



2022-23 Strategic Action Plan

At Fernwood, we create and maintain a safe and consistent **learning community** by establishing positive behavioral supports and a culture where all students achieve social, emotional and academic success.

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. In years past, we have focused on the following areas of the [Northshore School District Equity Handbook](#).

Domain 1:

- **1E:** Educators attempt to evaluate and 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:

- **2E:** Educators attempt to relate instructional content and strategies to the diverse backgrounds of their students.
- **2H:** Educators support the premise that "all children can learn" and attempt to differentiate instructional approaches for all students.

Domain 3 (2021-22 and 2022-23):

- **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 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
- Demographic Information
- Academic Data of Students Receiving Specific Related Services
- SWIS Discipline Data
- End of Course 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:

- When looking at disaggregated data by subgroups for math and reading within Homeroom in the area of i-Ready reading, across all grade levels, students either performed similarly or not as well in comparison to math. However, students were experiencing a lower rate of progress in reading as compared to math.
- Students identifying as African American, Hispanic, or as receiving Free and Reduced lunch are not making the same level of academic progress as their Caucasian and Asian peers according to the disaggregated data within Homeroom in the area of reading and math.
- Through conversation around the Equity Inventory, there is still work to be done around keeping the demographics, cultures, and interests of our students at the center of teaching and learning in the school and classroom.

We believe this gap in student outcomes is the result of the following root cause(s) for **our students identifying as African American, Hispanic, or receiving Free and Reduced lunch performing below grade level**. As a staff, we have just begun to scratch the surface of our knowledge and implementation of Universal Design for Learning. Furthering our learning around UDL will address our root causes by increasing more opportunities for our focus group of students to:

- Understand the goal of the learning and the connection to its real word application.
- Engage in learning through curricula, curricular resources, and learning opportunities that are relevant and valuable to their specific interests, goals, and cultural background.
- See themselves as expert learners throughout a unit of study by having choice in resources used to learn and the ways in which mastery of learning is demonstrated.
- Receive ongoing opportunities to learn and apply self-regulation skills that are essential to persist through new learning and challenges through goal-setting and self assessment practices as well as through other strategies.

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 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 of one year for students at/above grade level, and more than one year for students below grade level.
Goal 4 Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	Increased percentage of students who access technology/digital tools in innovative learning spaces to enhance student learning and expand personalization.

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 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 completed by our SDLT, we believe that if we strengthen our school-wide MTSS structures as well as make gains in our work around inclusive and culturally responsive teaching practices through Universal Design for Learning, specifically related to feedback, we will create the following positive impact on our Fernwood community:

- **Teachers** working in partnership with families to get to know the whole child and utilizing this knowledge to help each child grow academically as well as to learn the value of interdependence and collaboration.
- **Students** experiencing that their voice is valued within our learning community and building confidence and independence by taking ownership of their learning by seeing themselves as expert learners as they make academic growth.
- **Families:** experiencing that their voice, desired outcomes, and knowledge of their child are valued within the learning process by being looped into the feedback cycle and by



partnering with teachers in support of a home-school connection related to the academic growth for their child.

SMART Goal

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

- *By June of 2023, **All students** will increase their reading skills related to comprehension of literary and informational texts as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, Into Reading assessments, student work samples, and conferring anecdotal records.*
- *By June of 2023, **All African American, Hispanic, and students receiving Free and Reduced lunch** performing below grade level standard will increase their reading skills related to comprehension of literary and informational texts as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, Into Reading assessments, student work samples, and conferring anecdotal records.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on improving our data driven MTSS decision making in reading to inform instruction and provide interventions.</p> <p>This means that we will:</p> <ul style="list-style-type: none"> • Provide opportunities for staff to learn about the strengths, needs, and stories of students prior to the start of the school year by talking with colleagues to learn more about students needs, strengths, and stories. • Begin LAP services no later than the first full week of school to close gaps in students' reading achievement based on spring data until fall data can be collected. • Engage staff in expanding knowledge and implementation of Universal Design for Learning related to the Guidelines of Engagement to improve inclusive and culturally responsive teaching practices • Center our PLC work around our focus students furthest away from educational justice. • Strengthen the implementation of our MTSS model by creating opportunities for staff to develop understanding of how to use Into Reading curriculum to support learning outcomes for Tier 1 and 2 supports for ELA instruction. 	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Objectives

Revised 5/4/22



<ul style="list-style-type: none"> • Expand our work in creating a culture of safety with staff around analyzing and using student academic and whole child data to make instructional decisions and track progress by strengthening our PLC practices. • Strengthen academic growth and maintain our Goal 2 work by reinforcing CASEL competencies through collaborative learning and academic tasks. • Improve our inclusionary practices by looking for more opportunities to push in (based on student need) when providing related services and engage in co-teaching strategies. 	
<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>3E Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</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"> • Learn about the different identities, cultures, and religions that are represented in the school or classroom, and help students learn about the same • Learn about the cultural norms and values of each represented identity, religion, etc. and help students learn about the same • Show value of interdependence and collaboration in the classroom or school • Make small gadgets/toys/tools available for students to utilize during instruction time • Implement teaching practices that keep equity at the center of teaching and learning in the school and classroom. • Work to weave diversity and creativity into school-related functions, activities, and lesson plans • Build community and sense of belonging in the classroom

GOAL 4: Innovative, Creative, Critical Thinkers

Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.



Theory of Action

Based on the data and root cause analysis we completed, we believe that if we focus on providing students with choice around multiple ways to engage in and demonstrate their understanding of learning through the use of technology, digital tools, and other methods, then students will experience personalization of learning through an increase in student voice, choice, and ownership which will foster innovation and allow students to see themselves as expert learners thereby positively impacting student achievement and our school-wide progress around Goal 3.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows:

By June 2023, **ALL** students will have received increased opportunities to engage in and demonstrate their learning through accessing technology/digital tools as well as other methods or resources improving the personalization of learning as measured by student surveys, student work samples, i-Ready individual learning, and anecdotal notes.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on learning about and implementing guidelines of Universal Design for Learning.</p> <p>This means that we will:</p> <ul style="list-style-type: none"> ● Engage staff in expanding knowledge and implementation of Universal Design for Learning related to the Guidelines of Engagement to improve inclusive and culturally responsive teaching practices, especially around the use of technology and digital tools ● Create opportunities for students to demonstrate their learning through the use of digital tools or other methods ● Support students in understanding how they can have choice in using various methods and resources to achieve learning outcomes. ● Elicit feedback from students on their preferred methods and resources when engaging in and demonstrating learning, especially through the use of technology and digital tools ● Develop a school-wide system to encourage and celebrate students engaging in and passing individual i-Ready lessons ● Look to put an i-ReadyClub in place for our students of focus needing 	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Setting Objectives



<p>additional access to technology to engage in individual lessons</p> <ul style="list-style-type: none"> • Incorporate the teaching of CASEL competencies to grow student self-awareness of their preferred methods of engaging in and demonstrating learning to foster a strengths-based model 	
<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>3E Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</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"> • The ways that equity can be at the center of teaching and learning in the school and classroom. • 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

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	<ul style="list-style-type: none"> - Use i-ready to track progress based on diagnostic information - Use this tool to support progress monitoring through individual lessons - Track time engaged in i-Ready reading lessons and student success rate, specifically for focused students 	<p>Per trimester</p> <p>Monthly for students below grade level standard</p> <p>Twice a month for focus students.</p>
Into Reading	Utilize informal assessments and student work samples within Into Reading to track progress for our students of focus.	Prior to Monthly PLC Meetings/Monthly/Per Unit
Other Reading Intervention Assessments	Utilize evidence-based reading intervention assessments to track progress of students receiving LAP, ML, or SPED supports to determine flexible groupings.	Quarterly or more often based on need.
Reading Inventory for Students of Focus	Conduct the reading survey to learn more about the reading behaviors of students of focus. Utilize the questions within the survey to gather student voice on their feelings, interests, and experiences with reading.	<p>At least twice a year for students of focus.</p> <p>The questions within the inventory can be used with all students if desired by the teacher at least once a year.</p>
Goal 4: Innovative, Creative Thinkers		
Student Survey	Collect information on the frequency in which students can access technology/digital tools to engage in or demonstrate learning as well as the resources being accessed by students.	Once per trimester

Revised 5/4/22



Student Work Samples	Collect examples of products students create or complete to demonstrate learning when accessing technology/digitals tools or other methods.	Once per trimester
Track i-Ready Individual Lesson Practice and Achievement	Track the use of i-Ready being utilized to support individualized instruction through time spent on lessons as well as through passing rate.	Monthly for Students of Focus Once per trimester for all students.

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 Fernwood 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:

Racial and Educational Justice

At Fernwood we hold a belief that it is our work to grow and learn about topics related to Racial and Educational Justice is not done in isolation. Instead, it is the lens through which we look as we engage in all of our work and will fold into our other professional development as we seek to improve and increase learning opportunities that are relevant and meaningful to our diverse group of learners.

Equity-Based MTSS:

Further determine strengths and needs of our MTSS systems and supports, and provide professional development for staff related to next steps within this growth.

Tiered Supports

Tier 1:

- **Universal Design for Learning** - Growing in our knowledge and implementation of practices, we will utilize UDL NOW by Katien Novak and resources from her website to support this PD. Given the amount of UDL guidelines and as a result of our Root Cause Analysis, our SDLT has decided to focus on collective learning around the guidelines related to "Engagement".
- **Social and Emotional** (while it is not a focus this year, we need to maintain our Goal 2 work) - Continuing to provide staff time to implement the explicit teaching of SEL skills in relation to the CASEL competencies and Second Step curriculum as well as consider reinforcing these skills when providing academic instruction. Engaging in conversations and implementation of consistent classroom meetings to support student voice within the classroom, to create opportunities for students to learn about one another, and to get to know students beyond the classroom.
- **Science of Reading/Into Reading** - We understand that the training around the Science of Reading will be conducted during District Days in August and

Revised 5/4/22



throughout the year to support staff in understanding best practices within reading to support strong implementation of our Into Ready Curriculum. We also plan to fold this learning into other early release PD opportunities as well as during Staff Meetings when staff plan in teams or groups around Tier 1 and Tier 2 instruction for literacy.

Tier 2:

- **Science of Reading/Into Reading** - We will learn about instructional and assessment resources within *Into Reading* to support small group instruction through 1) pre teaching to support access to core instruction 2) remediation when needed 3) acceleration for students demonstrating high achievement and designated as being Highly Capable.
- **PLC Work**
 - Centering our PLC work around our focus students furthest away from educational justice
 - Continue our work of incorporating whole child data into our PLC practices and conversations.
 - Continue to utilize monthly Staff Meetings and MTSS days to support on-the-job professional development in relation to learning about students' individual strengths and needs and creating plans to address those needs.
 - Utilize the analysis of data to determine flexible grouping in the area of reading

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 common language in support of students by sharing themes, content, and strategies in relation to our school-wide monthly REJ topics and other school-wide strategies of focus that are part of our Monday Morning Announcements and monthly assemblies.
- Continue to adapt and improve our parent survey to further learn about our families. Consider utilizing a similar format to gather parent feedback throughout the year when applicable. Share back the results with parents and next steps the school is taking as a result of their input to grow trust and collaboration through transparency.
- Create opportunities to increase parent involvement in sharing about their own learning experiences and about the real world applications of learning.
- Hold regular "Principal Chats" so parents have an opportunity to ask questions and share comments either in person or virtually.
- Record in-person events such as curriculum nights and share them with families not able to attend as well as for a reference point at a later date to increase access to important school-wide information.
- Work with staff to create ongoing opportunities for parents to share about their family and child in support of gathering whole child data.
- Look to bring in a parents or parent voice on committees such as our PBIS Team and REJ Team.

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

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