



2023-24 Strategic Action Plan

At Shelton View, we create a caring, diverse community of students, families, and staff dedicated to creating a collaborative learning culture whose goal is for all to feel safe and valued, while ensuring academic and social success for all.

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

The community engagement at Shelton View will begin with our Fall Family Fun Night and Curriculum Nights. In addition to these events we will have opportunities for families to participate in a survey where they will be able to give input and share their ideas. After reviewing this survey we hope to learn how we can better bridge the school and home connection.

To involve the students, representatives from the Racial and Educational Justice Team (REJ) organization will conduct interviews using a listening approach. This approach will focus on actively listening to students' thoughts and opinions about their school. By giving students a platform to share their experiences and ideas, we aim to empower them and make their voices an integral part of the inquiry process.

The inquiry process aims to transform the learning experience for students and their families by fostering active participation, community collaboration, and a sense of ownership. It encourages students to take an active role in shaping their educational environment by expressing their thoughts and ideas.

Community Engagement Activities:

1. Fall PTA Family Fun Night & Curriculum nights.
2. Fall Bedtime Stories event
3. Spring Family Cultural Fair
4. Student interviews: Representatives from REJ will conduct interviews with students, using a listening approach to gather their thoughts on the school environment.



Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> • iReady: This data informs our progress related to academic goals • WIDA • Classroom based assessment results: This informs our classroom instruction and next steps 	<ul style="list-style-type: none"> • Panorama : This data informs our progress related to goal 2 • Parent survey around strengths, weakness, hopes and wants 	<ul style="list-style-type: none"> • Kindergarten Carousel approach to get to know students and their needs • Curriculum Night: This offers parent voice to school goals

Equity Inventory

The use of the [Equity Inventory and Equity Handbook](#) played a crucial role in our community's efforts to prioritize and address equity in education. These resources provided a framework for assessing and improving equity in various domains within our school, district, and community.

To identify the domains and components for focus, we conducted an analysis using the Equity Inventory. This involved examining various areas related to equity, such as student experiences, family engagement, instructional approaches, and educator knowledge. Through this process, we identified the domains and components that required attention and improvement based on the specific needs and goals of our community.

In the last two years, our community has concentrated on Domain 3, which encompassed two components:

- 3D: Students and families have opportunities to be experts in the classroom, school, and district: This component emphasizes the importance of empowering students and families, allowing them to share their expertise and contribute to decision-making processes. By valuing and incorporating their perspectives, we create a more inclusive and participatory learning environment.
- 3E: Educators understand the ways in which racial and intersectional diversity influences students' behaviors and behavioral norms.

After focusing on Domain 3, we will shift our attention to Domain 4 for the upcoming 2023-24 school year. Specifically, we will prioritize two components within Domain 4:

- 4C: Schools and departments provide families with equitable opportunities to be involved in their children's education: This component aims to ensure that families from diverse backgrounds have equal access and opportunities to engage in their children's education. By fostering inclusive family involvement, we strengthen the partnership between home and school, enhancing student success.
- 4H: Educators continuously self-reflect while they learn more about equity-related issues: This component emphasizes the importance of ongoing professional development and self-reflection for educators. By engaging in continuous learning and reflection on



equity-related issues, educators can better understand and address the needs of all students, promoting an inclusive and equitable learning environment.

We believe that focusing on these domains and components will make a significant difference for our students. By prioritizing equitable family and community engagement (Domain 4) and nurturing educators' understanding of equity-related issues, we aim to create an environment where all families feel welcome, involved, and supported. Additionally, by encouraging continuous self-reflection among educators, we promote their growth and capacity to provide equitable educational experiences for every student.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Students that identify as Hispanic or Latio that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students who identify as Hispanic or Latino do not demonstrate similar growth on assessments as their peers in reading as determined by our review of i Ready and SBA data	Language acquisition and reading skills may be impacting students' ability to access core instruction and demonstrate what they know.

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><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></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>



	Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p><i>Equity Means: Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	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.
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>Equity Means: Each student actively engages in rigorous, standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	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 the data and root cause analysis, we believe that if we:

- provide targeted ELA instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension
- then K-3 students will grow in their understanding of literacy because iReady data will show an increase.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows:

- By May of 2024, students that identify as Hispanic or Latino in K-3 who are one or more grade levels below in reading will make their growth/stretch goals as measured by iReady and other assessment tools.



Instructional Practices & Equity Strategies

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

- continued to develop small group small group instruction
- WIN
- Continued staff led PD with into reading
- PD around WIN time implementation

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we:

- implement SEL curriculum/strategies
- provide opportunities to engage, practice, and apply
- Increase opportunities for student voice
- explicit instruction in community, belonging and acceptance

then students will feel a sense of belonging, increased confidence in self, and honor the unique needs and contributions of others because the Panorama survey will show an increase.

Objective

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

The percentage of favorable responses in the area of Emotion Regulation on Panorama will increase from 58% to 70% by the spring 2024 survey

Instructional Practices & Equity Strategies

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

- Engage in Tier 1 strategies for PBIS including: Positive Greetings at door, Visual Schedules, Shark Tickets, and consistently teach SV Expectations
- Build positive relationships with all students and families through activities including: Open House/Meeting the Teacher event in August, Conferences, and Curriculum Night
- Embed culturally responsive instructional practice in professional development opportunities and in the classroom
- Modeling, teaching and reinforcing school-wide expectations through classroom instruction and morning video announcements
- Counseling lessons in all classrooms (Full time counselor)
- Monday Counselor Messages based on Panorama lessons
- Make connections to students' identities and cultures
- Build community and sense of belonging in the classroom
- Foster empathy in the classroom through discussions, activities, and lessons
- Staff ongoing professional development opportunities tucked into meetings, newsletters and book studies
- Mentoring, coaching, or additional professional development for individuals as needed through Guidance Team
- Mental Health Services through a Therapist on site 1x a week



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:

- provide targeted ELA instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension

then 4-5 grade students will grow in their understanding of literacy because iReady data will show an increase.

Objective

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

- By May of 2024, students identifying as Hispanic or Latino who are one or more grade levels below in reading will make their growth/stretch goals as measured by iReady and other assessment tools.

Instructional Practices & Equity Strategies

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

- continued to develop small group small group instruction
- WIN
- Continued staff led PD with into reading
- PD around WIN time implementation
- Timely writing PD
- Focus on revised wiring sequence and focus on writing through the writing process

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 English	<ul style="list-style-type: none"> • WaKIDS for Kindergarten 	Sept-Oct. 2023 Fall, Winter and Spring



Language Arts and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> • iReady for K-3 • SBA for Grade 3 • Into Reading Data 	May 2024
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.	Panorama survey Student interviews Family surveys	Fall 2023 Winter 2023 Spring 2024
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased percentage of students achieving mastery in their classes.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 4-5 • Into Reading Data 	Fall, Winter, and Spring Spring 2024

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Shelton View, 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:

- Need to get specifics but looking at REJ training to focus on understanding and acceptance of identity of students
- Continued i-Ready and Into Reading training



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:

Staff

- Meet the Teacher event
- Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership
- Volunteer opportunities in and around the school
- Weekly parent communication from school and monthly from each classroom
- Family Literacy Evenings (6-8 week cycles, 2-3 three times in year)

SV Hills PTA

- POPS- parents on the playground volunteer opportunities
- Monthly safety lessons
- Family Fun Nights

Champions Childcare on site

- provides access to education and childcare onsite
- supports homework/study skills
- offers healthy living learning via nutrition, home-school connection, play, and more

Northshore Schools Foundation

- backpacks for school, community support funds, teacher grants, STEM monies, and much, much, more!

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