



2022-23 Strategic Action Plan

At Kenmore Elementary, our mission is to consciously create a safe and inclusive environment where all students feel accepted academically, socially, and emotionally.

Each year, we identify goals that guide the work we do to ensure each of our students learn at high levels and, ultimately, are 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 2022-23 school year, we will build from what we learned from our work over the last three years on Domains 1, 2, and 3.

During the 2019-20 school year, the Kenmore Elementary Equity Team's goal was to grow our staff's ability to teach for social justice and increase social justice learning for students.

2020-2021

Domain 2:

2F: Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.

2021-2022 and 2022-2023

Domain 3:

3D: Students and families have the opportunity to be experts in the classroom, school, and district.

3G: Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

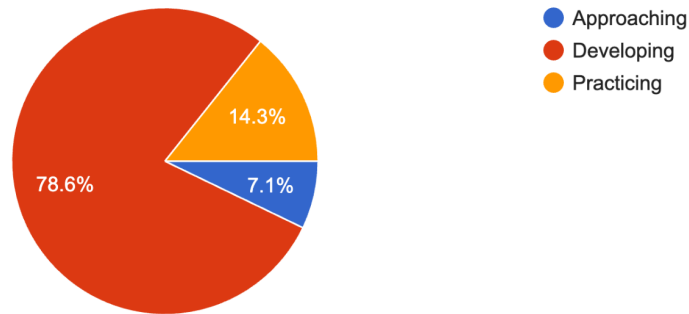
We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

The charts below reflect the results of the inventory taken during our staff work day on August 23, 2022.



3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

28 responses



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 2022, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Climate Surveys *
- Demographic Information
- Discipline Data *
- Family Inventories/Surveys
- Individual Running Records
- iReady Data in Math or Reading
- SBAC Scores
- Star Data in Math or Reading*
- Student Interviews or Surveys

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

SBA data reveals:

- Students performed better in reading than in math.
- Multilingual learners struggle with reading comprehension and math concepts.
- Students lack stamina to complete assessments.
- Smarter Balanced Assessment (SBA) and iReady data determined a lack of stamina in reading and comprehension.

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

- Due to remote learning caused by the global pandemic, students had never participated in a summative test like the SBA until the 2021-2022.

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- Students do not have access to academic vocabulary.
- Students may not feel connected as a result of remote learning.
- Students did not have access to learning opportunities beyond the classroom. (i.e. before or after school, independent practice.)
- Students did not have access to intentionally planned lessons for interventions offered before, during or after school.
- Inconsistency across the K-5 ELA curriculum that lacked rigor.
- Inconsistent collaboration and calibration within and across teams.

The analysis of our school data leads us to the development of our goals for the 2022-23 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

Multi-Tiered Systems and Supports (MTSS)

This year, our commitment is to continue utilizing the MTSS teaming structures to identify students' needs by analyzing data and providing professional development to support our educators' as they implement the new ELA curriculum adoption *Into Reading*.

This will be achieved through:

- Scheduled MTSS Teaming meetings to review data tracking systems (Homeroom, iReady, STAR/AR, IRR, SBA, WaKids.)
- Professional Development and coaching for proper implementation of *Into Reading* curriculum.
- Intentional planning for our Tier 2 Intervention blocks that are incorporated daily on our master schedule.
- Monitoring our Tier 2 interventions and monitoring student data.
- Analyzing student data while using a racial and educational justice lens.

School Goals	Equity Means	Measures of Success
Goal 1 Success in the Early Years	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 achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling
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.	Increased percentage of students who have equitable access to pre-kindergarten programs and to developmentally appropriate teaching through grade 3.

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.

We will explicitly teach the instructional strategies during our intervention blocks. MTSS teaming structures, Guidance Team meetings, and PLC's support the implementation of our new ELA curriculum.

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.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we utilize our new curriculum as intended and with fidelity, then students will demonstrate growth and eliminate opportunity gaps we see.

Additionally, we will provide targeted interventions a minimum of 8 times per week in reading and math.

SMART Goal

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

By June 2023, 100% KE students in grade K-3 will meet or exceed their stretch goal in iReady.

By June 2023, Multilingual, Title, LAP students in grades 3-5 will increase their competency and stamina by one or more grade levels in reading as measured by iReady and Star.

By June 2023, students at KE will increase social-emotional competence by practicing CUBS expectations with a decrease in Behavior Referral Forms from the 2021-2022.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will implement our new ELA curriculum as intended. This means that our staff and Instructional Support Teams will: Provide targeted interventions a minimum of 8 times per week.	Our instructional strategy relates to <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions



Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on</p> <p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Staff will consistently include equity related PD in school-wide staff meetings throughout the year-i.e.books study, resources. ● Staff will make connections between curriculum content and local global happenings. ● Staff will share resources/engage in Racial Educational Justice (REJ) book study. ● Administrators will organize optional opportunities for Cultural Exploration meet-ups intended to build cultural competency, understanding and acceptance. ● Staff will implement new ELA curriculum ● Offer informational/Family Engagement events (Title I/SBA/iReady Info Night)

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: Implement our new ELA curriculum as intended, our students will demonstrate growth across our PreK-5 system. We believe our students will demonstrate growth and eliminate opportunity gaps. Provide intervention and enrichment opportunities to our students, we will eliminate opportunity gaps.

SMART Goal

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

By June 2023, 100% KE students will meet or exceed their stretch goal in iReady.

By June 2023, Multilingual, Title, LAP students in grades 3-5 will increase their competency and stamina by one or more grade levels in reading as measured by iReady and Star.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will schedule intervention blocks within the master schedule. This means that teachers will provide interventions/enrichment opportunities to their students a minimum of 8 times per week.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives. ● Structuring intervention blocks a minimum of 8 times per week. ● Structuring regular PLC's to review student data and collaborate.



During this time no new curriculum will be taught. Rather, teachers will focus on reteaching or enrichment activities based on student needs.	•
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on: 3D Students and families have the opportunity to be experts in the classroom, school, and district. 3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.	The equity strategies we will employ: <ul style="list-style-type: none"> • Increased student voice and participation in overall school culture. (Student leadership in various capacities, i.e. Junior Coaches, Safety Patrol, Media and Communication, Assembly Team, Green Team etc.) • Administrators will organize optional opportunities for Cultural Exploration meet-ups intended to build cultural competency, understanding and acceptance. • Opportunities for families to share and engage the community during our Culture Fair led by our KEPTA.

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 1: Success in the Early Year		
WAKids/iReady/IRR	Diagnostic	Fall-Winter-Spring
<i>Into Reading Assessments</i>	Module Assessments	End of Unit/Module
Intervention data	Formative Assessments (class)	Weekly
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
WAKids/iReady/IRR	Diagnostic	Fall-Winter-Spring
Smarter Balanced Assessment	SBA Reading and Math	Spring-Fall
Star/AR		Quarterly

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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 Kenmore 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 2022-23 school year, we will participate in the following professional development as part of our work:

- *Into Reading* (PD and coaching)
- Best practices for small group instruction (interventions)
- MTSS Teaming to review student data
- Continued SEL Supports through PBIS/Counselor/Playworks
- REJ lessons/activities

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Invite you to attend parent education nights, Informational Sessions-Title I, SBA, Curriculum Night etc.
- Invite parent volunteers (Breakfast supervision/Art Docents/Running Club/Library volunteer/classroom support etc.)
- Invite you to participate in PTA sponsored events Family Culture Night, STEAM fair, Bingo Night etc.

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