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## Kokanee Elementary 2022-23 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 2022-23 school year, we will build off of what we learned from our work on Domain 1 and 2 of the [Northshore School District Equity Handbook](#).

- 1E- All educators evaluate and equitably improve their own discipline policies and practices.
- 1F- All educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
- 2C- Students from diverse backgrounds are given equitable opportunities to participate in extracurricular activities.
- 2H- Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.

We will continue to keep key aspects of Domain 1 and 2 in mind while also incorporating strategies related to Domain 3. To inform this work, our Racial and Educational Justice Team, SDLT Team, and Inclusionary Practice Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

- 3G- Educators are knowledgeable about creative, innovative, and equitable instructional approaches.
- 3D- Students and families have the opportunity to be experts in the classroom, school, and district.



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### 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
- Homeroom Data
- WA Gold Data
- Classroom Based Assessment Results
- Demographic Information
- Discipline Data
- Family Inventories/Surveys
- Individual Running Records
- iReady Data in Math or Reading
- Fall 2021 SBA data for 4th and 5th grade
- WIDA Data
- Kokanee Mentoring Program Data
- Student of Focus Cards
- Student Stories
- Student Engagement Plans
- Student Quotes

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:

- Based on ELA SBA Data, our students who receive English Language Development support, students who are economically disadvantaged, and students with disabilities are making slower progress in the area of ELA compared to their general education peers:
  - During the **2021-22** school year, **347** students were expected to take the **ELA** state **Smarter Balanced Assessments** in Kokanee Elementary. Of those students, **78.1%** earned a score high enough to meet the state standard for their grade level.
  - During the **2021-22** school year, **23 English Language Learners** students were expected to take the **ELA** state **Smarter Balanced Assessments** in Kokanee Elementary. Of those students, **47.8%** earned a score high enough to meet the state standard for their grade level.
  - During the **2021-22** school year, **16 Low-Income** students were expected to take the **ELA** state **Smarter Balanced Assessments** in Kokanee Elementary. Of those students, **43.8%** earned a score high enough to meet the state standard for their grade level.
  - During the **2021-22** school year, **46 Students with Disabilities** students were expected to take the **ELA** state **Smarter Balanced Assessments** in Kokanee Elementary. Of those students, **34.8%** earned a score high enough to meet the state standard for their grade level.



- Of our students with disabilities, **27 students have home school other than Kokanee** and 21 students (45%) were placed into Kokanee's sensory program.

We believe this gap in our system that attributes to student outcomes is the result of the following root cause(s):

- Instruction
  - Gaps in our implementation of strategies for students in our ML program, SPED program, and LAP program.
  - Inconsistency with our differentiation and targeted instruction of ELA curriculum
  - Teacher biases and perceptions about students in our ML program, SPED program, and LAP program.
  - Scheduling
    - Number of Transitions
    - Number of students in our ML program, SPED program, and LAP program.
- Communication
  - Gaps in our communication and collaboration between classroom teachers, special education teachers, Learning Assistant Program teachers, and English Language Development teachers.
  - Not everyone fully knowing each student's story (whole child)
- Content
  - Inconsistent ELA curriculum being taught
  - Misalignment across grade levels
  - Fewer resources
  - Fewer opportunities to build background knowledge
  - Need more visuals and focus on vocabulary acquisition (academic and social)
- Student
  - School based opportunity gaps
  - Varying literacy levels in home language
  - Lack of self-confidence
  - Weak relationships with peers and staff
  - Feeling less connected to school due to the pandemic

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.

School Goals	Equity Means	Measures of Success
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely,	<i>Minimum annual academic growth rate of one year for students at/above grade</i>



<p>Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.</p>	<p>targeted enrichment and intervention, and proactive social-emotional supports. Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>	<p><i>level, and more than one year for students below grade level in English Language Arts.</i></p>
<p><b>Goal 1</b> Success in the Early Years</p> <p>Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of grade 3.</p>	<p>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 in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3</p>	<p><i>Increased percentage of Kindergarten students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling</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 support.

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 and targeted ML instruction, LAP instruction, specially designed instruction, and provide formative feedback, then students will reach grade level reading standard by the end of the 2022-2023 school year and beyond.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2023, each and every student of focus will meet grade-level reading standard, as measured by WA GOLD, IRR, i-Ready, and/or SBA scores.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will provide differentiated instruction and formative feedback. This means that staff will participate in professional learning around the Science of Reading, GLAD strategies, Inclusionary Practices, 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>Decrease opportunity gap for students that receive support services by providing push in support and co-taught reading classes</p> <p>Increase opportunities for students to demonstrate their understanding using Universal Design for Learning</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>
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> <ul style="list-style-type: none"> <li>● 3D Students and families have the opportunity to be experts in the classroom, school, and district.</li> </ul>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● Ensure students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities</li> <li>● Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class</li> <li>● Find opportunities for students to organize and lead the planning of school-wide events and assemblies</li> </ul>



### **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. Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.

#### Theory of Action

Based on the data and root cause analysis, we believe that building relationships with kindergartners, get to know their individual stories through student stories, engagement plans, provide differentiated and targeted ELA instruction, and provide formative feedback, then each and every kindergarten students will progress at least one level by the end of the 2022-2023 school year.

#### SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: By June 2023, 100% of kindergarten students will move up at least one level, moving from emerging to early k, or from early K to Mid K, or from Mid K to on grade level based on WA GOLD and iReady assessments.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<p>To make progress, toward our specific goal, we will provide differentiated, targeted instruction and formative feedback in all kindergarten classrooms. This means staff will participate in Professional learning around Into Reading, Guided Language Acquisition Design (GLAD) Phono-Graphix, establishing small groups and Universal Design for Learning (UDL) to meet the needs of each and every student.</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 Three: Teaching, Learning, 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>● 3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</li> </ul>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● Make connections to students' identities and cultures</li> <li>● Build community and sense of belonging in the classroom</li> <li>● Bring people, organizations, and programs from the community into the</li> </ul>



	classroom, and bring students into the community
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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
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
Fall i-Ready Screener	Growth rate for students at/above grade level and for for students below grade level in English Language Arts	Fall
Winter i-Ready Screener	Growth rate for students at/above grade level and for for students below grade level in English Language Arts	Winter
Spring i-Ready Screener	Growth rate for students at/above grade level and for for students below grade level in English Language Arts	Spring
<b>GOAL 1: Success in the Early Years</b>		
Fall WAKids GOLD Checkpoint	Growth rate for kindergarten students at/above grade level and for students below grade level in English Language Art	Fall
Winter GOLD Checkpoint Winter i-Ready Diagnostic Assessment	Growth rate for kindergarten students at/above grade level and for students below grade level in English Language Art	Winter



Spring GOLD Checkpoint  Spring i-Ready Diagnostic Assessment	Growth rate for kindergarten students at/above grade level and for students below grade level in English Language Art	Spring
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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 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 2022-23 school year, we will participate in the following professional development as part of our work:

- Inclusion - Partnership with UW Haring Center and OSPI. On the ground PD with RinaMarie Guerrero and Beth Kelly and additional site visits to other inclusionary practice sites.
- Inclusionary Practices Project Professional Learning- Professional Development to support educators with developing and implementing sustainable systems, structures, and practices that support all students with meaningful access and engagement in inclusive learning environments.
- ML Instruction: Professional learning for staff based on the text *EL Excellence Every Day* by Tonya Ward Singer and GLAD training
- Domain 3 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 to support the use of both the diagnostic assessments and instructional components.
- HMH coaching days that involve a trained facilitator/expert that will spend four days, throughout the school year, with admin and teachers on the ELA implementation. This facilitator is a building-based coach that will visit Kokanee on four different days, to observe, coach, meet with teachers, answer questions, etc. The coach will spend the entire day at Kokanee to support our strategic action plan ELA efforts.

## 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 breaks from school.
- 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.





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- We will work with our Family Liaison to ensure that we are meeting student and family needs through quarterly surveys and open ended questions.
  - We will provide partnership and collaboration opportunities for our underrepresented student populations in extracurriculars through intentional invitations delivered by our Racial and Educational Justice Team
  - We will work with our PTA and Natural Leaders to create stronger relationships with students and families.

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