



Lockwood Pride

2022-23 Strategic Action Plan

At Lockwood Elementary School, we provide a learning community that recognizes all students as capable learners. We promote high standards, expect accountability, and celebrate success. Cooperation, responsibility, and confidence promote our goals of life-long learning and responsible citizenship.

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](#). Our focus for the 2019-20, 2020-21, and 2021-22 school years were:

Domain 1 (2019-20):

- **1C:** New policies and procedures are implemented with sensitivity toward the diverse learning needs of students.
- **1G:** Educators continuously self-reflect while they learn more about equity related issues.

Domain 2 (2020-21):

- **2A:** Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
- **2D:** Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.

Domain 3 (2021-22):

- **3E:** Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.
- **3G:** Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

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

Revised 5/4/22



Lockwood Pride



and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#). Our focus for the 2022-23 school year will be:

Domain 3 (2022-23):

- **3B:** Educators are well informed of the diverse backgrounds of students and families.
- **3D:** Students and families have the opportunity to be experts in the classroom, school, and district.
- **3F:** Educators are knowledgeable about the history of diverse groups.

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
- ★ Demographic Information
- ★ End of Year Grades
- ★ Informal and Formal Classroom Assessments
- ★ iReady Data in Math and Reading
- ★ SBA Scores
- ★ Student 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:

- Lockwood students who identify as multilingual learners grew in proficiency in math from 23% at or above proficiency to 56% at or above in proficiency; whereas, in reading, these same students went from 33% at or above in proficiency to 39% at or above in proficiency.
- Compared to grade like peers, students who identify as multilingual learners did not score as well in reading. The overall score for at or above proficiency in reading was at 79%.
- 17% of students who identify as multilingual learners have attendance issues that may contribute to their overall performance both academically and socially-emotionally.

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

- Students who identify as multilingual learners:
 - Teacher knowledge of students' culture
 - Knowledge gap of culturally responsive teaching practices
 - Access to academic vocabulary
 - Feelings of being valued and connected may be lacking
 - Home supports may be lacking

Revised 5/4/22



Eliminating root causes for students who identify as multilingual learners subgroup:

- Look for opportunities to provide intervention in support of pre teaching to provide more access for students
- Get to those below grade level right away (Tier 1 and 2 supports)
- Review student data to determine strengths and needs prior to the year
- Continue to find opportunities to learn about students beyond the classroom to form stronger relationships

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 2 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, feel they belong, have meaningful relationships, and model positive social interactions within a culturally diverse learning community.
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.	Minimum annual academic growth rate in reading of one year for students at/above grade level, and more than one year for students below grade level.

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 continue to strengthen our schoolwide MTSS Tier 1/Tier 2 supports, implement intentional connection/morning meeting time, continue to provide intentional SEL lessons, and continue to use positive reinforcement both within and without the classroom to build a sense of belonging and safety then students will develop and build feelings of empathy, belonging, safety, perseverance, and positive relationships with both peers and adults as well as a healthy and positive self-image and self-awareness that will positively impact engagement and success both academically and socially. We believe that when students feel connected to school, peers, and adults, they are more likely to experience academic success and seek opportunities to challenge themselves both academically and socially.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: By June of 2023, there will be an increase in students at Lockwood who have a sense of belonging from 72% to 85% and who feel safe at school from 80% to 90% for all students with a focus on students who identify as multilingual learners as measured by Student Climate Surveys (fall & spring), teacher anecdotal notes, and student referrals to counselor small groups.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will strengthen the implementation of our MTSS tiered approach to supporting the social and emotional and behavioral needs of students. This means that:</p> <ul style="list-style-type: none"> • Staff explicitly teach social and emotional skills as a Tier 1 support for all students through resources such as Second Step, Kelso's Choices, & Zones of Regulation (Tier 1 and 2). • Students have access to the school counselor as well as other staff when needing to make a connection. • Every classroom teacher is provided with intentional morning meeting/ connection time each day to build a collaborative learning community & sense of belonging & safety for all students. • Staff model and teach appropriate interactions in social and academic settings (collaboration, peer-to-peer feedback, etc.). 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Objectives • Structuring Collaborative Learning Experiences

Revised 5/4/22



Lockwood Pride



<ul style="list-style-type: none">• Staff positively reinforce appropriate behavior aligned to school-wide expectations/pillars.• Administration and staff create a cohesive positive reinforcement approach to behaviors with the on site childcare program.	
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>3B: Educators are well informed of the diverse backgrounds of students and families.</p> <p>3D: Students and families have the opportunity to be experts in the classroom, school, and district.</p> <p>3F: Educators are knowledgeable about the histories of diverse groups.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 3B:</p> <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 (guest speaker, recordings of voices/videos).• 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 (surveys, conferences).• 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. <p>Strategies for 3D:</p> <ul style="list-style-type: none">• Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities.• Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class.• Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies.

Revised 5/4/22



	<p>Strategies for 3F:</p> <ul style="list-style-type: none"> • Take the time to get to know students' racial, cultural, and ethnic backgrounds and provide them with opportunities to talk or write about them in lessons, activities, prompts, and discussions (if they wish to share). • Learn and teach about how historically marginalized groups and people have always maintained forms of resistance. • Learn and teach through a lens that humanizes historically marginalized groups and people. • Hang posters and teach lessons about historical scientists, mathematicians, writers, inventors, and leaders from marginalized groups.
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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 strengthen our school-wide MTSS Tier 1 supports, provide access to high-quality instruction and curriculum scaffolded through a data driven tiered approach, implement culturally responsive teaching practices and intentional differentiation within reading, then students will make adequate progress in reading as well as close academic achievement gaps for our most vulnerable subgroups of students, specifically students who identify as multilingual learners.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June of 2023, there will be an increase in academic performance in the area of reading by at least one year for all students who are at/above grade level and at a minimum of more than one year for all students who are below grade level, with a focus on students who identify as multilingual learners, as measured by trimester i-Ready diagnostic data, i-Ready progress monitoring data, SBA data, student work samples, and conferring anecdotal notes.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on improving our data driven	Our instructional strategy relates to: <ul style="list-style-type: none"> • Building and Maintaining Relationships

Revised 5/4/22



<p>MTSS decision making in reading to inform instruction and provide interventions. This means that:</p> <ul style="list-style-type: none"> • Staff will engage in monthly PLC data protocols to build resources and differentiation ideas for Tier 1 support for all students. • Staff will attend all professional development opportunities to implement the new ELA curriculum as intended. • Staff pre-assess each literacy unit to better differentiate small groups for instruction. • Staff will intentionally and explicitly have check-ins throughout each lesson • Staff will explicitly teach strategies that enable students to access all curriculum as a Tier 1 support for all students (visuals, collaboration, hands-on activities, etc.). • Staff will reinforce social and emotional well-being within academic learning opportunities. • Staff will provide structured collaborative learning opportunities for students that support all students in being engaged. • Staff will reinforce explicit, informative learning targets as “I can” statements for all students. 	<ul style="list-style-type: none"> • Setting Objectives • Structuring Collaborative Learning Experiences
<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>3B: Educators are well informed of the diverse backgrounds of students and families.</p> <p>3D: Students and families have the opportunity to be experts in the classroom, school, and district.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 3B:</p> <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 (guest speaker, recordings of voices/videos). <p>Strategies for 3D:</p> <ul style="list-style-type: none"> • Allow students to have opportunities to teach each other during lessons



<p>3F: Educators are knowledgeable about the histories of diverse groups.</p>	<p>and activities.</p> <ul style="list-style-type: none"> • Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class. <p>Strategies for 3F:</p> <ul style="list-style-type: none"> • Take the time to get to know students' racial, cultural, and ethnic backgrounds and provide them with opportunities to talk or write about them in lessons, activities, prompts, and discussions (if they wish to share). • Learn and teach through a lens that humanizes historically marginalized groups and people.
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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		
i-Ready (Whole School & ML Subgroup)	Use i-ready to track progress based on diagnostic information Use this tool to support progress monitoring Track time engaged in i-Ready reading lessons and student success rate,	Fall, Winter, Spring Monthly for below grade level Bi-Weekly for ML Subgroup

Revised 5/4/22



	specifically for focus students	
IRR's, Dyslexia Screener, Teacher Anecdotal Notes	<p>These will influence our PLC practices:</p> <p>IRR's will inform teachers of student progress in fluency & comprehension</p> <p>Dyslexia Screener will inform K & 1st grade teachers of students who show indicators of dyslexia</p> <p>Teacher anecdotal notes will inform teachers daily of student progress in reading</p>	<p>As data is available for IRR's & Dyslexia Screener</p> <p>Monthly at PLC meetings based on data brought to analyze</p>
Homeroom Disaggregated Data	<p>This will show the progress of various subgroups in the area of reading.</p> <p>It will also show us a deeper breakdown of those students below, approaching, on grade level, as well as exceeding standard.</p>	Per trimester
Goal 2: Responsible, Resilient, Empathetic Learners		
Student Climate Surveys	<p>This data will provide information about how students are feeling in relation to:</p> <ul style="list-style-type: none"> - Feeling safe at school - Belonging to school - Meaningful relationships - Feeling of inclusion 	<p>Fall and Spring</p> <p>The fall data will be compared to data from spring 2021.</p> <p>The spring data will be compared to data from fall 2022.</p>
Teacher Referrals for Counselor Friendship Groups	<p>This data will inform staff of students who are struggling in the classroom environment in:</p> <ul style="list-style-type: none"> - Feeling safe at school 	Fall, Winter, Spring

Revised 5/4/22



	<ul style="list-style-type: none"> - Belonging to school - Meaningful relationships - Feeling of inclusion 	
SWIS	<p>We will track student discipline referrals through an equity lens to measure the effectiveness of our Tier 1 MTSS implementation:</p> <ul style="list-style-type: none"> - determine students needing Tier 2 supports and interventions needed - problem solve patterns of misbehavior across the school 	<p>Weekly as an admin team and as needed by our MTSS & PBIS Team</p> <p>Monthly by School-wide Data Team (SDLT)</p>

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 Lockwood Elementary School 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:

Differentiation within Reading:

- Intentional teaching of academic vocabulary
- Adjusting objectives and higher order thinking questions
- Differentiation for those below grade level as well as those above and designated HiCAP

Social and Emotional Learning/Academic:

- Begin learning about Universal Design for Learning (UDL) through the implementation of MTSS to expand our culturally competent teaching practices, and to support students in developing a strong sense of self during academic learning opportunities.

Social and Emotional Learning/PBIS:

- Providing PD to school support staff in using Kelso's Choice and Second Steps on the playground
- Train staff on the use of the Lockwood Behavior Flowchart in supporting student behaviors and communication to both administrators and families
- Self-care and trauma informed practices for both staff and students

Revised 5/4/22



Lockwood Pride



Data Driven Practices:

- **MTSS Team:** Learn about the Homeroom Data System and how it can be used to monitor the progress of groups of students across the school, subgroups of students, and individuals.
- **All Staff:** Engage in the analysis of pre- and post-assessment data to determine flexible groupings needed in the area of reading. Engaging in PLC data protocols aligned to the school action plan and district strategic plan.

Book Studies:

- **Staff - Leading Equity-Based MTSS for All Students** by Amy McCart and Dawn Miller
- **Racial and Educational Justice (REJ) Team - Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation** by Shane Safir & Jamila Dugan; Leading Your School Toward Equity: A Practical Framework for Walking the Talk by Dwayne Chism

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:

- Grow our parent partnership across programs in creating a unified learning community:
 - Share expectations of Lockwood PAWS Pillars (Persevere, Act Responsibly, Work Together, & Stay Safe)
 - Hold "Meet & Greet" meetings with parents to start the 22-23 school year
 - Hold monthly "Principal Q and A" meetings with parents to address any challenges and to celebrate successes
- Invite parents to volunteer
 - Create volunteer opportunities for playground supervision
 - Consistent classroom volunteers
 - Special occasions volunteers
- Invite parents to participate in school, PACE, and PTA events:
 - After school activity sessions
 - Curriculum Nights
 - Fall Conferences
 - Math Challenge
 - Spelling Bee
 - Cultural Night
 - Cultural Awareness Forum
 - Career Day
 - Community Building Evenings: Ice Cream Social, Resource Fair, End of the Year Art Walk, Fundraiser (Leopard Laps), K/New family Tours

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

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