



2022-23 Strategic Action Plan

At Moorlands, our mission is to help students acquire the social and academic skills necessary to become life-long learners and contributing citizens of our world. In support of this mission, we hold these beliefs:

- All students can achieve success.
- Learning experiences must be relevant.
- A supportive environment of mutual respect and trust is essential.
- Unique contributions and attributes of individuals must be recognized and encouraged.
- We are all learning and growing together.
- Students reach their full potential when the family and school work as partners.

At Moorlands, we show Mustang PRIDE. We are Respectful, Responsible, Ready to Learn, Caring and Safe.

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

- Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can understand.
- Schools and departments adhere to the district's equity policy
- Educators evaluate and equitably improve their own discipline policies and practices
- Educators continuously self-reflect while they learn more about equity related issues by completing a self inventory four times during the school year.
- Educators continuously self-reflect while they learn more about equity related issues

06/29/2023



- Educators helping students and each other appreciate, honor, and respect historical and current events from multiple perspectives.
- Educators are knowledgeable about creative, innovative, and equitable instructional approaches.
- Educators continuously self-reflect while they learn more about equity related issues.
- Educators understand the ways in which race, ethnicity, culture, language, and social class interact to influence student behaviors and behavioral norms.

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
- Climate Surveys
- Demographic Information
- Discipline Data
- End of quarter Grades
- Family Inventories/Surveys
- Individual Running Records
- iReady Data in Math or Reading
- SBAC Scores
- Student Interviews or Surveys

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:

- Overall reading progress in students who are below standard based on the last three years of iReady data (the 20-21 iReady diagnostic was taken at home during the pandemic and results may not be as valid):
 - Black/African American students
 - 3/591(20%) beginning diagnostic; 2/684 (13%) final diagnostic in 19-20
 - 2/586 (18%) beginning diagnostic; 0/684 (0%) final diagnostic in 20-21
 - 0/584 (0%) beginning diagnostic; 1/617 (11%) final diagnostic in 21-22
 - Hispanic/Latino students
 - 8/591(21%) beginning diagnostic; 4/684 (8%) final diagnostic in 19-20
 - 7/586 (20%) beginning diagnostic; 5/684 (11%) final diagnostic in 20-21
 - 9/584 (18%) beginning diagnostic; 8/617 (16%) final diagnostic in 21-22
 - EL/ML students
 - 14/591(28%) beginning diagnostic; 7/684 (12%) final diagnostic in 19-20
 - 11/586 (19%) beginning diagnostic; 8/684 (10%) final diagnostic in 20-21
 - 14/584 (25%) beginning diagnostic; 7/617 (11%) final diagnostic in 21-22
 - Special Education students
 - 14/591(23%) beginning diagnostic; 7/684 (11%) final diagnostic in 19-20
 - 10/586 (20%) beginning diagnostic; 8/684 (14%) final diagnostic in 20-21
 - 11/584 (28%) beginning diagnostic; 7/617 (17%) final diagnostic in 21-22

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



- Inconsistent literacy curriculum in grades K-5, Special Education, LAP, and Multilingual Education.
- Inconsistent process and systems for collaboration and communication between key staff stakeholders.
- Inconsistent professional development in the area of literacy.
- Lack of adopted literacy curriculum across K-5

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
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<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>	<ul style="list-style-type: none"> ● We will track our PRIDE reminders by hand and in Homeroom - decrease the number of PRIDE reminders year to year ● Staff, student, and family survey - 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
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</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 as measured on iReady ●

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 teach and continuously reiterate the Moorlands PRIDE traits through PBIS and PRIDE slips and Friday announcements, then students will embrace their own voice, accept ownership of their own actions and experiences, and honor the diversity, unique needs and contributions of others.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: Increased percentage of students who feel safe, have a sense of belonging and personally meaningful relationships, and believe Moorlands is vibrant and inclusive, with rules that are fair and equitable. The percentage of students who stated they could name the Moorlands expectations will go from 75% to 100% by June 2023; the percentage of students who stated they have been acknowledged for meeting the expectations will go from 65% to 100% by June 2023; the percentage of students who stated they feel safe at school will go from 80% to 100% by June 2023; and the percentage of students who stated they like being at school will go from 77% to 100% by June 2023 as measured by survey data, PRIDE trait data, and 2nd step curriculum assessment data.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will continue our PBIS instruction. This means that all classroom teachers and specialists will teach/reteach the PRIDE traits and expectations in and out of the classroom.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Providing Formative Feedback
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>3A Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.</p> <p>3B Educators are well informed of the diverse backgrounds of students and families.</p> <p>3C Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Learn and have conversations about the bigger-picture (systemic) causes of predictable data report disparities among students in relation to: <ul style="list-style-type: none"> ○ Discipline practices and policies ○ Opportunity gaps ○ Special education ○ ELL ○ High Cap ○ Extra-curricular access and opportunities ○ Etc.



	<ul style="list-style-type: none"> • Look for ways to bring students' stories into lessons and activities • Look for ways to bring families and their voices into the classroom (ie: they can come in to be a guest speaker, students can record their family member's voice or take a video of them to bring into class, etc.) • Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom throughout the school year (ie: in-class surveys, take-home surveys, conversations, etc.) • Find out which religious and cultural observances students and their families celebrate throughout the school year and recognize them in class • Find out which national diversity days/months students and their families celebrate throughout the school year and recognize them in class
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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 that if we align our K-5 literacy curriculum, receive literacy PD, and commit to teaching the curriculum, then students will make growth in their reading progress throughout the school year.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: By June 2023, 100% (48 out of 48 students) in grades K-5 who performed in the red zone in overall placement in reading on the fall iReady assessment, will meet or exceed their stretch goal placing them at grade level in reading as measured by spring iReady, SBA and classroom based assessments.

Moorlands has 12/604 students (2%) that are 3 or more grade levels behind in reading (iReady) and 36/604 students (6%) that are 2 or more grade levels behind in reading (iReady).

These numbers account for:

18% of Moorlands Hispanic or Latinto students, while 7% of non Hispanic or Latino students. Moorlands overall student population is 9% Hispanic or Latino.

5% of Moorlands Asian students. Moorlands overall student population is 20% Asian.



14% of Moorlands Black/African American students. Moorlands overall student population is 2% Black/African American.

0% of Native Hawaiian or other Pacific Islanders students. Moorlands overall student population is 0.2% Native Hawaiian or other Pacific Islander.

0% of students who identify as two or more races. Moorlands overall student population is 8% students who identify as two or more races.

10% of Moorlands White students. Moorlands overall student population is 68% White.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will use Into Reading K-5. This means that each and every teacher will use the Into Reading curriculum with fidelity K-5.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences
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>3A Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.</p> <p>3B Educators are well informed of the diverse backgrounds of students and families.</p> <p>3C Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Learn and have conversations about the bigger-picture (systemic) causes of predictable data report disparities among students in relation to: <ul style="list-style-type: none"> ○ Discipline practices and policies ○ Opportunity gaps ○ Special education ○ ELL ○ High Cap ○ Extra-curricular access and opportunities ○ Etc. ● Consistently include equity related PD in school-wide staff meetings throughout the year ● Utilize the School Equity Team for equity related PD in school staff meetings ● Utilize the NSD Equity and Diversity Department for equity related PD to help with staff meetings if so desired ● Make connections between curriculum content and local and global happenings ● 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



	<ul style="list-style-type: none">● Break down stereotypes AND promote acceptance of diverse identities● Consistently teach lessons and engage students in activities that promote the acceptance and recognition of diversity, diverse students, and a diverse world● Teach lessons and engage students in activities that disrupt stereotypes, discriminatory language, microaggressions, and implicit biases (while also teaching about ways to honor and respect diverse identities)● Push past the thinking that diversity acceptance and equity related lessons should only be taught to students after a problem or incident has happened, and instead think about how and why these lessons should happen consistently● Think about:<ul style="list-style-type: none">○ The ways that equity can be at the center of teaching and learning in the school and classroom○ Why it is important to learn about and discuss systemic level causes of data disparities based on race, gender, etc. before they are talked about at the district or school level○ The ways that you can build and maintain relationships with students and families○ Why it is important for students to have consistent opportunities to be experts/teachers in the classroom○ Why it is important to learn about the histories of the diverse backgrounds that are (and are not) represented in the school or class○ The ways that you can weave diversity and creativity into school-related functions, activities, and lesson plans
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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.

06/29/2023



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		
iReady	Diagnostic	Fall, Winter, and Spring
Into Reading Curriculum	In class assessments	continues (quarterly)
Smarter Balanced Assessment	SBA - reading	Spring 2023
Goal		
Strategic Plan 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 contribution of others.
Strategic Plan 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.

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 Moorlands 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:

- Monthly Grade Level PLC Into Reading Meetings - agenda
- Into Reading professional development
- Once a month literacy takeaways from staff meetings
- Continuous PBIS lessons throughout the year

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:

06/29/2023



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- Invite you to participate in Seesaw Digital Community
 - Invite you to attend Moorlands annual Open House Curriculum Night
 - Invite you to participate in Fall Conferences
 - Invite you to participate in the Family Math Challenge night(s)
 - Invite you to participate in the Moorlands Science fair
 - Invite you to Culture Night
 - Invite you to participate as a volunteer on campus
 - Invite you to attend any and all PTA events, meetings, and parent education nights
 - Invite you to be a Watch D.O.G.S
 - Invite you to join the PTA and participate as little or as much as you are able!
 - Invite you to join us for music concerts
 - Communicate with community via newsletter once a week - Mustang Memo

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