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## Kokanee Elementary 2020-21 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 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](#).

- All educators evaluate and equitably improve their own discipline policies and practices.
- All educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.

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](#).

- Students from diverse backgrounds are given equitable opportunities to participate in extracurricular activities.
- Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.

#### 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.



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During Spring 2020, we reviewed the following data:

- Attendance Records
- BEISY Inventories
- Classroom Based Assessment Results
- Demographic Information
- Discipline Data
- Family Inventories/Surveys
- Individual Running Records
- iReady Data in Math or Reading
- ELPA21 Data

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:

- We have 21 students receiving EL services (1st-5th Grade) who are progressing or proficient who are not reading at grade level standard.
- We need to provide more opportunities for students to engage in demonstrating mastery of content through other ways than standardized testing.
- 11/21 or 52.38% of students receiving EL programming are also on an IEP. 5/21 or 23.8% of students receiving EL programming are also receiving SDI in reading.

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

- Instruction
  - Gaps in our implementation of strategies for students in our EL program
  - Inconsistency with our differentiation and targeted instruction
  - Teacher biases and perceptions about students in our EL program
  - Scheduling
    - Number of Transitions
    - Number of students on our EL program
- Communication
  - Gaps in our communication and collaboration between classroom teacher, special education teachers, Learning Assistant Program teachers, English Learner teachers, and school assistants
  - Not everyone fully knowing each student's story
- Content
  - Inconsistent curriculum being taught
  - Misalignment across grade levels
  - Fewer resources
  - Less Opportunities to build background knowledge
- Student
  - School based opportunity gaps
  - Varying literacy levels in home language
  - Lack of self-confidence
  - weak relationships with peers and staff



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
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p><i>Increased percentage of students meeting standard in the core subject area of English Language Arts.</i></p>
<p><b>Goal 4</b> Innovative, Creative, Critical Thinkers</p>	<p>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</p>	<p><i>Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways.</i></p>

**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 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 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 2020-2021 school year and beyond.

#### SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2021, 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.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<p>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</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>● Building and Maintaining Relationships</li> <li>● Providing Formative Feedback</li> </ul>
<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Equity Strategies</b>
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <ul style="list-style-type: none"> <li>● 2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.</li> </ul>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● Learn about students’ learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes</li> <li>● Connect student names, interests, and backgrounds to instructional material</li> <li>● Allow students to have a voice in deciding the types of projects and assignments they will do</li> </ul>



### **GOAL 4: Innovative, Creative Thinkers**

#### Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

#### 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 2021, 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.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
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"> <li>● Building and Maintaining Relationships</li> <li>● Providing Formative Feedback</li> </ul>
<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Equity Strategies</b>
To ensure equity focus to our work on this goal, we will focus on: <ul style="list-style-type: none"> <li>● 2C Students from diverse backgrounds are given equitable opportunities to participate in extracurricular activities.</li> </ul>	The equity strategies we will employ: <ul style="list-style-type: none"> <li>● Allow space for creative and innovative extra-curricular activities and club development by students</li> <li>● Examine demographic data of extra-curricular activities and clubs, and help recruit more students</li> <li>● Work to reduce and/or eliminate financial barriers</li> </ul>

#### 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
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
Fall i-Ready Screener	% of students at standard and growth rate for students below standards	Fall
Winter i-Ready Screener	% of students at standard and growth rate for students below standards	Winter
Spring i-Ready Screener	% of students at standard	Spring
<b>GOAL 4: Innovative, Creative Thinkers</b>		
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in	Fall
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in	Winter
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in	Spring

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## PROFESSIONAL DEVELOPMENT

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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
- Domain 2 Equity Work: PD through the University of Washington Haring Center for Inclusive Practices
- i-Ready Diagnostic Data and Instructional Component: On-going i-Ready professional development throughout the school year beginning in September 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 and feedback is gathered.
- 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!**