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## 2023-24 Strategic Action Plan

At Frank Love Elementary, we At Frank Love, our mission is to cultivate a safe, inclusive community where students feel a sense of belonging and are empowered to grow their knowledge and skills.

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.

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### 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

Seeking and incorporating multiple perspectives and ideas from our school community is a value and a priority as we determine the strategic action plan at Frank Love. We know that families have rich experiences and deep knowledge of their students and their contributions ensures that as we set our goals for the school we make decisions that are inclusive and representative of the diverse needs and interests of our school community.

In the 22-23 school year, we engaged in the following activities to collect feedback from our community.

- Hosted affinity groups for families with like heritage and collected qualitative data.
- Reimagined the fall 2022 curriculum night to allow for more family to family connections and opportunity for families to share feedback and input.
- Classroom teachers collected qualitative data during the first weeks of school in the 2022-23 school year through family inventories

During the 23-24 school year, we plan to engage the community in the following ways:

- Individual family surveys conducted at Curriculum Nights 2023
- Collect experiential data at 1:1 family conferences during the Fall conference window
- Collect hope and dreams data during the Meet and Greet back to school event in August 2023.
- Collect "Cheetah Spotlights" feedback from families throughout the school year during all schools events
- Festival of Cultures -
  - Solicit and collect family feedback and input into school culture and areas of focus.
  - Invite families to be teachers in our community and share cultural traditions and/or artifacts.
- Host Affinity groups for families with like heritage



## Examination of Student Data

The following types of data are used as part of our process:

Quantitative Data	Qualitative Data	Experiential Data
<p>Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and summative assessments. Analyzing these forms of data allows us to:</p> <ul style="list-style-type: none"> <li>● IReady Diagnostic Assessment</li> <li>● IReady Standards Mastery Assessment Grades 2-5</li> <li>● Unit Assessments</li> <li>● Focus Student Data Analysis</li> <li>● Delta Screener</li> <li>● SBA</li> <li>● Panorama</li> <li>● Discipline data</li> <li>● Attendance data</li> <li>● REJ Pre and Post Survey</li> </ul>	<p>Qualitative data is the descriptive and conceptual findings collected through questionnaires, interviews, or observation. Analyzing qualitative data allows us to explore ideas and further explain quantitative results.</p> <ul style="list-style-type: none"> <li>● Student Voice Survey Fall and Spring</li> <li>● Panorama survey responses</li> <li>● Teacher feedback</li> <li>● Observations of students</li> <li>● Student work samples</li> <li>● Guidance team meeting notes</li> <li>● Family surveys</li> <li>● REJ Pre and Post Survey</li> </ul>	<p>Experiential data is Information gathered via listening, observation, and the study of artifacts (i.e. student work). Analyzing experimental data allows us to honor the authentic voice of stakeholders, explore ideas, and further explain quantitative results.</p> <ul style="list-style-type: none"> <li>● Student Observation Walks</li> <li>● Instructional Walks</li> <li>● Student Cogenerative Groups</li> <li>● Grade level team meetings</li> <li>● Guidance team meetings</li> <li>● Student interviews</li> <li>● Family conferences</li> </ul>

## 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 2023-24 school year, we will build off of what we learned from our work on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#).

Domain 2, Component 2D: Educators modify and differentiate instructional practices so that students from diverse backgrounds will have an equal opportunity to learn. We selected this component because our self-assessment indicates not all teachers are confident in their ability to modify and differentiate instructional practices in a way that is culturally responsive and sustaining.

3D. Students and families have the opportunity to be experts in the classroom, school, and district. (We have momentum on this one and want to keep it going)

3G. Educators are knowledgeable about creative, innovative, and equitable instructional approaches. (Connects to 2D and is broader)



**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who receive Special Education Services that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause		
Students with “Functional Skills and Academics” designation have limited access to the curricular content of their grade level peers. This is determined by evaluating minutes spent in the general education setting.	Historical structures that focus on functional skills in a self-contained classroom, lack of instructional materials tied to the general education curriculum, and master schedule design.		
Based on IReady data students have had lower outcomes in math than reading.	Curriculum and IReady don't align so not all measured skills are taught explicitly.		
Need for increased knowledge and skills for educators to hold firm instructional goals while providing differentiated and modified curriculum and instruction.	Service delivery model reinforces instruction for these students outside of the general education classroom. General education teachers see special education teacher as the only experts who can deliver the instruction. Lack of collaboration and co-designing and teaching of lessons limits or interrupts the students' access to grade level content and instruction.		
<p>x% of students who receive Special Education services were proficient in math as measured by iReady</p> <table border="1" data-bbox="203 1203 794 1457"> <tr> <td><b>21-22:</b> K: 69% 1: 33% 2: 20% 3: 38% 4: 30% 5: 9%</td> <td><b>22-23:</b> K: 51% 1: 55% 2: 30% 3: 25% 4: 40% 5: 23%</td> </tr> </table>	<b>21-22:</b> K: 69% 1: 33% 2: 20% 3: 38% 4: 30% 5: 9%	<b>22-23:</b> K: 51% 1: 55% 2: 30% 3: 25% 4: 40% 5: 23%	Too much SDI focused on narrow skills that don't always connect directly to grade level skills. Need for staff to learn key standards that lead up the grade level standards so that students can be learning the prerequisite skills to meet the grade level standards.
<b>21-22:</b> K: 69% 1: 33% 2: 20% 3: 38% 4: 30% 5: 9%	<b>22-23:</b> K: 51% 1: 55% 2: 30% 3: 25% 4: 40% 5: 23%		
<p>X% of students who receive special education services did not meet grade level standard at the end of the year as measured by i-Ready</p> <p><b>22-23:</b> K: 49% (4/8 students) 1: 47% (8/17) 2: 70% (7/10) 3: 72% (9/14) 4: 60% (9/15) 5: 77% (10/13)</p>	Too much SDI focused on narrow skills that don't always connect directly to grade level skills. Need for staff to learn key standards that lead up the grade level standards so that students can be learning the prerequisite skills to meet the grade level standards.		



## 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
<p><b>Goal 1</b> Success in the Early Years</p> <p><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></p>	<p>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>Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry</p>
<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p><i>Equity Means: 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>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health</p>
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>Equity Means: 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 enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>Increased percentage of students achieving mastery in their classes</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 completed, we believe that if general education teachers partner with case managers to provide tiered math instructional strategies, and regularly analyze data to set student growth goals, and plan for/implement interventions, then students will make a year or more of growth in mathematics.

##### Objective

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

Between September and June, the percentage of students receiving special education services, achieving and maintaining grade level, will make one year or more of growth based on IReady data.

##### Instructional Practices & Equity Strategies

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

- Co-planning
- Co-teaching
- Use of “flood in” or “walk to” model to meet the needs of students
- Use of standards mastery assessment to identify learning gaps
- Use of learning progressions to pinpoint gaps and create interventions

#### **GOAL 2:** Responsible, Resilient, Empathetic Learners

##### Theory of Action

Based on the data and root cause analysis we completed, we believe that if teachers ensure that students know and understand their IEP goals and measures for success and support students to monitor their own progress, and provide opportunities for students to share feedback on how they experienced the learning, then students will increase their sense of agency.

##### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows:

Between September and June, data from “agency” self assessment and panorama data will show students receiving special education services will demonstrate increased understanding of their IEP goals, strategies to increase academic achievement, and self- advocacy to utilize their accommodations.

##### Instructional Practices & Equity Strategies

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



- Time set aside to share “student at a glance” IEP goals with individual students
- Co-Created systems for monitoring goals
- Explicit teaching of individual accommodations
- Explicit teaching of strategies to advocate for their learning needs

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

Theory of Action

Based on the data and root cause analysis we completed, we believe that if teachers and case managers learn to write and support student centered IEPs and provide targeted supports along the math learning progressions, then students who receive special education services will demonstrate increased levels of mastery.

Objective

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

Between September and June, the percentage of students receiving special education services will demonstrate increased levels of mastery in mathematics, based on IReady data.

Instructional Practices & Equity Strategies

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

- We will implement consistent use of the daily routines and quick practice components of *Math Expressions*. This means that teachers will utilize these routines five days per week.
- We will encourage all students to do 45 minutes of I-Ready personalized math instruction each week. Teachers will monitor student use and pass rate on a regular basis.
- We will utilize data to inform targeted instruction. We will provide consistent small group interventions for Focus students using, I-Ready small group resources and other resources.
- Grade level teams will meet regularly to review student data, determine student needs and plan for interventions.
- We will focus on key standards for each math unit.
- We will meet regularly to review student data, determine student needs, plan for intervention, and monitor progress.

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## 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
<b>GOAL 1: Success in the Early Years</b>		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language ARTs and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> <li>● WaKIDS for Kindergarten</li> <li>● iReady for K-3</li> <li>● IReady Standards Mastery</li> <li>● SBA for Grade 3</li> <li>● WA AIM</li> </ul>	At the end of each intervention cycle: December 15, 2023 February 16, 2024 April 5, 2024 June 14, 2024
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Student participation / engagement in opportunities such as: <ul style="list-style-type: none"> <li>● Panorama Data</li> <li>● Student 1:1 Interviews</li> <li>● Intervention data</li> <li>● BEISY</li> <li>● Teacher surveys</li> </ul>	Three times a year:  October, February, May
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<ul style="list-style-type: none"> <li>● Number of students eligible for highly capable services</li> </ul>	At the end of each intervention cycle: December 15, 2023 February 16, 2024 April 5, 2024 June 14, 2024
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"> <li>● WaKIDS for Kindergarten</li> <li>● iReady Diagnostic</li> <li>● iReading Standards-based assessments?</li> <li>● Delta Screener</li> <li>● SBA scores for Grades 3-5</li> </ul>	



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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Frank Love, 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:

- Introduce Universal Design for Learning (UDL) instructional practices.
- Provide concrete options in 'small bites' of UDL strategies for classroom teachers
- Provide clarity and coherence around how UDL strategies support inclusive practices and multilingual students
- Utilize "experts in the building" to provide salable GLAD strategies that support our multilingual students.
- Provide concrete options in 'small bites' of math strategies for classroom teachers

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## 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:

- Plan and host school wide events that invite families to share and showcase their heritage in a variety of ways including performances, digital, food, heritage boards, etc.
- Host a fall "meet the teacher" event that invites families to share about their families and students individually
- Ask families to share their experiences with Frank Love via survey, in digital or paper version
- Actively and continually invite families to volunteer in classrooms in interactive ways including, sharing heritage music, stories, activities, supporting students academically, ect.
- Host Affinity Groups for like families to develop and share space for a free exchange of ideas including needs and desires for student outcomes

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