



COTTAGE LAKE ELEMENTARY 2019-20 Strategic Action Plan

At Cottage Lake Elementary, *it is our united mission to build a safe, engaging, and inclusive environment of resilient lifelong learners. In partnership with our vibrant community, we embrace our diversity and strive to foster trust and kindness.*

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 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
Goal 2 Responsible, Resilient, Empathetic Learners	<ul style="list-style-type: none">• Increased percentage of students who model positive social skills and resiliency for a culturally diverse community.• Increased percentage of students who engage in self-regulation strategies to regulate emotions and responses.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	<ul style="list-style-type: none">• Increased percentage of students meeting standards in core subjects.



EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Cottage Lake Elementary, our Equity Team's goal is to analyze all aspects of our school to ensure we are creating a safe, welcoming, and bias-free environment for all individuals, while ensuring we provide an equitable learning opportunity for each student.

Specific actions our school will take toward this goal include:

- Minimum once per month equity and diversity activities with staff
 - August Teacher Days: Cages vs. Nests & short video clip to provoke discussion around innovertant cages we place around students farthest from justice.
- Equity Team meet at least 1 time per month
- Analyze data (discipline, assessment data, student survey data, students referred for special education, etc.), and then respond to any issues with regard to race, bias, gender, disproportionality, etc.
- Review our student handbook for incidents or statements that would create barriers for students or families.
- Invite Ayva, Chris, and others to staff or SDLT meetings to present
- Provide staff information to build awareness of different cultural perspectives, and provide alternative setting/choices for students, especially during Halloween.
- Create a diverse representation of cultures throughout the school, so that students see themselves represented:
 - Posters
 - Books
- Create a Professional Library in the Staff Room
- Collaborate with PTA to host and celebrate a cultural celebration

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
- BEISY Inventories
- Climate Surveys
- Demographic Information
- Discipline Data
- End of Course Grades
- Individual Running Records
- iReady Data in Math or Reading
- SBAC Scores
- Star Data in Math or Reading

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

- Students identified as having high external and internal behaviors were mostly white, male students in grades 3-5. We did note all internal behaviors decreased by spring, but external behaviors remained close to the same.
 - We are in need of identifying strategies or supports to decrease internal behaviors. What is our knowledge around external behaviors and how we support students?
- SBA scores for students in grades 3-5 show ELA scores have increased overall yearly. Math has remained the same with an average proficiency of 70%. Areas of challenge include: Number sense, Operational knowledge (especially in word problems), fractions, and geometry and geometric measurement.
- SBA results shows there is a challenge with grades 3-5 performance with Craft & Elaboration within Information and Opinion writing. Our writing scores show an average of 70% of grade 3-5 students scoring below standard.

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

- Behavior:
 - Lack of relationship between adult and student
 - Self regulation is not taught to all students
 - Staff is still learning how to respond to behavior is a proactive, positive way
 - Lack of consistent implementation of a social skills curriculum school-wide
 - Some believe it's not their job to teach behavior



- Math scores trend decreasing:
 - Pacing guide issues
 - Increased amount of reading to solve word problems
 - Students engaging in writing to explain their thinking
 - Students understanding how to decompose word problems
 - Lack of fact fluency
 - Math curriculum does not match the SBA questions or demands
 - Decreased student confidence
- Non-fiction writing struggles, with a focus on Elaboration and Craft
 - Inconsistent usage of core curriculum/Tier 1 instruction
 - Lack of supporting an opinion with evidence
 - Students are not asked to write informational or Opinion writing often
 - Students struggle with reading Non-fiction texts
 - Teachers have a limited collection of Non-fiction texts in classroom libraries
 - Science and Social Studies are not taught with fidelity school-wide. There is a decreased opportunity for Non-fiction writing
 - Classrooms are using lower level questioning

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 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we teach and implement self-regulation systems and social skills by using the Second STEP curriculum with fidelity in classrooms (with additional support provided through Zones of Regulation curriculum) from Kindergarten through fifth grade, then a decreased number of students will exhibit at-risk, maladaptive behaviors.

SMART Goal

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

Between September 2019 and May 2020, students identified in the fall exhibiting at-risk levels of internal or external behaviors among Kindergarten through fifth grade, will show a reduction in their problematic rating by at least one level, as measured by the BEISY administration, discipline referrals, and data collection from staff.

Instructional Strategies	Instructional Practice
To make progress, toward our specific goal, we will: <ul style="list-style-type: none"> ● Teach Second Step curriculum in all classrooms K-5 	Our instructional strategies relates to: <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Providing Formative Feedback



<ul style="list-style-type: none"> • Administer the BEISY in September and May to determine level students exhibit both internal and external behaviors. • Identify and implement interventions for students who rated "At-Risk" using the BEISY. • Examine what could contribute to a behavior from internal to external. Are there factors for us to be aware of and preventative actions to implement? • Continue Professional Development around the functions of behavior • Use SAIL expectations across the school for common expectations language • Implement school-wide reward/reinforcement system • Offer Professional Development introducing the Zones of Regulation, which focuses on self-regulation awareness and strategies to regain self-control. • Document office referrals for student behavior • Document Discipline Coordinator referrals for student behavior 	<ul style="list-style-type: none"> • Structuring Collaborative Learning Experiences
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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 informational writing is intentionally taught from Kindergarten through fifth grade, and we provide daily opportunities to write within all content areas (Science, Social Studies, Math, ELA), then students will produce writing that is purpose-driven, organized, and incorporates textual evidence.

SMART Goal

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

September 2019 and June 2020, at least 80% of Kindergarten-5th grade students at Cottage Lake will reach standard/annual progress goals at the end of the year in informational writing, focusing on the Development writing strand [elaboration and craft], as measured by standards-based Writing Rubrics (Development Strand), standards-based content rubrics, student work, on-demand writing prompts, SBA results, and/or IEP developmental goals.

Instructional Strategies	Instructional Practice
To make progress, toward our specific goal, we will:	Our instructional strategies relates to: <ul style="list-style-type: none"> • Setting Objectives • Providing Formative Feedback



<ul style="list-style-type: none">• Provide writing instruction 5 days per week across classrooms.• Specifically teach all forms of writing (Information, Opinion, and Narrative) during the year across classrooms.• Administer the On Demand writing assessment for informational writing in September, January and May in all classroom• Utilize standards-based rubrics to assess informational writing• Kindergarten through third grade will meet to create a continuum of instruction for conventions.• Develop grade level, standards-based rubrics for math written response• Use science rubrics to evaluate student response• Confer with and provide regular feedback to students about their writing• Determine next level steps to achieve outcomes for IEP goals	<ul style="list-style-type: none">• Structuring Collaborative Learning Experiences
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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.

- Grade levels will be released every 6 weeks to share data and student performance together and with Admin. This will also be a time to determine what students need to make gains and growth and determine an intervention to close the gaps.
- Grade level bands will meet monthly during collaborative time to engage in vertical conversations around student performance and progressions.
- Teachers will administer the On Demand informational writing prompt and score using the Units of Study rubrics in September, January and May.
- Use standards-based rubrics to provide on-going feedback to students.
- Teachers will administer the BEISY screener in September and May.
- Students behavior referrals to the office and Discipline Coordinators will be documented.
- Frequent data monitoring for IEP goal progress



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 Cottage Lake 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:

- The power of relationships!
- Conferring and providing effective, specific feedback
- Including small group instruction
- Differentiation for different learners; matching student needs
- Setting rigorous expectations and outcomes
- Establish walkthrough opportunities for peer observations through a "Wow's and Wonders" protocol
- Continue functions of behavior, replacement behavior, and reinforcement learning
- Time for teachers to create standards-based rubrics for various content
- Zones of Regulation for all staff



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:

- Include math, behavior and/or literacy night for families
- Partner with mental health counselors in the community (NAMI Eastside, etc)
- Structuring parent involvement in the classroom (bring writers in, those working in jobs that match our building work, etc)
- Teachers will provide newsletter communication at a minimum of monthly.
- Incorporate author visits to highlight the writing aspect of books.

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