



2022-23 Strategic Action Plan

At Frank Love...

We believe in ourselves and in each other.

We are resilient learners.

We know that everyone is unique and valuable to our community.

We believe we can overcome any obstacle by supporting one another.

At Frank Love, our mission is to cultivate a safe, inclusive community where students feel a sense of belonging and are empowered to grow their knowledge and skills

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 on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#).

Specifically,

- 1F: Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
- 2J: Educators have high expectations for all students regardless of their background or differences.
- 3D. Students and families have the opportunity to be experts in the classroom, school, and district.
- 3G. Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

We will continue to keep key aspects of Domain 1 and 2 in mind while further incorporating strategies related to Domain 3 this school year.

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 and Fall of 2022, we reviewed the following data



- Attendance Records
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- Individual Running Records of Reading
- iReady Data in Math or Reading
- WIDA Assessment for our Multilingual learners
- Smarter Balanced Assessment

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:

- Need to increase student voice as a contribution to their active engagement in learning.
- Need to increase academic vocabulary in order to increase comprehension of grade level content for all students.
- Need to increase proficiency rates for our multilingual learners in the area of vocabulary and reading comprehension.

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

- Limited family and community partnership with the school particularly with our families furthest away from education justice.
- Lack of connection between instructional content and student experiences and/or community funds of knowledge.
- The lack of design and implementation of instructional practices that increase access to learning for those students furthest away from educational justice.

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	Measures of Success	Equity Means	Equity Means Measure
<p><u>Goal 2</u> Responsible, Resilient, Empathetic Learners</p> <p>Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue their own educational passions.</p>	<ul style="list-style-type: none"> • Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health • Increased percentage of students with at least 95% average school attendance 	<p>Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them</p>



	<ul style="list-style-type: none"> Increased percentage of students who report engaging in clubs, sports, employment, or activities 		
<p><u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps, and receive fair and equitable treatment with regards to discipline.</p>	<ul style="list-style-type: none"> Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level By the end of the school year, all students who receive English Language Development services and did not meet their annual growth goal in reading will meet their 2022-23 annual growth goal as measured by iReady and classroom-based assessments. 	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced course sequences and specialized programs

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 increasing student voice, specifically for our students who receive English Language Development supports, will invite increased active engagement and ownership in their learning. We define student voice as having presence, power and agency. We expect to see an increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.

SMART Goal

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

By the end of the 22-23 school year, data from “student voice” self assessments and climate surveys will show increased opportunities for students to use their voice to impact and influence their learning environment.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will increase direct instruction for increasing self-awareness competencies as defined by the CASEL Framework.</p> <p>This means that teachers will designate a time in their schedule to utilize curriculum and resources, including “Second Step and Kelso’s Choices”, and CASEL Competencies to explicitly teach self awareness capacities.</p>	<p>Our instructional strategy relates to:</p> <p><u>Structuring Collaborative Learning Experiences</u></p> <ul style="list-style-type: none"> • Optimize Relevance, Value, and Authenticity • Foster Collaboration and Community <p><u>Setting Objectives</u></p> <ul style="list-style-type: none"> • Provide Students with the Criteria and Standards for Successful Task Completion • Heighten Salience of Goals and Objectives <p><u>Providing Formative Feedback</u></p> <ul style="list-style-type: none"> • Provide Students with the Criteria and Standards for Successful Task Completion
<p>Domain Three: Teaching, Learning, and Self Reflection</p>	<p>Equity Strategies</p>



<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</p> <p>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"> ● Allow students to have opportunities to teach each other during lessons and activities ● Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities ● Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies <p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Give students opportunities to share local and global knowledge ● Make connections to students' identities and cultures ● Build community and sense of belonging in the classroom ● Foster empathy in the classroom through discussions, activities, and lessons ● Break down stereotypes AND promote acceptance of diverse identities ● Provide staff opportunity to learn from their colleagues and from other sources to increase knowledge, innovative and creative instructional approaches.
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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 by focusing on data for our multilingual learners, all students who receive English Language Development services and did not meet their annual growth goal in reading will meet their 2022-23 annual growth goal as measured by iReady and classroom-based assessments.

Students

By the end of the school year, all students who receive English Language Development services and did not meet their annual growth goal in reading will meet their 2022-23 annual growth goal as measured by iReady and classroom-based assessments.

Teachers

Teachers will meet regularly with their Professional Learning Communities to examine data, plan instruction and examine the impact of their instruction through the data based inquiry cycle. At the beginning of the 22-23 school year grade level teams will highlight multilingual learners and



find outcome gaps. Teams will utilize the data based inquiry cycle to provide specific and differentiated instruction for all students incorporating interventions that support multilingual learners.

Data Based Cycle of Inquiry

- Examine Data
- Determine Intervention Groups
- Plan
- Deliver Intervention/Monitor Progress/Determine Impact/Reflect

SMART Goal

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

By the end of the school year, all students who receive English Language Development services and did not meet their annual growth goal in reading will meet their 2022-23 annual growth goal as measured by iReady and classroom-based assessments.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, teachers will use formative assessments, provide clear learning targets and success criteria and implement strategies that support multilingual learners.</p> <p>To make progress, toward our specific goal, teams will utilize the data based inquiry cycle to provide specific and differentiated instruction for students.</p> <p>This means that teachers will meet regularly with their Professional Learning Communities to examine data, plan instruction and examine the impact of their instruction through the data based inquiry cycle.</p> <p>Teachers will use the Multi Tiered Systems of Support (MTSS) framework to proactively identify specific learning needs of students through universal screening and plan and implement interventions to meet individual student needs.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives <ul style="list-style-type: none"> ○ Activate or Provide Background Knowledge ○ Guide Appropriate Goal Setting ● Providing Formative Feedback <ul style="list-style-type: none"> ○ Give Students Specific Oral and Written Feedback that Prompts Improved Performance ● Encourage Higher Order Thinking & Asking Higher Order Questions <ul style="list-style-type: none"> ○ Use Probing and Clarifying Techniques to Assist Students to Answer ○ Acknowledge All Students Comments, Responses, Questions, and Contributions
<p>Domain Three: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>



<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</p> <p>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"> ● Allow students to have opportunities to teach each other during lessons and activities ● Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities ● Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies ● Make connections between curriculum content and local and global happenings <p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Give students opportunities to share local and global knowledge ● Make connections to students' identities and cultures ● Build community and sense of belonging in the classroom ● Foster empathy in the classroom through discussions, activities, and lessons ● Break down stereotypes AND promote acceptance of diverse identities
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Monitoring Our Progress

Following a continuous cycle of inquiry means that we will measure our progress monthly during the school year to support grade level goals identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. We will use data, in the form of formative assessments and content assessments, to inform intervention strategies in each defined area.

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: GOAL 2: Responsible, Resilient, Empathetic Learners		
Climate Survey	Increase in survey outcomes	October, April
Student Voice Survey	Increase in survey outcomes that reflect across domains	November, April



Student Focus Groups	Improved I-Ready and Into Reading assessment scores	September, March
Shadowing Students	Perception data that reflects improved student experience in the classroom	October, April
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
IReady Diagnostic	Growth between assessments	September, January, May
Formative Assessments	Pre/Post assessments Exit tickets Anecdotal notes Rubrics Grade level developed competency assessments Curriculum Assessments	Ongoing
Student Focus Group	Incorporate visuals Provide sentence stems Anchor charts Pre Teach vocabulary Provide extended learning opportunities	Throughout the school year

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 Frank Love 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:

- Strategies that support Multilingual Learners
 - Use of data to inform cycle of inquiry
 - Structured PLC meetings that support examining data and the cycle of inquiry.
 - The use of assessments to inform intervention strategies.
 - Anti-Racist reflection and instructional practices that support anti-racist practices in the classroom.
 - Universal design for learning to increase access points for all learners.
 - Learning how to work together and learn from each other to strengthen collective efficacy around supporting multilingual and neurodiverse learners.
 - Equity-focused professional learning at staff meetings
 - How to increase student voice to inform instruction

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:

- Parent advisors for school committee work
- Natural Leaders program
- PTA
- Volunteering
- Curriculum Night: A Night for Making Connections
- WAKids Family Meetings
- Weekly Newsletters
- Parent education for Social and Emotional Learning
- School wide "Festival of Cultures"
- Invite families to share their knowledge and experiences with the students through classroom participation

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