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## Moorlands Elementary 2024-25 Strategic Action Plan

At Moorlands, our **mission** is to help students acquire the social and academic skills necessary to become life-long learners and contributing citizens of our world. In support of this mission, we hold these **beliefs**:

- All students can and will achieve growth both academically and socially.
- Positive relationships are the foundation for all learning.
- All members of the Moorlands community are learners. Each day learners ask and answer the following questions:
  - *What am I learning or what goal am I working towards?*
  - *How am I doing with that learning or goal?*
  - *What do I need to do next?*
- Our school commits to shifting the power to students and families, by building on each person's unique "voice" and partnering towards growth.

As a Moorlands staff, we are all here for our students. We share the following **collective commitments** when we meet in teams or as a whole:

- We will use our time purposefully and meaningfully, and provide "think time" (including sending agendas, articles, and/or action items ahead of time).
- We will assume positive intent and remember that words have an impact; we strive for straightforward kindness.
- We will listen and learn with curiosity, while giving opportunities for all voices to be heard, with active participation.
- We will be open to alternative, sometimes opposing views, giving and receiving feedback thoughtfully.

At Moorlands, we show Mustang PRIDE. We are Respectful, Caring, Responsible, Ready to Learn, and Safe.

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.

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### 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 Moorlands we value community partnership. Over the 2023-24 school year, we collected feedback in a variety of ways listed below to better our family encouragement.

- Student Advisory met monthly 2023-24 to provide feedback to assistant principal about climate and student needs
- Parent Advisory met Spring 2024 to provide feedback to principal
- Principal Coffees and family meetings through the 2023-24 school year
- Fall and Spring Family Surveys
- Weekly Family Communication with regular solicitation of input
- Collective Efficacy Support Services Release Day SEL student interviews: 91 students asking questions from Street Data
- Kindergarten Jumpstart June and August 2024
- Community Meet and Greet in August 29, 2024

### Examination of Student Data

We use the following types of data to help guide our process to identify goals and select areas of instructional improvement.

<b>Quantitative Data</b>	<b>Qualitative Data</b>	<b>Experiential Data</b>
<ul style="list-style-type: none"> <li>❖ Attendance Records</li> <li>❖ Climate Surveys (Panorama)</li> <li>❖ Demographic Information</li> <li>❖ Discipline Data</li> <li>❖ iReady Math Data</li> <li>❖ iReady Reading Data Progress Report Data</li> <li>❖ SBA Scores</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student Interviews or Surveys</li> <li>❖ Family Inventories/Surveys</li> <li>❖ Conferencing with students</li> <li>❖ Student work samples, exit ticket, art work, and class projects</li> </ul>	<ul style="list-style-type: none"> <li>❖ Meet and Greet</li> <li>❖ WA Kids Meetings</li> <li>❖ Kindergarten Jumpstart</li> <li>❖ Observations of students throughout the campus and in classrooms.</li> <li>❖ Administrative New Classroom Visits</li> </ul>

### 2024-27 Racial and Educational Justice Framework

This year we are adopting the 2024-27 Racial and Educational Justice Framework to help inform our work with students at Moorlands. [Northshore School District 2024-2027 Racial & Educational Justice Framework](#). This year our theme is: *Become Connected*. We will focus on Throughline One –

Revised March 2024



Anti-Discrimination and Microaggressions and Throughline Two – Identity-Affirming Environments and Experiences.

Specifically we will focus on the **practices** outlined:

**1B:** Students have awareness about how to advocate for themselves and their peers.

**2B:** Students get to experience environments and opportunities that affirm their identities.

By focusing on intentionally building connections for students between peers and adults, we commit to creating an anti-racist and identity-affirming campus.

**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Hispanic or Latino/a/x and Special Education students who are performing one or more grade levels below their same age peers in English Language Arts or Reading and those furthest from racial or educational justice who require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p><b>Hispanic and Latino students ELA proficiency on iReady and SBA</b></p> <p>Last year, as measured by the i-Ready 86 percent of our students demonstrated reading proficiency. When disaggregated, 65% of Moorlands Hispanic and Latino students demonstrated ELA proficiency.</p> <p>As measured by the SBA, 80.9% of our students demonstrated reading proficiency. Using the SBA, 50% of our Hispanic and demonstrated ELA proficiency.</p>	<p>Teachers need access to professional development on how we can differentiate for all students through targeted interventions.</p> <p>Teachers need support in implementing What I Need (WIN) Time in reading.</p> <p>Teachers need materials that are materially culturally sustaining and target areas of need.</p>
<p><b>Students with IEPs – ELA and Math Proficiency on i-Ready and SBA</b></p>	<p>Teachers need access to professional development on how to support all</p>

Revised March 2024



<p>Last year, as measured by the i-Ready 86 percent of our students demonstrated reading proficiency. When disaggregated, 57% of our students who have IEPs demonstrated ELA proficiency.</p> <p>Last year, as measured by the i-Ready, 82% of our students demonstrated reading proficiency. When disaggregated, 55% of our students who have IEPs demonstrated math proficiency.</p> <p>Last year, as measured by the SBA , 73% of our students demonstrated math proficiency. When disaggregated, 40% of our students who have IEPs demonstrated math proficiency.</p>	<p>learners through inclusionary practices and universal design for learning.</p> <p>Teachers need access to professional development in how to differentiate math instruction.</p> <p>Teachers need support in creating structures for cycles of intervention in math and ELA.</p>
<p><b>Hispanic/LatinX and Students with IEPs Self Efficacy on Panorama Survey</b></p> <p>Last year, as measured by the Panorama Survey, 69% of our Non-Hispanic/LatinX students reported self efficacy. When disaggregated, 55% of our Hispanic/LatinX students reported self efficacy.</p> <p>Last year, as measured by the Panorama Survey, 70% of our students without IEPs reported self efficacy. When disaggregated, 57% of our students with IEPs reported self efficacy.</p>	<p>Students report a sense of belonging at Moorlands, after increasing focus on sense of belonging. Hispanic/LatinX and students with IEPs have lower rates of being able to advocate for their own learning.</p> <p>Teachers need professional development about Collective Efficacy.</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> <p>By June of 2025, the ELA proficiency rate for our Hispanic and LatinX students will increase from 65% to 80% on iReady and 50% to 75% on SBA.</p> <p>By June of 2025, the ELA proficiency rate for our students with IEPs will increase from 57% to 75% on iReady and 50% to 75% on SBA.</p> <p>By June of 2025, the Math proficiency rate for our students with IEPs will increase from 55% to 75% in iReady and 40% to 75% on SBA.</p>
<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p><i>Equity Means: 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>By June of 2025, our Hispanic and LatinX students will show an increase in reporting positive self efficacy from 55% to 80% on the Panorama survey.</p> <p>By June of 2025, our students with IEPs will show an increase in reporting positive self efficacy from 57% to 80% on the Panorama survey.</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 opportunities to provide traditionally underrepresented student groups with rigorous differentiated instruction preparing students to succeed in advanced courses in high school.</p> <p>By June of 2025, there will be an increase of academic growth by at least 1.5 years for all Latino &amp; Hispanic and Special Education students in ELA and Math as measured by iReady, SBA, student work samples, and ongoing cycles of data during Collective Efficacy meetings.</p>
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**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 Early Years**

Theory of Action

Based on the data and root cause analysis, we believe that if educators participate in “Collective Efficacy” cycles of inquiry, then the students will increase their proficiency as measured by iReady and SBA, because they will receive differentiated instruction.

Objective

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

- By June of 2025, the ELA proficiency rate for our Hispanic and LatinX students will increase from 65% to 80% on iReady and 50% to 75% on SBA.
- By June of 2025, the ELA proficiency rate for our students with IEPs will increase from 57% to 75% on iReady and 50% to 75% on SBA.
- By June of 2025, the Math proficiency rate for our students with IEPs will increase from 55% to 75% in iReady and 40% to 75% on SBA.

Instructional Practices & Equity Strategies

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



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1. **ELA WIN** (What I Need Time): Every student will have “What I Need” Time to focus on their individual reading goals.
    - Create school wide schedule with thirty minutes of ELA WIN Time
    - Use district resources Implement the third year of Into Reading Curriculum with fidelity, focusing on building small group structures to differentiate reading instruction effectively.
    - K-2 Pilot using Structured Literacy to provide more practice for students.
  2. **Math Differentiation**: Every student will receive differentiated instruction to help them understand math concepts.
    - Increase opportunities for instructional planning across and within grade level teaching staff to plan for mixed small groupings.
  3. **MTSS Team**: Over the course of the year, we will combine our Guidance team with the Positive Behavior Interventions and Supports Team to create a Multi-Tiered Systems of Support Team.
    - Increased professional development about collective efficacy.
  4. **Become Connected**: Our staff will commit to helping every student feel connected at school.
    - Increase opportunities for student and family voice in teaching and learning both at home and to support learning.

## **GOAL 2: Responsible, Resilient, Empathetic Learners**

### Theory of Action

Based on the data and root cause analysis, we believe that if educators intentionally focus on creating opportunities for students to connect both with one another and with adults through positive, inclusive, and intentional relationships, our Hispanic and Latinx and students with IEPs will increase their self efficacy and be able to set goals for themselves as learners, resulting in improvement in their academic success.

### Objective

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

- By June of 2025, our Hispanic and LatinX students will show an increase in reporting positive self efficacy from 55% to 80% on the Panorama survey.
- By June of 2025, our students with IEPs will show an increase in reporting positive self efficacy from 57% to 80% on the Panorama survey.

### Instructional Practices & Equity Strategies

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

Revised March 2024



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1. **ELA WIN** (What I Need Time): Every student will have “What I Need” Time to focus on their individual reading goals.
    - Increase professional development about Universal Design for Learning and Inclusionary Practices Strategies
  2. **Math Differentiation**: Every student will receive differentiated instruction to help them understand math concepts.
    - Increase collaboration between Elementary Advanced Program (EAP) and Non EAP teachers to plan for differentiated instruction based on what each student needs.
  3. **MTSS Team**: Over the course of the year, we will combine our Guidance team with the Positive Behavior Interventions and Supports Team to create a Multi-Tiered Systems of Support Team.
    - Increase professional development on Multi-Tiered Systems of Support (MTSS) Whole Child Framework, Positive Behavior Interventions and Supports (PBIS), and SEL.
    - Collaboration with Guidance Team, Evaluation Team, Special Education Team, and English Language Development (ELD) to create support plans and implement strategies to increase self-efficacy in students.
  4. **Become Connected**: Our staff will commit to helping every student feel connected at school.
    - Increase access to culturally responsive literature in classroom and school libraries, staff resources and family activities.
    - Allow students to have opportunities to teach educators about their identities, backgrounds, and cultures.

### **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 the educators at Moorlands engage in collective efficacy cycles of improvement, structure ELA WIN time, and engage in small group math differentiation, we will close the gap for our IEPs and Hipanic/LatinX students AND all students will grow.

#### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By June of 2025, there will be an increase of academic growth by at least 1.5 years for all Latino & Hispanic and Special Education students in ELA and Math as measured by iReady, SBA, student work samples, and ongoing cycles of data during Collective Efficacy meetings.

Revised March 2024





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### Instructional Practices & Equity Strategies

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

1. **ELA WIN** (What I Need Time): Every student will have “What I Need” Time to focus on their individual reading goals.
  - Focus in 1st and 2nd Grade Cycles of Data in Collective Efficacy Team where the support staff partners to deliver small group instruction with the teachers.
  - Building on this success, these teachers will share vision for next four years with the staff through Professional Development.
2. **Math Differentiation**: Every student will receive differentiated instruction to help them understand math concepts.
  - Increase use of concrete→ pictorial→ abstract progression of learning.
  - Form a math team which brings together learning into Professional Development.
3. **MTSS Team**: Over the course of the year, we will combine our Guidance team with the Positive Behavior Interventions and Supports Team to create a Multi-Tiered Systems of Support Team.
  - Build an effective program including both academic and SEL tiers of support, which will be implemented in 2025-26.
  - Gather feedback from students, parents, families, and staff.
4. **Become Connected**: Our staff will commit to helping every student feel connected at school.
  - Empower families to participate in learning opportunities, creating space to listen and learn from the funds of knowledge within our community.

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### **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.

Revised March 2024



Measures	Metrics	Dates of Data Review
<b>GOAL 1: Success in the Early Years</b>		
Increase in percentage of Hispanic/LatinX and students with IEPs achieving and maintaining grade level ELA and students with IEPs in math	<ul style="list-style-type: none"> <li>● WaKids for Kindergarten</li> <li>● iReady for K-3</li> <li>● SBA for Grade 3</li> <li>● Street Data</li> <li>● Classroom Assessments</li> </ul>	<ul style="list-style-type: none"> <li>→ Collective Efficacy Cycles every six weeks</li> <li>→ iReady Fall, Winter, Spring</li> <li>→ SBA Spring</li> </ul>
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Increased percentage of Latino and Hispanic, Special Education students, and 3rd-5th grade students in the self efficacy category on school climate Panorama survey.	<ul style="list-style-type: none"> <li>● Increase student engagement in opportunities such as:               <ul style="list-style-type: none"> <li>○ Student Council</li> <li>○ Student Advisory</li> </ul> </li> <li>● Panorama survey</li> <li>● Student Connections Board to track relationships</li> <li>● Focus Students</li> </ul>	<ul style="list-style-type: none"> <li>→ Monthly</li> <li>→ Panorama Fall, Winter, Spring</li> <li>→ Meetings</li> </ul>
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		
Increase of academic growth rate of at least 1.5 years for all Latino and Hispanic students on ELA iReady.	<ul style="list-style-type: none"> <li>● iReady scores Fall-Spring</li> <li>● SBA scores for Grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>→ Fall, Winter, Spring</li> </ul>

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## PROFESSIONAL DEVELOPMENT

Revised March 2024



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To support the efficacy of the educators at Moorlands, we meet regularly to collaborate and learn together, review data, and make adjustments as needed.

During the 2024-25 school year, we will participate in the following professional development activities as part of our work:

### **ELA WIN (What I Need Time)**

- SDLT Led Professional Development
- Into Reading Literacy Year 3 District Professional Development
- K-2 Grade Structured Literacy Pilot
- SDLT Focus Student Work
- SDLT Collective Efficacy Cycles

### **Math Differentiation**

- 3rd EAP and 4-5 Grade Math Genius Trainings with Shannon Kiebler
- SDLT Focus Student Work
- SDLT Collective Efficacy Cycles

### **MTSS Team**

- Combining Guidance and PBIS PRIDE Teams to revamp the program, finding effective ways to monitor progress of groups of students and individual students
- Collective Efficacy (Professional Learning Community) Team Meetings
- MTSS Whole Child Framework Ongoing Trainings
- SDLT Focus Student Work
- SDLT Collective Efficacy Cycles

### **Become Connected**

- All Staff Monthly Meetings
- Racial and Educational Justice and Community Engagement Trainings
- SDLT Focus Student Work
- SDLT Collective Efficacy Cycles

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## **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:

- Partner with us through Parent Square Ongoing Two Way Communication

Revised March 2024



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- Participate in the Seesaw Digital Community
  - Participate in Curriculum Nights
  - Interact with Our Mustang Memo Weekly
  - Participate in Fall Conferences
  - Engage in Learning at Math and Literacy Nights
  - Join in our Culture Night
  - Participate in student Variety Show
  - Partner with us by joining Watch D.O.G.S.
  - Facilitate learning by volunteering in classrooms
  - Join our PTA and participate in ongoing community events
  - Attend music concerts
  - Participate in our Science Week
  - Join our Parent Advisory
  - Share feedback through surveys, one one meetings, and in email

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