



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.

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

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.

Lockwood Elementary School engaged in three Coffee Chats, which were listening events that focused on topics specific to learning more about their stories, school experiences, and thoughts around Racial and Educational Justice. We also engaged in two student focus groups where their stories and ideas about school were shared.

Lockwood felt it was important to hear from students, families/caregivers, and the community.

- Principal Coffee Chats: CC#1 - 11/17/22 @ 8:30am; CC#2 - 1/11/23 @ 3:00pm; CC#3 - 3/22/23 @ 9:00am
- REJ Walk: Spent lunchtime with students, conducted interviews to gather data on 4/6/23 from 11:30-12:30
- Student Focus Group: Leopard Leaders interview on 4/29/23
- Focus Student Interviews: October 2022, administration interviewed each ML focus student and their teacher
- Family Survey: SDLT & Lockwood administrators created a Family Survey asking for feedback on connection and supports for children at Lockwood sent on 5/26/23

Examination of Student Data

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 2023, we reviewed the following data:

- ★ Attendance Records
- ★ Classroom Based Assessment Results
- ★ Demographic Information
- ★ End of Course Grades
- ★ Informal and formal classroom assessments
- ★ iReady Data in Math or Reading
- ★ SBAC Scores
- ★ Climate Data

Quantitative Data	Qualitative Data	Experiential Data
<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>SBA Data in Reading for Grades 3-5: 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>WIDA Results: This data informed our progress in supporting students who are multilingual learners to determine the area(s) of support to aid students in their English acquisition.</p> <p>Attendance Records: This data informed us of who needs support around attendance. This data will be used to determine if this is a possible barrier to academic and/or SEL success.</p>	<p>Panorama Data for Grades 3-5: This data informed our progress related to our Goal 2 measure of students' sense of belonging and safety.</p> <p>SEL Survey Data for Grades K-2: The data from this school-developed survey (adapted from Panorama) informed our progress related to our Goal 2 measure of students' sense of belonging and safety.</p> <p>Guidance Team: This data informed our progress related to our Goals 2 and 3 measure of students' academic and SEL growth and success.</p>	<p>Lunch Bunch: This data informed our progress related to our Goal 2 measure of students' sense of belonging.</p> <p>Check and Connect: This data informed our progress related to our Goal 2 measure of students' sense of belonging.</p> <p>Cultural Awareness Forum: This data informed our progress related to our Goal 2 measure of students' sense of belonging.</p> <p>Observations: This data informed our progress related to our Goals 2 and 3 measure of students' academic and SEL growth and success.</p>

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 2023-24 school year, we will build off of what we learned from our work over the last four years on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#), while also adding in a focus on Domain 4.

Domain 4 (2023-24):

4C Schools and departments provide families with equitable opportunities to be involved in their children's education.

- Invite diverse families to be classroom resources, guest speakers, and volunteers
- Break down barriers and build pathways for families to have access to their children's school-related materials and information (ie: think about language, accessibility, etc.)

- Break down barriers and build pathways for families to have access to their children's school-related events, activities, and meetings (ie: think about language, accessibility, access to transportation, other family/work/religious commitments, etc.)
- Break down barriers and build pathways for families to have access to school or district related teams and committees (ie: think about language on applications, have committee members vote on days/times are best for them, provide child care, etc.)
- Create resource lists for families and make them available in different formats (ie: website, email, hard copy)
- Find opportunities to go to families and hold events and functions out in the community

4D Families and community members from diverse backgrounds are listened to and their opinions are valued.

- Foster welcoming environments for diverse families and community members at school-related events and functions
- Include diverse families and community members in the planning process of school related events and functions, class activities, and team or committee meetings.
- Ask families and community members what school-related events, functions, and activities they would like to see in the classroom, school, or district
- Ask families and community members how the classroom, school, or district can continue to support them

[Northshore School District Equity Handbook](#)

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Hispanic/Latino students that require our attention. These gaps include:

Access or Outcome Gap	Root Cause
<p>Students who identify as Hispanic and Latinx performed at much lower proficiency rates on reading assessments compared to their grade level, non-Latinx peers:</p> <p>iReady grades K-5 (55% compared to 80%) SBA grade 3 (45% compared to 74%) SBA grade 4 (62% compared to 75%) SBA grade 5 (50% compared to 79%)</p>	<ul style="list-style-type: none"> • Limited academic vocabulary • Pre-teaching and re-teaching • MTSS and intervention opportunities • Socio-economic barriers • Home-school partnerships • Parental engagement in education • Welcoming, safe environment for families to engage in partnership with our school
<p>Students in grades 3-5 had a 54% favorable response to questions pertaining to emotional regulation. In comparison, our Hispanic and Latinx students had a 46% favorable response to these questions.</p> <p>Students in grades 3-5 had a 68% favorable response to questions pertaining to belonging. Our 3-5 Hispanic and Latinx students had a 67% favorable response to questions around belonging.</p> <p>Students in grades K-2 had a 58% favorable response (always) to questions pertaining to belonging.</p>	<ul style="list-style-type: none"> • Teacher knowledge of students' culture • Knowledge gap of culturally responsive teaching practices • Feelings of being valued and connected may be lacking • Parental lack of knowledge regarding US educational system • Opportunities to engage in Social Emotional Learning (SEL) work, specifically around managing emotions • Opportunities for community building and connection

In order to eliminate root causes for students who identify as our Hispanic and Latinx subgroup, we will:

- look for opportunities to provide intervention in support of pre-teaching and re-teaching to provide more access for students.
- provide Tier 1 and Tier 2 support right away to those students indicating a need.
- 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.
- continue to seek ways to build stronger partnerships with families, specifically of our Hispanic and Latinx students.

The analysis of our school data leads us to the development of our goals for the 2023-24 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

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
Goal 1 Success in the Early Years <i>Equity Means: 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>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Increased percentage of students achieving and maintaining grade level in the components of literacy development: phonemic awareness, phonics, fluency, comprehension, writing and spelling.
Goal 2 Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental and physical health.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.</i>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	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 & Equity Strategies

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

Theory of Action

Based on our data and root cause analysis, we believe that if we provide high quality instruction opportunities for educators, and educators in turn provide high quality instruction for all students, in the area of foundational reading skills (specifically phonics), then we will see improved academic outcomes for students across all reading measures.

SMART GOAL 1: Success in the Early Years

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: By June of 2024, there will be an increased proficiency rate for our Hispanic and Latinx students as measured by iReady and Smarter Balanced Assessment (SBA). Our Hispanic and Latinx students in grades K-5 will show an increase in proficiency from 55% to 80% in iReady, and an increase in proficiency from 45%, 62%, and 50% to 75% proficiency on the ELA SBA in grades 3, 4, and 5 respectively.

Strategies/Practices for Goal 1:

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on:</p> <ul style="list-style-type: none">• ongoing professional development focused on the ELA curriculum, science of reading, and best practices for foundational skills instruction.• data-driven small group instruction during literacy intervention blocks.• monthly PLC data protocols to build resources and differentiation ideas for Tier 1 support for all students.• pre-assessments for each literacy unit to better differentiate for small groups.• intentional and explicit check-ins throughout each lesson.• explicit teaching of strategies that enable students to access all curriculum as a Tier 1 support for each student (visuals, collaboration, hands-on activities, etc.).• structured collaborative learning opportunities for students that support all students in being engaged.• the use of explicit, informative learning targets as "I can" statements.	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">• data-driven small group instruction.• collaborative PLC structures.• high quality literacy instruction.• setting objectives.• structuring collaborative learning experiences.
Domain Four:	Equity Strategies
<p>To ensure equity focus in our work on this goal, we will focus on:</p> <p>4B Schools and departments have developed an effective ongoing communication system with families and the community.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 4C</p> <p>We will provide</p> <ul style="list-style-type: none">• opportunities to visit and volunteer in the classroom including running small groups, etc.• room parent opportunities.

<p>4C Schools and departments provide families with equitable opportunities to be involved in their children's education.</p> <p>4D Families and community members from diverse backgrounds are listened to and their opinions are valued.</p>	<ul style="list-style-type: none"> • PTA night presentations with educational content for families to use. <p>Strategies for 4D</p> <ul style="list-style-type: none"> • a multicultural forum (parents come and present on their cultures/backgrounds for staff). • invitations in varied formats for events. • continued support for our Natural Leaders.
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GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on our data and root cause analysis, we believe that if we intentionally create a safe, welcoming and inclusive learning community for students and families, seek new ways to engage with our Hispanic and Latinx families, and if we continue to implement community building and SEL lessons, 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 attendance, engagement, and both academic and social-emotional success which may lead them to seek opportunities to challenge themselves both academically and socially.

SMART GOAL 2: Responsible, Resilient, Empathetic Learners

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By spring 2024, there will be an increase in students at Lockwood who have a sense of belonging from 63% to 85% and an increase in emotional regulation from 54% to 75% (46% to 75% for our Hispanic and Latinx students) with a focus on students who identify as Hispanic and Latinx as measured by student climate surveys (fall & spring), teacher anecdotal notes, and student referrals to counselor small groups.

Strategies/Practices for Goal 2:

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 we will provide:</p> <ul style="list-style-type: none"> • explicit teaching of 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 with access to the school counselor as well as other staff when needing to make a connection. • intentional, daily morning meeting and/or connection time to build a collaborative learning community & sense of belonging & safety. • modeling of appropriate interactions in social and academic settings (collaboration, peer-to-peer feedback, etc.). • strong, consistent PBIS structures with positive reinforcement for appropriate 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • building and maintaining relationships. • setting objectives. • structuring collaborative learning experiences. • culturally responsive teaching. • inclusive practices.

<p>behavior aligned to school-wide expectations.</p> <ul style="list-style-type: none"> professional learning on racial and educational justice topics and culturally responsive practices. 	
Domain Four:	Equity Strategies
<p>To ensure equity focus in our work on this goal, we will focus on:</p> <p>4B Schools and departments have developed an effective ongoing communication system with families and the community.</p> <p>4C Schools and departments provide families with equitable opportunities to be involved in their children's education.</p> <p>4D Families and community members from diverse backgrounds are listened to and their opinions are valued.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 4C</p> <p>We will provide</p> <ul style="list-style-type: none"> opportunities to visit and volunteer in the classroom to build community. room parent opportunities. field trips, incursions and school events (book fairs, multicultural forum, etc.). increased access to translation services (events, conferences, etc.). PTA night presentations with various topics and information. resource lists for families and make them available in different formats (ie: website, email, hard copy). <p>Strategies for 4D</p> <ul style="list-style-type: none"> a multicultural forum (parents come and present on their cultures/backgrounds for staff). invitations in varied formats for events. support for Natural Leaders.

GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

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 Hispanic and Latinx.

SMART GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By June of 2024, there will be an increase in academic performance in the area of reading by at least one year for all students who are at or above grade level and at a minimum of more than one year for all students who are below grade level, with a focus on our Hispanic and Latinx students, as measured by trimester i-Ready diagnostic data, i-Ready progress monitoring data, SBA data, student work samples, and conferring anecdotal notes.

Strategies/Practices for Goal 3:

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 we will:</p> <ul style="list-style-type: none"> use a master schedule with a 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> small groups. building a schedule with blocks of uninterrupted time for core subjects. building within the schedule dedicated intervention blocks

<p>defined core Tier 1 & Tier II at the center of the schedule.</p> <ul style="list-style-type: none"> • use common assessments to assess phonics and progress monitoring. • provide ongoing professional development focused on the science of reading and best practices for phonics instruction, as well as ELA curriculum implementation. • utilize data-driven small group instruction during literacy intervention blocks. • engage in monthly PLC data protocols to build resources and differentiation ideas for Tier 1 support for all students. pre-assess for each literacy unit to better differentiate for small groups. • intentionally and explicitly check-in throughout each lesson. • explicitly teach strategies that enable students to access all curriculum as a Tier 1 support (visuals, collaboration, hands-on activities, etc.). • provide structured, collaborative learning opportunities for students that support all students in being engaged. • use explicit, informative learning targets written and articulated as "I can" statements for all students. 	<p>where we focus on RTI in our MTSS framework.</p> <ul style="list-style-type: none"> • team teaching. • data-driven instruction.
Domain Four:	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>4B Schools and departments have developed an effective ongoing communication system with families and the community.</p> <p>4C Schools and departments provide families with equitable opportunities to be involved in their children's education.</p> <p>4D Families and community members from diverse backgrounds are listened to and their opinions are valued.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 4C We will provide</p> <ul style="list-style-type: none"> • opportunities to visit and volunteer in the classroom including running small groups, etc. • room parent opportunities. • increased access to translation services (events, conferences, etc.). • PTA night presentations with educational content for families to use. <p>Strategies for 4D</p> <ul style="list-style-type: none"> • a multicultural forum (parents come and present on their cultures/backgrounds for staff). • invitations in varied formats for events. • support for Natural Leaders.

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed 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 English Language Arts.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-5 • SBA for Grade 3 	<ul style="list-style-type: none"> • November • Fall, winter, spring • Spring
Increased percentage of students in each subgroup meeting or exceeding standards in Phonics.	<ul style="list-style-type: none"> • iReady for K-5 • HMH Diagnostic • HMH progress monitoring • HMH Weekly Assessments • HMH Screener • ORRs • RAN for K-2 	<ul style="list-style-type: none"> • Fall, winter, spring • Fall • Monthly PLCs • Weekly • Fall • As needed • Winter
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental and physical health.	<ul style="list-style-type: none"> • SEL surveys Panorama • Behaviors that Promote Learning (report cards) • Anecdotal notes <ul style="list-style-type: none"> ○ teacher ○ playground ○ cafe ○ counselor ○ admin 	Winter and Spring <ul style="list-style-type: none"> • Winter & spring • Semesters • Ongoing
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 grade level, specifically in the area of comprehension	<ul style="list-style-type: none"> • iReady for K-5 • HMH Diagnostic • HMH progress monitoring • HMH Weekly Assessments • HMH Screener • ORRs 	<ul style="list-style-type: none"> • Fall, winter, spring • Fall • Monthly PLCs • Weekly • Fall • As needed

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Lockwood 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:

Differentiation within Reading:

- Understanding big ideas from science of reading and best practices for phonics instruction
- 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

- 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.
- Providing training around PBIS structures

Data Driven Practices:

- **MTSS Team:** Learn more effective ways 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.

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:

- 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 families
 - Hold regular "Principal Q and A" sessions with families to share ideas, address challenges and celebrate successes
 - Continue leadership monthly meetings with PTA, PACE, neighborhood and sensory parent representatives
- Invite parents to volunteer
 - Create volunteer opportunities for playground supervision
 - Support consistent classroom volunteers
 - Provide opportunities for special occasion volunteers
- Invite parents to participate in school, PACE, and PTA events such as:
 - After school activity sessions
 - Curriculum Nights
 - Fall Conferences
 - Cultural Night
 - Cultural Awareness Forum
 - Career Day
 - Community Building Evenings: Ice Cream Social, Resource Fair, End of the Year Art Walk, Fundraiser (Leopard Laps), Kindergarten and New Family Tours

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