2023-24 Strategic Action Plan

Ruby Bridges Elementary is a community of belonging where each member is empowered to engage in meaningful inquiry, exploration, and discovery to become active, compassionate global citizens.

Our vision for each member of the Ruby Bridges Elementary School community is:
YOU ARE A LEARNER. YOU ARE A LEADER. YOU BELONG HERE.

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

Our school is a community and engagement with our students and families is at the heart of our work to provide a high quality, inclusive learning experience where all learners experience belonging. We have engaged with students and families to develop a deeper understanding of their experiences while also working collaboratively to foster a culture of community and belonging. As a newer school community, we are committed to exploring and expanding our community partnership and engagement in new and innovative ways as we strive to cultivate experiences of belonging and affirmation for each member of the Ruby Bridges school community.

In an ongoing effort to understand the unique experiences of our students, we engage in listening sessions, data collection and community building activities across all aspects of our school day and learning community. Listening and learning with our students allows us to hear their brilliant ideas, consider their experiences and embed their input, feedback and ideas into our building plans, instructional programs and activities. Doing the same with our families and community members serves to expand our perspectives and bridge the distance between home and school to ensure we are working as co-collaborators to support each student.

During the 22-23 school year, a variety of listening sessions and engagement with students took place including:

- <u>Student leadership group</u> listening sessions about community, sharing ideas about activities of interest, how support looks and feels to them and their impressions of school culture
- <u>Student peer mentor group</u> listening sessions about experiences as a multilingual learner, suggestions for engaging students in leadership opportunities and planning peer to peer supports for grades K-2
- <u>Classroom visits across grade levels</u> to gather input and ideas for learning and leadership opportunities at school
- <u>Classroom teacher/staff surveying students with a variety of tools</u> to gather input and ideas for learning, leadership and social emotional experiences in the school setting

Engagement with families to seek input, collaborate and build partnership also took place during 22-23 including:

- <u>Welcome events, welcome meetings and Curriculum Nights</u> to provide access to see the school space, to connect with staff and to learn more about the school programs and to provide general information about school systems, routines and partnership opportunities
- <u>Conferences (with home adults and/or student-led with home adults)</u> to partner in celebrating student successes and strategizing to surmount challenges
- <u>PTSA meetings on a monthly/every other month basis</u> to share school updates, cultivate partnership opportunities and provide information about topics of interest
- <u>Family engagement and interest surveys</u> to gather feedback about extracurricular and in-school activities, increase family involvement in school day supports and to plan for the 23-24 school year
- <u>School-wide events (assemblies, performances and "Who We Are" belonging focused events</u> to celebrate and engage students and families around specific topics of interest, talents and identity-affirming community activities
- <u>1:1 meetings and small group feedback sessions</u> to engage on topics of high interest and areas where school and/or families see a need for improvement or opportunity

These sessions, both with students and families, supported us to build an initial plan of action for enhancing our authentic family engagement. We know engagement, learning and partnership takes place in a variety of ways and will expand and continue throughout the 23-24 school year as we know our collaboration is ongoing and must be responsive to the learners and data we have about our school. Our team expects launched plans for this 23-24 year and will implement a consistent feedback loop through listening sessions with students and families scheduled throughout each quarter of the school year.

Examination of Student Data

Background on Data Sets

As we consider areas of strength and opportunity for Ruby Bridges Elementary, our school team has examined data that crosses a variety of contexts to support understanding the whole child. We know that belonging and well-being are prerequisites to higher levels of achievement and in the process of nurturing the dreams of our learners. We know our learners have unique interests, talents, strengths and needs which must be leveraged to support and accelerate their learning in our inclusive community. Data inquiry cycles support our team to develop a multi-dimensional view of the learner experience, achievement and opportunity as it occurs at Ruby Bridges. We know that each data point represents a specific moment in time, a combination of factors and adds a thread to the evolving tapestry of what learning, leading and belonging looks like for each student at Ruby Bridges Elementary.

Our data set includes a variety of available data, and data which we believe supports a robust picture of learning, leading and belonging. In our review of data we have identified celebrations as well as opportunities to engage in more partnership and mutual collaboration with our students and families. In particular, our team has seen an important viewpoint of learning and experiential data surface through our listening sessions with students and families during the 22-23 school year and in the first month of school in the 23-24 school year. We feel it is important to continue to center student and family voices to be cognizant of the important stories that are not given the space to be told by our students and families or to consider what relational trust needs to be further cultivated to support deeper understanding of our student and family voices.. This will remain a focus of our efforts during this school year.

Below is a summary of types of data we have collected and will utilize in our strategic planning and implementation of strategic action in support of our students:

Goal 1	**Quantitative Data** • *iReady Data Reading/Math:* Our use of the iReady tools for assessment and instructional support are ongoing and represent a variety of opportunities for students to share what they know in a standardized format. We are using this assessment data to inform us regarding the student achievement, student progress toward and beyond grade level standards as well as to track the progress toward annual and stretch growth markers. Students' disaggregated data sets also provide us with the ability to identify trends in achievement and in learning gaps as well as areas of strength and need in content area specific domains. • *Smarter Balanced Assessments (SBA):* The SBA test provides us with a snapshot of our student's knowledge and skills with a specific type of testing program. We use this data to correlate with our classroom,

	i-Ready and formative assessment data. We are looking to see parity between student achievement scores and to understand how students show what they know in a particular context of assessment which requires completely independent completion. ● *IEP Goals and Progress Reports:* We review the longitudinal data of student IEP progress reports and IEP goals looking for students meeting goals, advancing in their progress in core curriculum and with connection to grade level standards. **Qualitative Data** ● *Student work samples and conferencing data:* This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success. ● *Student goal setting, learning reflections, exit surveys:* This type of data provides us anecdotal perspective at the student level and in connection to particular lessons and units as well as in the frame of quarterly goals and achievements. **Experiential Data** ● *Observations and Learning Walks:* Learning walks and observational data will provide us with information in a few kinds of framing- through the lens of universal design look-fors, through student level review of engagement and access to key learning aligned with our goals and through interpersonal connection with students to gain a depth of knowledge about their experience. ● *Student Statements, Shadowing, Listening Sessions:* This direct method of gathering student voice through multiple means will offer us the perspective of our students at the classroom and individual level across multiple experiences and parts of their school day. We know our students have insight and experiences central to their learning and their experiences of belonging. We want to hear and respond to this in an ongoing way.
Goal 2	**Quantitative Data** ● Panorama SEL Data: The Panorama tool offers us a new avenue to build a more specific understanding of our students' experiences related to SEL, well-being and self-efficacy. We are utilizing this tool to support our specific understanding of student experience, to determine whether student experiences are positive and supportive of the whole child and to notice and respond to differences in student well-being, SEL and self-efficacy, particularly in partnership with academic learning data and across a variety of student demographic groups.

Qualitative Data

- Panorama SEL Data: The Panorama tool offers us a new avenue to build a more specific understanding of our students' experiences related to SEL, well-being and self-efficacy. We are utilizing this tool to support our specific understanding of student experience, to determine whether student experiences are positive and supportive of the whole child and to notice and respond to differences in student well-being, SEL and self-efficacy, particularly in partnership with academic learning data and across a variety of student demographic groups.
- Student work samples: This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success.

Experiential Data

- *Observations and Learning Walks:* Learning walks and observational data will provide us with information in a few kinds of framing- through the lens of universal design look-fors, through student level review of engagement and access to key learning aligned with our goals and through interpersonal connection with students to gain a depth of knowledge about their experience.
- *Student Statements, Shadowing, Listening Sessions:* This direct method of gathering student voice through multiple means will offer us the perspective of our students at the classroom and individual level across multiple experiences and parts of their school day. We know our students have insight and experiences central to their learning and their experiences of belonging. We want to hear and respond to this in an ongoing way.

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i-Ready and formative assessment data. We are looking to see parity between student achievement scores and to understand how students show what they know in a particular context of assessment which requires completely independent completion.
- *IEP Goals and Progress Reports:* We review the longitudinal data of student IEP progress reports and IEP goals looking for students meeting goals, advancing in their progress in core curriculum and with connection to grade level standards.

Qualitative Data
- Student Listening Sessions and student mentor program listening sessions
- Student work samples: This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success.

Experiential Data
- *Observations and Learning Walks:* Learning walks and observational data will provide us with information in a few kinds of framing- through the lens of universal design look-fors, through student level review of engagement and access to key learning aligned with our goals and through interpersonal connection with students to gain a depth of knowledge about their experience.
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Data Analysis Story

Our school team has worked to eradicate the access gaps to core instruction through inclusive master scheduling and universal instructional design which exacerbate disconnection and create barriers to students achieving grade level standards. Our team has also created robust systems of support and acceleration for both ELA and Math content areas which are now fully implemented in grade K-5, four days a week. Through these transformative changes to the instructional core and the implementation of a fully inclusive school model, our students have achieved higher levels of growth and engagement in their learning communities. Belonging is centered in their experiences, and responsive universally designed instruction, intervention and acceleration is a vehicle to achieve the desired outcomes.

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Disproportionate outcomes in annual growth and the achievement of grade level standards for some groups of students leads us to a focus and urgency to address the learning, leading and belonging experiences for our students identifying Spanish-speaking multilingual learners at Ruby Bridges Elementary. Our review of social-emotional learning data through tools like Panorama also suggests that this group of students has a less positive and belonging rich experience than other students do, particularly in areas of perceived self-efficacy and overall well-being.

Outcome and Growth Gaps

Through our student learning outcome analyses, we can see there is still an outcome gap between some students receiving multilingual learner services and those not requiring these services, particularly based on home language disaggregation. In looking deeper to understand and consider our actions to address this gap, we have identified that students receiving multilingual learner services who speak Spanish are disproportionately not yet meeting standards for reading and math. Within this group of approximately 22 students have the lowest percent of improved placement (63%) as well as lowest percent meeting annual typical growth (58%) and annual stretch growth (21%) in the area of reading.

Our 22-23 data analysis did not reveal a gap in annual progress growth for this student group in math. Annual and stretch growth is comparable with peers who do not receive multilingual services or students who do receive multilingual services but are not Spanish speakers. Math performance overall does show a difference however, with students receiving multilingual learner services who speak Spanish meeting grade level math standards at 48% compared to 85% of our students receiving multilingual services who do not speak Spanish. This area of difference is indicative of a need for bolstering both the core instructional strategies and the areas of intervention necessary to support this student group to achieve at their highest potential.

Of celebration in these data sets is the increased parity in overall growth that this student group has as compared to all other peer groups at Ruby Bridges. In previous school years we did not see a consistent paired level of high growth for all students in all groups like the 22-23 data set reveals. This parity between student data tells us that the strategies we are employing and the growth our students continue to show is rapidly closing outcome gaps. We intend to stay vigilant in the path of inclusive core curriculum, timely intervention and acceleration and the overall support of students to be engaged in learning and leading across their school day.

As we consider opportunity and outcome gaps still present in our school data story, we are continuing to consider the *what* of core curriculum and intervention content for our students and the *how* of instructional delivery and engagement in core, intervention and acceleration periods. We are continuing to develop a deeper repertoire of universal design strategies to create wider entrance ramps for learning and to engage learners in ways that emphasize their unique strengths. We believe that some of our core instruction has not been universally designed to proactively support and meet

student needs, thereby impacting the overall quality of instruction and opportunity that students receiving multilingual services experience.

We also believe we have not yet reached the optimal level of connection between student learning needs and an asset-based, robust approach to supporting the success of our learners. Last school year, one hundred percent of our students were able to identify learner attributes of strength and a peer connection in the Ruby Bridges community, but our understanding of students and families specific experiences is not at the robust level required to truly transform their experiences of learning and belonging in our school.

For the last three years, our inclusive school has systematically worked to change and surmount the access and opportunity gaps these students previously experienced in other school settings, which is a celebration noted by both student and staff groups. Through the implementation of inclusive core instruction, the removal of segregated spaces for learners and the development of a robust and engaging intervention and acceleration focus, we have seen results that show a great deal of promise for our students. Nonetheless, we are not there yet, and we remain resolute in our focus, seeking to provide consistency in implementation of inclusive school experiences and to continue to improve our instructional practices to support students furthest from educational justice.

Equity Inventory

Our team will continue to keep key aspects of what we have learned from Domains 1-3 in mind while further bolstering our Domain 3 and 4 skills and strategies during the 2023-24 school year. To inform this work, our staff completed a review of the Domains 3-4 in both fall and spring to develop plans for implementation and professional learning using the Northshore School District Equity Handbook. These areas of focus will provide an anchor for our work to achieve our strategic plan goals and to support improved experiences and outcomes for our learners at Ruby Bridges Elementary.

- **Domain 3, Component 3G**: Educators are knowledgeable about creative, innovative, and equitable instructional approaches. We selected this component because our self-assessment indicates not all staff have achieved a practicing level of competency in this component, although most are either developing or practicing these skills. Upon reflection and further discussion, we also feel it is important to ensure our practices are equally strong in all content areas of instruction.

- **Domain 4, Component 4F**: Families and community members have the opportunity to be leaders in schools and departments. We selected this component because our self-assessment indicates not all staff have achieved a practicing level of competency in this component, although most are either developing or practicing these skills. As a newer school community, we also feel it is essential to cultivate a more robust set of opportunities and access points for each learner and learner's family in the school setting.

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, 2023-24.

The goals and measures are described below:

School Goals	Measure
Goal 1 Success in the Early Years 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.*	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 kindergarten and 3rd grade students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.
Goal 2 Responsible, Resilient, Empathetic Learners Equity Means: *Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.*	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 Equity Means: *Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.*	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 in the area of reading.

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 cultivate a learning community centered on belonging while implementing a robust MTSS system including universally designed and identity affirming tier one instruction along with specific intervention and acceleration in tier 2 and tier 3 for each student based on their learning data, then students will progress to grow one year or more in their english language arts and mathematics skills by the end of the 2023-24 school year.

Objective

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

By June 2024, all kindergarten and 3rd grade students currently meeting or exceeding grade level standards will demonstrate one year of growth (annual goal) in reading as measured by i-Ready, intervention diagnostic data and early literacy screeners in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

By June 2024, all kindergarten and 3rd grade students currently approaching grade level standards will demonstrate one and a half years of growth (annual stretch goal) in reading as measured by i-Ready, intervention diagnostic data and early literacy screeners in the

components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

Instructional Practices & Equity Strategies
The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Our staff will build collective efficacy in universal design for learning and implement classroom instruction with multiple means of engagement, representation, action and expression. We will utilize resources from Novak Education, CAST UDL and Proloquo Classroom including development of student learning profiles, full school symbols and Proloquo access and UDL-aligned instruction and assessment strategies.
- Our staff will cultivate a more robust experience of belonging for students within and beyond the classroom using the TIES Center Belonging Tool created by Dr. Erik Carter, engaging students and families in listening and feedback cycles related to the ten dimensions of belonging. [TIES Center Belonging Tool: Carter, E. W., & Biggs, E. E. (2021). *Creating communities of belonging for students with significant cognitive disabilities (Belonging Series)*. Minneapolis, MN: University of Minnesota, TIES Center.]
- Our staff will build collective efficacy in implementing an inclusive practices framework of collaboration, co-planning and instructional design in a flexible service delivery model aligned with MTSS, using tools from Dr. Katie Novak and Dr. Kristan Rodriguez along with the University of Washington Haring Center for Inclusive Education. Staff will engage in weekly collaborative planning, tiered intervention and acceleration with fidelity and recursive data inquiry cycles as a team.

GOAL 2: Responsible, Resilient, Empathetic Learners
Theory of Action
Based on the data and root cause analysis, we believe that if we cultivate a a strong sense of belonging for each student in our learning community by intentionally listening to their lived experiences, perspectives and ideas for bolstering all ten dimensions of belonging at Ruby Bridges, then each student will be empowered and supported to engage in learning and leading in our school community. We also believe that our intentional efforts to create a rich identity-affirming and inclusive environment where learner variability is honored and celebrated as an asset will support closing the belonging gap that many of our learners furthest from educational justice have told us they previously experienced while accessing core and intervention learning times in school not designed in an inclusive model framework.

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

By June 2024 students receiving multilingual services who are Spanish-speaking will identify feelings of safety, belonging, and meaningful connection as evidenced by Panorama survey data in fall and spring, participating in listening sessions with school team and administrators,

student focus groups, participation in curricular and extracurricular activities as well as through qualitative data collected in classroom, through home partnership and informal conversations.

Instructional Practices & Equity Strategies
The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

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- Our staff will use the Street Data text and engage in racial and educational justice learning and Equity Transformation Cycles through empathy listening sessions, planning with the TIES Center Belonging Tool and strategic partnership and relationship building with our Ruby Bridges students and families.

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 cultivate a learning community centered on belonging while implementing a robust MTSS system including universally designed and identity affirming tier one instruction along with specific intervention and acceleration in tier 2 and tier 3 for each student based on their learning data, then students will progress to grow one year or more in their english language arts and mathematics skills by the end of the 2023-24 school year.

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

By June 2024 students receiving multilingual services who are Spanish-speaking and approaching grade level standard will demonstrate one and a half years of growth (annual stretch goal goals) in reading and math as measured by i-Ready, intervention diagnostic data and early literacy screeners.

Instructional Practices & Equity Strategies
The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:
- Our staff will build collective efficacy in universal design for learning and implement classroom instruction with multiple means of engagement, representation, action and expression. We will utilize resources from Novak Education, CAST UDL and Proloquo

Classroom including development of student learning profiles, full school symbols and Proloquo access and UDL-aligned instruction and assessment strategies.

- Our staff will cultivate a more robust experience of belonging for students within and beyond the classroom using the TIES Center Belonging Tool created by Dr. Erik Carter, engaging students and families in listening and feedback cycles related to the ten dimensions of belonging. [TIES Center Belonging Tool: Carter, E. W., & Biggs, E. E. (2021). *Creating communities of belonging for students with significant cognitive disabilities (Belonging Series)*. Minneapolis, MN: University of Minnesota, TIES Center.]
- Our staff will build collective efficacy in implementing an inclusive practices framework of collaboration, co-planning and instructional design in a flexible service delivery model aligned with MTSS, using tools from Dr. Katie Novak and Dr. Kristan Rodriguez along with the University of Washington Haring Center for Inclusive Education. Staff will engage in weekly collaborative planning, tiered intervention and acceleration with fidelity and recursive data inquiry cycles as a team.

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.	- WaKIDS for Kindergarten - iReady for K-3 - SBA for Grade 3	September and October 2023 (BOY Diagnostics) November 2023 (End of Qtr 1) January 2024 (End of Semester) March 2024 May 2024 June 2024 (EOY)
Increased percentage of kindergarten and 3rd grade	WaKIDS for Kindergarten	September and October 2023 (BOY Diagnostics)

students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.	- iReady for K-3 - SBA for Grade 3	November 2023 (End of Qtr 1) January 2024 (End of Semester) March 2024 May 2024 June 2024 (EOY)
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.	SEL Screener Student Listening Sessions and Belonging Classroom Data Collection Increase student engagement in opportunities such as: - Clubs/Activities - Student Leadership - Student Mentorship Teams Students see themselves represented in the curriculum and instructional materials	September and October 2023 (BOY Baseline Interest) November 2023 (End of Qtr 1) January 2024 (End of Semester) March 2024 May 2024 June 2024 (EOY Exit Survey)
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.	SEL Screener Student Listening Sessions and Belonging Classroom Data Collection Increase student engagement in opportunities such as: - Clubs/Activities - Student Leadership	September and October 2023 (BOY Baseline Interest) November 2023 (End of Qtr 1) January 2024 (End of Semester) March 2024 May 2024 June 2024 (EOY Exit Survey)

	● Student Mentorship Teams Students see themselves represented in the curriculum and instructional materials	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	● Number of students participating in advanced course sequences, specialized programs	September and October 2023 (BOY Diagnostics) January 2024 (End of Semester) June 2024 (EOY) **Is this for elem too? -multilingual
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	● iReady scores Fall-Spring ● SBA scores for Grades 3-5	September and October 2023 (BOY Diagnostics) November 2023 (End of Qtr 1) January 2024 (End of Semester) March 2024 May 2024 June 2024 (EOY)

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Ruby Bridges Elementary 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:

- Haring Center Demonstration Site Professional Learning focused on Collaborative Planning and Teaching for all learners
- Fostering Belonging Using the Ten Dimensions of Belonging Framework from Dr. Erik Carter, Baylor University Belonging Project/TIES Center [TIES Center Belonging Tool: Carter, E. W., & Biggs, E. E. (2021). *Creating communities of belonging for students with significant cognitive disabilities (Belonging Series)*. Minneapolis, MN: University of Minnesota, TIES Center.]

- Universal Design and MTSS Framework Professional Learning with Katie NovaK/Kristan Rodriguez text, Shelley Moore's Inclusive Schools PD supports and tools from the Maryland Coalition for Inclusive Education organization
- NSD Racial and Education Justice Scope and Sequence of professional learning centered on student and family voice
- Street Data professional learning through both REJ professional learning and more specific areas of focus selected by the Ruby Bridges team

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:

- Family engagement and listening mechanisms scheduled for 23-24 School Year:
  - August and September Curriculum Nights (virtual and in-person)
  - October, December, January, March and May (in-person, on site)
  - Regular monthly PTSA Meetings and Monthly PTSA Board Check-in Meetings
  - Monthly and/or quarterly family surveys related to instructional program, student and family belonging and community engagement topics via ParentSquare

- Community connection and partnership activities (some examples listed below):
  - August Back to School Welcome Event (in-person, on site)
  - Fall Block Party, Family Bingo Night, Book Fair (PTSA Partnership Activities; all in-person)
  - Spring You Belong Here Event
  - Grade level assembly performances and open house events

- Family connection meeting, 1:1 meetings and conferences and/or home visits
  - Will be scheduled based on team goals and needs of families

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