



2023-24 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.

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

- June 2023 - Presented at PTA Meeting (7:00 PM) regarding our desire for community input and feedback. Distributed surveys and asked for them to be returned before the end of school year.
- September/October 2023 - Connecting with new PTA executive board - The intention of this meeting is to share our goals for the year and ways in which we are strategically meeting student needs. The intent was both to share the work of our School Action Plan, as well as to solicit input, feedback, and support.
- November 2023 - Elementary Conferences family feedback forms - In an effort to gather feedback about our school from families, we will have surveys, as well as a QR code, for families to submit feedback for our review. This will be the same questions that have been asked previously to PTA general membership and to the new executive board.
- Throughout 2023-24 school year - Listening sessions with families/community - We will meet with families and community members to listen to what is going well at school, what concerns them, and what they would like to see at Cottage Lake to meet their student's needs.

Examination of Student Data

The following data was collected and analyzed during our initial process to better understand improvement opportunities:

Quantitative Data	Qualitative Data	Experiential Data
iReady Data in Reading for Grades K-5: This data informs our progress related to our Goal 1 and Goal 3 measure of minimum annual academic growth rate of one year for students at/above grade level, and more than	Panorama SEL data: This data is helping us understand and review students' experiences and feelings about themselves and others at school.	Student Shadowing: Shadowing 2 students per grade level and inviting them to share their thinking about reading and how they learn best has informed our choices for ongoing professional development.

Revised April 2023



<p>one year for students below grade level.</p> <p>Into Reading “Screening Assessments” [Phonics] K-5: This data informs our whole class and small group instructional focus for those students struggling in the area of phonics. The specific pages of this assessment can be tailored to the student's grade levels and areas of need.</p> <p>Attendance Records: Attendance rates and patterns will be followed to assist in determining the needs of students.</p>	<p>Student interviews: This data will provide students' feedback about their learning experiences, interests, motivations, and what they feel we could do to meet individual student learning needs.</p>	<p>Lunch bunch/Social Skills groups: Attending lunch bunch sessions and social skills group sessions, along with inviting students to share about how these groups support their experiences in the classroom and at recess, will continue to support Goal 2 and how students feel safe and seen at school.</p>
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Equity Inventory

At our initial Leadership team meeting, the [Equity Inventory](#) was reviewed to identify measures that our school can continue to strengthen. Based on our discussions and review of the Equity Inventory and the [Equity Handbook](#), we have identified the following components of focus for this school year.

- o **2D** - Educators modify and differentiate instructional practices so that students from diverse backgrounds will have an equal opportunity to learn.
- o **2F** - Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.
- o **2H** - Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached. [This also includes holding high expectations for students, which is component 2i in the Equity Inventory.]
- o **3E** - Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.

These specific components were chosen so that each staff member can review what is happening in their classroom, as well as evaluate what we are doing school-wide. In each of these components, we are thinking about each of our learners who are furthest away from racial and educational justice.

For our students with disabilities, we continue to review barriers to learning that have been systematically in place. Our special education students spend time in their general education classrooms where teachers continue to hold high expectations and use a variety of teaching tools and strategies so students can see themselves as learners in each of our learning environments.



Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who are scoring 2 or more grade levels behind using the iReady assessment, which also includes students who receive Special Education supports that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Some of our students who receive Special Education services score in the lowest percentile for their grade levels for Phonics and/or Vocabulary.	Students receiving FSA-level supports have had little to no exposure to grade-level curriculum or learning with their peers before last year.
Some of our Multilingual learners have scored in the lowest percentile for their grade levels for Phonics and/or Vocabulary.	Students need continual exposure and experiences using and understanding complex vocabulary as it relates to social and academic language. The delay could be part of the student's language development or complexities in the English language.
A number of our students are two or more grade levels below their peers in reading and math (who are not represented in the groups noted above).	Attendance is a significant concern for a number of these students. If students are not present for the instructional experiences with their teachers and peers, they lack knowledge, skills, and strategies to complete required coursework and learn essential material.

OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
Goal 1 Success in the Early Years <i>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.</i>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, and spelling.

Revised April 2023



<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased percentage of students who report perceptions of inclusion and supports for emotional, behavioral, mental and physical health.</p> <p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p>

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis, we believe that if we use our Into Reading curriculum as intended, run small targeted literacy groups, collect data for continuous improvement and participate in data-driven meetings, then students will show active growth towards grade level standards because students who are supported through tiered instructional supports will have a strong foundation in literacy.

Objective

Between October 2023 and June 2024, 95% of those students who scored 2 or more years behind on the iReady Fall Diagnostic or grade level curriculum assessment (HMH phonics screener K-2; end of module assessment 3-5) or baseline skills assessment will make more than one-year growth in Phonics (for students in K-2) or Vocabulary (for students in grades 3-5). We will measure progress with our iReady diagnostic measures, iReady individualized online learning, classroom-based assessments, Into Reading curriculum assessments, IEP goal progress, and classroom-based interventions.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Incorporation of small group instruction in literacy in every classroom.
- Usage of Tier 2 (and Tier 3) resources to meet specific learning needs.
- Diversifying materials used to reflect student interests and identification.

Revised April 2023



- Intentional focus on phonics and vocabulary instruction and assessing students' areas of need.
- Participation in data-driven grade level meetings & active analyzing of data to inform instructional decisions
- Consistent & continual progress monitoring to review student performance

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we develop a culture of inclusion and belonging by engaging in targeted small groups, partnering with families, and directly teaching problem solving and social skills, students will feel safe and supported in a strong community.

Objective

100% of students who reported in the fall 2023 survey that they did not feel seen, valued, safe, and connected at Cottage Lake will report feeling seen, valued and safe in the spring. This will be measured by our school-wide survey, Second STEP assessments in all K-5 classrooms, small-group lunch or social sessions, school Counselor and/or Dean of Students conversations, IEP goal progress, and classroom teacher feedback.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Consistent usage of and reinforcements of SAILor expectations
- Usage of SAILor slips across all school settings.
- Usage of Tier 1 social-emotional strategies (greeting at the door, smiling, using student names, etc.)
- Inclusion of Morning Meetings in classrooms.
- Small groups and Second Step lessons for students who need additional support
- Diversifying materials used in the classroom so students see themselves at school
- Inclusion of classroom lessons by counselor focusing on belonging, bullying, and conflict resolution
- Usage of Guidance Team and problem-solving with colleagues.

GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Theory of Action

Based on the data and root cause analysis, we believe that if we use our Into Reading curriculum as intended, run small targeted literacy groups, collect data and participate in data-driven meetings, then students will show more than one year of growth. Students who are supported through tiered instructional supports will have a strong foundation in literacy.

Objective

Between October 2023 and June 2024, 95% of those students who scored 2 or more years behind on the iReady Fall Diagnostic or grade level curriculum assessment (HMH phonics screener K-2; end of module assessment 3-5) or baseline skills assessment will make more than one year of academic growth. We will measure progress with our iReady diagnostic measures, iReady individualized online learning, classroom-based assessments, Into Reading curriculum assessments, IEP goal progress, and classroom-based interventions.



Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Incorporation of small group instruction in literacy in every classroom.
- Usage of Tier 2 (and Tier 3) resources to meet specific learning needs.
- Diversifying materials used to reflect student interests and identification.
- Intentional focus on phonics and vocabulary instruction and assessing students to identify areas of need.
- Participation of data-driven grade level meetings & active analyzing of data to inform instructional decisions
- Consistent & continual progress monitoring to review student performance

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, and spelling.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 • HMH Screening Assessment 	October 24, 2023 December 5, 2023 January 30, 2024 March 12, 2024 April 30, 2024 May 14, 2024
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who report perceptions of inclusion and supports for emotional, behavioral, mental, and physical health.	<ul style="list-style-type: none"> • Grade 3-5, Panorama student survey • Grades K-2, Google student survey 	November 7, 2023 February 13, 2024 April 30, 2024
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 	October 24, 2023 January 30, 2024 June 4, 2024

Revised April 2023



PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Cottage Lake Elementary, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Staff meetings:
 - All building-planned meetings will be tied to our SAP (Academic, SEL, and Equity) plan and the needs of our building. Topics could include:
 - GLAD training
 - UDL principles training and information
 - Into Reading interventions & small group strategies
- *Functions of Behavior* Professional Learning
- *Continue Into Reading* Professional Learning
- Focused SDLT work for staff:
 - These SDLT releases will continue to push our focus and commitment to Inclusive Practices for each learner.

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- PTA presentations regarding goal decisions and progress
- Listening sessions throughout the school year
- Connecting with ARC and partnering during a Special Education focused curriculum night.

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