



2022-23 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 2022-23 school year, we will build off of what we learned from our work on Domains 1 and 2 of the [Northshore School District Equity Handbook](#). Our previous focus included tying our instructional delivery of content to students' lives, maintaining a focus around new policies and procedures put in place to ensure they are reflective of our students' learning needs, and continuing a strength-based approach in all aspects of our instructional program (assessing, instructing, and interacting with students). We will continue to keep key aspects of Domains 1 and 2 in mind while also 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](#).

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

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- BEISY Inventories
- Classroom Based Assessment Results
- Demographic Information
- Discipline Data
- Individual Running Records
- iReady Data in Math or Reading
- SBAC Scores

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:

- Racial & Educational Justice
 - Our school continues to review policies and procedures to ensure our students and families furthest away from justice are not minoritized or excluded from educational opportunities.
 - Staff can spend more time to learn about their students and families on a deep level and use this learning to inform their instructional decision made in the classroom.
 - Not all students feel their identity (race and culture) is represented in our classrooms.
- Mathematics
 - Cottage Lake has not collectively focused on math instruction for over 5 years.
 - There has not been focused district training around Math Expressions and the components of the program in over 5 years.
 - According to K-5 Spring 2022 iReady data,
 - 19% of our K-5 students are scoring below standard in Numbers and Operations,
 - 19% of our students are scoring below standard in Algebra and Algebraic Thinking,
 - 23% of our students are scoring below standard in Measurement and Data,
 - 31% of our students are scoring below standard in Geometry
 - According to Grade 3-5 Spring 2022 SBA data,
 - 24% of our Grade 3 students are scoring below standard in Mathematics.
 - 36% of our Grade 4 students are scoring below standard in Mathematics.
 - 43% of our Grade 5 students are scoring below standard in Mathematics.
- Literacy
 - We have not had a focused core literacy curriculum that addressed the 5 components of literacy.
 - We have not had a systematic phonics curriculum
 - According to K-5 Spring 2022 iReady data,
 - 16% of our students scored below standard in Phonics,
 - 24% of our students scored below standard in Vocabulary,

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- 21% of our students scored below standard in Literary Comprehension,
- 26% of our students scored below standard in Informational Comprehension
- According to Grade 3-5 Spring 2022 SBA data,
 - 26% of our Grade 3 students scored below standard in English Language Arts.
 - 35% of our Grade 4 students scored below standard in English Language Arts.
 - 24% of our Grade 5 students scored below standard in English Language Arts.

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

Math:

- Lack of consistent professional development
- Limited resources (one Math TOSA K-12)
- Limited assessments
- Missing coherence across grade levels and schools
- Not all math content was covered in the 2019-20 and 2020-21 school years due to pandemic

Literacy:

- Lack of consistent use of ELA curriculums across grade levels
- Lack of Phonics curriculum and materials in primary grades
- Limited assessments
- Missing coherence across grade levels and schools



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
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 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.	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level



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 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 implement our new literacy curriculum as intended, including an intentional focus on phonics as part of our Foundational skills work, along with focusing on reading comprehension with both fiction and nonfiction texts, then students will grow their content knowledge and skills in phonics and reading comprehension. The growth will be captured in both curriculum-based measures and at least a year’s academic growth on the iReady assessment. We also believe that by targeting students furthest away from educational justice, with specific and targeted interventions, our students will make more than one years of growth in mathematics.

SMART Goal

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

Between October 2022 and June 2023, 80% of those students who are supported through Special Education for academics or qualify for our Multilingual Learner program, who scored 2 or more years behind on the iReady Fall Diagnostic or Beginning of year grade level curriculum assessment, will make more than one-year growth in Phonics for students in K-2 or in overall Reading Comprehension for grades 3-5, as measured by iReady diagnostic measures, iReady individualized online learning, classroom-based assessments, Into Reading curriculum assessments, and assessments, and classroom-based interventions.

Instructional Strategy	Instructional Practice
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<p>To make progress toward our specific goal, we will implement consistent 120-minute literacy blocks at least four days per week and all classrooms will include consistent usage of small group, targeted instruction. This means that teachers will utilize these routines a minimum of four times per week.</p> <ul style="list-style-type: none">• Staff will identify students in grades K-2 who are not at standard for phonics in the fall, and implement classroom-based interventions to meet those needs.• Staff will identify students in grades 3-5 who are not at standard for reading comprehension in the fall, and implement classroom-based interventions to meet those needs.• Grade level teams will meet regularly to review student data, determine student needs and plan for interventions.• Grade levels will meet with admin every 6 weeks to review data and student performance in literacy.• Staff will utilize data to inform targeted instructional decisions. We will provide consistent small group interventions for students using <i>Into Reading</i>, <i>iReady</i>, and <i>Heggerty</i> resources.	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">• Building and Maintaining Relationships• Setting Objectives• Providing Formative Feedback• Structuring Collaborative Learning Experiences
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>3A Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.</p> <p>3B Educators are well informed of the diverse backgrounds of students and families</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">• All staff will intentionally create mechanisms to get to know students and families, including cultural information.• Staff identifies where students and/or families come in and teach about their culture or cultural celebration.



3H Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity-related issues.

- Make connections between instructional content and topics that are relevant to student interests
- Screen curriculum, classroom, and library books to make sure that diverse people and communities are represented through an anti-bias lens
- Learn and teach through a lens that humanizes historically marginalized groups and people
- Teach into and break down stereotypes AND promote acceptance and belonging of diverse identities
- Teach current events and/or history that includes marginalized people or parts of history that have never been taught before.
- Set clear and high expectations, and be transparent about them
- Help students succeed by applying culturally responsive practices to instruction, activities, and events

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 teachers are equipped with trauma-informed, tiered math instructional strategies, along with a greater depth of knowledge around the content they are teaching, then each student will make no less than one year's growth. We also believe that by targeting students furthest away from educational justice, with specific and targeted interventions, our students will make more than one years of growth in mathematics.

SMART Goal

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

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Between October 2022 and June 2023, 80% of those students who are supported through Special Education for academics or qualify for our Multilingual Learner program, who scored 2 or more years behind on the iReady Fall Diagnostic or Beginning of year grade level math assessment, will make more than one-year growth in Numbers and Operations, as measured by iReady diagnostic measures, iReady individualized online learning, classroom-based assessments, Unique Learning Systems (ULS) lessons and assessments, and classroom-based interventions.

Instructional Strategy	Instructional Practice
<p>To make progress toward our specific goal, we will implement consistent use of the daily routines and quick practice components of Math Expressions. This means that teachers will utilize these routines a minimum of four times per week.</p> <p>Other strategies we will work to include:</p> <ul style="list-style-type: none">● Engage in year-long PD w/ Shannon Kiebler to strengthen our math instruction and meet student needs● Utilizing data to inform targeted instruction for students.● Administration of DeltaMath screener to take a deeper dive into students' math challenges and to identify specific areas of need.● Administer pre-assessment for math units to identify areas of greater need and areas of success with students.● We will provide consistent small group instruction for Focus students using I-Ready small group resources, Math Expressions RTI, and other resources.● Stating the learning target (academic, social, language) in student-friendly language at an opportune time● Emphasizing mathematical conceptual understanding● Engage students in purposeful Math talk/discourse● Encourage all students to complete 30-45 minutes of iReady per week	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">● Setting Objectives● Providing Formative Feedback● Encouraging Higher Order Thinking & Asking Higher Order Questions

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<ul style="list-style-type: none">• Incorporate exit tickets or other formative assessment measures to gauge student understanding	
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">• 3A Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.• 3B Educators are well informed of the diverse backgrounds of students and families• 3H Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity-related issues.	<p>The equity strategies we will employ:</p> <p>Increase the diversification of the materials we use in the classrooms so students can see themselves in the materials used.</p> <ul style="list-style-type: none">• All staff will intentionally create mechanisms to get to know students and families, including cultural information.• Make connections between instructional content and topics that are relevant to student interests• Staff identifies where students and/or families come in and teach about their culture or cultural celebration.• Screen curriculum, classroom, and library books to make sure that diverse people and communities are represented through an anti-bias lens• Learn and teach through a lens that humanizes historically marginalized groups and people• Teach into and break down stereotypes AND promote acceptance and belonging of diverse identities• Teach current events and/or history that includes marginalized people or parts of history that have never been taught before.• Set clear and high expectations, and be transparent about them• Help students succeed by applying culturally responsive practices to instruction, activities, and events



	<ul style="list-style-type: none">• Staff learn how mathematical concepts differ around the world and how this can inform our instructional approaches.
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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	iReady diagnostic results & iReady online student performance	Fall 2021, Winter 2022, Spring 2022
Spring SBA results	Review performance to identify gaps in assessed standards	Spring 2022
On-going classroom-based assessments	Review performance to identify areas of mastery, as well as, areas of continual focus	Throughout all Math Expression units
Goal 1: Success in the Early Years		
iReady Diagnostic	Students at grade level standard in i-Ready Reading will increase by one grade level	Fall 2022, Winter 2023, Spring 2023
Into Reading curricular assessments (Module assessments)		Throughout all Into Reading units
Spring SBA results	Review performance to identify gaps in assessed standards	Spring 2023
On-going classroom-based assessments	Review performance to identify areas of mastery, as well as, areas of continual focus	Throughout all Into Reading units



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

- Educational Justice & Equity
 - Incorporate a dedicated section of staff meetings to include REJ focus
 - Present our cultural demographic information to staff to review. Provide reflection and input opportunities to share how our school reflects these cultures in our classrooms and around the school?

- Math:
 - Partnership with Shannon Kiebler with Empower Consulting to provide training to all grade-level teams with a focus on 5 power units throughout the school year.
 - 4, 90-minute sessions for each grade level: Trauma-informed practices for specific units: Tier 1 instruction and for meeting the needs of all math learners within our MTSS structure
 - Math-focused PD on Principal-directed Wednesdays
 - Include specific training on how to plan for and execute small group targeted instruction in math

- Literacy:
 - Engage in District provided Into Reading professional learning
 - Engage in Science of Reading professional learning
 - ELA and SoR focused PD on District-directed Wednesdays
 - Collaborate with Into Reading HMH coach during 4 school-year sessions



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:

- Training parent volunteers to support Math or Literacy during Intervention blocks
- PTA meetings
 - I have met with our new PTA Presidents and we are looking at re-launching our PTA. We are looking at how to include more members, diversify our group, and gather broader perspectives to the decision-making process.
 - I would like to partner with the PTA for a Cultural Fair. This would allow families and students to spotlight their individual cultures and share with other members of our school community.

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