



2023-24 Strategic Action Plan

At Wellington, our mission is to create a safe and inspiring learning environment within the Wellington Community, working with the families of our students to nurture capable, self-confident, and respectful individuals. Wellington embraces a vision that emphasizes: growth, integrity, belonging and helping students and staff reach their potential.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and ultimately, is prepared for success in career, college and life.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

At Wellington Elementary much work went into not only increasing community engagement and involvement but also more frequent community involvement in the Strategic Action Plan (SAP) process. This included presenting the SAP at each PACE and PTA Meeting. The community feedback will allow for feedback about our SAP and adjustments that need to be made.

- Open House, August 31, 2023, 5:00 - 6:00 PM
- Curriculum Nights, September 19, September 26, October 3, 6:00 - 8:00 PM
- PACE Meetings
- Community Fishbowls (Coffee Chats), first one held on September 22
- PTA Meetings
- Parent Special Education Night
- PACE/PTA activities for the entire school population
- Art Walk
- Cultural Awareness Forum
- Wellington Principal Selection Survey



Examination of Student Data

We chose to use SBA, Attendance, Panorama, WIDA, and Attendance Data to inform our goals. We will continue to use these data sets as well as additional data below to inform our progress. Specifically, iReady Data will be a leading indicator of progress for us as we will focus on stretch goals that listed students by name. In addition we will use discipline data and Panorama Survey Data to measure progress.

| Quantitative Data | Qualitative Data | Experiential Data |
|--|---|---|
| <p>iReady Data in Math & Reading for Grades K-5: This data informed our progress related to our Goal 3 measure of minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p> <p>For K: WA Kids Reading & Math data informs progress related to our Goal 3 measure of academic growth, and small group interventions.</p> <p>SBA Data in Reading for Grades 3-5: This data will inform our progress related to our Goal 3</p> | <p>Panorama Data for Grades 3-5: This data informed our progress related to our Goal 2 measure of students' sense of belonging and safety.</p> <p>Guidance Team: This data informed our progress related to our Goals 2 and 3 measure of students' academic and SEL growth and success. In these meetings educators will share assessment results and student work samples to guide further decisions on support. Educators will use a Request for Assistance Document that has a checklist of interventions.</p> | <p>Lunch Bunch: This need was determined by Street Data gathered on belonging from the first parent coffee talk and feedback from teachers.</p> <p>Counselors: Tier 1 whole group lessons on Social Emotional Learning to give students skills to improve feelings of safety and belonging. Tier 2 and Tier 3 small group lessons for students with more intensive needs.</p> <p>Observations: This data informed our progress related to our Goals 2 and 3 measure of students' academic and SEL growth and success.</p> |

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| Quantitative Data | Qualitative Data | Experiential Data |
|--|------------------|---|
| <p>WIDA Results: This data will inform our progress in supporting students who are multilingual learners to determine the area(s) of support to aid students in their English acquisition.</p> <p>Attendance Records: This data will inform us of who needs support around attendance. This data will be used to determine if this is a possible barrier to academic and/or Social Emotional Progress.</p> | | <p>Street Data Interviews: Focus students will be interviewed to determine what they love most about school and how they can be supported. In addition, the classroom teacher will be interviewed by the Principal for his focus students to inform ongoing adjustment to our plan</p> <p>We will record all students in a more structured interview format so we can collect street data for all educators who support the students.</p> <p>Family Surveys: Teachers will send a family survey for each student: Tell me about your child. How can we best support them this year? For parents (or guardians) that don't return the survey will be asked questions at the conference.</p> <p>Student Goal Setting: Each teacher will have a goal setting conference for students with an academic goal and if needed a Social Emotional Goal.</p> |

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Equity Inventory

We completed the equity inventory as a whole staff in the Spring to guide what our focus for REJ during the 2023-24 school year. The equity work is guided by district and school REJ teams and the Northshore School Equity Handbook.

[Northshore School District Equity Handbook](#)

- Domain 3, Component 3B: Educators are well informed of the diverse backgrounds of students and families.
- Domain 3, Component 3H: Educators facilitate professional development, discussions and/or lessons with students and each other about diversity and equity related issues.

We believe by knowing the backgrounds of the students and families we serve through professional development, discussions, and lessons, that students' sense of belonging and academic achievement will improve.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes based on our IReady Data. Based on this data our Multilingual and Hispanic students require our most focused attention. that requires our attention. These gaps are described below.

| Access or Outcome Gap | Root Cause |
|---|--|
| Students who are Hispanic or Latino/a/x, are showing a higher percentage of students not yet performing at grade level based on the IReady Reading Assessments. | We feel the Hispanic or Latino/a/x population has not had enough of a voice in education. We can grow as a staff by reaching out to the community to form stronger partnerships in order to better serve this community and the students. In addition we feel that strengthening our small group instruction and push in services will support our Multilingual learners. In addition we will provide strong Multi-Tiered Systems of Support (MTSS), and Universally Designed Learning Strategies (UDL) and Guided Language Acquisition Design |

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| Access or Outcome Gap | Root Cause |
|---|--|
| | (GLAD) Strategies in our instruction. Progress will regularly be monitored during our Professional Learning Community (PLC) time. |
| Students who receive multilingual services are showing equal or exceeding performance compared to peers based on Spring IReady. We will still focus on this group due to low student populations in our target areas and overlap with Hispanic/Latino students. | Students who are receiving multilingual services are performing well at Wellington but traditionally have performed lower than peers not receiving services so we will continue to target this group to make sure growth continues. |
| Students who receive special education services are showing a higher percentage of students not performing at grade level based on the IReady Reading Assessments. | Staff will need to continue to learn how to use the Into Reading curriculum to increase a continuum of tiered support for all students and will need the opportunity to create assessments that will be used to measure ongoing progress. By providing strong tier II and tier III interventions and increasing communication with families, we will decrease the opportunity gap for this group. In addition, we have incorporated strong MTSS Structures and use GLAD and Universally Designed Learning Strategies in our instruction to support all students. Progress will be regularly checked and supports will be adjusted during Professional Learning Community time. |

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><u>Goal 1</u> Success in the Early Years</p> <p>Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of grade 3.</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p> | <p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language and Mathematics by the end of grade 3.</p> <hr/> <p>Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, writing and spelling</p> |
| <p><u>Goal 2</u> Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p> | <p>Increased percentage of students who are invested, and advocate for, their educational goals and the supports to reach them</p> <hr/> <p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental and physical health</p> |
| <p><u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> | <p>Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced course sequence and specialized programs</p> |



| School Goals | Measure |
|---|--|
| <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>Minimum annual academic growth rate of one year for students at or above grade level, and more than one year for students below grade level</p> |
| <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>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways</p> <p>Increased percentage of students who can justify a position with supporting evidence and who can solve real world challenges in imaginative ways</p> |

GOAL 1: Success in the Early Years

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.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: By June 2024, each and every student not currently performing at grade level will increase by more than one grade level in the area of reading based on the iReady Assessment.



Instructional Practices & Equity Strategies

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

- To increase knowledge of students, each family will complete a survey by the first conferences
- Evaluation cycles for every instructional staff member, that include pre and post conferences, coaching from the evaluator and teacher reflection
- Student goal setting and student voice will remain a focus
- Promoting student voice will be present in each classroom
- Reading Club for students at strategic reading levels based on IReady and teacher assessments

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we prioritize relationship building from teacher to students and student to students, then students will have an increased sense of belonging and safety because when students feel connected and safe at school they will improve in their academics.

Objective

Our specific, measurable, attainable and relevant objectives to address Goal 2 is as follows: By June 2024, students will show a 15% increase in feelings of belonging and safety based on the K-2 staff-created SEL Survey and the 3-5 Panorama Survey. Progress can also be monitored with 'check and connect' intervention data, student discussions and teacher feedback.

Instructional Practices & Equity Strategies

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

- Morning meetings in classrooms to focus on Social Emotional Learning.
- Middle school peers for selected students
- Counselor whole group SEL lessons
- Counselor small group SEL lessons
- Individual support through counselor and therapist for students with Tier III needs
- Check and connect for students who do not have a high sense of belonging



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 build relationships with students and get to know their story and provide needed supports, then students in our focus groups who are performing below grade level based on iReady in reading will increase by more than one grade level because students will be valued and be an active part in engaging learning.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By June 2024, any student in our identified focus groups who are not yet at grade level in reading will improve their performance by more than one grade level, as measured by iReady assessment data, Into Reading assessments, works samples, and teacher-created assessments.

Instructional Practices & Equity Strategies

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

- Students will receive strong Tier II and III Instruction
- Student voice and goal setting will be a focus
- Teacher instruction will be relevant and engaging for each and every student
- Increased home visits for additional support when needed
- Learning walks so teachers can learn from one another
- Middle school mentor program to benefit selected students from our subgroups
- Teacher Professional Development designed to support students in our sub-groups

GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis, we believe that if we provide culturally relevant and engaging lessons in all classrooms with multiple subjects, then students will be able to show their mastery in a variety of ways because when students are engaged in the process and have voice in their learning.

Objective



Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows: By June of 2024 100% of students will have received culturally relevant and engaging instruction in their classroom, as measured student work samples and classroom observation feedback.

Instructional Practices & Equity Strategies

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

- Professional Development to support teachers providing relevant and engaging instruction
- Cultural Awareness Forum
- Professional Development on how to better serve our students who are neurodiverse to increase inclusion and belonging for all students
- Monitoring of use of student voice
- Collegial learning walks with student voice as a focus
- Learning Walks that focus on Racial and Educational Justice Practices.

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 grades K-3 meeting or exceeding standards based on the IReady reading assessment | <ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for 1-3 • Progress towards self-selected goals • Into Reading Assessments • Work Samples • Teacher created assessments | Fall 2023 |
| Increased percentage of students in grades K-3 meeting or exceeding standards based on the IReady reading assessment | <ul style="list-style-type: none"> • iReady for K-3 Progress towards self-selected goals | Winter 2024 |
| Increased percentage of students in grades K-3 meeting or exceeding standards based on the IReady reading assessment | <ul style="list-style-type: none"> • iReady for K-3 • SBA for Grade 3 Progress towards self-selected goals | Spring 2024 |
| GOAL 2: Responsible, Resilient, Empathetic Learners | | |
| Increased percentage of K-5 students who have a greater sense of belonging and safety. | K-2 Staff Created SEL Survey 3-5 Panorama Survey | Fall 2023 |
| Increased percentage of K-5 students who have a greater sense of belonging and safety. | K-2 Staff Created SEL Survey 3-5 Panorama Survey | Spring 2024 |

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| Measures | Metrics | Dates of Data Review |
|--|---|----------------------|
| Increased percentage of K-5 students who have a greater sense of belonging and safety. | K-2 Staff Created SEL Survey 3-5 Panorama Survey | Fall 2023 |
| GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps | | |
| Increased percentage of students in each subgroup meeting or exceeding standards based on the IReady reading assessment. | <ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for 1-3 • Progress towards self-selected goals | Fall 2023 |
| Increased percentage of students in each subgroup meeting or exceeding standards based on the IReady reading assessment. | <ul style="list-style-type: none"> • iReady for K5 • Progress towards self-selected goals | Winter 2024 |
| Increased percentage of students in each subgroup meeting or exceeding standards based on the IReady reading assessment. | <ul style="list-style-type: none"> • iReady for K-5 • SBA for Grade 3 Progress towards self-selected goals | Spring 2024 |
| Increased percentage of students in each subgroup meeting or exceeding standards based on the IReady reading assessment. | <ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for 1-3 Progress towards self-selected goals | Fall 2023 |
| GOAL 4: Innovative, Creative, Critical Thinkers | | |



| Measures | Metrics | Dates of Data Review |
|--|--|----------------------|
| Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways. | <ul style="list-style-type: none"> ● Student Work Samples ● Teacher created assessments | Fall 2023 |
| Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways. | <ul style="list-style-type: none"> ● Student Work Samples ● Teacher created assessments Interviewing students and teachers | Winter 2024 |
| Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways. | <ul style="list-style-type: none"> ● Student Work Samples Teacher created assessments | Spring 2024 |

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Wellington, we will learn together, review data, and adjust as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Neuro-Diversity Training for all staff
- Trauma Informed Practices Training for all staff to help meet the needs of students who need additional social/emotional support
- Staff visits to Ruby Bridges for special education and general education staff to increase inclusive practices
- Continued work on Street Data and Humanizing Data for our staff, this will involve interviewing focus students and collecting data at coffee chats



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:

- Two parent liaisons, including one from our focus group to aide in the development of the SAP Implementation
- Parent representation on our Racial and Educational Justice and our Positive Behavior Instructional Supports Committees
- Monthly or bi-monthly community Fish Bowls, inviting focus families to share their perspectives
- Increased home visits to families who may need additional supports

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