



Northshore Early Childhood 2022-23 Strategic Action Plan

The Northshore Early Childhood Programs strives to provide individualized early childhood education opportunities in a nurturing, safe, family oriented environment.

Each year, we identify goals that guide the work we do to ensure each of our students learn at the highest level 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 Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#).

2020-2021 Domain Two: Climate, Culture, and Self Reflection

- 2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.

2021-2022 Domain Three: Teaching, Learning, and Self Reflection

- 3G Educators are knowledgeable about creative, innovative and equitable instructional approaches
- 3D Students and families have the opportunity to be experts in the classroom, school, and district

2022-2023 Domain Three: Teaching, Learning, and Self Reflection

- 3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches
- 3F Educators are knowledgeable about the histories of diverse groups.

Revised 5/4/22



We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team 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:

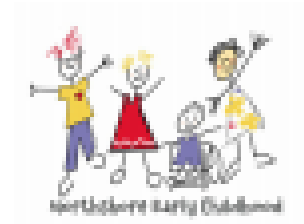
- Attendance Records
- Classroom Based Assessment Results (GOLD)
- Climate Surveys
- Demographic Information
- Family Surveys

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in multilingual student outcomes or access that require our attention:

- Objective 8: Ability to listen and understand increasingly complex language
- Objective 9: Ability to use language to express thoughts and needs
- Objective 10: Ability to use appropriate conversational and other communication skills
- Spring 2022 Language Data for students not meeting performance standards:
 - Ready Start: 55 students (22.18%)
 - ECEAP: 11 students (19.3%)
 - Head Start: 5 students (9.09%)

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

- Opportunity Gaps
- Identified Disabilities
- Increased numbers of multilingual learners
- Limited staff knowledge of creative, innovative equitable instructional practices



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.

School Goals	Equity Means	Measures of Success
Goal 1 Success in the Early Years	Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.	Increased percentage of students who have equitable access to pre-kindergarten programs and to developmentally appropriate teaching through grade 3.
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.	Identify students who are not meeting widely held expectations in Language and develop an individualized growth plan.

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.



Increase % staff trainings in the areas of Universal Design for Learning (UDL), PBIS framework, MTSS framework, co-teach, GLAD language acquisition strategies, Science of Reading

GOAL 1: Success in the Early Years

Equity Means

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we increase access to our free preschool programs: Ready Start, Head Start, and ECEAP, students will have the ability to learn within our high quality general education environments prior to Kindergarten.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

By January 2023, Northshore Early Childhood will be fully enrolled for our non-tuitions slots (students meeting eligibility criteria) in Ready Start, Head Start, and ECEAP, from 134 students currently enrolled to 218 students enrolled. (Growth of 84 students)

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will continue to recruit students within our Northshore community. This means that: <ul style="list-style-type: none"> • Child Find • Early Childhood Assessment Team: identify potential students who do not qualify for special education services • Family Support Staff collaborating with our community partners 	Our instructional strategy relates to: <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Objectives • Diversify recruitment strategies
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on: <ul style="list-style-type: none"> • 3F Educators are knowledgeable about the histories of diverse groups. 	The equity strategies we will employ: <ul style="list-style-type: none"> • Take time to get to know our communities racial, cultural and ethnic 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 if we provide a robust professional development plan for all Early Childhood staff in Guided Language Acquisition Design (GLAD), then multilingual students will increase performance within their language development.

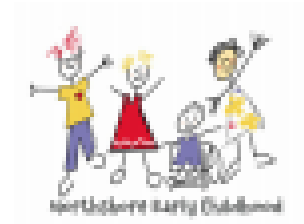
SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

- By May 2023, multilingual students identified in Fall 2022 being below highly held expectations in Language will increase individual skills as identified by their student growth plan as measured by GOLD winter and spring checkpoints.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will utilize targeted language acquisition interventions (GLAD Strategies) to support the individual learning plans of those students identified as being below the widely held expectations</p> <p>This means that classroom teams will be implementing the following strategies:</p> <ul style="list-style-type: none"> • Picture File Cards • Word Banks • Picture Dictionary • Pictorial Diagram • Memory Bank • Observation Charts • Inquiry Chart • Chants • Narrative Input Chart 	<p>Our instructional strategy relates to:</p> <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 Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> • Make connections to students' identifies and cultures

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<p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<ul style="list-style-type: none"> • Build community and sense of belonging in the classroom • Foster empathy in the classroom through discussion, activities, and lessons • Bring people, organizations, and programs from the community into the classroom, and bring students into the community
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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
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Fall GOLD checkpoints: Nov 15th	weekly PLC meetings: student growth on SMART goals	Winter Checkpoints: Feb 15th
		Spring Checkpoints: May 15th
Goal 1: Success in the Early Years		
Synergy enrollment	Non-Tuition selection process	Weekly
	Early Childhood Assessment Team (ECAT): selection process	Weekly

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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 Northshore Early Childhood 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:

Staff Professional Development:

- *PLC weekly team meetings
- * Book Study: Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools (Marilyn Friend Ph.D.)
- *MTSS Committee Work:
 1. Continuum of Supports
 2. Data Based Decision Making
 3. Family, Student, Comm. Engagement
 4. Evidence Based Practices Curriculum
 5. Racial and Educational Justice Team
- *Universal Design for Learning (UDL), PBIS framework, MTSS framework, co-teach, GLAD language acquisition strategies, Science of Reading
- *GLAD Year Long Training Plan
 - September 28 (6 hrs)
 - November 16, February 8, March 29, May 3 (90 minutes)

GLAD Anchor training (Sept 28th)

- Theory, research, and rationale behind selected strategies
- Inclusion and rapport building activities
- Layout and scope of work
- First learning opportunity (share strategies, modeling, assignment, and make and take time)

4 Training days (11/16, 2/8, 3/29, 5/3):

- Review/celebration/sharing of learning opportunity
- Pre-K video/examples of focus strategy
- Collaboration and planning time
- Make and take
- Follow-up and coaching during planning time with facilitators

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Administrative planning:

- Collaborative planning with Early Childhood Team
- Fall and Spring Walk through looking for data and evidence
- Sharing of data/videos/training
- Additional planning and next steps

Additional Technology:

- Custom Google Site and maintenance that will house photos, video, and resources
- Virtual Office hours for teachers attending sessions
- Writing and development of a unit aligned to Teaching Strategies
- Video taping strategies/photos with students at three school sites to be used in training days

Parent Education:

- Parent PD: 5 times a year (topic will be decided by parents)
- Positive Parenting: 2 times a week at Sorenson
- Parent Support Groups: monthly

PTSSA Grant: Partnership with Imagine Museum to provide 4 STEM enrichment events: opportunities for all NEC children and their families

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:

- PTSA
- Boy Scouts/Eagle Scouts
- Community Serve
- Northshore Schools Foundation
- Eastside Baby Corner
- Provail
- Hope Link
- Mary's Place
- Center for Human Services
- Northshore Consortium group
- PSESD

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- UW Bothell
 - Pediatrician groups
 - B-3 partners: Kinderling, Childstrive, Wonderland
 - Food Lifeline

Woodinville Rotary Club: donated \$20,000 to NEC Guided Language Acquisition Design (GLAD) Professional Development

PTSSA Grant: Partnership with Imagine Museum to provide 4 STEM enrichment events: opportunities for all NEC children and their families

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