



2022-23 Strategic Action Plan

Ruby Bridges Elementary is a community of belonging where each member is empowered to engage in meaningful inquiry, exploration, and discovery to become active, compassionate global citizens.

YOU ARE A LEARNER. YOU ARE A LEADER. YOU BELONG HERE.

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, most specifically, the following components from these domains in the [Northshore School District Equity Handbook](#):

- **Domain 1**
 - 1E: Educators evaluate and equitably improve their own discipline policies and practices.
 - 1F: Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
- **Domain 2**
 - 2H: Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.
- **Domain 3**
 - 3B: Educators are well informed of the diverse backgrounds of students and families
 - 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 and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

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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
- Discipline Data
- 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:

Through our student learning outcome analyses, there is still an outcome gap between students receiving multilingual learner services and those not requiring these services. To further understand and consider our actions to address this gap, we have identified which students are receiving multilingual learner services and not yet meeting standards for reading. Within each of these groups we have also disaggregated the data to identify students demonstrating less than the expected full year or more of learning progress in the 21-22 school year. During this school year, our team will focus specifically on strategies and intervention to support students below reading standard in this demographic group with a specific focus on our students below standard and below expected progress rate, approximately twenty students.

At the close of the 21-22 school year, 61% of our students receiving multilingual learner services were meeting or exceeding reading standards as compared to 84% of our students not qualifying for multilingual services.

English Learner		Overall Grade-Level Placement									
Yes - English Learner	Most Recent		45%	23%	18%	8%	5%				
	Fall (Beginning of Year - November 15)		15%	10%	47%	21%	8%				
No - English Learner	Most Recent		70%	14%	12%	2%	2%				
	Fall (Beginning of Year - November 15)		41%	20%	32%	5%	2%				

Students receiving multilingual services showed a slightly greater percentage of improvement than students not receiving services with 71% of students showing improved placement in reading assessments as compared to 66% of all of our students not qualifying for multilingual services.

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English Learner	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙	
Yes - English Learner	<div><div></div></div> 88%	43%	<div><div></div></div> 63%	24%	71%
No - English Learner	<div><div></div></div> 132%	62%	<div><div></div></div> 84%	42%	66%

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

Systemically, our students have received varying degrees of access to core instruction and inconsistent implementation of intervention and acceleration. Our students furthest from educational justice have experienced more barriers to accessing both core learning and necessary supports to meet or exceed grade level standards. In our first full year of in-person schooling at Ruby Bridges, we expeditiously addressed access to core instruction for each student ensuring that each student has uninterrupted access and opportunity to learn in their core ELA learning blocks.

Ruby Bridges has implemented a consistent intervention and acceleration block period for all students. During the 21-22 school year, the implications of the COVID pandemic impacted our team's ability to implement intervention in the most efficient manner and caused interruptions to student's accessing this support with fidelity at different points within the school year. We do believe this was a factor impacting student progress and rates of growth as we review individual student data sets.

Another root cause in considering gaps and the implementation of appropriate intervention and acceleration for our students receiving multilingual learner services is the *what* of core curriculum and intervention content and the *how* of delivery of support and instruction in both core and intervention periods. As we consider the root causes for progress gaps, we believe that some of our core instruction has not been universally designed to proactively support and meet student needs, thereby impacting the overall quality of access students receiving multilingual services experience.

We also believe we have not yet reached the optimal level of connection between student learning needs and an asset-based, robust approach to supporting the success of our learners. Last school year, one hundred percent of our students were able to identify learner attributes of strength and a peer connection in the Ruby Bridges community, but our understanding of students and families specific experiences is not at the robust level required to truly transform their experiences of learning and belonging in our school.

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 their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.	Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.
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 support.	Minimum annual academic growth rate 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 their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.

Based on the data and root cause analysis we completed, we believe it is essential for our school team to prioritize belonging and elevate student voices to inform our instruction and decisions within the school community. We will focus on gathering and using data for learning and transformation to foster “classrooms and schools where students of color, LGBTQIA students and students with diverse abilities experience identity, belonging, and deep learning” (*Street Data, Safir and Dugan 2021*), with specific attention to our students receiving multilingual services and not yet meeting reading standards.

SMART Goal

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

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- By June 2023 students receiving multilingual services and not yet meeting reading standards will identify their feelings of safety, belonging, and personally meaningful friendships as evidenced by participation in bi-annual student listening sessions, student leadership focus groups and various school-based curricular activities.
- By June 2023 students receiving multilingual services and not yet meeting reading standards will identify experiences of inclusive, relevant instructional content and intervention support as evidenced by individual student listening sessions, classroom walk through feedback, family listening sessions, and student surveys.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <ul style="list-style-type: none">• We will hold bi-annual listening session cycles, classroom walk throughs, student surveys, and family listening sessions to engage students receiving multilingual services and not yet meeting reading standards in opportunities to identify their feelings of safety, belonging, and personally meaningful friendships to cultivate the community of belonging which precedes all learner achievement.• We will work as grade level teams to implement universally designed lessons informed by feedback from listening sessions, student surveys, and classroom walk-throughs to identify strengths of each student and access points to develop inclusive, relevant instructional content and intervention support.• We will engage teaching staff in professional development specifically aligned to increase the universal design practices implemented in core instruction and support staff to implement specific inclusive practices building wide (providing visual symbols to increase access, elevating student voice and formative feedback opportunities and creating spaces where student background and experiences are included in the learning environment).	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">• Building and Maintaining Relationships• Building Collective Teacher Efficacy



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>3C Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.</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">• Developing our knowledge and background related to the multiple languages and cultures represented within our school community• Create consistent, ongoing mechanisms for engaging our students' and their families in teaching, learning and leading about their diverse backgrounds and identities• Plan and implement instruction with UDL principles so each learner has a way to be an expert and contributor• Engage in professional development on specific inclusive practices and tools for supporting diverse learners

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 the implementation of an inclusive practices model of teaching and learning is at the core of ensuring each student experiences engaging, universally designed learning and consistent access and opportunity to learn at Ruby Bridges. We have already expeditiously addressed access to core instruction for each student during the ELA learning block through implementation of a core master schedule school-wide. We have also implemented a consistent intervention and acceleration block period for all students four days per week, and utilize flexible service delivery to provide each student not yet meeting standard in reading with supplemental intervention periods based on need or progress trajectory to date.

As we consider the root causes for progress gaps, we believe that some of our core instruction has not been universally designed to proactively support and meet student needs, thereby impacting the overall quality of access students receiving multilingual services experience. If we implement our intervention and acceleration block periods for small group instruction consistently with specifically designed interventions for each student receiving multilingual learner services not yet meeting reading standards and employ the right intervention tools to

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specifically address the skill or knowledge gaps, we will enable our students to meet or exceed grade level standards.

SMART Goal

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

- By June 2023 students receiving multilingual services and not yet meeting reading standards will demonstrate more than one year of growth in reading as measured by i-Ready, intervention diagnostic data and early literacy screeners.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <ul style="list-style-type: none">• We will meet as collaborative teams on a weekly basis to co-plan and identify supports necessary to reduce barriers to access and learning success in ELA teaching and learning.• We will implement a coherent reading instruction curriculum aligned to science of reading principles to ensure each student is receiving a robust core instructional program.• We will develop strategic intervention plans for students receiving multilingual service and not reading at grade level standard which delineate specific frequency, type of intervention support and supplemental materials appropriate for addressing student needs.• We will utilize "street data" from our Goal 2 listening sessions, classroom walkthroughs and family engagement to inform our instructional support plans for individual students and ensure these plans amplify the student's strengths and assets as a learner.	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">• Building Collective Teacher Efficacy• Implementing Universal Design Principles• Using Assessment to Inform Instructional Design and Intervention
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>The equity strategies we will employ:</p> <ul style="list-style-type: none">• Developing our knowledge and background related to the learner variability represented within our school community• Create consistent, ongoing mechanisms for engaging with our

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<p>3C Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p> <p>3I Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>families to honor their diverse backgrounds and identities as well as support their students as learners</p> <ul style="list-style-type: none">• Plan and implement instruction with UDL principles so each learner has a way to be an expert and contributor• Engage in professional development on specific inclusive practices and tools for supporting diverse learners
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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 2: Responsible, Resilient, Empathetic Learners		
Student and Family Listening Sessions	% of students receiving multilingual services and not yet meeting reading standards who can identify their feelings of safety, belonging, and personally meaningful friendships	Mid-Fall and Early Spring
Student Survey	% of students receiving multilingual services and not yet meeting reading standards who can identify experiences of inclusive, relevant instructional content and intervention support	Mid-Fall and Early Spring

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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Early Literacy Screeners	% of students receiving multilingual services and not yet meeting reading standards at standard levels for phonological/phonics knowledge	Fall, Winter, Spring
i-Ready Diagnostic	% of students receiving multilingual services and not yet meeting reading standards at standard in reading, phonological awareness and phonics scores and progress rates for students below standard	Fall, Winter, Spring
Smarter Balanced Assessment	% of students receiving multilingual services and not yet meeting reading standards at standard in reading/ELA	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 Ruby Bridges Elementary 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:

- Inclusionary practices teaching and learning cycles
 - Grade level team release for co-planning, co-teaching and inclusive practices implementation support/observation
 - Staff professional learning on universal design principles
 - Staff professional learning on accommodations, modifications and universal supports to reduce learning barriers
- Integration of professional learning in Science of Reading, Into Reading curriculum and universal design principles
 - District directed professional learning focused on integration and implementation
 - School specific professional learning focused on connecting curricular resources, instructional strategies and inclusionary practices principles

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:

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- We will engage in parent/guardian and family listening sessions with specific groups on a bi-annual basis to inform our strategies to meet our Goal 2 and Goal 3.
 - We will provide proactive, accessible communication to all families via regular communication tools such as newsletters and electronic format outreach (emails, videos, surveys).
 - We will establish regular mechanisms for family input and engagement on topics of interest and relevance to their students' experience and success (emails and surveys).

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