



---

## Fernwood Elementary 2024-25 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 ongoing Equity Transformation Cycles 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 experience feelings of belonging, value and inclusion. The following levels of data informed our learning within our Equity Transformation Cycle:

- Our satellite data of the number of community members engaged in specific school events such as PTSA meetings and principal chats had very low engagement rates compared to the large number of families within the Fernwood Community. In contrast, family participation at events such as Spelling Bee, Science Fair, and Cultural Night had extremely high engagement and participation rates. These events can be grouped as those that center celebrations of student learning and identities and those that center the ideas, experiences, and hopes for our parents. The lower participation in events described as the latter, indicated a need for us to dig deeper.
- We examined our map data more closely to identify possible explanations and actions to improve engagement of the community in events that center experiences and hopes of our families. We connected with families on a large scale through informal conversations during arrival and dismissal, in addition to special school events such as our Cultural Night, Science Fair, Volunteerism, and 5th Grade Celebration to learn more about their school experience.
- We intentionally sought street data that focused more closely on the individual experiences and perspectives of community members through community parent listening sessions, accounting and planning for potential barriers to engagement such as childcare. This provided a more holistic and personal account that enabled a change in practice. We also conducted individual parent interviews to be intentional in learning

Revised March 2024



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 Curriculum Nights**, September, 2023
- **PTSA- Principal Chats**, Monthly,
- **Community Listening Sessions**, October, 2023, January, May, 2024
- **Spelling Bee**- February, 2024
- **Science Fair**- March, 2024
- **Cultural Night** May, 2024
- **Kindergarten Information Night** June, 2024

**Examination of Student Data**

We reviewed a variety of data sources to ensure we are using a comprehensive system for analyzing student growth and standards-based performance over time. This includes quantitative data for measuring progress, qualitative data for monitoring performance, and experiential data to deepen our understanding of the student learning experience. By integrating these data elements, we can identify barriers and create opportunities for growth and improvement. We recognize our current data set does not include a population of students currently served at neighboring elementary schools due to IEP teams determining these students' needs will be better met at these schools. Fernwood aspires to be a school that serves its neighborhood population and the range of diverse needs present within. This holistic approach of data analysis allows us to reimagine education with the student's experience at the center, fostering a more inclusive learning environment and driving continuous improvement.

Quantitative Data	Qualitative Data	Experiential Data
<p><b>i-Ready</b> - We reviewed the 2023-24 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 math 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><b>Panorama Survey:</b> 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><b>Student Listening Sessions/Interviews:</b> 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><b>2023 Spring SBA Scores and 2024 Spring SBA Scores:</b> 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 Goal 3. It also</p>	<p><b>Student of Focus Progress Monitoring Tool:</b> 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. Building-wide, staff implemented WIN time to</p>	<p><b>Student Listening Sessions/Interviews:</b> We used data from our students of focus on their individual progress monitoring using iReady, curriculum based assessments, and classroom based assessments to inform our SMART Goals</p>

Revised March 2024



<p>informed next steps in instructional practices related to Goal 3.</p>	<p>provide opportunities for targeted support. This data also informed our SMART Goals and practices work for Goals 1-3.</p>	<p>and practices work for Goals 1-3.</p>
<p><b>Attendance Rates:</b> 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 current intervention plan for individual students.</p>	<p><b>Student Work Samples:</b> 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>The implementation of WIN time allowed students to receive targeted instruction alongside their peers and without being pulled from core classes, creating a more cohesive learning experience for those often removed for interventions and other services.</p>	<p><b>Student Listening Sessions/Interviews:</b> We used data from our students of focus on their sense of belonging and their experiences at school to inform our SMART Goals and practices work for Goals 1-3.</p>
	<p><b>Teacher Technology Use Survey:</b> This information informed our SMART Goals for Goal 4 as well as our practices related to this goal.</p>	

**2024-27 Racial and Educational Justice Framework**

Our intention at Fernwood is to weave Racial and Educational Justice into all we do so that it stays at the center of our MTSS work as we focus on the school-wide implementation of inclusive instructional practices, especially through Universal Design for Learning and embedding the Rights of the Body from Dr. Emdin. With this in mind and after reviewing [Northshore's 2024-27 Racial and Educational Justice Framework](#), we believe that we need to focus on

**THROUGHLINE ONE: ANTI-DISCRIMINATION AND MICROAGGRESSIONS.** We believe that enacting the work within the Power, Practices, Policies, and Pedagogy aligned to this throughline will have a direct impact on student learning and their sense of belonging by increasing respect for individuals and therefore improve outcomes in all three of our goal areas. The specific strategies will focus on:

- **Power** Student-facing Staff make themselves visible to students and continue to build relationships/trust with students (ex: during passing or transition periods, in hallways, in classrooms)

Revised March 2024



- 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.
- Deepen our understanding of the seven effective teaching strategies: [Dr. Emdin's 7 C's](#)
- **Practices** Student-facing Staff share student reporting and conflict resolution protocols with students (ex: at the beginning of the school year, at the beginning of each semester, and with visual posters/charts around the school)
  - Elevate student voice in the classroom through classroom meetings, listening sessions, and through feedback loops.
  - Include families in the learning practices
- **Pedagogy** Student-facing Staff share [resources](#) and knowledge about microaggressions and identity-based slurs with students.
  - Universal Design for Learning to help staff grow in inclusive practices that allow students to be seen as expert learners.
- **Policy** Student-facing Staff provide opportunities for students to be part of conversations about the implementation of anti-discrimination protocols in the classroom (ie: to address day-to-day interactions, respect, treatment of peers, empathy, etc.)
  - Elevate family voices through Community Listening Sessions and furthering our partnership by growing systems around ensuring two-way communication.
  - Student Council engage in equity leadership through cogenerative planning of student assemblies, announcements and school programs.

**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who are Black/African American, Latino and students receiving special education, that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Based on Panorama data, overall, students expressed a lower sense of:</p> <ul style="list-style-type: none"> <li>● Belonging</li> <li>● Value of school</li> <li>● Emotional regulation</li> </ul> <p>In addition, students who are Black/African American, Latino and students receiving special education also expressed lower response than their peers around questions of:</p> <ul style="list-style-type: none"> <li>● Feeling respected and belonging at school</li> <li>● Importance of doing well at school</li> <li>● Being calm when and if others are angry, if others are angry</li> </ul>	<p>School-wide practices that elevate student voice and include it within the decision making process have started but need time to further develop so we can continue to come alongside them, hear their ideas and engage in more co-design opportunities.</p> <p>Current systems implemented a WIN time during ELA for all students to receive small group instruction through a blended service delivery model. While related services support is delivered within the classroom, alongside students' peers, there still exists inconsistency on how small group instruction is planned and</p>

Revised March 2024



<p>Therefore we need to focus on inclusive practices and social emotional learning to increase opportunities for students, especially students of focus, in these areas.</p> <p>iReady diagnostic data in Reading and Math demonstrates a learning gap between our Hispanic/Latino, Black/African American and students receiving special education services compared to their peers performing at or above grade level.</p> <p>SBA Reading and Math data for students in third through fifth grades, demonstrates a learning gap between our Hispanic/Latino, Black/African American and students receiving special education services compared to their peers performing at or above grade level.</p>	<p>delivered across all grade levels for all students. As a result, there still exists a sense of separation for students needing more support.</p> <p>While classroom practices that elevate students' voices such as classroom meetings were established and supported by being built into the master schedule, teachers are still developing in their implementation and use of strategies that foster inclusivity through reciprocal dialogue and student agency.</p> <p>Students are focused on having few peers or staff that act as mirrors around the various ways they identify.</p> <p>Friendship dynamics and social and emotional learning continue to have an impact on students identifying a sense of belonging.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

---

## OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan **goals** related to our school's level to focus on during the current school year. The goals and measures are described below.

<b>School Goals</b>	<b>Measure</b>
<p><b>Goal 1</b> Success in the Early Years</p> <p><i>Equity Means: Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p> <hr/> <p><b>School Measure</b> - Increased percentage of students achieving and maintaining grade level in the components of Mathematics.</p>

Revised March 2024



<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p><b>School Measure-</b> Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.</p>
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p><b>School Measure-</b> 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 components of mathematics.</p>
<p><b>Goal 4</b> 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><b>School Measure-</b> 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 mathematical competency skills 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 apply their understanding of numbers to more complex mathematics 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, students identified as Black/African American, Hispanic or Latino/a, and students receiving special education services in grades K-2 not yet performing at grade*

Revised March 2024





level standard in math will increase their mathematical foundational skills related to numbers and operations 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, Math Expressions 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:

#### **Inclusionary Practices**

**Inclusive Master Schedule** Make sure all students have access to core math instruction so they can be exposed to models and modeling that develops conceptual understanding as well as to hear the thinking shared by peers as they engage in this work.

- **Intervention and Acceleration Block/Small Groups** Target number sense foundational skills during this and utilize resource mapping as outlined in Goal 3 to carry out this work.
- **Flexible Service Delivery** Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our system of personnel mapping as we engage in and carry out our work related to resource mapping to align interventions to student needs throughout the year.
- **PLC Work** Create opportunities for shared planning among teams with all or some members of their team each day so they can take a team approach in unit and lesson design based on student data and growth.
- **Intentional Tiered Planning** Utilize the Math Tiered Instructional Matrix to support intentional tiered planning that incorporates Universal Design for Learning, collaborative learning, other evidence based instructional math practices

#### **Furthering our Equity-Based MTSS**

- **Inclusive Master Schedule** - Ensure the foundational skills of mathematics, specifically those supporting numbers and operations, 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 block and utilize **resource mapping** as outlined in Goal 3 to carry out this work. As a result, students may move across the grade levels 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 teams to maintain and strengthen our work around personnel and resource mapping.
- **Developing a Data System** - Engage K-2 grade level teams in developing a data system to track progress around foundational mathematical skills, especially for tracking progress related to numbers and operations.
- **Resource Mapping** - Further our learning around resources to explicitly teach foundation skills in mathematics, especially numbers and operations, within the Math Expressions,

Revised March 2024



Core Expression, curriculum and the Mathematics Tiered Matrix to support learning outcomes within Tier 1 and 2 or mathematics instruction.

**Interweaving with other Goals** - Look for opportunities to embed the other work of Goal 2, Goal 3, and Goal 4 to strengthen our mathematical 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 2025, 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 Listening Sessions.*

### Instructional Practices & Equity Strategies

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.

Revised March 2024





- **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. Opportunities for students to share their experience and background around themes of culture will be embedded in each week's announcement.
  
- **Partnerships with the Community**
  - **NorthCreek High School , Black Student Union**- Continue 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. Collaborative work will center on developing a student understanding of Dr. Emdin's Rights of the Body.
  - **NorthCreek High School Volunteers**- Develop a codesign project between students from North Creek High School and Fernwood staff to create a STEM resource room available for Fernwood teachers and students in grade K-5. Teachers will be able to reserve the room for their class to conduct experiments, explore scientific phenomena and engage in collaborative learning. The older students will maintain the stations and add new topics based on input from the younger students.

### **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,PBIS, REJ along with counselors, our dean, and administrative team will look to create cogenerative dialogue with students based on results as we explore through an 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 2025, students identified as Black/African American, Hispanic or Latino/a, and students receiving special education services not yet performing on level standard in mathematics will increase their mathematical skills related to number sense and operations 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, Math Expressions 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:

#### **Strengthening Our Inclusionary Practices**

- **Universal Design for Learning (UDL)** - continue to learn and grow around UDL practices.
  - **SDLT** - will engage in PD work to support inclusive practices in UDL
  - **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

Revised March 2024



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.
- **7 C's**- Our REJ Team will study Dr. Emdin's 7 C's as a connection to the Rights of the Body in order to bring a deeper learning to staff around strategies for effective teaching through the lens of equity.
- **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, as they take on leadership roles in student equity, 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 equity transformation cycles 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 of 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, Math Expressions, Core Focus and other approved mathematical assessments.
- **Resource Mapping** - Further our learning around Math Expressions and Core Focus curriculum and the **Mathematics Tiered Matrix** to support learning outcomes within Tier 1 and 2 or mathematics 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.
- **Flexible Service Delivery** - Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our

Revised March 2024



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 members 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 2025, All students identified as Black/African American, Hispanic or Latino/a, and students receiving special education services not yet performing at grade level standard in mathematics 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 preferred methods of engaging in and demonstrating learning to foster a strengths-based model.

Revised March 2024



- **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**
  - **Mathematics 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 Math Expressions, Core Focus, 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
<b>GOAL 1: Success in the Early Years</b>		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language ARTs and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> <li>● iReady for K-3</li> <li>● SBA for Grade 3</li> </ul>	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2024-25 school year prior to fall testing.

Revised March 2024



	<ul style="list-style-type: none"> <li>• WaKIDS for Preschool and Kindergarten</li> </ul>	Review in the fall to determine students needing LAP and ELD services.
	<p>K-2 i-Ready Data - Specifically in:</p> <ul style="list-style-type: none"> <li>• Number Sense in Math</li> <li>• Phonological Awareness and Phonics in Reading</li> </ul>	<p><b>Trimester Basis:</b> Use i-Ready to track progress based on diagnostic information.</p> <p><b>Monthly:</b> Use this tool to support progress monitoring through individual lessons.</p> <p><b>Bi-Monthly:</b> Track time engaged in i-Ready reading lessons and student success rate, specifically for focused students.</p>
	Qualitative, Summative (Pre/Post) Anecdotal, and Experiential Data From Small Groups	Use on a monthly basis when teachers meet in PLCs to track progress within our school-wide data tracking sheet for students of focus.

**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.	<p>Gather data connected to students' school experience tied to inclusion and belonging to be used within the Equity Transformation Cycle</p> <p>Students see themselves represented in the curriculum and instructional materials</p>	<p><b>Quarterly Basis:</b> Talk with Student Leaders that also include students of focus in grades 4 and 5 on a trimester basis or more as well as representatives and share information with the SDLT.</p>
	Student Panorama Survey	<p><b>Trimester Basis</b> Students in grades 3-5 take this online survey.</p>
	Student Exit Tickets	<p><b>Trimester Basis</b> Following a school-wide assembly or the Monday Morning Announcements, have students complete an exit ticket to share about their sense of belonging at Fernwood in grades 3-5.</p>

Revised March 2024





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 (2024)	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2024-25 school year prior to fall testing.
	K-5 i-Ready Data	<p><b>Prior to the Start of School</b> - determine students needing immediate LAP or ELD services as students transition into the 2024-25 school year prior to fall testing.</p> <p><b>Trimester Basis:</b> Use i-Ready to track progress based on diagnostic information.</p> <p><b>Monthly:</b> Use this tool to support progress monitoring through individual lessons.</p>
		<b>Bi-Monthly:</b> Track time engaged in i-Ready reading lessons and student success rate, specifically for focused students.
	Qualitative, Summative (Pre/Post) Anecdotal, and Experiential Data From Small Groups	<b>Use on a monthly basis</b> when teachers meet in PLCs to track progress within our school-wide data tracking sheet for students of focus.
	Monitor Related Service Programs	Track progress of specific intervention programs <b>every six weeks</b> to determine progress of students as well as to adjust our flexible delivery model.
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally	Student Work Samples	<b>Per Trimester</b> - Collect examples of products students create or complete

Revised March 2024



relevant challenges in imaginative ways.		to demonstrate learning when accessing technology/digitals tools or other methods.
	Student Survey	<b>Per Trimester</b> - 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.
	Track i-Ready Individual Lesson Practice and Achievement	<b>Once a Month</b> 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 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:

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** We will continue to go deeper in learning about UDL guidelines by learning more about what they look like in action to improve our implementation of this inclusive practice. When engaging in work as a professional learning community, we will plan around the strengths, needs, and stories of students of focus to ensure access to learning for individuals through the lens of Universal Design for Learning and hold an understanding of the ripple effect of this work on all students.

**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 Second Step curriculum as well as consider reinforcing these skills when providing academic instruction.

### **PLC Work**

- Develop and strengthen teams' collective efficacy through establishing norms and goal setting that center students, especially students furthest from racial and educational justice.
- Provide time for staff to engage in collaborative discussions around PLC practices specifically around our focus students furthest away from racial and educational justice.
- Incorporate a whole child data approach into our PLC practices and conversations by focusing on students stories, strengths, and needs and honoring the Rights of the Body (Dr. Emdin).

### **Multi-Tiered Systems of Support**

- **Math Genius Squad** In addition to the district training being provided for teachers teaching 4 or 5th grade math content, we will use this resource to engage all staff in PD related to the planning and implementation of math strategies to support a tiered approach to serving students in the area of mathematics.
- **Resource Mapping**
  - Support teachers in learning and implementing resources within the Math Genius Squad and Tiered Math Instructional Matrix to best align instruction to students strengths and needs, and stories.
  - Support teachers in engaging in collaborative conversations around students strengths, needs, and stories match interventions aligned to remediation or acceleration groups within small group instruction.

---

## **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/Principal Chats**

- Engage families in Live Listening Sessions/Principal Chats on a trimester basis. These conversations will help us listen and learn about families' past and present experiences in schools, the 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 opportunities in the classroom 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 they share their experiences through Listening Sessions/Principal Chats . If conflict arises, we will be intentional to reach out to families to learn more about their

Revised March 2024



experience and perspective as well as maintain dignity for all in exploring resolutions and steps forward.

**Building a Common Language**

- **Social and Emotional Learning** Grow our common language around enacting school-wide expectations for students within the classroom and throughout our campus within the Monday Morning Announcements and whole-school assemblies. Make Monday Morning Announcements accessible to families through their child's Clever account.

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