



2023-24 Strategic Action Plan

At Hollywood Hill Elementary School, our foundation of relationships grounds our learning to positively impact each student, every day.

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

- On June 12, 2023 the principal held a “listening session” in the Hollywood Hill library that was open to all community members. This session was structured around the open-ended questions of what were the perceived strengths of the school, what hopes were there for the school and for participant’s children in the upcoming school year, what were some weaknesses of the school, and what were the perceived challenges facing the school community in the upcoming year.
- On June 6th, 2023 we distributed a survey to families and community members via our newsletter, Hollywood Hill Happenings. Scale ratings indicated a number of strengths, as well as some growth areas.
- On May 26th, June 2nd, and June 9th 2023 we conducted listening sessions with students in grades ranging from 1st to 5th. During these sessions we asked a series of questions designed to elicit student impressions of growth areas for the school. Many of these revolved around recess and the playground facilities. Other observations indicated a desire for greater supervision and more orderly learning environments.

Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<i>iReady Data in Math for Grades K-5:</i> This data informed our progress related to our Goal 3 measure of minimum annual academic growth rate of one year for	<i>Panorama Data on SEL Measures for Grades 3-5:</i> These data give us a snapshot of where students stand in relation to a range of SEL measures and allow us to	Student Listening Sessions: On May 26th, June 2nd, and June 9th 2023 we conducted listening sessions with students in grades ranging from 1st to 5th. During these sessions

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Quantitative Data	Qualitative Data	Experiential Data
<p>students at/above grade level, and more than one year for students below grade level.</p> <p>iReady Data in Reading for Grades K-5: This data informed our progress related to our Goal 3 measure of minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p>	<p>track changes in these metrics over time. This provides us insight about progress to our Goal 2 measure of increased percentage of students reporting a perception of safety, fairness, inclusiveness, and supports for emotional, behavioral, mental and physical health.</p> <p>Family Survey: We conducted a survey of our family community at the end of the 2023-24 school year to get a more comprehensive sense of what school families perceived as strengths and growth areas for the school. Using these data provided us with an external perspective on our operations and practices on the part of our core clientele.</p>	<p>students shared thoughts about playground facilities, supervision, and orderly learning environments. These conversations provided invaluable direct insights into the student experience.</p> <p>Family Listening Sessions: On June 12th, 2023 the principal held a listening session with school families. The purpose of this session was to hear directly from our primary partners in serving the growth of our students about their impressions of how we served their needs as partners and how we could improve in this area.</p>

Equity Inventory

Our theme for this year is “Every Star Shines.” The intent embodied by this theme is to make sure that we are not satisfied with good average progress on key indicators in reference to grade and age level norms. Rather, we aspire to ensure that every single student in our care has a chance to “shine.”

Historical evidence on the national, state, district and school level shows that progress on these metrics can be unacceptably correlated with students' identities. Irrespective of factors external to the school that influence these disparities, it is our obligation to ensure that the supports we provide for students equalize opportunities to the extent that they are truly equitable for students. A discrete but often overlapping consideration is that majority culture can act as an unintended but nonetheless all too real barrier to equitable opportunities and outcomes. We owe a culture of inclusion and belonging to all of our students and families, and this requires us proactively to create bridges that cross these boundaries.

In the 2022-23 school year the faculty and staff engaged in self assessment using Domain 3 of the NSD Equity Inventory. This self-assessment revealingly showed a gap between those whose backgrounds were more within the dominant culture than those whose backgrounds were further from it. The results of this self-assessment guided our equity work across the 2022-23 school

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year. This year we used the [Northshore School District Equity Handbook](#) to set goals centered on domain 4 of the framework in accordance with practice across the district. We set a series of priority goals, bearing in mind that this does not preclude any efforts to address growth in other areas outlined in Domain 4.

One of our priorities is component 4B. Language is perhaps the most significant barrier to many from outside the majority culture to full participation in the education of students, so we seek to overcome this. Another priority is 4E. Barriers to full participation can be complex and overlapping, and in the absence of a coordinated effort to overcome these different barriers families can still be functionally marginalized even when language barriers are removed. Finally, our third priority is 4F. This represents our efforts to develop an asset based view of the cultural diversity within our community.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who receive special education services and English Language Learners that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students who receive special education services lag behind their peers in the acquisition of mathematical understanding and mastery of mathematical skills. This conclusion was reached on the basis of iReady and SBA scores.	There are a number of root causes that contribute to this outcome. One is our emerging work with Tier I math instruction, due in part to the recent emphasis in reading. Another root cause is that students have lacked a sufficient range of modalities available to students to acquire, develop, and demonstrate their mathematical understanding and mastery in their own way.
Students who are learning English as an additional language lag behind their peers in the acquisition of mathematical understanding and mastery of mathematical skills. This conclusion was reached on the basis of iReady and SBA scores.	There are a number of root causes that contribute to this outcome. One is our emerging constellation of Tier I math supports, due in part to the recent emphasis in reading. Another root cause is that students have experienced the English language itself as a barrier to acquiring mathematical understanding and mastery.



OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p>Goal 1 Success in the Early Years</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p>
	<p>Hollywood Hill Measure: Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.</p>
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>
	<p>Hollywood Hill Measure: Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>
	<p>Hollywood Hill Measure: Minimum annual academic growth rate of one year for students at/above grade level in math, and more than one year for students below grade level in math.</p>

Theory of Action, Instructional Practices & Equity Strategies

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To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1 Success in the Early Years: Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.

Theory of Action

Based on the data and root cause analysis, we believe that if we prioritize key elements of Tier I instruction and capitalize on time allocated for Tiers II and III intervention and enrichment, then students will score at or above grade level on iReady math by the end of the year because implementing an RTI approach with fidelity in this way yields one of the strongest effect sizes in Hattie's research (+1.29; 5th overall).

Objective

By the spring of the 2023-24 school year, iReady math test scores will increase for students in grades K-3 from an average of 58.5% on grade level to at least 70% on grade level.

Instructional Practices & Equity Strategies

To make progress, toward our specific goal, we will implement consistent use of the daily routines and quick practice components of Math Expressions. This means that teachers will utilize these routines a minimum of four times per week.

Other strategies to include:

- -Tier I emphasis on CRA(build, draw, write)/Math Talk (think, say, prove, teach, repeat, rehearse), success criteria, connections, independent practice, anchor charts, and remembering.
- -Small group instruction
- -Utilizing data to inform targeted instruction
- -Emphasizing mathematical conceptual understanding

Our instructional strategy relates to:

- Building and Maintaining Relationships
- Setting Objectives
- Small Group Work with Focus Students
- Culturally Responsive Instruction

Instructional Practice:

- Structuring Collaborative Learning Experiences including cooperative base groups
- Connection and relationship-building activities will be embedded in every classroom through intentional check-ins and/or SEL skill-building activities with students.
- Regular connection building activities, built into instructional periods and non-instructional periods.



GOAL 2 Responsible, Resilient, Empathetic Learners: Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.

Theory of Action

Based on the data and root cause analysis, we believe that if we teach our SEL program consistently and with fidelity, then students will experience and contribute to a more positive school culture and climate.

Objective

By Spring 2024 our Panorama results from students in grades 3-5 will increase from 68% positive responses for school climate to 75%.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- -We will teach all units of the Second Step Social/Emotional Learning Curriculum as intended, and connect the learning throughout the week during class meetings.
- -Family Meetings
- -Precorrection
- -Reminding/prompting students how to be successful before they begin an activity or task.
- -EMR Strategies - Establish, Maintain and Restore
- -5 to 1 ratio of praise to correction

GOAL 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps: Minimum annual academic growth rate of one year for students at/above grade level in math, and more than one year for students below grade level in math.

Theory of Action

Based on the data and root cause analysis, we believe that if we prioritize key elements of Tier I instruction and capitalize on time allocated for Tiers II and III intervention and enrichment, then students will score in the range of 'meets' or 'exceeds' grade level standards on SBA math by the end of the year. Implementing an RTI approach with fidelity in this way yields one of the strongest effect sizes in Hattie's research (+1.29; 5th overall).

Objective

By the spring of the 2023-24 school year, SBA math test scores in the 'meets' or 'exceeds' grade level standards range will increase for students in grades 3-5 from an average of 79.3% to at least 87.5%.

Instructional Practices & Equity Strategies

To make progress, toward our specific goal, we will implement consistent use of the daily routines and quick practice components of Math Expressions. This means that teachers will utilize these routines a minimum of four times per week.



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- Other strategies to include:
 - -Tier I emphasis on CRA(build, draw, write)/Math Talk (think, say, prove, teach, repeat, rehearse), success criteria, connections, independent practice, anchor charts, and remembering.
 - -Small group instruction
 - -Utilizing data to inform targeted instruction
 - -We will provide consistent small group instruction for Focus students using I-Ready small group resources, Math Expressions RTI, and other resources.
 - -Stating the learning target (academic, social, language) in student friendly language at an opportune time
 - -Emphasizing mathematical conceptual understanding
 - -Math talk/discourse
 - -Prioritizing of most important standards at each grade level
 - Enhance educators' understanding and application of standards vertical alignment

Our instructional strategy relates to:

- Building and Maintaining Relationships
- Setting Objectives
- Small Group Work with Focus Students
- Culturally Responsive Instruction

Instructional Practice:

- Structuring Collaborative Learning Experiences including cooperative base groups
- Connection and relationship-building activities will be embedded in every classroom through intentional check-ins and/or SEL skill-building activities with students.
- Regular connection building activities, built into instructional periods and non-instructional periods.

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.



Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students in each subgroup meeting or exceeding standards in Mathematics by the end of Grade 3.	<ul style="list-style-type: none"> ● WaKIDS for Preschool ● WaKIDS for Kindergarten ● iReady for K-3 ● SBA for Grade 3 	<ul style="list-style-type: none"> ● 10/11/2023 ● 11/22/2023 ● 1/3/2024 ● 2/14/2024 ● 4/3/2024 ● 5/22/2024
Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.	<ul style="list-style-type: none"> ● iReady for K-3 ● SBA for Grade 3 	<ul style="list-style-type: none"> ● 10/11/2023 ● 11/22/2023 ● 1/3/2024 ● 2/14/2024 ● 4/3/2024 ● 5/22/2024
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> ● Clubs ● Student Leadership ● Enrichment Activities <p>Students see themselves represented in the curriculum and instructional materials</p>	<ul style="list-style-type: none"> ● 10/11/2023 ● 11/22/2023 ● 1/3/2024 ● 2/14/2024 ● 4/3/2024 ● 5/22/2024 <p>(To be adjusted based on Panorama testing windows)</p>
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.	<ul style="list-style-type: none"> ● Panorama surveys 	<ul style="list-style-type: none"> ● 10/11/2023 ● 11/22/2023 ● 1/3/2024 ● 2/14/2024 ● 4/3/2024 ● 5/22/2024
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below	<ul style="list-style-type: none"> ● iReady scores Fall-Spring ● SBA scores for Grades 3-5 	<ul style="list-style-type: none"> ● 10/11/2023 ● 11/22/2023 ● 1/3/2024 ● 2/14/2024 ● 4/3/2024

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grade level.		<ul style="list-style-type: none"> 5/22/2024
Minimum annual academic growth rate of one year for students at/above grade level in math, and more than one year for students below grade level in math.	<ul style="list-style-type: none"> iReady scores Fall-Spring SBA scores for Grades 3-5 	<ul style="list-style-type: none"> 10/11/2023 11/22/2023 1/3/2024 2/14/2024 4/3/2024 5/22/2024

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Hollywood Hill Elementary School, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- We will lay the groundwork for implementing Universal Design for Learning (UDL) approaches in our implementation of the curricula. Since a significant component of our target student population comprises those who receive special education services, this method of enhancing the ability of students to access and express learning will significantly impact outcomes for this set of students as well as many others.
- Our 2022-23 SDLT Math sub-committee determined that one of the major potential value adds for math instruction was to help teachers become more familiar with the vertical alignment of standards across grade levels. This should enable teachers to be better able to see how the standards and instruction on their own grade level fit into the broader pathways of mathematical skill and conceptual development.

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- PTA
- Monthly Community Newsletters
- Fundraiser
- Monthly Parent Outreach
- Lunch Buddies for New Families
- PTA-School Directory
- Food Pantry

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