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## 2020-21 Strategic Action Plan

**Ruby Bridges Elementary is a community of belonging where each member is empowered to engage in meaningful inquiry, exploration, and discovery to become active, compassionate global citizens.**

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 begin our work as a new school community, and thus be embedding both Domains One and Two from the [Northshore School District Equity Handbook](#) into our equity commitments and focus for the year. To inform this work, our Equity Team and SDLT Team completed an initial review of both Domains using the [Northshore School District Equity Inventory](#).

Because we are a new school community, we are still in the process of implementing our Domain One: Governance, Organization, Policy and Self-Reflection elements. Our initial self-assessment shows early indicators that all components of Domain One, which were central to our school planning process, are expected to be or are within the "practicing" level with the exception of the two indicators listed below, both of which need more time for implementation and monitoring as a new school community:

- 1E: Educators evaluate and equitably improve their own discipline policies and practices.
- 1F: Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.

Domain Two: Climate, Culture and Self-Reflection is at the core of our year one work at Ruby Bridges. Central to our mission is a core belief in the importance of belonging and a commitment to inclusive practices. In self-assessing with the Northshore School District Equity



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Inventory, we have identified one area of focus for our team as we endeavor to realize our mission at Ruby Bridges Elementary:

- 2H: Educators work from the premise that “all children can learn” and continue to attempt different 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 Summer and early fall 2020, we reviewed the following data:

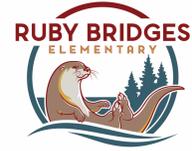
- ☑ Attendance Records (*in progress*)
- ☑ Demographic Information
- ☑ Family and Student Inventories/Surveys
- ☑ Individual Running Records (*in progress*)
- ☑ iReady Data in Math or Reading (*in progress*)
- ☑ SBAC Scores (*only grade 3 data available for current grade 5 students*)
- ☑ Least Restrictive Environment and SPED Program Data

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:

- Each student has a distinctly different learning experience in our system based on their curriculum type and program placement.
- Students with the highest needs receive less core instruction and experience more transitions between personnel and learning environments across their school day/experience.
- Students who are non-White and male have a greater likelihood of being identified for special education services.
- *\*\*Our equity inventory and data review is still in progress due to the unique circumstance of opening a brand new school in a year following the beginning of virtual learning due to COVID. Some data sets are still being gathered and reviewed to refine our root cause analysis summary.*

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

- Student
  - Inconsistent access to core instruction
  - Potential disconnection or disparate access to academic and social emotional learning between student populations
- Teacher
  - Disconnection between staff tasked with supporting the needs of each student (siloes departments and special services)



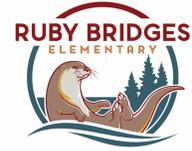
- Inability to collaborate and co-monitor the progress of student learning, particularly for those furthest from educational justice
- Need for improved skills or strategies to meet the needs of diverse learners
- Limiting or biased beliefs about learners
- Content
  - Disproportionate access to general education curriculum and context for students identified with special education needs and students identified as English Language Learners
  - Reduced opportunities for meaningful and relevant learning experiences driven by student interests and diverse backgrounds

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
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners	Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.	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.
<b>Goal 3</b> 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.	Increased percentage of students meeting standards in core subjects

### 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

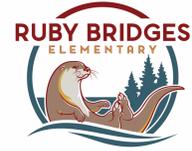
Based on the data and root cause analysis we completed, we believe that if we intentionally prioritize developing relationships (peer to peer and student to staff) and cultivate a racially just, culturally relevant and inclusive learning environment through implementation of both an inclusive practices model and the Primary Years Program, then students will experience belonging and engage in rigorous learning in an inclusive, identity affirming and celebrating environment.

SMART Goal

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

- By June 2021, Ruby Bridges Elementary students identified as furthest from racial and educational justice will be able to identify at least one positive personal relationship with both a peer and a staff member *and* feel a sense of belonging in their new school community as measured by a series of student surveys, specific connection data gathered through the UW Haring Center research study participation and student experience roundtable discussion data.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<p>To make progress, toward our specific goal, we will work to build an inclusive school community of belonging.</p> <p>This means that:</p> <ul style="list-style-type: none"> <li>• we will take mutual responsibility for the success of each student</li> <li>• we will work collaboratively to build relationships with students within and across grade levels</li> <li>• we will foster specific opportunities for each student to make academic and social connections with their peers</li> <li>• we will implement the Primary Years Program model to intentionally</li> </ul>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>• Building and Maintaining Relationships</li> </ul>



<p>provide inquiry-based learning experiences that reflect the diversity of our community (“mirrors and windows for each student”), celebrate student learner attributes and prioritize student agency</p>	
<p><b>Domain Two: Climate, Culture, and Self Reflection</b></p>	<p><b>Equity Strategies</b></p>
<p>To ensure equity focus to our work on this goal, we will focus on:</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"> <li>• Make our school learning environment intentionally inclusive and accessible to each student including elements that are physically and culturally inviting and identity affirming</li> <li>• Ask and gather information from students and families regarding their unique backgrounds, their interests, their strengths and their personal goals for learning</li> <li>• Implement the Primary Years Program Learner Profile model with all staff and students to provide a foundation of inclusive, learner specific exploration and strengths-based approach to cultivating learner attributes</li> </ul>

**GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps**

Equity Means

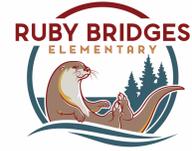
Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we implement the MTSS framework in an inclusive practices model of instruction, intervention and extension, then students will receive increased access to core instruction coupled with appropriate, intentional small group instruction aligned to their learning goals enabling them to meet or exceed grade level reading standards by the end of the 2020-2021 school year.

SMART Goal

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



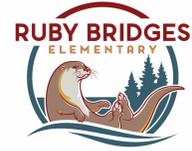
*Growth for each student*→ *Focus groups: K-2 students with ELA IEP goals and students at progressing or proficient year 1 EL status*

- By June 2021, each student identified as English Learner progressing or proficient (year 1) on ELPA21 testing will meet grade-level reading standard, as measured by Phonographix diagnostics, IRR, i-Ready, and/or SBA scores.
- By June 2021, each student in grades K-2 with English Language Arts based Special Education IEP goals will make more than one year of reading progress, as measured by Phonographix diagnostics, IRR, i-Ready, and/or SBA scores.

*Elimination of outcome and opportunity gaps*→ *Focus group: students identified to receive special education services in program placement*

- By June 2021, 80% or more of K-5 students identified for special education program placement will have 80-100% of their learning and instruction take place in the general education environment where both core instruction and intervention/extensions happen in a collaborative inclusive model.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<p>To make progress, toward our specific goal, we will implement an inclusive practices model and school-wide MTSS framework which includes:</p> <ul style="list-style-type: none"> <li>• Master scheduling that provides each student access to core instruction in reading and math</li> <li>• Flexible service delivery model prioritizing small group instruction and supports in concert with core instruction</li> <li>• Co-planning and collaborative teaching practices that emphasize universal design for learning principles</li> </ul>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>• Building and Maintaining Relationships</li> <li>• Setting Objectives</li> </ul>
<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Equity Strategies</b>
<p>To ensure equity focus to our work on this goal, we will focus on:</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"> <li>• Make our school learning environment intentionally inclusive and accessible to each student including elements that are physically and culturally inviting and identity affirming</li> <li>• Ask and gather information from students and families regarding their</li> </ul>

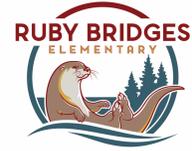


	<p>unique backgrounds, their interests, their strengths and their personal goals for learning</p> <ul style="list-style-type: none"> <li>• Implement the Primary Years Program Learner Profile model with all staff and students to provide a foundation of inclusive, learner specific exploration and strengths-based approach to cultivating learner attributes</li> </ul>
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**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
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
Least Restrictive Environment Data for students receiving Special Education services	% of students accessing core general education instruction 80%-100% of their day	Fall, Winter, Spring
Phonographix Diagnostic Tools	% of students at standard levels for phonological knowledge	Fall, Winter, Spring
i-Ready Screener	% of students at standard and growth rate for students below standards	Fall and Winter
i-Ready Screener	% of students meeting or exceeding standard	Spring
<b>Goal 2: Responsible, Resilient, Empathetic Learners</b>		



Student Survey	% of students who express feeling a sense of belonging in their school community	Fall, Winter and Spring
Research Study Connection Data from Haring Center Study	% of students who demonstrated connectedness through peer and relationship charting	Winter and Spring
Student Experience Roundtables	% of qualitative data demonstrating positive connections and evidence of belonging for students	Fall, Winter and Spring

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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 Ruby Bridges Elementary meeting regularly to learn together, review data, and adjust 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:

- Professional Development in partnership with the University of Washington's Haring Center for Inclusive Practices
- Universal Design for Learning Principles and Practices based on Katie Novak's UDL Now text and her organization's online professional development programs
- Ongoing professional development for utilizing i-Ready assessment and Homeroom data platform to support intervention planning, progress monitoring and MTSS implementation
- Staff book study, *How to be an Anti-Racist* by Ibram Kendi and REJ book study, *Culturally Responsive Leadership*
- Professional Development provided by RB Teacher Leader and through International Baccalaureate to begin launching Primary Years Program model and program of inquiry development focusing on one theme, *Who We Are*

## COMMUNITY PARTNERSHIP



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Finally, we know that we cannot do this work alone. Your partnership and support are greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- As a new school community, we will develop consistent family engagement opportunities to gather input, collaborate and develop our own school identity.
  - Regular Family Engagement, Information and Outreach Events
  - Partnership to establish and support PTSA for Ruby Bridges
  - Implementation of Community Volunteer programs including Art Docent Program and School-level volunteerism
- We will provide support to families through resources, monthly access (or more) to supplies and tools provisions for supporting students' virtual learning work and family learning opportunities tailored to your needs
- We will provide proactive communication and specific supports for families related to their children's academic progress and share progress monitoring data on regular intervals.
- We will provide print and online resources for engaging in reading and with literature so each student has an equitable opportunity to read and develop reading interests.
- We will provide each student an opportunity to develop and utilize leadership skills in the school setting by implementing a K-5 Student Leadership program including classroom ambassadors and Student Experience Roundtables.

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