



Kokanee Elementary 2023-24 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.

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

Kokanee Elementary believes an essential part to student success is inclusive and authentic community and family engagement. We proactively foster partnerships with families and communities to determine needs and collaborate to find solutions to support students. We have utilized family, community and student meetings and listening sessions because it was important to hear from all stakeholders. Through all the engagement activities below, we solicited information from all stakeholders. The meeting and listening sessions occurred throughout the 2022-23 school year.

- 2023-24 Parent Surveys sent out in the Spring of 2023
 - What questions do you have regarding your child's transition to Kokanee?
 - Do you have any questions specific to your child's kindergarten programming?
 - Is there anything you would like to specifically share about your child and/or your goals for your child's school and learning experience?
 - Indicate any exceptional information you would like to share regarding your child's academic, social emotional or learning needs for the next school year:
- Kokanee Family Meet and Greet
 - Opportunity for all families to meet all teachers before the school year begins to ask any question they may have
- Open ended questions asked to all families at curriculum nights:
 - I wish my school knew...
- Kokanee Family Survey
 - What languages are spoken in your home? What languages are written and/or read in your home?
 - Do you want/need translated copies of school communication?
 - Does your family have any specific cultural or religious practices/traditions that you feel are important for the school to know about? Are there any important

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cultural or religious events your child will celebrate that might impact the school day this year?

- What holidays and special events does your family celebrate?
- Are there holidays or events that your child is restricted from celebrating (i.e. musical presentations, Halloween, Veteran's Day, birthday celebrations, etc)?
- What times of day are best for reaching you? What method is best or preferred (phone/email/meeting)?
- Who is in your family? Who is living in the home with your child? (If your child shares more than one home, please share more information about the home schedule.)
- What else would you like us to know about your child and/or family?
- Kindergarten listening session
 - Opportunity for all kindergarten families to meet with principals and PTA and ask any questions
- Bi-Monthly PTA Meeting
 - Opportunity for all families to provide feedback and shape the partnership between PTA and Kokanee
- Kokanee Celebrations of the World Event
 - Opportunity for families to be the experts and teach our Kokanee community about important traditions and celebrations
- Student led Justice Equity Diversity and Inclusion Team
 - Opportunity for students to lead and to share and ask questions to the full Kokanee staff. This feedback helped shape our strategic action plan.

Examination of Student Data

Part of the inquiry process is an examination of data. By looking at a variety of data including student and family inventories/ surveys and multiple student achievement measures, we are able to determine goals to assist our students in meeting grade level standards.

Quantitative Data	Qualitative Data	Experiential Data
<p>iReady Data in Reading: iReady data informed our progress related to Goal 3 measure of 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> <p>Focus on 16 students who are two or more grade levels below in Reading and 15 students who are two or more grade levels below in Math.</p>	<p>Panorama SEL Data: Educating students is more than academics. We strive to educate the whole child. As a school team we educate students in academics, social/ emotional, behaviors and take a strengths based approach when looking at data. When we have a focus on the whole child, we ensure students feel safe, supported and are engaged.</p>	<p>Family engagement activities/survey at Kokanee Elementary: Family engagement activities/surveys helped us in gathering information regarding families beliefs, opinions and topics they are concerned about as well as increasing parent engagement.</p>

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<p>WIDA English Language Development Data: This data assisted us in identifying goal areas and supporting instructional planning for Multilingual Learners.</p>	<p>Student work samples: This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success.</p>	<p>Student Listening Sessions: This data has helped us understand the students' experiences at Kokanee Elementary. The listening sessions invited students to share their thinking about Kokanee and literacy and how they learn best has informed our decisions for ongoing professional development</p>
<p>Smarter Balanced Assessments (SBA): The SBA data informed our progress related to our Goal 3 measure of annual academic growth. The SBA assisted in identifying areas we needed to focus on to improve student academic skills.</p>	<p>IEP Goals and Objectives: This data informed our progress related to Goal 3 measure of annual reading growth. It assisted us in identifying current academic levels and determining next steps to ensure students achieve academic and social success.</p>	<p>Student Stories/ Engagement Plans: This data has helped us understand the students' experiences at Kokanee Elementary. Student engagement plans and stories invited students to share their perceptions and experience at Kokanee and outline how they learn best which has informed our decisions for ongoing professional development</p>

Equity Inventory

All our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for each and every student. For the 2023-24 school year, we will build off of what we learned from our work on Domain 1,2 and 3 of the Northshore School District Equity Handbook

- Domain 4, Component 4F: Families and community members have the opportunity to be leaders in schools and departments. We selected this component because our self-assessment indicates not all teachers feel confident in providing families and community members with opportunities to teach, facilitate lessons, and engage in event planning. We believe that having family and community members as leaders in school will lead to an increase in student learning and achievement.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who receive English Language Development support, students who are economically disadvantaged and students with disabilities who are making slower progress in



the area of English Language Arts compared to their general education peers that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students who are Multilingual Learners do not perform as well as their peers in the area of ELA as determined by our review of Washington School Improvement Framework (WSIF) Data	Data gathered during our review of WSIF scores and from student listening sessions, we believe that gaps in our implementation of strategies for students in our multilingual program and fewer opportunities to build background knowledge are impacting students ability to access reading instruction and demonstrate their understanding.
Students who are economically disadvantaged do not perform as well as their peers in the area of ELA as determined by our review of the past two years of iReady scores and Smarter Balanced Assessment in the area of ELA.	Data gathered during our review of iReady scores , Smarter Balanced Assessment results, student engagement plans, and our Panorama Social Emotional Learning Assessment we learned that students are reporting lack of confidence and fewer relationships with peers and staff which impacted their ability to access reading instruction and demonstrate their understanding of reading content.
Students with disabilities do not perform as well as their peers in the area of ELA as determined by our review of the past two years of iReady scores, IEP goals/objectives and Smarter Balanced Assessment in the area of ELA.	Data gathered during our review of IEP goals/objectives, iReady scores , Smarter Balanced Assessment results and student engagement plans, we learned that students and their families felt teacher biases and perceptions about students with disabilities and not knowing each student's story attributed to student reading outcomes.

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.

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Kokanee Elementary School Goals	Measure
<p>Goal 1 Success in the Early Years</p> <p>Equity Means: <i>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 Kindergarten students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.</p>
<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>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health</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 support.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>Increase academic growth rate of at least one year for students at/above grade level and more than one year for students below grade level in English Language Arts.</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>Increased opportunities for students to show their understanding in creative and innovative ways that allow students to demonstrate mastery of content in multiple ways</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 build relationships with kindergarteners and their families, get to know their individual stories through listening sessions, engagement plans, provide differentiated and targeted ELA instruction, formative feedback then each and every student will progress at least one level by the end of the 2023-24 school year.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: By June 2024, 100% of kindergarten students will move up at least one level, moving from emerging kindergarten to early kindergarten or from early kindergarten to mid kindergarten or from mid kindergarten to on grade level based on standard as measured by WAKIDS Gold and iReady assessments.

Instructional Practices & Equity Strategies

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

- Teachers will give students specific oral and written feedback that prompts improved performance in a timely manner. Teachers will provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance.
- Classroom teachers will provide small group instructional sessions at a minimum frequency of three times per week, with co-designing and teaching from Learning Assistance Program teachers, English Language Development teachers, and Individualized Education Program teachers.
- Classroom teachers will employ a variety of instructional strategies, including Haggerty, Phono-Graphix, and Guided Language Acquisition Design (GLAD) methods, to deliver both whole group and small group instruction to their students.
- Teachers will allow students to select ways they demonstrate their learning so that each student is able to show what they know in a way that meets them where they are at.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we prioritize fostering relationships between students and teachers and peer to peer and intentionally create inclusive classrooms then students will feel connected to the learning environment and feel comfortable taking academic risk.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2024, Students of focus will report feeling a sense of belonging and connectedness to their school, teachers, and peers, as measured by SEL screeners, student

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engagement interviews, and feedback from our student led Justice, Equity, Diversity, and Inclusion team.

Instructional Practices & Equity Strategies

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

- Creating professional development in alignment with Social Emotional Learning (SEL) State Benchmarks, based on the analysis of SEL screener results, will be a priority. This professional development will focus on equipping teachers and staff with the best practices in Social Emotional Learning, emphasizing critical aspects such as relationship-building and nurturing the whole child. Our curriculum and instructional approaches will prioritize inclusivity and student representation, fostering an environment where students' voices are valued and prioritized.
- We will provide opportunities for all students to openly express their concerns and aspirations, offering students the opportunity to participate in affinity groups and leadership roles. Throughout the year, we will encourage ongoing dialogue by regularly soliciting questions and feedback. Additionally, our students will have access to counselors and mental health staff for any support they may need.

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 build relationships with students, get to know their individual stories through student engagement plans, provide differentiated and targeted Multilingual Instruction, LAP instruction, specially designed instruction and provide specific formative feedback, then students will reach grade level reading standard by the end of the 2023-24 school year and beyond because

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By June 2024, each and every student of focus will meet grade-level reading standard as measured by WIDA, IRR, iReady, and/or SBA scores

Instructional Practices & Equity Strategies

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

- Teachers will provide students with frequent, specific feedback, delivered both orally and in written form, with the aim of enhancing their performance in a timely manner. This feedback will emphasize the importance of effort, improvement, and meeting predefined standards, rather than focusing on overall performance in English Language Arts.
- Teachers will empower students to choose how they wish to showcase their understanding, enabling each student to express their knowledge in a manner that aligns with their individual learning styles and abilities.



GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis, we believe that if we utilize universal design for learning in all classrooms, then students will have the opportunity to demonstrate their mastery of skills/concepts in a variety of ways because it engages students in learning, allows students to remember information and gives teachers valuable information regarding remediation and acceleration.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows:

By June 2024, 100% of students will have received multiple lessons or projects from every teacher using Universally Designed Instruction to ensure students are given the opportunity to show what they know in a variety of ways as measured by quarterly UDL staff surveys.

By June 2024, 100% of students will have had opportunities provided by their teachers, in alignment with Universally Designed Instructional (UDL) practices, to select their preferred method for demonstrating their understanding. This approach will enable each student to articulate their knowledge in a manner that corresponds with their unique learning styles and abilities. Our progress towards this goal will be assessed through quarterly UDL staff surveys.

Instructional Practices & Equity Strategies

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

- Teachers will participate in ongoing Universal Design for Learning (UDL) professional development, equipping them with the knowledge and skills necessary to effectively implement UDL principles in their classrooms to enhance the overall quality of education by providing students with choice.
- Teachers will provide and allow students to select the way they demonstrate their learning so each and every student is able to show what they know in a way that meets them where they are.

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 in kindergarten at/above grade level in English Language Arts	<ul style="list-style-type: none">• WaKIDS for Kindergarten• iReady for K-3	Fall 2023
Increased percentage of students in kindergarten at/above grade level in English Language Arts	<ul style="list-style-type: none">• iReady for K-3• Data Analysis Protocol	Winter 2024
Increased percentage of students in kindergarten at/above grade level in English Language Arts	<ul style="list-style-type: none">• iReady for K-3• Data Analysis Protocol	Spring 2024
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health	<ul style="list-style-type: none">• SEL Screener• Student Survey• Student Engagement Plans	Fall 2023
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health	<ul style="list-style-type: none">• SEL Screener• Student Survey• Student Engagement Plans	Winter 2024
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral,	<ul style="list-style-type: none">• SEL Screener• Student Survey• Student Engagement Plans	Spring 2024

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mental, and physical health		
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 	Fall 2023
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 	Winter 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"> ● iReady scores Fall-Spring ● SBA scores for Grades 3-5 	Spring 2024
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased opportunities for students to show their understanding in creative and innovative ways that allow students to demonstrate mastery of content in multiple ways	<ul style="list-style-type: none"> ● Student Work Samples ● Participation in Enrichment Clubs such as Math/Science Olympiad, National History Day, Robotics, etc. ● Formative unit assessments ● Quarterly Survey 	Fall 2023

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Increased opportunities for students to show their understanding in creative and innovative ways that allow students to demonstrate mastery of content in multiple ways	<ul style="list-style-type: none"> • Student Work Samples • Participation in Enrichment Clubs such as Math/Science Olympiad, National History Day, Robotics, etc. • Formative unit assessments • Quarterly Survey 	Winter 2024
Increased opportunities for students to show their understanding in creative and innovative ways that allow students to demonstrate mastery of content in multiple ways	<ul style="list-style-type: none"> • Student Work Samples • Participation in Enrichment Clubs such as Math/Science Olympiad, National History Day, Robotics, etc. • Formative unit assessments • Quarterly Survey 	Spring 2024

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Kokanee 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:

- 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.
- Social and Emotional Learning Professional Development for staff (building effective relationships and restorative practices).
- Multilingual Instruction: Professional learning for staff based on the text *EL Excellence Every Day* by Tonya Ward Singer and GLAD training by Brynn Bond.
- 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.
- Domain 3 and 4 Equity Work: PD through the University of Washington Haring Center for Inclusive Practices and fostering and engaging community partnerships.

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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:

- 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 work with our PTA and Natural Leaders to create stronger relationships with students and families.
- 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 offer clubs during the school day.
- We will plan school wide activities dedicated to strengthening the partnership between families and staff
- We will conduct student listening sessions with grades K-5 to understand what students need at Kokanee to create meaningful student-led change.
- We will conduct parent listening sessions throughout the year with administration to hear from families and understand their needs and perspectives

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