Fernwood Elementary
2025-26 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

Fernwood Elementary is dynamic in its demographic makeup of students and families. Our community is rich in its diversity of languages, cultural traditions, backgrounds and experiences. We believe in the importance of forming reciprocal partnerships with our students, families, and community in order to provide relevant and meaningful instruction. This partnership is developed through ongoing efforts to learn and understand our students' and families' experience in our school and within their own educational background. This learning is used to uncover, within Equity Transformation Cycles, 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 over the last two years indicates that there is a disconnect between the low number of community members engaged in specific school events designed to hear from our community, such as PTSA meetings and principal chats, compared to the large number of families within the Fernwood Community. In contrast, family participation at events such as our Spelling Bee, Glow Dance, and Cultural Night had extremely high engagement and participation rates. These are events that center celebrations of student learning and identities and those that center the ideas, experiences, and hopes for our parents.

- Our map data suggests possible explanations and actions to improve engagement of the community in events that center experiences and hopes of our families. We purposefully 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, volunteerism, and 5th Grade Celebration to learn more about their school experience.

- Our street data gathered from individual parent conferences, parent listening sessions and parent surveys focused more closely on the individual experiences and perspectives of community members. Student listening sessions shared our students' perspectives and amplified their voice advocating for their needs and interests.

Community Engagement Events
- **Back to School Curriculum Nights,** August and September, 2024
- **Ongoing Parent Surveys,** Fall, Winter, Spring, 2024/25
- **PTSA- Principal Chats**, Bi-Monthly
- **Community Listening Sessions,** October, 2024, January 2025 , March 2025
- **Student Listening Sessions,**October, 2024, January 2025 , March 2025
- **Spelling Bee-** February, 2025
- **Cultural Night** May, 2025
- **Kindergarten Information Night** June, 2025

Examination of Student Data

To identify student growth and learning, we utilized a comprehensive system of data analysis that integrates multiple sources: quantitative data to measure academic progress, qualitative data to monitor standards-based performance, and experiential data to better understand the student learning experience. This multi-dimensional approach allows us to identify barriers to success and uncover opportunities for improvement.

Our analysis is grounded in a commitment to inclusion and belonging. While current data does not yet reflect a group of students served at neighboring schools due to IEP team placements, our aspiration remains to serve the full range of learners within our neighborhood community. By centering students' lived experiences in our data review process, we are better equipped to create responsive systems that honor diversity, support academic and social-emotional growth, and promote a sense of belonging for all.

Quantitative Data	Qualitative Data	Experiential Data
i-Ready - We reviewed the 2024-25 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	**Panorama Survey:** 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.	**Student Listening Sessions/Interviews**: We used this data to adjust our practices around WIN time instruction and implementation. Learning from the experiences of the students informed our adjustment of instructional practices. In addition, information collected during

Quantitative Data	Qualitative Data	Experiential Data
monitor students of focus throughout the year.		these interviews influenced our practices for Goal 2.
SBA Scores We used this data 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 informed next steps in instructional practices related to Goal 3.	**Student of Focus Progress Monitoring Tool:** 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 provide opportunities for targeted support. This data also informed our SMART Goals and practices work for Goals 1-3.	**Student Listening Sessions/Interviews**: 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 and practices work for Goals 1-3.
Attendance Rates: 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.	**Student Work Samples:** We used this data to determine our progress towards Goal 3. Therefore, it informed our SMART Goals this year for Goal 1, 3, as well as our practices to support these goals. 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.	**Student Listening Sessions/Interviews**: 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.
WIDA EnglishLanguage Development Data: This data		**Observations and Learning Walks:** Learning walks and

Quantitative Data	Qualitative Data	Experiential Data
assisted us in identifying goal areas and supporting instructional planning for Multilingual Learners within an inclusive learning environment.		observational data offer valuable insights from multiple perspectives: they help us identify key elements of Universal Design for Learning (UDL), assess individual student engagement and access to essential learning aligned with our goals, and build interpersonal connections that deepen our understanding of students' experiences.

2024-27 Racial and Educational Justice Framework

At Fernwood, Racial and Educational Justice is woven 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. Reviewing Northshore's 2024-27 Racial and Educational Justice Framework and REJ Handbook, we will continue the work we started on THROUGHLINE ONE: ANTI-DISCRIMINATION AND MICROAGGRESSIONS. We believe that enacting the work within the Power, Practices, Policies, and Pedagogy aligned to this throughline had a direct impact on student learning and their sense of belonging by increasing respect for individuals and strengthening student agency and advocacy.

This 2025-26 school year we will intentionally focus on **THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES**

- **2A Power** -Students feel like they can share about their intersecting identities in classroom and school settings

Action steps:

- Intentionally and explicitly teaching to the **RIghts of the Body and the 10 Dimensions of Belonging**- through morning announcements, student council presentations, assemblies and class meetings.
  - **Right to Speak:** Amplify student voices and give them access to those who hold power so they can feel seen and heard.
  - **Right to Feel:** Give students the space and resources necessary to express their feelings and emotions in class through Second Step, counselor lessons.
  - Cultivate a constant feedback cycle: through student listening sessions, frequently checking in with students and asking for their input on what is, and isn't working—and how they're actually feeling about the learning process or concepts being shared.

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
Based on Panorama data, overall, students expressed a lower sense of: - Self Efficacy - Emotional regulation In addition, students who are Black/African American, Latino and students receiving special education also expressed lower responses than their peers around questions of: - Feeling respected and belonging at school by their peers - Importance of doing well at school - Being calm when and if others are angry, Therefore we need to focus on inclusive practices and social emotional learning to increase opportunities for students, especially students of focus, in these areas. 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. 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.	School-wide practices that elevate student voice and include it within the decision-making process are not consistently implemented in every classroom. There needs to be structure to further develop strategies for student listening sessions and engage in more co-design opportunities both in the classroom and school. Current systems implemented a WIN time during ELA for all students to receive small group instruction through a blended service delivery model. Related services support is delivered within the classroom, alongside students' peers. There is a shift in mindset on how small group instruction is delivered across all grade levels for all students and by who. As a result, there still exists a sense of separation for students needing more support. Classroom practices that elevate students' voices such as classroom meetings are part of the building schedule. There are a variety of approaches in implementing relevant topics in class meetings among the teachers. There needs to be more cohesion in the use of strategies that foster inclusivity through reciprocal dialogue and student agency. From listening sessions with varying grade levels of students, students identified having few peers or staff who act as mirrors around the various ways they identify. Friendship dynamics and social and emotional learning continue to have an

Access or Outcome Gap	Root Cause
	impact on students identifying a sense of belonging.

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
Goal 1 Success in the Early Years Equity Means: *Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction, and individualized learning.*	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	School Measure - - Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling - Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry
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.
	School Measure-

School Goals	Measure
Equity Means: *Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs, and contributions of others.*	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health
<u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps Equity Means: *Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.*	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	School Measure-Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

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

<u>Theory of Action</u>
Based on the data and root cause analysis completed by our SDLT, we believe that if we continue our focus on reading and 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 reading comprehension and understanding of numbers to more complex mathematics as they move into 3rd grade.

<u>Objective</u>
Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows:

By June of 2026, 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 level standard in reading and or math will increase their ELA foundational skills and 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 assessments and lessons, Math Expressions assessments, student work samples, and conferring anecdotal records.
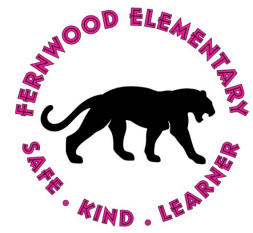
The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

Inclusionary Practices

Inclusive Master Schedule Make sure all students have access to core ELA and math instruction so they can be exposed to models and modeling that develop 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 and foundational skills during this block 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 collaborate to strengthen our system of personnel mapping as we engage in and carry out our work related to resource mapping, aligning interventions to student needs throughout the year.
- **PLC Work** Create a structured protocol for PLC's to analyze student data within progress monitoring cycles. 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, need and growth.
- **Intentional Tiered Planning** Utilize the ELA and Math Tiered Instructional Matrices to support intentional tiered planning that incorporates Universal Design for Learning, collaborative learning, and other evidence based instructional practices.

Furthering our Equity-Based MTSS

- **Inclusive Master Schedule** - Ensure the foundational skills of reading and mathematics are taught during core instruction to make sure all students have access to this instruction as well as to hear 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 the efficiency of our delivery model.
  - **Flexible Service Delivery** - Our related service staff including special education, LAP, and English Language Development will collaborate 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 collaborate 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 reading and mathematical skills, especially for tracking progress related to numbers and operations.

- **Resource Mapping -** Continue to utilize resources in HMH, Math Expressions/Core Focus curriculum and the Tiered Matrices, to explicitly teach foundation skills in literacy and mathematics to support learning outcomes within Tier 1 and 2 instruction.

Interweaving with other Goals - Look for opportunities to embed the other work of Goal 2 and Goal 3 to strengthen our literacy and 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 through the 10 Dimensions of Belonging within our classroom and school-wide practices, and
- continue to engage students of focus and other student groups within listening sessions and codesign opportunities to support the Equity Transformation Cycle, then

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 develop stronger self-efficacy, 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 2026, 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, increased self efficacy and engagement in personalized learning as measured by Northshore School District's Panorama Survey, student interviews, and input from our parent community through our Community Listening Sessions and community outreach efforts.

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 the counselor, Dean of students, teachers, and parents provides targeted instruction of social and emotional skills through Second Steps and Kelso's Choice, building self-efficacy, empathy and contributing to a sense of belonging.

- ○ **Whole Class -** Counselor rotates through classrooms and focuses 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-**Counselor provides one-on-one student support for identified students to strengthen social-emotional skills, build trusting relationships and increase a sense of belonging.

- ● **School Wide Programs-**Social-Emotional learning will be the focus of student-centered and culturally responsive programming with an emphasis on identity affirming practices, and aligned with the school's positive behavior expectations of being safe, kind, and learners.
  - ○ **Student Voice-** Create and facilitate opportunities to learn about students' 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 how to honor and affirm one's identity which will increase students' sense of belonging. Finally, look for opportunities to develop co-generative groups to help gather students' perspective on how we can reimagine school tied to exploring next steps of problems of practice.
  - ○ **Co-Design Monthly Assemblies -**Amplify student voice through creating opportunities for students to co-design and present monthly assemblies, virtually and in person. Each assembly will be student-centered, embedded with social-emotional learning, and provide opportunities to deepen competence of diverse identities and celebrate and affirm those identities.
  - ○ **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.

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 building schedule to support engaging in conversations centered on 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 Behavior Referral Forms 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 the counselor and our dean, the 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 1and Goal 3, 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 2026, students identified as Black/African American, Hispanic or Latino/a, and students receiving special education services not yet performing on level standard in reading and or mathematics will increase their reading and 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, HMH Reading, Math Expressions assessments, Core Focus 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 UDI.
  - **Staff** - UDL practices will be modeled for staff within their own professional development. In addition, we will align UDL with high-leverage teaching practices of **Learning Outcomes** and **Feedback** to create a feedback loop between teachers and students to inform how they engage, the materials in which they engage, and how they demonstrate their learning.

- **School Professional Development**
  - Six hours of school professional development will focus on deepening staff understanding of MTSS structures and neurodiversity in learners. Training will be focused on building knowledge of effective instructional practices through the lens of racial and educational justice.
- **Racial and Education Justice**
  - **Ten Dimensions of Belonging-**Using the 10 Dimensions of Belonging aligned with the Rights of the Body, our administrative team and SDLT will help staff continue to understand ways that UDL supports these rights and belonging so they can implement these practices within the classroom in order to ensure belonging is experienced by all students.
  - **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 our students of focus on an ongoing basis to seek their input and engage in co-design opportunities.
  - **Student Centered** - Through continuous cycles of improvement, ensure all professional learning opportunities come back to reflecting, planning, and implementing around our 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 focuses 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 following a PLC analytic protocol, 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, HMH- Reading, Math Expressions, Core Focus, and other approved assessments.
  - **Resource Mapping -** Further our learning around Literacy resources, HMH, Math Expressions and Core Focus curriculum, Math Genius Squad, and the **Tiered Matrices** to support learning outcomes within Tier 1 and 2 instruction.
- **Inclusive Building 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 through resource mapping 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 material 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 the efficiency of our delivery model.

- **Flexible Service Delivery** - Our related service staff including - special education, LAP, and English Language Development will collaborate to strengthen our 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 collaborate 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 and Goal 2 to strengthen our literacy and mathematical practices and instruction.

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.	• iReady for K-3 • SBA for Grade 3	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2025-26 school year prior to fall testing.

Measures	Metrics	Dates of Data Review
	• WaKIDS for Kindergarten	Review in the fall to determine students needing LAP and ELD services.
School Measure - Increased percentage of students in grades K-2 achieving and maintaining grade level in Reading and the components of Mathematics- Number Sense and Operations.	K-2 i-Ready Data - Specifically in: • IReady Fluency (ORFs) • Number Sense in Math • Phonological Awareness and Phonics in Reading	**Trimester Basis**: Use i-Ready to track progress based on diagnostic information. **Monthly**: Use this tool to support progress monitoring through individual lessons. **Bi-Monthly:** Track time engaged in i-Ready math and reading lessons and student success rate, specifically for focused students.
	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.	Increase student engagement in opportunities such as: • After School Clubs • Student Leadership Opportunities • Student Council Initiatives • Student Justice • 5th grade intramurals Students see themselves represented in the curriculum and instructional materials as reported through surveys, student listening sessions.	**Quarterly Basis**: Talk with student panels that also include students of focus in grades 3- 5 on a trimester basis or more as well as Student Council Board and Representatives and share information with the SDLT.

Measures	Metrics	Dates of Data Review
School Measure- Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.	Student Panorama Survey **Review Behavior Referral Forms data weekly** to identify students needing Tier 2 supports and interventions needed based on the students' strengths, needs and story.	**Trimester Basis** Students in grades 3-5 take this online survey.
	Student Listening Sessions on Belonging and Inclusion	**Quarterly Basis**: Talk with student panels that also include students of focus in grades 3- 5 on a trimester basis or more as well as Student Council Board and Representatives and share information with the SDLT.
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 scores for Grades 3-4(2025)	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2025-26 school year prior to fall testing.
School Measure-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 Reading and in the components of Mathematics-Number Sense and Operations	K-5 iReady Data	**Prior to the Start of School -** determine students needing immediate LAP or ELD services as students transition into the 2025-26 school year prior to fall testing. **Trimester Basis**: Use i-Ready to track progress based on diagnostic information. **Monthly**: Use this tool to support progress monitoring through individual lessons.

Measures	Metrics	Dates of Data Review
		Bi-Monthly: Track time engaged in i-Ready math and reading lessons and student success rate, specifically for focused students.
	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.
	Related Service Programs and PLC's engage in intervention cycles	Track progress of specific intervention programs **every six weeks** to determine progress of students as well as to adjust our flexible delivery model.

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 center students through the lens of 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:

FW Professional Development We will design 6 hours of professional development focused on the structures of MTSS. Through the lens of Racial and Educational Justice, we will focus on developing a foundation of understanding around neurodiverse learners and evidenced based instructional practices that support the inclusion of all learners.

Universal Design for Learning We will continue to deepen our understanding and implementation of UDL guidelines to grow in our inclusive practices. 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 all individuals through the lens of Universal Design for Learning.

Social and Emotional Provide specific professional development aligned to elevating student voice and affirming identities through NSD Racial and Educational Justice Throughline 2. Learning will be centered on the neurodiversity of our school with a focus on developing a foundational knowledge of the different neurodivergent pathways to learning. Teachers will be provided with strategies and resources to build relationships and community as they support their whole class and individual student needs.

In addition, we will continue to provide staff time to implement the explicit teaching of SEL skills in relation to the Second Step curriculum as they reinforce 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 protocols that promote 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 the 10 Dimensions of Belonging.

Multi-Tiered Systems of Support
- **Math Genius Squad** In addition to the district training being provided for teachers teaching 3rd 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 HMH, the Math Genius Squad and Tiered Instructional Matrices 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:

Parent Co-Design Group
- Invite parents to create a cohort to co-design opportunities for development of parent partnerships and engagement.
- Bring in student voices as they demonstrate agency over their learning environment and needs.
- Build listening sessions for the greater community off these sessions.

Building Family/Parent Community
- Create opportunities for families to connect with one another either through affinity spaces, or cross cultural connections.

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.
- Work with staff to create opportunities for families to be educational leaders related to their experience and cultural backgrounds.

Partner with PTSA
- Design informational nights that meet the needs of our families.
    - Technology and system overview for our incoming Kindergarten families/new to NSD families (Go over Clever, ParentVue, ParentSquare etc.)
    - Review programs (ELD, LAP, SPED, 504, etc.) and what those supports/structures look like at Fernwood.

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 and community surveys.
- If conflict arises, we will be intentional to reach out to families to learn more about their 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.

Partnership with the Community
- Continue to develop partnerships with the community like we did with the North Creek High School Black Student Union and High School Volunteers. Partnerships focus on

developing mentor relationships between older and younger students, creating opportunities for students to see themselves reflected in older role models.

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