



2024-25 Strategic Action Plan

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

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

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

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

Community Engagement

Our school is a community and engagement with our students and families is at the heart of our work to provide a high quality, inclusive learning experience where all learners experience belonging. We have engaged with students and families to develop a deeper understanding of their experiences while also working collaboratively to foster a culture of community and belonging. We are committed to exploring and expanding our community partnership and engagement in new and innovative ways each school year as we strive to cultivate experiences of belonging and affirmation for each member of the Ruby Bridges school community. In an ongoing effort to understand the unique experiences of our students, we engage in listening sessions, data collection and community building activities across all aspects of our school day and learning community. Listening and learning with our students allows us to hear their brilliant ideas, consider their experiences and embed their input, feedback and ideas into our building plans, instructional programs and activities. Doing the same with our families and community members serves to expand our perspectives and bridge the distance between home and school to ensure we are working as co-collaborators to support each student.

Revised March 2024



-
- **Family Engagement surveys and conference engagement:** Staff developed and implemented a variety of engagement strategies using a culturally responsive lens for questions, information gathering and sharing ideas with families in our conferences and through electronic correspondence. Staff shared this information through their full school teaming and through their leadership representatives.
 - **Family welcome events for new students:** Each year families are welcomed to participate in both our annual event for Who We Are and additional Welcome Events such as the Kindergarten Welcome Night. This allows families to visit, tour and engage with staff from the school. Families participated with their students in a building scavenger hunt, received a social story about the school with pictures and got answers to important questions that they might have about our community.
 - **Monthly PTSA Executive Board Engagement Meetings:** Regular monthly meetings occur to support collaborative planning of family engagement events sponsored by both the school and Ruby Bridges PTSA. Through these meetings, ideas and input are shared to help build more engagement in our school community.
 - **Bi-Monthly PTSA Community Meetings:** Each PTSA meeting our school leadership attends to provide school level updates and seek input along with answering family questions or gathering ideas. These meetings have provided a chance for new ideas or clarifying of programs or projects at school including sharing about our inclusive practices model, our school therapy dogs and potential future clubs and events for students.
 - **Annual PTSA Retreat:** This year school leadership engaged in a full annual retreat with the Ruby Bridges PTSA Board including the committee chairs and interested volunteers for all school events. Through this lengthy collaboration session relationships were strengthened, connections and ideas for events that families are interested in were all shared to support annual planning and partnership.
 - **Grade Level Curriculum Nights:** Grade level curriculum nights provide families a chance to learn about the specific scope and sequence of grade level learning, participate in connection with classroom staff and develop a sense of what school will look like for their student in the year ahead. Staff work to answer questions and gather ideas and input from families while they also provide options for engagement, volunteering and events.
 - **Who We Are Event:** Our annual event centered on cultivating belonging provides students and families a chance to share a part of their identity with others. Through sharing in booths, performances and other modalities, we gather more information about what is important to our



families. We also offer ways to share ideas and input during this well attended event.

- **Ongoing Family Engagement Zoom Meetings:** A new tool this year will be the return of our ongoing family engagement Zoom meetings by grade level and other affinity groups. This engagement strategy will provide a smaller group venue with grade level connected families able to ask questions, hear about aspects of the school level experience or provide training or information on topics of request and interest to families (including AAC use, special services, language affinity groups and highly capable services). These meetings will create a feedback loop for our strategic work and a support to ongoing efforts to meet our goals for each student.
- **Student Leadership Group Engagement:** Through ongoing listening sessions with our student leadership group, administrators gather input from students on their experiences at school and how to further support their positive engagement as well as their families.
- **1:1 and Small Group Meetings:** Some affinity groups or families with a specific lived experience have offered or been open to sharing their experiences with us through meetings, interviews and other data collection in a more one to one environment. Through these engagements we have gathered ideas about how to support our students in their learning, how to create spaces of support for grade level and school transitions along with topics of interest
- **Inclusive, Student-Centered IEP Meetings:** Through the implementation of an inclusive, student-centered IEP process, we have reorganized our IEP meetings to focus on our students' strengths, to be highly centered on family engagement and partnership and to provide more time for feedback, ideas sharing and working together to amplify student success. These ideas and engagements also support our team to refine our practices and methods of partnership with families.

These engagement practices are ongoing and create a double loop of feedback, ideas and ways to gauge our progress toward intended outcomes for students and families. We know engagement, learning and partnership takes place in a variety of ways and will expand and continue throughout the 24-25 school year because we must be responsive to the learners and answerable to our families. We will learn, grow, adapt and adjust together and in service to students.



Examination of Student Data

As we consider areas of strength and opportunity for Ruby Bridges Elementary, our school team has examined data that crosses a variety of contexts to support understanding the whole child. For the last four years, our team has worked to cultivate a school culture where belonging and student-centered practices are prioritized. We know our learners have unique interests, talents, strengths and needs which must be leveraged to support and accelerate their learning in our inclusive community. Data inquiry cycles support our team to develop a multi-dimensional view of the learner experience, achievement and opportunity as it occurs at Ruby Bridges. We know that each data point represents a specific moment in time, a combination of factors and adds a thread to the evolving tapestry of what learning, leading and belonging looks like for each student at Ruby Bridges Elementary. Our data set includes a variety of available data, and data which we believe supports a robust picture of learning, leading and belonging. In our review of data we have identified celebrations as well as opportunities to engage in more partnership and mutual collaboration with our students and families. We are evolving in our strategies and our funds of knowledge about our students, their challenges and areas of opportunity for our growth in progress. We have also identified ways that disproportionality, while certainly improving and overall reduced in our student outcomes since the inception of inclusive practices model, still exists in the outcomes we see for certain students and certain student groups.

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

Goal 1	<p>Quantitative Data</p> <ul style="list-style-type: none"> • <i>iReady Data Reading/Math</i>: Our use of the iReady tools for assessment and instructional support are ongoing and represent a variety of opportunities for students to share what they know in a standardized format. We are using this assessment data to inform us regarding the student achievement, student progress toward and beyond grade level standards as well as to track the progress toward annual and stretch growth markers. Students' disaggregated data sets also provide us with the ability to identify trends in achievement and in learning gaps as well as areas of strength and need in content area specific domains. • <i>Smarter Balanced Assessments (SBA)</i>: The SBA test provides us with a snapshot of our student's knowledge and skills with a
---------------	---

Revised March 2024



specific type of testing program. We use this data to correlate with our classroom, i-Ready and formative assessment data. We are looking to see parity between student achievement scores and to understand how students show what they know in a particular context of assessment which requires completely independent completion.

- *WIDA Assessment Data*: The WIDA assessment provides us with a snapshot of students' knowledge and skills in the key areas of focus for our multi-lingual learner group. We use this data to track progress along with other assessment tools and to correlate assessment scores with other student learning evidence.
- *IEP Goals and Progress Reports*: We review the longitudinal data of student IEP progress reports and IEP goals looking for students meeting goals, advancing in their progress in core curriculum and with connection to grade level standards.

Qualitative Data

- *Student work samples and conferencing data*: This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success.
- *Student goal setting, learning reflections, exit surveys*: This type of data provides us anecdotal perspective at the student level and in connection to particular lessons and units as well as in the frame of quarterly goals and achievements.

Experiential Data

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

Revised March 2024



Goal 2	<p>Quantitative Data</p> <ul style="list-style-type: none">● Panorama SEL Data: The Panorama tool offers us a new avenue to build a more specific understanding of our students' experiences related to SEL, well-being and self-efficacy. We are utilizing this tool to support our specific understanding of student experience, to determine whether student experiences are positive and supportive of the whole child and to notice and respond to differences in student well-being, SEL and self-efficacy, particularly in partnership with academic learning data and across a variety of student demographic groups. <p>Qualitative Data</p> <ul style="list-style-type: none">● Panorama SEL Data: The Panorama tool offers us a new avenue to build a more specific understanding of our students' experiences related to SEL, well-being and self-efficacy. We are utilizing this tool to support our specific understanding of student experience, to determine whether student experiences are positive and supportive of the whole child and to notice and respond to differences in student well-being, SEL and self-efficacy, particularly in partnership with academic learning data and across a variety of student demographic groups.● Student work samples: This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success. <p>Experiential Data</p> <ul style="list-style-type: none">● <i>Observations and Learning Walks</i>: Learning walks and observational data will provide us with information in a few kinds of framing- through the lens of universal design look-fors, through student level review of engagement and access to key learning aligned with our goals and through interpersonal connection with students to gain a depth of knowledge about their experience.● <i>Student Statements, Shadowing, Listening Sessions</i>: This direct method of gathering student voice through multiple means will offer us the perspective of our students at the classroom and individual level across multiple experiences and parts of their school day. We know our students have insight and experiences central to their learning and their experiences of belonging. We want to hear and respond to this in an ongoing way.
---------------	---



Goal 3	<p>Quantitative Data</p> <ul style="list-style-type: none">● <i>iReady Data Reading/Math</i>: Our use of the iReady tools for assessment and instructional support are ongoing and represent a variety of opportunities for students to share what they know in a standardized format. We are using this assessment data to inform us regarding the student achievement, student progress toward and beyond grade level standards as well as to track the progress toward annual and stretch growth markers. Students' disaggregated data sets also provide us with the ability to identify trends in achievement and in learning gaps as well as areas of strength and need in content area specific domains.● <i>Smarter Balanced Assessments (SBA)</i>: The SBA test provides us with a snapshot of our student's knowledge and skills with a specific type of testing program. We use this data to correlate with our classroom, i-Ready and formative assessment data. We are looking to see parity between student achievement scores and to understand how students show what they know in a particular context of assessment which requires completely independent completion.● <i>WIDA Assessment Data</i>: The WIDA assessment provides us with a snapshot of students' knowledge and skills in the key areas of focus for our multi-lingual learner group. We use this data to track progress along with other assessment tools and to correlate assessment scores with other student learning evidence.● <i>IEP Goals and Progress Reports</i>: We review the longitudinal data of student IEP progress reports and IEP goals looking for students meeting goals, advancing in their progress in core curriculum and with connection to grade level standards. <p>Qualitative Data</p> <ul style="list-style-type: none">● Student Listening Sessions and student mentor program listening sessions● Student work samples: This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success. <p>Experiential Data</p> <ul style="list-style-type: none">● <i>Observations and Learning Walks</i>: Learning walks and observational data will provide us with information in a few kinds of framing- through the lens of universal design look-fors, through student level review of engagement and access to
---------------	--

Revised March 2024



	<p>key learning aligned with our goals and through interpersonal connection with students to gain a depth of knowledge about their experience.</p> <ul style="list-style-type: none">• <i>Student Statements, Shadowing, Listening Sessions</i>: This direct method of gathering student voice through multiple means will offer us the perspective of our students at the classroom and individual level across multiple experiences and parts of their school day. We know our students have insight and experiences central to their learning and their experiences of belonging. We want to hear and respond to this in an ongoing way.
--	---

2024-27 Racial and Educational Justice Framework

Our team reviewed the newly released [Northshore School District 2024-2027 Racial & Educational Justice Framework](#) as a part of our leadership planning and full staff professional development in order to plan the implementation of Throughline 1 during the 24-25 school year. Staff has provided input on the necessary tools or barriers that may exist in our current context while also sharing resources, ideas and insights for building out our focus on Practice 1B and Pedagogy 1D. These areas of focus will provide an anchor for our work to achieve our strategic plan goals and to support improved experiences and outcomes for our learners at Ruby Bridges Elementary, especially those furthest from educational justice:

- Practices 1B: Students have awareness about how to advocate for their self and their peers
- Pedagogy 1D: Students have a deepened understanding about microaggressions and identity-based slurs

Our school team will move forward with staff level development on the key concepts, practices and pedagogy needed to implement Throughline 1 with specific attention to the following topics:

- Microaggressions
- Anti-racism and anti-ableism
- Neurodiversity Affirming practices

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students receiving multilingual services



(ELD) and our students receiving special education services that require our attention. These gaps are described below.

Data Analysis Story

We know our students are impacted by the ways we enact curriculum, instruction, systems and structures along with relationships in our classrooms and beyond. Our work as a fully inclusive school has focused on the implementation of the highest leverage inclusionary practices to meet the needs and magnify the strengths of each and all students. These practices are a part of our data story because they are what create the conditions for favorable outcomes or opportunities for improvement:

- Inclusive Mission and Vision
- Inclusive Core Master Schedule
- Flexible Service Delivery
- Co-planning, Collaboration and Co-Teaching
- Inclusive Universally Designed Instruction
- Inclusive IEPs
- Sustained Family and Community Engagement

Our school team has worked to eradicate the access gaps to core instruction through inclusive master scheduling and universal instructional design. These gaps exacerbated disconnection and created barriers to students achieving grade level standards. Our team has also created robust systems of support and acceleration for both ELA and Math content areas which are now fully implemented in grade K-5, four to five days a week in each content area. Through these transformative changes to the instructional core and the implementation of a fully inclusive school model, our students have achieved higher levels of growth and engagement in their learning communities. Belonging is centered in their experiences, and responsive universally designed instruction, intervention and acceleration is a vehicle to achieve the desired outcomes. Each student can get what they need for growth and acceleration with access, opportunity and just in time support through our collective effort and increased collective efficacy.

Outcome and Growth Gaps

Disproportionate outcomes in annual growth and the achievement of grade level standards for some groups of students leads us to a focus and urgency to address the learning, leading and belonging experiences for our students Spanish-speaking multilingual learners and our students receiving special education services at Ruby Bridges Elementary.

Revised March 2024



Through our student learning outcome analyses, we can see there is still an outcome gap between these student groups in their ELA and Mathematics proficiency. Our end of year school data shows a high level of parity in growth and improved outcomes to indicate the methods of closing opportunity and outcome gaps are working well for students at Ruby Bridges. We are still not at optimal levels of equity, so our team will continue to focus efforts here.

Our 23-24 data analysis did not reveal a gap in annual progress growth for this student group in math. Annual and stretch growth is comparable or better for our student groups of focus but the gaps are still indicative of a need for bolstering both the core instructional strategies and the areas of intervention necessary to support these student groups to achieve at their highest potential.

Of celebration in these data sets is the increased parity in overall growth that this student group has as compared to all other peer groups at Ruby Bridges. We see the high levels of growth and the deeper level of growth for student groups of focus as an indicator that our strategies we are employing and the growth our students continue to show is rapidly closing outcome gaps. We intend to stay vigilant in the path of inclusive core curriculum, timely intervention and acceleration and the overall support of students to be engaged in learning and leading across their school day. Ruby Bridges Elementary was also excited to earn a student growth recognition from OSPI for our progress in the Washington School Improvement Framework areas of focus where our overall growth was high.

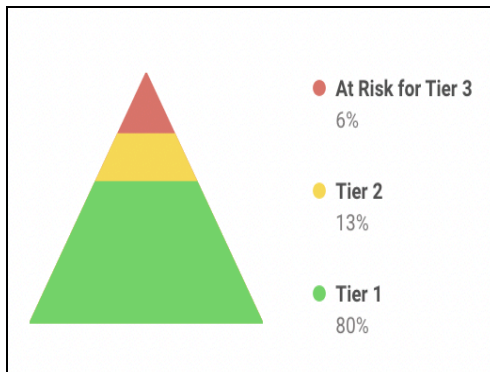
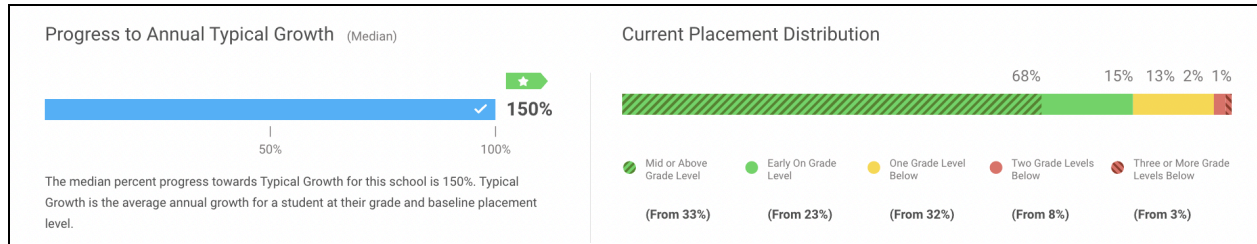
The Data snapshots below help tell the story of our outcomes and growth using other assessment tools across the previous school year (23-24):

As a result of our efforts and collective support of student learning,

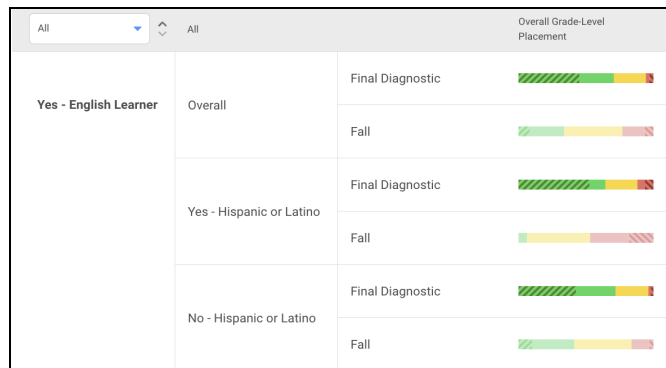
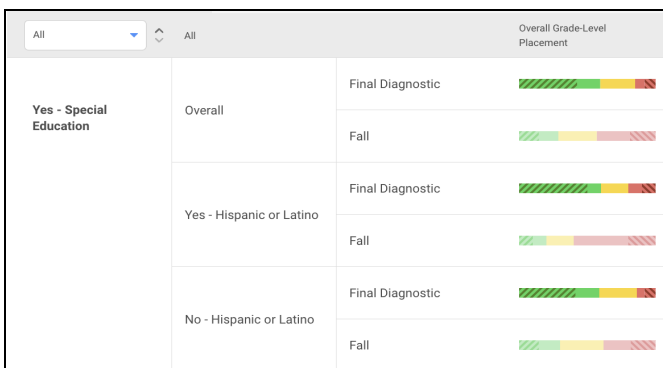
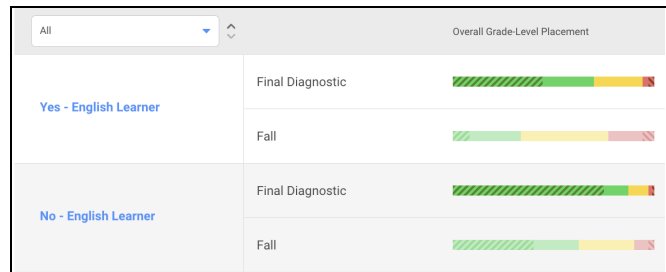
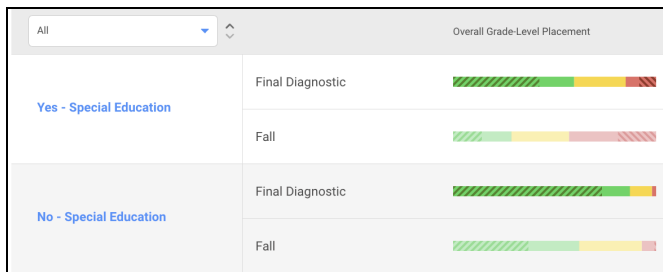
- Student Growth in Math and Reading exceeded annual typical growth for the whole school along and in each grade level K-5
- Students receiving services for special education made high progress meeting or exceeding annual growth expectations and that of all other students
- Students identifying as Hispanic/Latino exceed progress made high progress meeting or exceeding annual growth expectations and that of all other students



Reading Data Summary



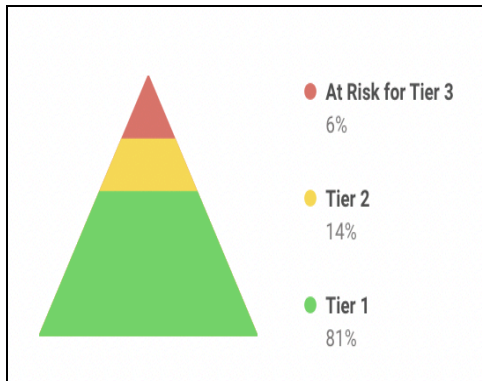
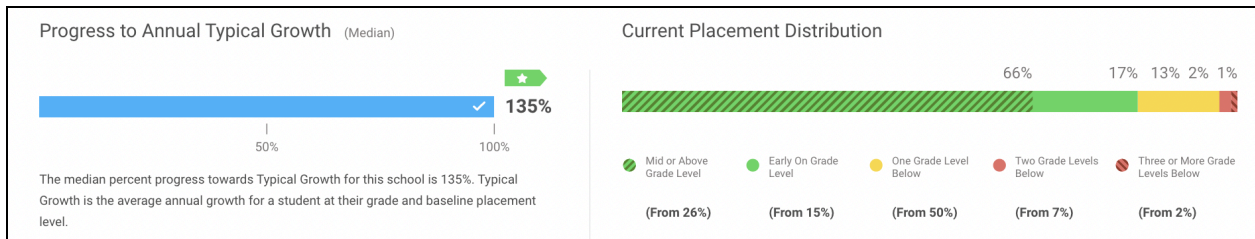
Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Grade K	145%	79%	103%	52%	92%
Grade 1	130%	70%	105%	53%	81%
Grade 2	115%	68%	87%	43%	74%
Grade 3	178%	78%	117%	61%	74%
Grade 4	158%	74%	94%	46%	64%
Grade 5	189%	64%	94%	45%	68%



Revised March 2024



Math Data Summary



Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Grade K	158%	90%	125%	66%	83%
Grade 1	148%	74%	107%	57%	84%
Grade 2	129%	71%	89%	38%	86%
Grade 3	123%	69%	87%	42%	82%
Grade 4	122%	59%	82%	38%	68%
Grade 5	136%	67%	85%	42%	77%

Overall Grade-Level Placement	
Yes - Special Education	Final Diagnostic
	Fall
No - Special Education	Final Diagnostic
	Fall

Overall Grade-Level Placement	
Yes - English Learner	Final Diagnostic
	Fall
No - English Learner	Final Diagnostic
	Fall

Overall Grade-Level Placement		
Yes - Special Education	Overall	Final Diagnostic
		Fall
	Yes - Hispanic or Latino	Final Diagnostic
		Fall
No - Hispanic or Latino	Final Diagnostic	
	Fall	

Overall Grade-Level Placement		
Yes - English Learner	Overall	Final Diagnostic
		Fall
	Yes - Hispanic or Latino	Final Diagnostic
		Fall
	No - Hispanic or Latino	Final Diagnostic
		Fall

Revised March 2024



OUR GOALS & MEASURES

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

School Goals	Measure
<p>Goal 1 Success in the Early Years</p> <p><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>Increased percentage of kindergarten and 3rd grade students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.</p>
<p>Goal 2 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>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>Equity Means: 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>Minimum annual academic growth rate of one year for students at/above grade level and more than one year for students below grade level in the area of reading.</p>

Revised March 2024



Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis, we believe that if we cultivate a learning community centered on belonging while implementing a robust MTSS system including universally designed and identity affirming tier one instruction along with specific intervention and acceleration in tier 2 and tier 3 for each student based on their learning data, then students will progress to grow one year or more in their english language arts and mathematics skills by the end of the 2024-25 school year.

Objective

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

By June 2025, all kindergarten and 3rd grade students currently meeting or exceeding grade level standards will demonstrate one year of growth (annual goal) in reading as measured by i-Ready, intervention diagnostic data and early literacy screeners in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

By June 2025, all kindergarten and 3rd grade students currently approaching grade level standards will demonstrate one and a half years of growth (annual stretch goal) in reading as measured by i-Ready, intervention diagnostic data and early literacy screeners in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

Instructional Practices & Equity Strategies

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

- Staff will implement a robust, consistent flexible service delivery model for core instruction and intervention periods on a daily basis. Each student will experience intervention and acceleration instruction tailored to their present levels of progress and challenge.



-
- Staff will be provided training in instruction and intervention planning, instruction and data tracking to support flexible service delivery models and to ensure optimal collaboration in co-planning and co-delivery with students. We will use tools from Novak Education, TIES Center, HMH Curriculum and approved supplemental curriculum to support staff to implement Science of Reading informed strategies and plans.
 - Through weekly collaborative planning, implementation of integrated related services delivery and instruction aligned to universal design practices, staff will engage all students in relevant, supportive instruction within core and intervention. Students will be provided multiple means of expression, engagement and representation of learning, and our staff will continue to build our resource kit of universally designed tools for our curriculum.
 - Staff will implement Proloquo classroom tools in all classrooms with fidelity, to ensure optimal strategies for accessing visual, auditory, flexible and consistent literacy building learning. We will continue to build all staff capacity for this tool along with focused development of instructional skills in areas of growth for individuals and grade levels.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we cultivate a strong sense of belonging for each student in our learning community by intentionally listening to their lived experiences, perspectives and ideas for bolstering all ten dimensions of belonging at Ruby Bridges, then each student will be empowered and supported to engage in learning and leading in our school community. We also believe that our intentional efforts to create a rich identity-affirming and inclusive environment where learner variability is honored and celebrated as an asset will support closing the belonging gap that many of our learners furthest from educational justice have experienced in their educational history. We know that bolstering the identity affirming, safe and anti-discrimination culture at our school will support each student to feel supported to self-advocate, to take academic and social risks and to have ownership within the learning community.

Objective

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

By June 2025 students receiving multilingual services who are Spanish-speaking and students receiving special education services will identify feelings of safety, belonging, and meaningful connection as evidenced by Panorama survey data

Revised March 2024



in fall and spring, participating in listening sessions with school team and administrators, student focus groups, participation in curricular and extracurricular activities as well as through qualitative data collected in classroom, through home partnership and informal conversations.

Instructional Practices & Equity Strategies

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

- All staff will receive racial and educational justice training to support mutual understanding of key concepts and approaches to cultivating identity-affirming and equitable learning spaces for all students. Each staff member will experience training in microaggressions, ableism and neurodiversity affirming practices as well as contribute feedback and ideas to support whole school instructional opportunities for our students.
- All students will receive racial and educational justice instruction in developmental appropriate language and formats to support mutual understanding of key concepts and approaches to cultivating identity-affirming and equitable learning spaces for all students. Each student member will learn about microaggressions, ableism and neurodiversity affirming practices as well as contribute feedback and ideas to support whole school instructional opportunities and changes needed to improve their experiences.
- All students will receive instruction and support to develop individual self-advocacy tools and approaches to ensure personal safety and well-being, to be allies and to advocate for their needs and their experiences being heard and responded to throughout their school experience.
- Our staff will cultivate a more robust experience of belonging for students within and beyond the classroom using the TIES Center Belonging Tool created by Dr. Erik Carter, engaging students and families in listening and feedback cycles related to the ten dimensions of belonging. [TIES Center Belonging Tool: Carter, E. W., & Biggs, E. E. (2021). *Creating communities of belonging for students with significant cognitive disabilities (Belonging Series)*. Minneapolis, MN: University of Minnesota, TIES Center.]

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

Theory of Action

Based on the data and root cause analysis, we believe that if we cultivate a learning community centered on belonging while implementing a robust MTSS system including universally designed and identity affirming tier one instruction

Revised March 2024



along with specific intervention and acceleration in tier 2 and tier 3 for each student based on their learning data, then students will progress to grow one year or more in their english language arts and mathematics skills by the end of the 2024-25 school year.

Objective

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

By June 2025 students receiving multilingual services who are Spanish-speaking and approaching grade level standard will demonstrate one and a half years of growth (annual stretch goal goals) in reading and math as measured by i-Ready, intervention diagnostic data and early literacy screeners.

Instructional Practices & Equity Strategies

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

- Staff will implement a robust, consistent flexible service delivery model for core instruction and intervention periods on a daily basis. Each student will experience intervention and acceleration instruction tailored to their present levels of progress and challenge.
- Staff will be provided training in instruction and intervention planning, instruction and data tracking to support flexible service delivery models and to ensure optimal collaboration in co-planning and co-delivery with students. We will use tools from Novak Education, TIES Center, Empower Genius, HMH Curriculum and approved supplemental curriculum to support staff to implement Science of Reading informed strategies, high leverage mathematical teaching practices and plans.
- Through weekly collaborative planning, implementation of integrated related services delivery and instruction aligned to universal design practices, staff will engage all students in relevant, supportive instruction within core and intervention. Students will be provided multiple means of expression, engagement and representation of learning, and our staff will continue to build our resource kit of universally designed tools for our curriculum.
- Staff will implement Proloquo classroom tools in all classrooms with fidelity, to ensure optimal strategies for accessing visual, auditory, flexible and consistent literacy building learning. We will continue to build all staff capacity for this tool along with focused development of instructional skills in areas of growth for individuals and grade levels.



OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If our strategies appear to be working, we will continue to execute our plan as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> ● WaKIDS for Kindergarten ● iReady for K-3 ● SBA for Grade 3 	<ul style="list-style-type: none"> ● August ● Sept/Oct ● November ● January ● March ● May/June
Increased percentage of kindergarten and 3rd grade students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.	<ul style="list-style-type: none"> ● WaKIDS for Kindergarten ● iReady for K-3 ● SBA for Grade 3 	<ul style="list-style-type: none"> ● August ● Sept/Oct ● November ● January ● March ● May/June
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their	Increase student engagement in opportunities such as:	<ul style="list-style-type: none"> ● August ● Sept/Oct ● November

Revised March 2024



<p>educational goals and the supports to reach them.</p>	<ul style="list-style-type: none"> ● Clubs ● Extracurricular Activities ● Leadership Team ● Student Board <p>Students see themselves represented in the curriculum and instructional materials</p> <ul style="list-style-type: none"> ● Representation ● Voice ● Agency 	<ul style="list-style-type: none"> ● January ● March ● May/June
<p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.</p>	<p>SEL Screener</p> <p>Student Listening Sessions and Belonging Classroom Data Collection</p> <p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> ● Clubs/Activities ● Student Leadership ● Student Mentorship Teams <p>Students see themselves represented in the curriculum and instructional materials</p>	<ul style="list-style-type: none"> ● October ● November ● January ● March ● April ● June
<p>GOAL 3: 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 sequences and specialized programs.</p>	<ul style="list-style-type: none"> ● Number of students participating in advanced course sequences, specialized programs and review of disproportionality data sets 	<ul style="list-style-type: none"> ● September ● January ● June <p><i>*Based on district assessment and qualification data</i></p>
<p>Minimum annual academic</p>		<ul style="list-style-type: none"> ● August



<p>growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p>	<ul style="list-style-type: none"> ● WaKIDS for Kindergarten ● iReady scores Fall-Spring ● SBA scores for Grades 3-5 	<ul style="list-style-type: none"> ● Sept/Oct ● November ● January ● March ● May/June
--	---	--

PROFESSIONAL DEVELOPMENT

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

- We will continue our participation in Washington State IPTN as a demonstration site for inclusionary practices, which offers staff continuous opportunities to grow their practice, to reflect and to learn in public through collaboration and action. Our areas of focus will be collaboration and flexible service delivery along with increasing collective efficacy in universal instructional design.
- We will use the inclusionary practices tools to assess our progress in implementation of highest leverage practices and to define specific short and long term goals to increase our fidelity to implementation and to track the impact of our work to shift student progress in core academic areas as well as social emotional learning.
- Staff will participate in co-design of professional learning to increase their knowledge of mathematical teaching practices, universal design in core content areas and implementation of robust assistive technology to support all students.
- Staff will participate in co-design and learning related to racial and educational justice through line 1 with an emphasis on building knowledge, practices and pedagogy connected to eradicating microaggressions, racism and ableism while increasing conditions of belonging and neurodiversity affirming practices for all students.
- Staff will participate in professional learning on collaboration and intervention aligned with MTSS Whole Child framework and increase their knowledge of best practices for academic intervention, progress monitoring and feedback loops for tiered support planning and implementation.



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:

- **Regular Communication via ParentSquare Newsletters and Presentations:** Using this accessible tool, we will provide monthly newsletters, regular just-in-time updates and methods for engagement on topics, events and support for families as needed. We will collaboratively work to support staff to also provide regular newsletters and communications in this tool to ensure accessibility for all.
- **Parent and Family Advocacy Group Meetings:** We will regularly attend PTSA meetings and other advocacy opportunities to share information and gather input about strengthening our school program.
- **Ongoing Family Engagement Zoom Meetings:** A new tool this year will be the return of our ongoing family engagement Zoom meetings by grade level and other affinity groups. This engagement strategy will provide a smaller group venue with grade level connected families able to ask questions, hear about aspects of the school level experience.
- **Parent and Family Events and Training:** Using information provided by staff and families will help us plan training or information sessions on topics of request and interest to families (including AAC use, special services, language affinity groups and highly capable services). These meetings will create a feedback loop for our strategic work and a support to ongoing efforts to meet the needs of each family and student.
- **1:1 and Small Group Meetings:** Some affinity groups or families with a specific lived experience have offered or been open to sharing their experiences with us through meetings, interviews and other data collection in a more one to one environment. Through these engagements we have gathered ideas about how to support our students in their learning, how to create spaces of support for grade level and school transitions along with topics of interest
- **Inclusive, Student-Centered IEP Meetings:** Through the implementation of an inclusive, student-centered IEP process, we have reorganized our IEP meetings to focus on our students' strengths, to be highly centered on family engagement and partnership and to provide more time for feedback, ideas sharing and working together to amplify student success. These ideas and engagements also support our team to refine our practices and methods of partnership with families.

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

Revised March 2024