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## Moorlands Elementary 2023-24 Strategic Action Plan

At Moorlands, our mission is to help students acquire the social and academic skills necessary to become life-long learners and contributing citizens of our world. In support of this mission, we hold these beliefs:

- All students can achieve success.
- Learning experiences must be relevant
- A supportive environment of mutual respect and trust is essential.
- Unique contributions and attributes of individuals must be recognized and encouraged.
- We are all learning and growing together.
- Students reach their full potential when the family and school work as partners.

At Moorlands, we show Mustang PRIDE. We are Respectful, Caring, Responsible, Ready to Learn, and Safe.

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.

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### 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

At Moorlands we value our community and work to ensure multiple perspectives are heard. Over the past year, we have engaged in opportunities to realign our school goals with the needs identified by our families. At the end of the 2022-23 school year, the Moorlands staff reflected upon the previous years School Action Plan goals, looking for gaps in reaching our students and families further from racial and educational justice. Our REJ Team recognized the need to collect “street data” from both staff and families. As leadership shifted, there were other opportunities to listen, learn, and engage.

Here is summary of our data collection:

- Street Data Staff Racial and Educational Justice Survey from REJ Team May 2023
- Family Survey from Regional Assistant Superintendent June 2023
- Family Survey from New Principal August 2023
- Staff and Family On on One Meetings with New Principal August 2023

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- Principal Meet and Greet August 2023
- Community Meet and Greet August 2023
- Parent Square Professional Development: Revamping of Classroom Communication Process, and Mustang Memo aligned to be translated to our families' languages.

**Examination of Student Data**

We use the following types of data to help guide our process to identify goals and select areas of instructional improvement.

<b>Quantitative Data</b> Numerical	<b>Qualitative Data</b> Non-Numerical	<b>Experiential Data</b> Human Condition (qualitative and at eye level)
<input type="checkbox"/> Attendance Records <input type="checkbox"/> Climate Surveys (Panorama) <input type="checkbox"/> Demographic Information <input type="checkbox"/> Discipline Data <input type="checkbox"/> iReady Math Data <input type="checkbox"/> iReady Reading Data <input type="checkbox"/> Progress Report Data <input type="checkbox"/> SBA Scores	<input type="checkbox"/> Student Interviews or Surveys <input type="checkbox"/> Family Inventories/Surveys <input type="checkbox"/> Individual Running Records <input type="checkbox"/> Student work samples, exit ticket, art work, and class projects	<input type="checkbox"/> Meet and Greet <input type="checkbox"/> Wa Kids Meetings <input type="checkbox"/> One on one Listen and Learn meetings with the principal <input type="checkbox"/> Observations of students throughout the campus and in classrooms

**Equity Inventory**

Moorlands staff use the Equity Inventory and Northshore School District Equity Handbook to guide our work with students and families. This year we will focus on:

Domain 4: Family and Community Engagement and Self Reflection

- 4B: Schools and departments have developed an effective ongoing communication system with families and the community.
- 4C: Schools and departments provide families with equitable opportunities to be involved in their children's education.

During the end of the year SAP review it was determined that moving forward our REJ and SDLT would work to engage further in Fair Process, Engagement, Explanation, and Expectation Clarity as outlined below:

**Fair Process** is about interacting WITH others and allowing them the space to be

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heard and treated with dignity and respect. It provides opportunities for those affected by decisions to be included in the decision-making process. This contributes to an inclusive culture where all voices are valued and accounted for, ultimately leading to greater cooperation and follow-through of the decisions that are made.

**Engagement** : Involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another’s ideas.

**Explanation** : Everyone involved and affected should understand why final decisions are made as they are. This creates a powerful feedback loop that enhances learning.

**Expectation Clarity**: Once decisions are made, new expectations are clearly stated, so that everyone understands their role in meeting those expectations.

**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Hispanic or Latino/a/x and Special Education students who are performing one or more grade levels below their same age peers in English Language Arts or Reading and those furthest from racial or educational justice who require our attention. These gaps are described below.

<b>Access or Outcome Gap</b>	<b>Root Cause</b>
<p><b>Hispanic and Latino Students ELA Proficiency on iReady and SBA and self efficacy</b></p> <p>94% of all students at Moorlands demonstrated overall ELA proficiency as measured by the iReady and 79% of all Moorlands students demonstrated ELA proficiency as measured by the SBA. When disaggregated, 55% of Moorlands Hispanic and Latino students demonstrated ELA proficiency on the iReady and 50% on the ELA SBA.</p> <p>58% Hispanic and Latino students answered favorably on the Panorama survey in the area of Self-Efficacy</p>	<p>Teachers need access to professional development on how we can differentiate for all students through targeted interventions.</p> <p>Teachers need support in using small groups to teach Into Reading.</p> <p>Students need access to ongoing messaging about our collective efficacy efforts. We believe that students can and will achieve, this will help students believe the same.</p>

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<p><b>Special Education Students ELA Proficiency on iReady and SBA and self efficacy</b></p> <p>94% of all students at Moorlands demonstrated overall ELA proficiency as measured by the iReady and 79% of all Moorlands students demonstrated ELA proficiency as measured by the SBA. When disaggregated, 55% of Moorlands students qualifying for Special Education demonstrated ELA proficiency on the iReady and 45% on the ELA SBA.</p> <p>45% of students qualifying for Special Education answered favorably on the Panorama survey in the area of Self-Efficacy</p>	<p>Teachers need access to professional development on how we can support all students through inclusionary practices and universal design for learning.</p> <p>Teachers need support in creating systems and structures for collaboration to plan targeted interventions.</p> <p>Students need access to ongoing messaging about our collective efficacy efforts. By believing and delivering the message that students can and will achieve, students will begin to affirm the same beliefs in themselves.</p>
<p><b>3rd-5th Grade Students</b></p> <p>66% 3rd-5th Grade students responded favorably to questions related to Self Efficacy on a student perception survey, Panorama.</p>	<p>Our students need more opportunities for integrated heterogeneous classrooms, providing differentiation and rigor for all.</p> <p>Students need access to ongoing messaging about our collective efficacy efforts. We believe that students can and will achieve. This belief will help students believe the same.</p>

## 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><b>Goal 1</b> 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>Increase in percentage of all students achieving and maintaining grade level in both reading and math who are currently one or more grade levels behind their peers.</p>
<p><b>Goal 2</b> 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>Increased percentage of Latino and Hispanic, Special Education students, and 3rd-5th grade students on the self efficacy category on school climate Panorama survey.</p>
<p><b>Goal 3</b> 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>Increase of academic growth rate of at least 1.5 years for all Latino and Hispanic on the ELA portion of iReady.</p>

**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

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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 the data and root cause analysis, we believe that if we facilitate professional development on differentiation through targeted interventions, then teachers will implement differentiated instruction in Reading and Math, ensuring that all students achieve at least one year's growth and our students in red achieve 1.5 years growth demonstrated on iReady.

### Objective

By June 2024, 100% (43 out of 610 students) in grades K-5 who performed in the red zone (two or more grade levels below) in overall placement in reading and on the fall iReady assessment, will meet or exceed their stretch goal placing them at grade level in reading as measured by spring iReady ELA and Math. Students who are furthest from racial, social, and educational justice and at least one grade level behind their same age peers will increase 1.5 grade levels each year to make accelerated growth.

### Instructional Practices & Equity Strategies

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

- Implement the second year of Into Reading Curriculum with fidelity, focusing on building small group structures to differentiate reading instruction effectively.
- Increase opportunities for instructional planning across and within grade level teaching staff to plan for mixed small groupings.
- Increase opportunities for student and family voice in teaching and learning both at home and to support learning.
- Increase access to culturally responsive literature in classroom and school libraries, staff resources and family activities.

## **GOAL 2: Responsible, Resilient, Empathetic Learners**

### Theory of Action

Based on the data and root cause analysis, we believe that if we provide students access to ongoing messaging about our collective efficacy efforts through explicit messaging from teachers of Social Emotional Learning (SEL) Lessons, there will be an increase of Latino and Hispanic students, students receiving Special Education services, and all 3rd-5th grade students answering favorably in the self efficacy category of Panorama.



### Objective

On the Spring PanoramaSurvey there will be a 20% increase of Latino and Hispanic students, students Special Education students, and all 3rd-5th grade students in the self efficacy category on school climate Panorama survey.

### Instructional Practices & Equity Strategies

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

- Increase professional development on Multi-Tiered Systems of Support (MTSS) Whole Child Framework, Positive Behavior Interventions and Supports (PBIS), and SEL.
- Increased professional development about collective efficacy.
- Collaboration with Guidance Team, Evaluation Team, Special Education Team, and English Language Development (ELD) to create support plans and implement strategies to increase self-efficacy in students.
- Allow students to have opportunities to teach educators about their identities, backgrounds, and cultures.
- Empower families to participate in learning opportunities, creating space to listen and learn from the funds of knowledge within our community.
- Increase collaboration between Elementary Advanced Program (EAP) and Non EAP teachers to plan for differentiated instruction based on what each student needs.

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

### Theory of Action

Based on the data and root cause analysis, we believe that if we continue to create and facilitate professional development on differentiation through targeted interventions, then teachers will implement differentiated instruction in Reading and Math, ensuring that all students achieve at least one year's growth and our students scoring two or more grade levels below in reading will achieve 1.5 years growth as demonstrated on iReady.

### Objective

By June 2024, 100% 15 out of 15 Latino and Hispanic students who demonstrated two years below proficiency will demonstrate academic growth rate of at least 1.5 years for all on ELA iReady.

### Instructional Practices & Equity Strategies

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



- Increase professional development about Universal Design for Learning and Inclusionary Practices Strategies
- Implement MTSS Systems and effective Guidance Team Processes
- Increase collaboration between EAP and Non EAP teachers to plan for differentiated instruction based on what each student needs.

### 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
<b>GOAL 1: Success in the Early Years</b>		
Increase in percentage of all students achieving and maintaining grade level in both reading and math who are currently one or more grade level behind their peers.	<ul style="list-style-type: none"> <li>• WaKids for Kindergarten</li> <li>• iReady for K-3</li> <li>• SBA for Grade 3</li> <li>• Street Data</li> <li>• Classroom Assessments</li> </ul>	Every six weeks iReady Fall, Winter, Spring SBA Spring
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Increased percentage of Latino and Hispanic, Special Education students, and 3rd-5th grade students in the self efficacy category on school climate Panorama survey.	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Student Council</li> <li>• Classroom Observations</li> </ul>	Panorama Spring
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		

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Increase of academic growth rate of at least 1.5 years for all Latino and Hispanic students on ELA iReady.	<ul style="list-style-type: none"> <li>● iReady scores Fall-Spring</li> <li>● SBA scores for Grades 3-5</li> </ul>	Fall, Winter, Spring
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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Moorlands, we meet regularly to collaborate and learn together, review data, and make adjustments as needed.

During the 2023-24 school year, we will participate in the following professional development activities as part of our work:

- Staff Meetings and SDLT Led Trainings
- MTSS Whole Child Framework Ongoing Trainings
- Into Reading Literacy Year 2 Professional Development
- Parent Square Family Engagement Professional Development
- Racial and Educational Justice and Community Engagement Training

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## 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:

- Partner with us through Parent Square Ongoing Two Way Communication
- Participate in the Seesaw Digital Community
- Participate in Curriculum Nights
- Interact with Our Mustang Memo Weekly
- Participate in Fall Conferences
- Engage in Learning at Math Night
- Join in our Culture Night
- Participate in student Variety Show
- Partner with us by joining Watch D.O.G.S.
- Facilitate learning by volunteering in classrooms.
- Join our PTA and participate in ongoing community events.
- Attend music concerts.
- Participate in our Science Week.

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

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