



2022-23 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 2022-23 school year, we will build off of what we learned from our work over the last three years on 3D: Students and families have the opportunity to be experts in the classroom, school, and district, 3E: Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms, and 3F: Educators are knowledgeable about the histories of diverse groups of the Northshore School District. We will continue to keep key aspects of Domain 1 & 2 in mind while also incorporating strategies related to Domain 3. To inform this work, our staff completed an initial review of Domain 3 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 2022, we reviewed the following data:

- Climate Surveys
- Demographic Information
- Discipline Data
- iReady Data in Math or Reading
- SBAC Scores

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:

- 41% of our Multi Language Learners scored one grade level below or more as measured by spring 2022 iReady Reading Scores.

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

- Need for aligned Tier one vetted ELA curriculum and instruction.
- inconsistent MTSS system to target and support tier 2 interventions.
- Emerging school wide system positive system of support.

The analysis of our school data leads us to the development of our goals for the 2022-23 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.



Goal 2 Responsible, Resilient, Empathetic Learners	Increased percentage of multilingual students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health	PBIS Measures using SWIS data to track discipline referrals, student surveys
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Minimum annual academic growth rate of one year for Multilingual students at/above grade level, and more than one year for students below grade level	State standards measured by i-Ready (K-8) for Reading

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

Revised 10/30/22



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 we develop a school wide PBIS system, then multilingual students will feel safe and have a sense of belonging.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *By June, multilingual students' sense of belonging will increase among Shelton View Students as measured by student sense of belonging survey.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will implement our school wide PBIS system and regularly assess data to determine what specific areas we need to target to create a safe environment for multilingual learners. This means that our PBIS team will implement a school wide SWIM Expectations system. This focus will help staff to connect with and promote a sense of belonging for our Multilingual learners.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Focus on 'Include others" from SWIM expectations to support multilingual learners ● Be intentional about representing all cultures at Shelton View in our PBIS work and interactions with families
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on: 3E Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</p>	<p>The equity strategies we will employ</p> <ul style="list-style-type: none"> ● Learn about the cultural norms and values of each represented identity, religion, etc. and help students learn about the same ● Show value of interdependence and collaboration in the classroom or school



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 Into Reading K-5 using Science of Reading based strategies then multilingual students will make a minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By end of year, reading growth will increase by more than one year for our multilingual learners scoring below benchmark as measured by I-Ready reading benchmarks.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will Implement the Into Reading curriculum and focus on the structures built into the program that specifically focus on the needs of ML students. This means that teachers will work in PLCs to plan and learn this new system. Our staff will participate in school wide PD including working with an instructional coach to determine best practices for implementation.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Structuring Collaborative Learning Experiences ● Comprehensive input
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on: 3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<p>The equity strategies we will employ</p> <ul style="list-style-type: none"> ● Make connections to students' identities and cultures ● Build community and sense of belonging in the classroom.



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		
Student survey	Student survey	Dec. 2022, March 2023, May 2023
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
IReady reading Spring 2022	I ready Benchmarks	Winter & Spring



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 2022-23 school year, we will participate in the following professional development as part of our work:

- District Led PD days
- Instructional Coaching sessions with Into Reading Coach
- School Led Into Reading PD
- PBIS staff training
- School led PD making connections to students' identities and cultures.

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Invite you to join our PTA
- Invite you to volunteer in our classroom and our schools
- Invite you to participate in our school cultural fairs and events

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