - Celebrate students achievement connected to these competencies (e.g. Connect student perseverance in the PTSA math challenge to self-efficacy and self-motivation when students are present and being celebrated)
 - Ask parents to submit their thinking via Google forms for feedback
- Grow our parent partnership in a virtual environment:
 - Share expectations of Fernwood Pillars (Safe, Kind,Learner) in a distance learning environment
 - During Community Building Weeks, ensure that parents are provided with the tools (schedules, learning expectations, virtual classroom routines, importance of “classroom” space that is quiet and without distractions, etc.) needed to set their child(ren) up for success while in distance learning
 - Hold a virtual “Meet & Greet” meeting with parents to start the 20-21 school year
 - Hold monthly virtual “Principal Chat” meetings with parents to address any challenges and to celebrate successes during distance and hybrid learning

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