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## 2022-23 Strategic Action Plan

At Wellington Elementary, Our Mission is to create a safe and inspiring learning environment within the Wellington Community, working with the families of our students to nurture capable, self-confident and respectful individuals. Wellington embodies a vision that emphasizes: Growth, Integrity, Belonging and Helping Students and Staff reach their Potential.

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](#).

#### 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.

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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:

- **Academic:**

- Based on i-Ready data, we continue to see that students with IEPs tend to score lower than their typically developing peers in ELA.

- **Social, Emotional, and Behavior Supports:**

- Upon returning to in-person instruction, students' sense of belonging and emotional safety will be paramount to our efforts to close the academic gap.

- **Focus Group:**

- Students with IEPs who have scored two or more grade levels below in ELA as indicated by their I-Ready diagnostic

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

- Lack of systematic tier 2 interventions (Developing Student Intervention Plans, keeping and maintaining accurate intervention data, providing targeted instruction from a building based intervention team)
- Misalignment and inconsistency in our ELA curriculum among our K-5 continuum and grade levels. Lack of consistent curriculum and academic approaches impaired our ability to align tier 1 instruction as well as interventions.
- Rather than rely on the work of an schoolwide MTSS team, teachers and grade level teams implemented interventions on their own.



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><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>Every Wellington student will engage in purposeful goal setting and reflection. Each grade level will provide this experience for their students in a manner that is intentional and unique to their age and needs.</p>
<p><b>Goal 3</b> 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>	<p>Students who are identified as having an IEP and being two or more grade levels below in reading will have met their I-Ready stretch goal by the spring diagnostic</p>

**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 intentionally engage students in structured goal setting and provide ample opportunity to elevate their voices in their academic and social success, then students will be more apt to meaningfully engage in their learning. This will directly impact their sense of belonging and community as well as their academic achievements.

SMART Goal

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

Every Wellington student will engage in purposeful goal setting and reflection. Each grade level will provide this experience for their students in a manner that is intentional and unique to their age and needs.

Instructional Strategy	Instructional Practice
To make progress toward our specific goal, grade level teams will work together to create and engage students in a goal-setting process that is relevant to their unique needs. Students will set goals and evaluate their progress towards the goals in an effort to elevate student voice and ownership of their educational outcomes.	Our instructional strategy relates to: <ul style="list-style-type: none"> <li>● Setting objectives</li> <li>● Structuring Collaborative Learning Experiences</li> </ul>
<b>Domain Three: Teaching, Learning, and Self Reflection</b>	<b>Equity Strategies</b>

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<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3C Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.</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> <ul style="list-style-type: none"> <li>--Students will engage in goal-setting activities in an effort to incorporate student voice</li> <li>--Equity team will engage staff in regular "equity bites" at staff meetings</li> <li>-Allow students to have opportunities to teach each other during lessons and activities</li> <li>-Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities</li> <li>-Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class</li> <li>-Make space for students and families to have opportunities to help organize and be on the planning team for school-wide functions and events</li> </ul>
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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 analyze student data and reading behaviors to identify specific needs, and then respond to those needs with frequent, specific, targeted small group and/or 1:1

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instruction, and if we provide professional development and collaboration time to support teachers with identifying needs and planning responsive instruction, then students will make a year of growth in reading, and students who are below standard will make more than a year of growth.

SMART Goal

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

Students who are identified as having an IEP and being two or more grade levels below in reading will have met their I-Ready stretch goal by the spring diagnostic

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<p>To make progress, toward our specific goal, we will focus on setting clear objectives that students can identify and articulate and providing ongoing, relevant feedback in an effort to improve learning. This means that staff will develop a shared understanding and agreement regarding setting objectives and providing feedback and will make a commitment to ensure these two high leverage instructional practices are integrated into team planning and instructional delivery.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>● Setting Objectives</li> <li>● Providing Formative Feedback</li> </ul> <p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> <li>● Building and Maintaining Relationships</li> <li>● Setting Objectives</li> <li>● Providing Formative Feedback</li> </ul>
<b>Domain Three: Teaching, Learning, and Self Reflection</b>	<b>Equity Strategies</b>
<p>To ensure equity focus to our work on this goal, we will focus on:</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> <p>--Students will engage in goal-setting activities in an effort to incorporate student voice</p>

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<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>	<ul style="list-style-type: none"> <li>--Equity team will engage staff in regular "equity bites" at staff meetings</li> <li>-Allow students to have opportunities to teach each other during lessons and activities</li> <li>-Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities</li> <li>-Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class</li> <li>-Make space for students and families to have opportunities to help organize and be on the planning team for school-wide functions and events</li> </ul>
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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	Measure we will use to	Date of Data Review
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collect to monitor our efforts	inform our work going forward	
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
Fall I-Ready Reading diagnostic	We will use this data to determine which of our students are performing below standard in ELA.	Fall 2022
Formative and summative classroom assessments	Teachers conduct an analysis of student proficiency and growth in ELA, specifically emphasizing the students we identified as performing below standard.	November 2022
I-Ready winter diagnostic	We will use this measure to determine if the instructional practices, strategies and interventions used to close the gap for our students performing below standard in reading have been effective. We will look at progress toward the typical growth and stretch growth. For students who have yet to achieve their growth goal, a SIP plan will be created	January 2023





	with new interventions and milestones with support from the MTSS team.	
	In the spring, we will conduct an analysis of the reading data from the final diagnostic assessment to determine if our targeted students had made their stretch goal	June 2023
<b>Goal 2: Responsible, Resilient, Empathetic Learners</b>		
Grade level specific goal setting for each student at Wellington	Every Wellington student will engage in purposeful goal setting and reflection. Each grade level will provide this experience for their students in a manner that is intentional and unique to their age and needs.	October 2022
Update and progress shared with families	Teachers and students will share their goal setting with families during the November conferences. This will allow families to partner with us in the interest of supporting their child reach their goals	November 2022
Goal setting meeting with	Teachers will hold	February 2023

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students	individual conferences with students in the interest of determining progress on goals, stretching their goals, identifying next steps, etc.	
Goal setting review/celebration	Students will engage in a reflection process centered on their efforts and accomplishments	June 2023

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## 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 Wellington 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:

- Professional development related to practices and concepts synonymous with Universal Design for Learning (UDL), MTSS and PBIS.
- i-Ready Diagnostic Data and Instructional Component: On-going i-Ready professional development throughout the school year beginning in September to support the use of both the diagnostic assessments and instructional components
- Professional development related to the “Into Reading” curriculum and instructional methods
- Professional development related to the Science of Reading
- Professional development centered on Domain 3 (3B and 3D) from the NSD Equity Handbook led by our REJ team

## COMMUNITY PARTNERSHIP

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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:

- The PACE equity team will be opened up to the entire community. The Equity lead will join our equity sessions once a month and will partner with us on communication to the larger community.
- We will host a school-wide session for our families via Zoom to explain our instructional model as well as offer families information, strategies and ideas for sustained engagement
- We will host a once a month parent forum centered on academic, social and technology issues
- Goals from Strategic Action Plan are shared at PACE and PTA General assemblies
- We will host a literacy night in September in an effort to share best reading strategies and practices
- Professional development is shared with families via Wellington World newsletters

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