



2020-21 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 of the [Northshore School District Equity Handbook](#). Our previous focus included reviewing school and district policies and procedures, reviewing and updating our school handbook, explicitly teaching school-wide expectations, sharing school documents online on our school website, advocating for a Special Education parent liaison to be added for a PTA position, and moving from a more punitive discipline protocol to a restorative practices model. We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, we reviewed the following data:

- ★ Attendance Records
- ★ BEISY Inventories
- ★ Classroom Based Assessment Results
- ★ Demographic Information
- ★ Discipline Data
- ★ iReady Data in Math or Reading
- ★ Classroom based assessments



Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- Equity: We have staff and students in various places in our equity work. Our leadership team has identified that tying our instructional delivery of content to students' lives is incredibly important and where we need to focus our time this year. We also feel it is critical to maintain a focus around new policies and procedures we put in place to ensure they are reflective of our students' learning needs and we move forward with a strength-based approach in all aspects of our instructional program (assessing, instructing, and interacting with students).
- Social-Emotional: With the pandemic being a factor we cannot avoid or dismiss, all our students have been away from a traditional school building since March 2020. With this in mind, we believe it is best for our school to focus on how students feel about school and their connections and relationships with peers and adults. Relationships and connections are at the heart of our work.
- Reading foundations: Beyond looking at data, classroom teachers have reported a struggle with students maintaining their reading levels and stamina. In the spring and this fall, teachers shared the struggle to keep students engaged and the amount of students who are struggling with initial assessments. Keeping a focus on foundational skills of Phonics and Vocabulary will assist in access to all other subjects and materials.
 - During the 2019-2020 school year, students began using the i-Ready diagnostic assessment. After the second diagnostic assessment in January, 13 students scored 2 or 3 grade levels below on their ELA assessment. Eleven of the 13 students were supported through special education, 2 students also received EL services, 4 were part of our Sensory program, and 7 students are part of our Learning Center. Additionally, 11/13 students are male and 5 students are Latinx and 1 student is Asian.

We believe this gap in student outcomes is the result of the following root cause(s):

- Social-Emotional:
 - Disruption in access to supports provided within a traditional school setting.
 - Being at home since March 2020 due to the global pandemic of COVID-19; switching to all remote interactions
 - Parents having to take the lead on different behavioral expectations and providing reinforcements
 - Students not understanding why they are learning from home and can't see family and friends
 - Students feeling isolated and scared
 - Lack of relationship between adult and student
 - New students joining our school community and we are not able to physically see each other to develop the strong relationships
 - Self-regulation is not taught to all students
 - Implementation of Second STEP curriculum is inconsistent across grade levels and classrooms
- Reading proficiency decreasing
 - Disruption in access to supports provided within a traditional school setting.
 - Technology and internet challenges during distance learning.
 - No systematic teaching of Phonics between K-2.



- Decreased stamina in reading tasks since being at home and engaging in distance learning.
- Decrease of students reading, spelling, and learning patterns to read more complex words and understand meaning
- Students share their dislike of iReady lessons.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contributions of others.	<ul style="list-style-type: none">● Increased percentage of students who feel safe, have a sense of belonging, and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.● 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	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	<ul style="list-style-type: none">● Increased percentage of students meeting standards in core subjects.



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). These are outlined below.

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

Equity Means

Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we keep the social-emotional well-being of each student as the focus and forefront of all decisions, pay close attention and monitor the internal and external effects of the COVID-19 pandemic as it relates to student’s interaction with peers and engagement in learning, highlight the importance of developing meaningful connections between adults and students, include class meetings into daily class schedules, and intentionally teach the Second Step curriculum in all K-5 classrooms, then we believe students will feel that they are seen, safe, and valued at school and students will be able to identify a trusted adult they could turn to at school.

SMART Goal

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

Between September 2020 and June 2021, 100% of students who identified as not feeling seen, valued, safe, or connected with another student or adult at school in the fall school-wide survey, will be able to share that they feel seen, valued, safe, have established a connection with at least one student, and have at least one adult at school they can trust at the end of the school year. This will be measured by our school-wide survey, Second STEP instruction in all K-5 classrooms, small-group lunch or social sessions, school Counselor referrals and supports, and classroom teacher feedback.

Instructional Strategy	Instructional Practice
<p><i>To make progress, toward our specific goal, we will intentionally focus on social-emotional learning as our foundation for learning in. We believe that if students are not connected or feel safe, there will be gaps in learning opportunities. This means that this year:</i></p>	<p>Our instructional strategies relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences



<ul style="list-style-type: none">• All teachers will teach and support Second Step curriculum in all classrooms K-5• We will administer a climate and student well-being survey to all students three times during the school year.• Staff will launch the school year by meeting 1:1 with students and families to begin to build yearlong relationships• Teachers will continue to support a class meeting to launch the school year to support peer interactions• Provide school-wide training on Second Steps lessons and resources available to staff and families.• Integrate new school counselor role into school who will assist with the implementation of Second STEP teaching.• Establish lunch groups for students that focus on social-emotional needs.• Specifically state the intention of small groups/breakout rooms to students to learn how to build connections with other students and adults• Continue to look at ways grade-levels or whole-school can collaborate on projects for community building or relationship building.• Create a shared Google Doc that contains grade level social-emotional focus/themes to support specialists and special services in their planning.• Continue Peer Mentor program for FSA students to support peer connections and positive peer models.	
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure that there is an equity focus to our work on this goal, we will focus on:</p> <ul style="list-style-type: none">• 2E Educators relate instructional content and strategies to the diverse backgrounds of their students.	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">• Take the time to get to know your student's backgrounds so we can draw explicit connections between instructional content and their backgrounds



	<ul style="list-style-type: none"> • Provide texts from various backgrounds or perspectives that support units being taught in the classroom. • Carve out time for students to draw their own connections between instructional content and their own backgrounds • Collaborate with Racial and Educational Justice (RAJ) team to make meaningful and intentional connections around social-emotional supports, paired with the Second Step curriculum.
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GOAL 3: Growth for Every Student, Elimination of Outcome & 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.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we gather baseline data from all K-5 students in the fall to identify areas of mastery and areas of further development in Phonics and Vocabulary, backwards map grade-level standards to create a scope and sequence for instructional delivery, intentionally teach Phonics in all K-2 classrooms and introduce and teach Vocabulary and decoding skills in all 3-5 classrooms, and incorporate targeted small-groups when needed, then students will make gains in both Phonics and vocabulary. This will increase the percentage of students making growth in their performance and increase the number of students who can engage in higher levels of text due to the specific decoding skills taught.

SMART Goal

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

Between September 2020 and June 2021, at least 80% those students identified in the fall as performing 2 or more grade levels below in Phonics for K-2 students and Vocabulary for 3-5 students in Reading, will make no less than one year's growth in either Phonics or Vocabulary development and skills. This will be measured by iReady diagnostic assessments, iReady online instructional outcomes, standardized assessments, and classroom based assessments.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will take a focused stand this year to support gaps in learning. We will review foundational reading skills students need and work to close those gaps. This means we will:</p>	<p>Our instructional strategies relates to:</p> <ul style="list-style-type: none"> • Setting Objectives • Providing Formative Feedback



<ul style="list-style-type: none">• Provide core reading instruction at a minimum of 3 days per week across classrooms.• Administer iReady diagnostic assessment three times in the year.• Administer reading pre-assessments to measure students' mastery of skills and concepts to help establish clear objectives.• Incorporation of small groups to support various levels of student achievement and collaborative learning opportunities.• Explicitly teach academic vocabulary in Science, Social Studies, Math, and within Reading.• Incorporate GLAD strategies into vocabulary work within classrooms, across content areas• Continue to use WTW to teach (prefixes, suffixes, word roots, etc.)• Multiple Meaning Words• Collaborate with CIA around Phonics curriculum to support students• LAP and Special Education uses Phono Graphix during reading instructional groups, when appropriate	<ul style="list-style-type: none">• Structuring Collaborative Learning Experiences• Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure that there is an equity focus to our work on this goal, we will focus on:</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">• Take the time to get to know your students and draw explicit connections between instructional content and their own backgrounds• Make connections between instructional content and topics that are relevant to students' interests (ex: draw parallels between content material and music, art, dance, food, technology, social media, movies, books, and leaders/influencers that are relevant to students)• Make connections between instructional content and topics that are relevant to student interests



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| | <ul style="list-style-type: none">• Carve out time for students to draw their own connections between instructional content and their own backgrounds |
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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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP 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. 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
iReady diagnostic data	iReady diagnostic results & iReady online student performance	Fall 2020 Winter 2021 Spring 2021
iReady Online instruction performance data	iReady Online instruction performance data	This will be monitored monthly from administration, but should be continuously monitored by teaching staff
Classroom baseline data for Phonics and Vocabulary	Classroom based assessments in the area of Phonics	As administered and ongoing
WaKIDS Kindergarten entry skills	Baseline assessments for students in early reading skills (letter ID, rhyming, segmenting, letter sounds, etc.)	Fall 2020
Baseline placement of reading levels.	PhonoGraphix - FSA, LC and LAP will assess for baseline and then track progress and advancement of students.	Yearlong
GOAL 2: Responsible, Resilient, Empathetic Learners		
Safety, belonging and connection to adults data	School-wide well-being survey	Fall 2020 Winter 2021 Spring 2021
Social-skills and connection data	Lunch bunches w/ counselor and/or Admin	Yearlong
Students accessing supports for a variety of reasons.	Counselor referrals	Yearlong



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 2020-21 school year, we will participate in the following professional development as part of our work:

- As we launch the year remotely, it will be important to continue to look at the support we can provide for students, families, and staff.
 - What are the best instructional strategies/approaches to use online?
 - How can teachers transform their instruction to increase student engagement?
- Provide time and space for school Counselor to teach K-5 teachers about Second STEPS curriculum and best implementation plan
- Review how we could support co-teaching Second Step lessons in the general education classrooms.
- Gather resources from school Counselor for continuous learning with Second STEPS
- Partner with school Counselor and district Admin regarding supports and Professional Development around Trauma informed practices and learning.
- Provide time to learn and review the new WA SEL standards. [OSPI link here to SEL](#)
- Explore GLAD strategies - how to teach vocabulary within content areas?
- Explore other strategies to specifically teach vocabulary across content areas
- Provide access and training around Phonics & Vocabulary materials within the [Benchmark Education BL resources](#) and within iReady resources (Assess & Teach > Tools for Instruction)
- Explore a systematic approach to phonics instruction for young learners, such as identifying what phonics curriculum and resources do we have available to us?
- Explore specific phonics strategies that are needed for multisyllabic word decoding and prefixes and suffixes knowledge at the intermediate levels.



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:

- Collaborate with school Counselor to gather community resources around mental health and social-emotional well-being.
- Explore ways for community volunteers to support students in their learning, especially if we limit the number of visitors who enter our schools.
- District EL Family Community Outreach Night to communicate partnership in learning and services (Thursday, October 15...more details to come)

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