



2023-24 Strategic Action Plan

At Fernwood Elementary, we create and maintain a safe and consistent **learning community** by establishing positive behavioral supports and a culture where all students achieve social, emotional and academic success.

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

In an effort to engage in the Equity Transformation Cycle and learn from our community regarding their experience and perspectives of our educational system, we seek to learn more about the educational experiences of our families (both at Fernwood and from when they attended school) to uncover what is working well and to reimagine ways to remove barriers and create opportunities so that all within our Fernwood community feel valued and sense of belonging. To begin to inform our Equity Transformation cycle, we have collected data in the following ways:

- **Satellite Data** - This data represents a large scale overview of data representing the number of community members engaged in specific school events. Parent participation and engagement in school events such as PTSA meetings and principal chats had very low numbers of engagement in comparison to the large number of families within the Fernwood Community.
- **Map Data** - This data provides more information in support of identifying possible explanations and actions that could be taken to better engage the community, however is still on a larger scale. We are able to connect with families on a large scale through information conversations to learn more about their school experience on a daily basis during the arrival and dismissal process as well as when special school events occur such as our Cultural Night, Volunteerism, and 5th Grade Celebration.
- **Street Data** - This data is focused more closely on the individual experiences and perspectives of community members, providing a more holistic and personal account that enables a change in practices. We held our Community Cafe parent listening session. We also conducted individual parent interviews to be intentional in learning about the families' experiences in school both proactively and in response to incidents impacting the students of specific families.

Community Engagement Events

- **Back to School Hopes and Wishes Padlet for Parents**, August 2022
- **Curriculum Nights**, September, 2022
- **PTSA- Principal Chats**, Monthly, 6:30-7:00 PM
- **Community Cafe**, March 14, 2023 6:00-7:00 PM
- **Cultural Night**, April 27, 2023 5:00 8:00 PM

Revised April 2023



- **Kindergarten Night** June 7, 2023, 6:00- 7:00 PM
- **HiCap Informational Night** with follow up **Q&A**, June 8, 2023, 6:00-7:00 PM

Examination of Student Data

We reviewed the following pieces of data to ensure we are utilizing a comprehensive data system to student growth and standards-based performance within snapshots of time through quantitative data measure, data related to progress monitoring of this growth and performance within qualitative data measure as and experiential data to better understand the student experience in order to remove barriers and create opportunities towards growth and progress. These data elements allow us to take a comprehensive approach to reimagining school as we strive towards continuous ongoing improvement.

Quantitative Data	Qualitative Data	Experiential Data
<p>i-Ready - We reviewed the 2022-23 iReady Diagnostics in Math and Reading to determine our area of focus with our SMART Goals for Goal 1 and 3 as well as to inform our practices in reading once our SMART goal was narrowed through a Tiered approach. This data point also allowed us to progress monitor students of focus throughout the year.</p>	<p>Panorama Survey: We used this data to inform our SMART Goal for Goal 2 as well as to inform our practices related to this goal through a Tiered approach. We understand this data has a direct impact on the progress towards all other goals.</p>	<p>Student Listening Sessions/Interviews: We used this data to adjust our practices around student placements because we believe balanced classrooms are the foundation of all of our goals. In addition, information collected during these interviews influenced our practices for Goal 2.</p>
<p>2022 Spring SBA Scores and 2023 Spring SBA Scores: Comparing these two data points helped us to engage in our analysis of ways we could create opportunities and narrow gaps for students by connecting our work to growth within. It also informed next steps in instructional practices related to Goal 3.</p>	<p>Student of Focus Progress Monitoring Tool: We used this tool to track the progress of our students of focus based on their academic progress as well as students' stories, strengths, and needs. This data also informed our SMART Goals and practices work for Goals 1-3.</p>	<p>Conferring with Students in Reading and Gathering Anecdotal Notes: We used this data to track the progress of individual students, especially students of focus in relation to Goal 3 as we meet with them through 1:1 conferences and small groups. This data also impacted our instructional practices for Goal 1 and 3.</p>
<p>Attendance Rates: We used this data along with i-Ready data and other qualitative measures to progress monitor intervention plans for our students of focus and students brought to ISGT in considering the impact of our</p>	<p>Student Work Samples: We used this data to determine our progress towards Goal 3 and 4 last year. Therefore, it informed our SMART Goals this year for Goal 1, 3, and 4 as well as our practices to support these goals.</p>	<p>1:1 Reading Inventory: We used this data to learn about the reading behaviors of students, especially students of focus, to inform about intervention plans as we tracked progress on Goal 3. This data also informed our</p>

Revised April 2023



Quantitative Data	Qualitative Data	Experiential Data
current intervention plan for individual students.		SMART Goal 1 as well as the instruction practices for this goal.
	Student Technology Use Survey: This information informed our SMART Goals for Goal 4 as well as our practices related to this goal.	

Equity Inventory

We used Fernwood's Spring Equity Survey to determine our strengths and needs related to our Equity work. Our intention at Fernwood is to weave our work related to Racial and Educational Justice into all we do so that it stays at the center of our work. As a result of these efforts, staff are reporting that they are seeing how we keep students and families at the center of all of our work towards these efforts as a result, they are learning more about the stories, strengths, and needs of those within our community which is pushing them to engage in ongoing self-reflection related to equity issues.

We seek to build on of these strengths to meet our needs by growing capacity around the following:

- Universal Design for Learning to help staff grow in inclusive practices that allow students to be seen as expert learners.
- Elevate student voice in the classroom through classroom meetings, listening sessions, and through feedback loops.
- Elevate family voices through Community Cafes and furthering our partnership by growing systems around ensuring two-way communication.
- Continuing to embed the Rights of the Body within all we do with staff and with students to grow in understanding of how these Rights are enacted within the classroom and throughout our school.

Below are the specific strengths and needs of Fernwood as they relate to the [Northshore School District Equity Handbook](#).

We determined the following strengths and next steps by conducting a Spring Staff Survey to monitor our progress towards Domain 3 and 4. We then analyzed these results with our SDLT to name our strengths and areas of growth in alignment with the instructional practices embedded within our SAP. Through our focus this year of elevating the voices, we believe we can leverage growth by building off our strengths to support staff in having students and families seen as experts in the classroom, so selected 3D. In addition, we believe that if we improve our affiliation with other organizations to increase representation, especially for our students of focus, our students will see and experience others that identify as they do within positive roles in education. Therefore, we selected 4E. The effort to improve these two goals will have a direct impact on student learning and their sense of belonging.



Domain 3

Strength

- **3B:** I am well informed about the diverse backgrounds of students and families.

Areas of Growth

- **3D:** Students and families have the opportunity to be experts in the classroom, school, and district.

Domain 4

Strength

- **4B:** Schools and departments have developed an effective ongoing communication system with families and the community.

Areas of Growth

- **4E:** Schools and departments obtain membership in or affiliation with organizations and programs that promote equitable education, access, and opportunities.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for *African American, Hispanic/LatinX, and students receiving special education that express not feeling a sense of belonging at school* that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Based on Panorama data and student experiential interviews, our students of focus identify feeling a lower sense of belonging than their peers. Therefore we need to increase opportunities for students, especially students of focus, to feel a sense of belonging in the classroom and at school by demonstrating that their voice matters.</p>	<p>School-wide practices that elevate student voice and include it within the decision making process are just getting started and need time to further develop so we can continue to come alongside them and hear their ideas. .</p> <p>Current systems for supporting related services have inadvertently caused students to feel othered since just a few students leave the classroom or have someone come in to provide support.</p> <p>Classroom practices that elevate students' voices such as classroom meetings were put on hold as teachers adjusted to a new curriculum.</p> <p>Students are focused on having few peers or staff that act as mirrors around the various ways they identify.</p> <p>Friendship dynamic and social and emotional learning was impacted as a result of social</p>

Revised April 2023



Access or Outcome Gap	Root Cause
	distancing during COVID-19.
<p>Based on i-Ready data, by the end of second grade students have a lower success rate within phonological awareness than in other foundation skills in reading. Therefore, we need to increase access to explicit foundational skills instruction, specifically in phonological awareness, for students in grades K-2.</p>	<p>Prior to the adoption of the Into Reading curriculum, students did not have access to systematic instruction in the foundational skills of reading (phonological awareness, phonics, etc) within core instruction. This has been in place for one year and continued opportunities to engage in this work will be important for our students to focus on making gains in this area.</p>
<p>Based on our i-Ready, preliminary SBA data, and Growth Rate Data in Homeroom, our math and reading scores are very similar. Therefore, we believe it is important to remain focused on reading as focusing on this area for one year is not enough time to build the lasting systems and instructional practices we believe is needed to sustain success in this area. While we will remain focused on reading, we will look to increase access to practices that would go across content areas as we work to develop opportunities to strengthen our Equity-based MTSS work to better serve students of focus through a Tiered instruction.</p>	<p>We still need to build further capacity within our understanding of Universal Design for Learning to focus on developing an understanding of how to use the feedback loop with students to further personalize learning including the use of technology.</p> <p>Teachers do not know all of the technologic resources available and their capabilities to effectively provide access to them to best use technology in support of personalized learning.</p> <p>With being one year into the implementation of our Into Reading curriculum:</p> <ul style="list-style-type: none"> ● We consider our learning of the various assessment resources within these resources as well as our knowledge of other assessment resources such as i-Ready to develop a comprehensive data system to better monitor student progress. ● We need to use our knowledge of these resources along with the ELA Tiered Instructional Matrix as well as student data to further our work around resource mapping. <p>We must strengthen our intervention system to reach more students through explicit time that is maximized through personnel and resource mapping in support of acceleration and intervention.</p> <p>Staff, especially classroom teachers and</p>

Revised April 2023



Access or Outcome Gap	Root Cause
	related service staff, must have intentional opportunities to collaborate together in support of Tiered instruction for students.

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>District Measure - 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>School Measure - 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>
<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>District Measure - Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p>School Measure- Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support 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>District Measure-Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>School Measure-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>

Revised April 2023



School Goals	Measure
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	<p>District Measure- Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>School Measure- Increased percentage of students who access technology/digital tools in innovative learning spaces to enhance student learning and expand personalization (e.g. adaptive technology, collaborative learning, and critical thinking projects).</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 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 completed by our SDLT, we believe that if we focus on strengthening student phonological awareness skill in grades K-2, we will increase the number of students at grade level standard by the end of second grade. These efforts will ensure students are ready to make the jump to being ready to read to learn as they move into 3rd grade.

Objective

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

*By June of 2024, **African American, Hispanic or Latino/a, and students receiving special education services in grades K-2 not yet performing at grade level standard in reading** will increase their reading skills related to phonological awareness as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, Into Reading assessments, student work samples, and conferring anecdotal records.*

Instructional Practices & Equity Strategies

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

Furthering our Equity-Based MTSS

- **Inclusive Master Schedule** - Ensure the foundational skills of reading, specifically those supporting phonological awareness, are taught during core instruction to make sure all students have access to this instruction as well as to hearing their peers strongly engaged in this work.
 - **Intervention and Acceleration Block** - Target foundational skills during this and utilize **resource mapping** as outlined in Goal 3 to carry out this work. As a result,

Revised April 2023



students may move across the grade level to improve efficiency of our delivery model.

- **Flexible Service Delivery** - Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our work in **personnel mapping** as we engage in and carry out our work related to **resource mapping** to match interventions to student needs throughout the year.
- **Collaborative Planning** - Create opportunities for shared planning among teams with all or some members of their team each day. Utilize Wednesdays to have a representative from our related service team connect with grade level team m to maintain and strengthen our work around personnel and resource mapping.

Furthering our Equity-Based MTSS

- **Developing a Data System** - Engage K-2 grade level teams in developing a data system to track progress around foundational skills, especially for tracking progress related to phonological awareness.
- **Resource Mapping** - Further our learning around resources to explicitly teach foundation skills in reading, especially phonological awareness, within the Into Reading curriculum and the ELA Tiered Matrix to support learning outcomes within Tier 1 and 2 or literacy instruction.

Interweaving with other Goals - Look for opportunities to embed the other work of Goal 2, Goal 3, and Goal 4 to strengthen our literacy practices and instruction.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

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

- provide intentional Tiered instruction and supports around social and emotional learning,
- implement positive and restorative practices,
- enact the Rights of the Body within our classroom and school-wide practices, and
- continue to engage students of focus and other student groups within listening sessions to support the Equity Transformation Cycle,

students will experience a stronger sense of belonging as they develop student agency, self-awareness, and positive peer relationships. We believe that when students experience a sense of belonging at school, they are more likely to take on academic challenges and seek out opportunities to personalize their learning and experience academic and social and emotional success.

Objective

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

*By June of 2024, **students identified as Black/African American, Hispanic or Latino/a, and students receiving special education services** demonstrating they feel disconnected from school will have an increased sense of belonging to school, and engagement in personalized learning as measured by Northshore School District's Panorama Survey, student interviews, monthly assembly exit tickets, and input from our parent community through our Community Cafes.*

Instructional Practices & Equity Strategies

Revised April 2023



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

Intentional Instruction and Support Around Social and Emotional Development

- Tiered Counseling Support- collaboration and partnership between counselors, teachers and parents provides targeted instruction of social and emotional skills through Second Steps and Kelso's Choice, building self efficacy, empathy and contributes to a sense of belonging.
 - **Whole Class** - Counselors rotate through classrooms and focus instruction on social/emotional themes such as friendship, empathy and anti-bullying embedded in their core curriculum.
 - **Small Group Instruction**- Students are referred by teachers or by parents for small group targeted instruction and skill development based on students' strengths, needs and story.
 - **Individual Student Support**-Counselors provide one on one student support for identified students in order to strengthen social-emotional skills, building trusting relationships and increasing a sense of belonging.

- **School Wide Programs**-Social-Emotional learning will be the focus of student centered programming with an emphasis on culturally responsive awareness and appreciation, and aligned with the school's positive behavior expectations of being safe, kind, and learners.
 - **Student Voice**- Create and facilitate opportunities to learn about the student experience at Fernwood by meeting with students of focus at least three times a year. In addition, create a partnership with Student Council and class **representatives** that promote inclusion and learning about one another's cultures and traditions which will increase students' sense of belonging. Finally look for opportunities to develop co-generative groups to help gather the student perspective on how we can reimagine school tied to exploring next steps of problems of practice.
 - **Monthly Assemblies and Exit Tickets**-Utilize the feedback loop with students and progress monitor student growth and understanding by gathering information through the use of monthly assembly exit tickets that students in grades 2-5 will complete in class following each assembly following our Panorama screener. Each assembly will be student centered, embedded with social-emotional learning, and focused on honoring a different cultural awareness.
 - **Weekly Announcements**- Weekly announcements will highlight the school's PBIS systems of positive reinforcements aligned with positive school-wide pillars of behavior expectations.

- **Partnerships with the Community**
 - **NorthCreek High School , Black Student Union**- Look to build on the partnership between the Black Student Union students of North Creek High School and Fernwood Elementary to create a mentor program. Students of focus will connect with older students to support both academic and social-emotional learning and growth. The older students will serve as role models for the younger students, building trust in relationships and the ability to see themselves reflected in the older students.

Revised April 2023



Social-Emotional Learning and Support Within School Wide Systems

- **PBIS-** Be intentional about utilizing PBIS strategies that form relationships by utilizing strategies that build, maintain, and restore relationships over time. Positively reinforce appropriate behavior aligned to school-wide expectations.
 - **Classroom Meetings-** Building in consistent classroom meeting times within the master schedule to support engaging in conversations to support student voice within the classroom, to create opportunities for students to learn about one another's strengths and learning styles, develop problem solving strategies, and to get to know and appreciate students beyond the classroom.
- **Intensive Student Guidance Team-** Utilize the Tiered Matrix of Support for Social and Emotional Learning and interventions in support of teachers meeting the needs of students referred to the team.
- **Analyzing Data to Support Interventions -** The administration team will expand our work in creating a culture of belonging around analyzing and using data to make decisions. **Review SWIS data weekly** to identify students needing Tier 2 supports and interventions needed based on the students strengths, needs and story. Partner with teachers, families, and related services to create a plan of support.
- **Review Panorama Data** SDLT along with counselors, our dean, and administrative team will look to create cogenerative dialogue with students based on results as we explore Equity Transformation Cycle to reimagine shifts in systemic practices that would further support students, especially students furthest from racial and educational justice.

Interweaving with other Goals - Look for opportunities to embed the other work of Goal 1, Goal 3, and Goal 4 to strengthen social-emotional learning and instructional practices.

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

Theory of Action

Based on the data and root cause analysis completed by our SDLT, we believe that if we strengthen our Equity-Based MTSS models by embedding the Rights of the Body, and other inclusionary practices such as Universal Design for Learning, we will be able to close academic gaps and create opportunity for our students furthest from educational justice. This work will also have a positive ripple effect on academic achievement of all students.

Objective

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

*By June of 2024, **African American, Hispanic or Latino/a, and students receiving special education services not yet performing on level standard in reading** will increase their reading skills related to comprehension of literary and informational texts as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, Into Reading assessments, student work samples, and conferring anecdotal records.*

Instructional Practices & Equity Strategies

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

Growing Our Inclusionary Practices

- **Universal Design for Learning (UDL)** - continue to learn and grow around UDL practices.

Revised April 2023



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- **SDLT** - Will read AntiRacism and Universal Design for Learning by Andratesha Fitzgerald to not only learn and grow in this work, but also to help lead the planning and implementation of this work.
 - **Staff** - UDL practices will be modeled for staff within their own professional development. In addition, we will align UDL with high leverage teaching practice of **Learning Outcomes** and **Feedback** practices to create a feedback loop between teachers and student to inform how they engage, the materials in which they engage, and the ways in which they demonstrate their learning
 - **Racial and Education Justice**
 - **Rights of the Body** - Our administrative team and SDLT will help staff continue to understand the ways that UDL aligns to the Rights of the Body so they can implement these practices within the classroom.
 - **Equity Transformational Cycle** - Our administrative team and SDLT will listen and learn from our staff, students, and families as we make decisions and reimagine school. Specifically work to meet with our Student Council, Student Equity Team, and students of focus on an ongoing basis to seek their input.
 - **Student Centered** - Ensure all professional learning opportunities come back to reflecting, planning, and implementing around students of focus.

Furthering our Equity-Based MTSS

- **Professional Learning Communities** -
 - **Asset-Based Approach** - Continue to implement systems to ensure staff remain focused on using students' stories, strengths, and needs within their planning. Continue to engage staff in PLC practices through the cycle of "Plan, Do, Study, and Act" in which they engage in intentional planning around one of their three students of focus. Within our PLC that focus on gathering quantitative, qualitative, and experiential data
 - **Alignment UDL** - Use PLC to support the planning of next steps around a student of focus by considering Tier 1 UDL strategies that would further support access or Tier 2 strategies that would further support intervention or acceleration.
 - **Developing a Data System** - Engage grade level teams in developing a comprehensive data system that takes into account quantitative, qualitative, and experiential data of students to develop baseline data and monitoring progress from our district approved resources of i-Ready, Into Reading, and other approved literacy assessments.
 - **Resource Mapping** - Further our learning around Into Reading curriculum and the **ELA Tiered Matrix** to support learning outcomes within Tier 1 and 2 or literacy instruction.
- **Inclusive Master Schedule** - Create our schedule to provide opportunities and remove barriers by ensuring all students are part of core instruction for literacy and math.
 - **Intervention and Acceleration Block** - Implement a 30-40 minute intervention and acceleration block within all grade levels in which students receive small group instruction in which resource mapping has been utilized to 1) plan learning outcomes, based on students stories, strengths, and needs 2) select evidence-based and culturally responsive materials to best support explicit instruction of that outcome 3) consider other materials needs to best support student learning (ex: visual or organizational supports). This will occur from a classroom teacher or related service staff. As a result, students may move across the grade level to improve efficiency of our delivery model.

Revised April 2023



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- **Flexible Service Delivery** - Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our work in personnel mapping as we engage in and carry out our work related to resource mapping.
 - **Collaborative Planning** - Create opportunities for shared planning among teams with all or some members of their team each day. Utilize Wednesdays to have a representative from our related service team connect with grade level team memes to maintain and strengthen our work around personnel and resource mapping.

Interweaving with other Goals - Look for opportunities to embed the other work of Goal 1, Goal 2, and Goal 4 to strengthen our literacy practices and instruction.

GOAL 4 : Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis completed by our SDLT, we believe that if we focus on providing students with choice around multiple ways to engage in and demonstrate their understanding of learning through the use of technology, digital tools, and other methods, then students will experience personalization of learning through an increase in student voice, choice, and ownership which will foster innovation and allow students to see themselves as expert learners thereby positively impacting student achievement and our school-wide progress around Goal 3.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows:

By June of 2024, All African American, Hispanic or Latino/a, and students receiving special education services not yet performing at grade level standard in reading will experience an increase in the personalization of learning through technology/digital tools as well as other methods as measured by fall and spring student surveys, 1:1 listening sessions, and student work samples.

Instructional Practices & Equity Strategies

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

Strengthening Student Personalization of Learning Through the Lens of Equity

- **Universal Design for Learning (UDL)** - continue to learn and grow around UDL practices.
 - **Staff**-Engage staff in expanding knowledge and implementation of technology, digital tools and resources through mini-technology tips and lessons embedded within staff meetings modeled through UDL practices.
 - **Rights of the Body**-staff will focus on Universal Design for Learning related to the guidelines to improve inclusive and culturally responsive teaching practices, especially around the use of technology and digital tools and how these practices support the Rights of the Body.
- **Building Student Agency**
 - **Students**-Support students in understanding how they can have choice in using various methods and resources to achieve learning outcomes. Incorporate the teaching of CASEL competencies to grow student self-awareness of their

Revised April 2023



preferred methods of engaging in and demonstrating learning to foster a strengths-based model.

- **Student Feedback-** Elicit feedback from students on their preferred methods and resources when engaging in and demonstrating learning, especially through the use of technology and digital tools.

Professional Learning Communities

- **Team Practice**
 - **Into Reading Alignment-**Work in PLC's to design and create opportunities for students to demonstrate their learning through the use of digital tools or other methods aligned with Into Reading curriculum and instruction.
- **School Wide Practices**
 - **i-Ready-**Develop a school-wide system to encourage and celebrate students engaging in and passing individual i-Ready lessons.
 - **iReady Club-**Look to put an i-ReadyClub in place for our students of focus needing additional access to technology to engage in individual lessons.
 - **Elevate Student Work-** Create opportunities for students to model and showcase work connected to real world, culturally relevant challenges, through sharing in a variety of ways including morning announcements and assemblies.

Interweaving with other Goals - Look for opportunities to increase student personalization and demonstration of learning through technology and use of digital tools by embedding the other work of Goal 1, Goal 2, and Goal 3.

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 Language Arts and Mathematics by the end of grade 3.	SBA for Grade 3	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2023-24 school year prior to fall testing.

Revised April 2023



Measures	Metrics	Dates of Data Review
	WaKIDS for Kindergarten	Review in the fall to determine students needing LAP and ELD services.
	K-3 i-Ready Data - Specially Phonological Awareness, Phonics, and High Frequency Words	<p>Trimester Basis: Use i-Ready to track progress based on diagnostic information.</p> <p>Monthly: Use this tool to support progress monitoring through individual lessons.</p> <p>Bi-Monthly: Track time engaged in i-Ready reading lessons and student success rate, specifically for focused students.</p>
	Qualitative, Anecdotal, and Experiential Data From Small Groups	Use on a monthly basis when teachers meet in small groups and track progress within our school-wide data tracking sheet for students of focus.
	Other Literacy Assessments as Needed - Phonographix, Sondays, etc	Track progress of specific intervention programs every six weeks to track progress of students as well as to adjust our flexible delivery model.
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.	Gather data connected to students' school experience tied to inclusion and belonging to be used within the Equity Transformation Cycle	<p>Quarterly Basis: Talk with students of focus on a quarterly basis or more as well as representatives from our student led groups including:</p> <ul style="list-style-type: none"> ● Student Equity Team ● Student Council and Representatives <p>Following virtual assemblies have all students complete an exit ticket tied to feelings of inclusion and belonging.</p>
	Student Panorama Survey	Trimester Basis: Students in

Revised April 2023



Measures	Metrics	Dates of Data Review
		grades 3-5 take this online survey.
	SWIS Data- dependent on funding	Weekly as an admin team and as needed to engage in next steps around a problem of practice by our PBIS team. <ul style="list-style-type: none"> ● Monthly by SDLT
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.	SBA for Grade 3 and 4	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2023-24 school year prior to fall testing.
	K-5 i-Ready Data	Prior to the Start of School - determine students needing immediate LAP or ELD services as students transition into the 2023-24 school year prior to fall testing. Trimester Basis: Use i-Ready to track progress based on diagnostic information. Monthly: Use this tool to support progress monitoring through individual lessons. Bi-Monthly: Track time engaged in i-Ready reading lessons and student success rate, specifically for focused students.
	Into Reading	Prior to Monthly PLC Meetings/Monthly/Per Unit - Utilize Module, Weekly, and/or Summative assessments and student work samples within Into Reading to track progress for

Revised April 2023



Measures	Metrics	Dates of Data Review
		our students of focus.
	Reading Inventory for Students of Focus	With Students of Focus - Conduct the reading survey to learn more about the reading behaviors of students of focus. Utilize the questions within the survey to gather student voice on their feelings, interests, and experiences with reading.
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	Student Survey	Per Trimester - Collect information on the frequency in which students can access technology/digital tools to engage in, personalize or demonstrate learning as well as the resources being accessed by students.
	Student Work Samples	Per Trimester - Collect examples of products students create or complete to demonstrate learning when accessing technology/digitals tools or other methods.
	Track i-Ready Individual Lesson Practice and Achievement	Once a Month for Students of Focus - Track the use of i-Ready being utilized to support individualized instruction through time spent on lessons as well as through passing rate.

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Fernwood, 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:

Revised April 2023



Racial and Educational Justice

At Fernwood we hold a belief that Racial and Educational Justice work is at the center of all we do. Therefore, all of our professional development will be planned through this lens. This year at Fernwood, we plan to continue to grow around:

- **Rights of the Body** - We plan to deepen staffs' understanding of how Dr. Emdin's Rights of the Body show up in schools. We will do this through engaging them in resources, collaborative discussion, and understanding of the student experience so they can be intentional about enacting these rights for students, especially for students of focus.
- **Equity Transformation Cycle** - We will continue to gather the voices of those furthest from the margins and engage our staff and committees within the Equity Transformation Cycle as we strive to reimagine schools in a way that best supports our students of focus.
- **Keeping Students at the Center** - We will ask all of our staff to keep three students of focus at the center of their work. When we plan professional development in a manner that allows our staff the time to process new learning by thinking through how they can enact the work in a manner that supports one or more of their students of focus.

Equity-Based MTSS:

We will continue to hold the lens for equity as we engage in professional learning aligned to strengthening our MTSS practices by engaging in the following professional development to support Equity-Based MTSS:

- **Universal Design for Learning** - Growing in our knowledge and implementation of UDL practices, we will utilize AntiRacism and Universal Design for Learning by Andratesha Fitzgerald as a focus for our SDLT to deepen our learning through the lens of equity and plan for SDLT led professional development of staff.

Given the amount of UDL guidelines and as a result of our Root Cause Analysis, our SDLT has decided to focus on collective learning around the guidelines related to "Engagement".

- **Social and Emotional** - Provide specific professional development aligned to elevating student voice through classroom meetings. Teachers will be provided with strategies and resources to hold classroom meetings as a way to build relationships and community as well as to address issues when they occur. In addition, we will continue to provide staff time to implement the explicit teaching of SEL skills in relation to the CASEL competencies and Second Step curriculum as well as consider reinforcing these skills when providing academic instruction.
- **Effective English Language Arts Instructional Practices**
 - **Into Reading**
 - Work with SDLT to effectively use our HMH coach to support staff in furthering their knowledge of these resources and the ways it can be used to support students through an MTSS lens.
 - Engage staff in peer-based observations of effective instruction within literacy.
 - Provide professional development to support teachers' development of small group instruction through Into Reading curriculum and resources, aligned with individual students' strengths, needs and stories. We will learn about instructional and assessment resources within *Into Reading* to

Revised April 2023



support small group instruction through 1) pre teaching to support access to core instruction 2) remediation when needed 3) acceleration for students demonstrating high achievement and designated as being Highly Capable.

- **Assessment Calendar** Engage grade level teams in developing a comprehensive data system that takes into account quantitative, qualitative, and experiential data of students to develop baseline data and monitoring progress from our district approved resources of i-Ready, Into Reading, and other approved literacy assessments.
- **Resource Mapping**
 - Support teachers in learning and implementing resources within the Tiered ELA Instructional Matrix to best align instruction to students strengths and needs.
 - Support teachers in engaging in collaborative conversations around students strengths, needs, and stories determine intervention and acceleration groups within our What I Need Time (WIN).
- **PLC Work**
 - Continue to provide time for staff to engage in collaborative discussions around centering PLC work around our focus students furthest away from educational justice.
 - Continue our work of incorporating the Rights of the Body and whole child data into our PLC practices and conversations by focusing on students stories, strengths, and needs to uphold an asset based approach to this work.
 - Utilize the analysis of data to determine flexible grouping in the area of reading.

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:

- **Listening and Learning**
 - Engage families in Live Listening Sessions on a trimester basis. These conversations will help us listen and learn about families' past and present experiences in schools, their goals for their students both within the elementary school setting and beyond, as well as the values they hold personally.
 - Work with staff to create ongoing opportunities for parents to share about their family and child in support of gathering experiential data.
- **Intentional Communication** - Be intentional with our community that their voice matters by letting them know the next steps we will take with the information provided as well as the outcomes that have occurred as we reimagine schools. If conflict arises, be intentional to reach out to families to learn more about their experience and perspective as well as maintain dignity for all in exploring resolution and steps forward.
- **Building a Common Language** - Grow our common language around enacting the Rights of the Body by embedding examples of how these are being enacted for students

Revised April 2023



within the classroom and throughout our campus within the Monday Morning Announcements and monthly assemblies. Families are able to access this work through their child's Clever account.

- **Committee Work** - Look to bring in a parent or parent voice on committees such as our PBIS Team and REJ Team
- **High School Mentors**- Collaborate with North Creek High School's Black Student Union to create a mentorship program between Black Student Union students and Fernwood students, especially focusing on students of color.

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