



Kokanee Elementary 2019-20 Strategic Action Plan

At Kokanee Elementary School, we, in partnership with families, provide a safe, inclusive environment challenging each student to learn, grow and apply their knowledge to contribute positively in our diverse society.

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

Our goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p><i>Increased percentage of students meeting standard in the core subject area of English Language Arts.</i></p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p>	<p><i>Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways.</i></p>

EQUITABLE SCHOOL ENVIRONMENT

At Kokanee Elementary, we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student.



All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Kokanee Elementary, our Equity Team's goal is to ensure equitable access and opportunity for participation for all students in both academic and extracurricular programs. Through our work to analyze our school's 2018-2019 participation data, we identified disparities in participation illuminating activities and programs where student representation does not match our school demographics. We see this as an area for growth and an immense opportunity to support every Kokanee student to be prepared for college, career and life by enriching their elementary years with diverse experiences and learning beyond the classroom.

Specific actions our school will take toward this goal include:

- Provide more opportunities for families to have childcare/student supervision during parent information sessions and trainings at Kokanee through collaboration with the YMCA.
- Support neighborhood carpooling to before/after school events.
- Ensure our school calendar is responsive to the religious observances that students and staff may participate in and avoid scheduling major school activities on these dates.
- Ensure clear communication regarding scholarships and enable easy and sensitive ways to request assistance.
- Provide a full schedule and calendar posting for student programs and clubs for the year.
- Streamline registration forms and ensure they are translated into our school languages.
- Personal outreach to communicate with families about school based opportunities and logistics.
- Provide more diversity in club and program options - sports, academic, artistic, performance.
- Ensure full access to programs with accommodations to support greater participation of diverse student body.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic



information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data

- Attendance Records**
- Climate Surveys**
- Demographic Information**
- Discipline Data**
- ELPA21 Data**
- Individual Running Records**
- iReady Data in Math or Reading**
- Report Card Grades**
- SBAC Scores**
- Socioeconomic Information**
- Star Data in Reading**
- Student Interviews and Surveys (TFI and CEE)**

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- We have 31 EL students who are progressing or proficient who are not reading at grade level standard.
- 30.77% of EL students who are also on an IEP are reading at grade level (compared to 53.33% of students on an IEP reading at grade level and 54.32% of EL students reading at grade level).
- Opportunities for students to demonstrate mastery of content through other ways than standardized testing.

We believe these areas for improvement are the result of the following root cause(s):

- Instruction
 - Implementation of EL strategies
 - Differentiation and targeted instruction
 - Teacher biases and perceptions
 - Scheduling
 - Transitions
 - Number of students
- Communication
 - Communication and collaboration between classroom teacher, special education teachers, Learning Assistant Program teachers, English Learner teachers, and school assistants
 - Knowing the student's story
- Content
 - Curriculum
 - Alignment across grade levels
 - Access to resources
 - Opportunities to build background knowledge
- Student
 - Opportunity Gaps
 - Varying literacy levels in home language



- Self-confidence
- Relationships with peers and staff

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

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

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we build relationships with students, get to know their individual stories through student engagement plans, provide differentiated EL instruction, and provide formative feedback, then students will reach grade level reading standard by the end of the 2019-2020 school year.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2020, all EL students identified as progressing or proficient (year 1) on ELPA21 testing who are not reading at grade level, will meet grade-level reading standard, as measured by IRR, i-Ready, and/or SBA scores.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will provide differentiated EL instruction and formative feedback. This means that staff will participate in professional learning around GLAD strategies, implement small group instruction, and provide multiple forms of formative feedback. We will also use the iReady instructional component to provide targeted differentiated instruction in reading.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Providing Formative Feedback ● Building Relationships

GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide students with opportunities to be innovative, creative, critical thinkers, then students will be able to demonstrate mastery of relevant skills in multiple ways.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By June 2020, students will be given more opportunities to show their understanding in



creative and innovative ways, as measured by opportunities to participate in innovative and creative activities that allow students to demonstrate mastery of content in multiple ways.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will provide students with opportunities to be innovative, creative, critical thinkers and provide formative feedback that allows students to demonstrate mastery through multiple iterations. This means that students will be given options to demonstrate understanding across multiple mediums and given opportunities to make their thinking visible.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Providing Formative Feedback ● Building Relationships

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three 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 selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Kokanee Elementary meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- Instructional Practice: Professional learning for staff based on *Visible Learning Feedback* by John Hattie and Shirley Clarke
- Innovation: Professional learning for staff based on *Creating Innovators* by Tony Wagner
- EL Instruction: Professional learning for staff based on the text *EL Excellence Every Day* by Tonya Ward Singer and GLAD training
- i-Ready Diagnostic Data and Instructional Component: Full certificated staff professional development in August to help educators understand i-Ready's potential for student growth and plan for a successful first year of implementation, as well as on-going i-Ready professional development throughout the school year beginning in October to support the use of both the diagnostic assessments and instructional components.



COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- We will work with our community to identify locations and times that Kokanee staff members can provide students with reading interventions throughout the school year and over the summer.
- We will provide proactive, specific information to parents regarding their children's level of literacy proficiency along with suggested at home action to take.
- We will ensure that every student has access to robust resources for literature including book lending and online tools.
- We will provide an educational opportunity through curriculum nights where the importance of play, passion, and purpose are shared.
- We will provide partnership and collaboration opportunities for our underrepresented student populations in extracurriculars through a variety of methods.

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