



2024-25 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

Engaging families from our school community ensures that multiple perspectives and ideas are considered when making decisions about our Strategic Action Plan. Members of our community may have unique insights and experiences that can contribute to achieving our goals and the development of effective improvement strategies. Including families in the planning and review process ensures that decisions are inclusive and representative of the diverse needs and interests of our school community. We plan to collaborate with families in the following ways:

- Individual family surveys were gathered at the start of the year.
- PTA presentations and an opportunity to provide feedback around our goals and work of the year.
- Involving families in volunteer opportunities throughout the school year.
- Training and involving families in recess volunteer opportunities.
- Partner with PTA leadership to gather information on how we can involve more families in the events and activities provided at our school.
- Partner with PTA to provide parent education around topics our families express interest in.
- We will partner with our PTA to host a Culture Night and a STEAM fair. We will also review the possibility of creating a Math Night to engage students and families together in learning math.



Examination of Student Data

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

Quantitative Data	Qualitative Data	Experiential Data
<p>Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and summative assessments.</p> <p>iReady Data in Reading for Grades K-5: This data informs our progress related to our Goal 1 and Goal 3 measure of the 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>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>Discipline Data: Discipline frequency & infraction, data showing female vs. male and disaggregated by race with be reviewed on a continual basis to review the needs of our students.</p>	<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> <p>Panorama SEL data: This data helps us understand and review students' experiences and feelings about themselves and others at school.</p> <p>Student interviews: This data will provide staff with feedback about student's learning experiences, interests, motivations, and what they feel we could do to meet individual student learning needs.</p>	<p>Experiential data is information gathered via listening, observation, and the study of artifacts (i.e. student work). Analyzing experiential data allows us to honor the authentic voice of stakeholders, explore ideas, and further explain quantitative results.</p> <p>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.</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>



2024-27 Racial and Educational Justice Framework

Our SDLT team and entire staff reviewed the new 2024-27 Racial and Educational Justice framework and handbook. [Northshore School District 2024-2027 Racial & Educational Justice Framework](#) Staff were informed that we would focus on throughline one this school year. As we reviewed the student outcomes presented for each of the four P's, our staff unanimously approved that we focus on the Practices (1B), the application of theory, concepts, and the approach we use with students, as well as, Pedagogy (1D), which represent the act of teaching.

Our staff felt it was important to focus on these components as this leverages student voice and also reflects what is delivered in the classrooms.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students who identify as Hispanic/Latino/Latinx across all grade levels that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Based on 2023-24 year-end iReady Reading Diagnostic data, between 1/3-2/3 of our Hispanic students scored below grade level in the areas of <u>Phonemic Awareness or Phonics</u>.</p> <p>** In the chart below, the first number listed represents our students who identify as Hispanic/Latino at each grade level and the second number represents our non-Hispanic/Latino students ** PH = Phonemic Awareness ** PH = Phonics</p> <ul style="list-style-type: none"> ● K - [PA] 40% → 0% ● 1st - [PA] 67% → 21% ● 2nd - [PH] 33% → 26% ● 3rd - [PH] 25% → 5% ● 4th - [PH] 0% → 7% 	<ul style="list-style-type: none"> ● Standardized testing does not show all our students' abilities ● Several of our Hispanic/Latino students are supported through Special Education and with an IEP for reading challenges. ● Depending on students' English proficiency, online assessments through iReady can be challenging and not represent student's true level of mastery. ● Since our Hispanic/Latino numbers are small, the percentages shown can be misleading. This percentage could be 1-2 students at some grade levels. ● We must strengthen our intervention system to support of acceleration and intervention needs of students.
<p>Based on 2023-24 year-end iReady Reading Diagnostic data, students who identify as Hispanic scored at least double as likely to be below grade level in overall <u>Reading Comprehension</u> than non-Hispanic students.</p> <p>** In the chart below, the first number listed represents our students who identify as Hispanic/Latino at each grade level and the second number represents our non-Hispanic/Latino students</p> <ul style="list-style-type: none"> ● K - 40% → 8% ● 1st - 67% → 26% 	<ul style="list-style-type: none"> ● Standardized testing does not show all our students' abilities. Students in upper grades have shared they don't care for participating with this program, so scores can be impacted by the student's feelings towards this computerized program. ● Several of our Hispanic/Latino students are supported through Special Education and with an IEP for reading challenges. ● Depending on students' English proficiency, online assessments

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<ul style="list-style-type: none"> • 2nd - 33% → 24% • 3rd - 25% → 7% • 4th - 80% → 17% 	<p>through iReady can be challenging and not represent student's true level of mastery.</p> <ul style="list-style-type: none"> • Since our Hispanic/Latino numbers are small, the percentages shown can be misleading. This percentage could be 1-2 students at some grade levels. • We must strengthen our intervention system to support of acceleration and intervention needs of students.
<p>44% of students who identify as Hispanic or Latino in grades 3 and 4 during the 2023-24 school year scored below standard [Level 1 or 2] on the ELA SBA assessment.</p>	<ul style="list-style-type: none"> • In most situations, students at Cottage Lake score higher in ELA than in Math. • Standardized testing does not show all our students' abilities • Several of our students are supported through Special Education and with an IEP for reading challenges. • We have an updated and aligned curriculum in reading, with materials and components for differentiation. This supports our student's diverse needs. • We still need to build further capacity within our understanding of Universal Design for Learning to improve access to core content for all students.
<p>Based on 2023-24 year-end Math iReady Diagnostic data, students who identify as Hispanic scored below grade level in Numbers and Operations at a higher percentage than their non-Hispanic peers.</p> <p>** In the chart below, the first number listed represents our students who identify as Hispanic/Latino at each grade level and the second number represents our non-Hispanic/Latino students</p> <ul style="list-style-type: none"> • K - 20% → 0% • 1st - 67% → 28% • 2nd - 33% → 12% • 3rd - 25% → 30% • 4th - 20% → 13 % 	<ul style="list-style-type: none"> • Standardized testing does not show all our students' abilities • Several of our Hispanic/Latino students are supported through Special Education and with an IEP for reading challenges. • Depending on students' English proficiency, online assessments through iReady can be challenging and not represent student's true level of mastery. • Since our Hispanic/Latino numbers are small, the percentages shown can be misleading. This percentage could be 1-2 students at some grade levels. • We have found there is a difference in vocabulary used between our core curriculum and iReady. Some of the terms presented students have expressed confusion with since it's something they are not familiar with. • We must strengthen our intervention system to support of acceleration and

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	intervention needs of students.
<p>Students continue to score lower in Geometry than all other iReady math domains</p> <p>** In the chart below, the percentage shown represents our students at each grade level who scored below standard on the end-of-year diagnostic assessment in the area of Geometry.</p> <ul style="list-style-type: none"> ● K - 14% ● 1st - 33% ● 2nd - 40% ● 3rd - 40% ● 4th - 51% 	<ul style="list-style-type: none"> ● Teachers have shared the Geometry units are not a strong math unit in Math Expressions. ● Teachers share they can run out of time during the year and don't teach this unit. ● When teachers don't teach the unit after several years, the gap in learning grows.
<p>67% of students who identify as Hispanic or Latino in grades 3 and 4 during the 2023-24 school year scored below standard [Level 1 or 2] on the Math SBA assessment.</p>	<ul style="list-style-type: none"> ● During most years, teachers spend more time teaching reading than Math. ● Several of our students are supported through Special Education and with an IEP for math challenges. ● Vocabulary differences between Math Expressions, iReady, and SBA present challenges for students to fully understand concepts being taught and assessed. ● We still need to build further capacity within our understanding of Universal Design for Learning to improve access to core content for all students.
<p>Panorama Data: Student Competencies & Support</p> <ul style="list-style-type: none"> ● Only 66% of students responded favorably to the question, "How hard do you try to get involved in discussions during class?" ● Only 60% of students responded favorably to the question, "During the past week, how often did you feel safe?" ● Only 46% of students responded favorably to the question, "How often do you use ideas from school in your daily life?" 	<ul style="list-style-type: none"> ● Data results are how students see themselves. This shows there remains a disconnect on how students are feeling in their classrooms. ● When answering the survey questions, some students changed their responses depending on what kind of day they were having and how they felt about school at the time. ● The students who reported not using school content in their lives shared they don't like school and think it's boring. ● In having a majority of our student population who identifies as white, students in our minority groups have sometimes reported to be disconnected from the classroom. ● We still need to build further capacity

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	<p>within our understanding of Universal Design for Learning so students can have more voice and choice in the learning process to increase a sense of belonging and feelings aligned to the value of school.</p>
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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>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 students achieving and maintaining grade level in the 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 supports.</i></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 toward grade-level standards because students who are supported through tiered instructional supports will have a strong foundation in literacy.

Objective

Between October 2024 and June 2025, 95% of those students who identify as Hispanic/Latino/Latinx who scored below grade level 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:

- Providing students with small group instruction in literacy in every classroom.
- Prioritize Phonics and Vocabulary instruction during classroom ELA instruction.
- Usage of Tier 2 (and Tier 3) resources to meet specific student learning needs.
- Diversifying materials used to reflect student interests and cultural identity.
- Intentional focus on phonics and vocabulary instruction and assessing students to identify areas of need.
- Participation in data-driven grade level meetings & active analyzing of data to inform instructional decisions
- Consistent and continual progress monitoring to review student performance
- Usage of UDL strategies to ensure students have access and opportunities to engage with learning
- Usage of GLAD strategies to engage students

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

Between October 2024 and June 2025, 100% of students who identify as Hispanic/Latino/Latinx and reported in the fall 2024 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

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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
- Teachers will ask families at November conferences “What specifically can we do at school so your child feels seen, valued, safe, and connected?”
- Specific staff matching to connect with target students
- 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 to reflect student interests and cultural identity.
- Inclusion of classroom lessons by counselor focusing on belonging, bullying, and conflict resolution
- Usage of Guidance Team and problem-solving with colleagues.
- Reaching out to families to form intentional connections to support students.

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 are equipped with trauma-informed, tiered math instructional strategies, and if they 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

Between October 2024 and June 2025, 95% of those students who identify as Hispanic/Latino/Latinx who scored below grade level on the iReady Fall Diagnostic or grade level curriculum assessment in the area of Numbers and Operations, will make more than one-year growth throughout the year. We will measure progress with our iReady diagnostic measures, iReady individualized online learning, analysis of iReady Typical and Stretch Growth, classroom-based assessments, Math Expressions 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:

- Establishing goals to focus learning on the most important standards at each grade level.
- Committing to common pacing for Tier 1 instruction. We will focus on key standards for each math unit.
- Incorporating UDL strategies, such as providing multiple means of assessment, to measure student knowledge.
- Diversifying materials used to reflect student interests and cultural identity.
- Ensuring manipulatives are available for all students and hands-on activities are woven into instruction.

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- Implementing consistent use of the daily routines and quick practice components (fluency, automaticity, etc.) of *Math Expressions*.
- Encouraging all students to do 30-45 minutes of iReady personalized math instruction each week. Teachers will monitor student use and pass rate on a regular basis.
- Grade-level teams will meet regularly to review student data, determine student needs and plan for interventions, and monitor progress.
- Teachers are encouraged to use WA Essential Elements & CCSS Major clusters to help plan math instruction and to focus on essential standards at each grade level.
- Teachers can utilize End of Unit assessments and Quick Checks to gather data throughout and at the end of units.
- Utilize data to inform targeted, small-group instruction.
- Usage of GLAD strategies to engage students

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 each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> ● WaKIDS for Kindergarten ● iReady for K-3 ● SBA for Grade 3 ● HMH Screening Assessment 	<ul style="list-style-type: none"> ● October 2024 ● November 2024 ● January 2025 ● February 2025 ● April 2025 ● June 2025
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 	<ul style="list-style-type: none"> ● October 2024 ● November 2024 ● January 2025 ● February 2025 ● April 2025 ● June 2025
GOAL 2: Responsible, Resilient, Empathetic Learners		



Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> • Clubs • Student Council <p>Students see themselves represented in the curriculum and instructional materials</p>	<ul style="list-style-type: none"> • September 2024 • October 2024 • November 2024 • January 2025 • March 2025 • June 2025
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"> • Grade 3-5, Panorama student survey • Grades K-2, Google student survey 	<ul style="list-style-type: none"> • October 2024 • January 2025 • May 2025
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<ul style="list-style-type: none"> • Number of HiCap students participating in Grade 4 or 5 Math Edgenuity 	<ul style="list-style-type: none"> • September 2024 • October 2024 • November 2024 • January 2025 • March 2025 • June 2025
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 • Curriculum-based assessment that focuses on Numbers & Operations 	<ul style="list-style-type: none"> • October 2024 • November 2024 • January 2025 • February 2025 • April 2025 • June 2025

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:

- District & School
 - NSD PD that aligns with district SAP goals- 8 hours per year required for teachers (TBD)
 - Cottage Lake Staff Meeting PD
 - NSD Math PD for 4th/5th grade teachers from Shannon Kiebler
 - Grade-level PLC Collaboration
 - SDLT-directed PD focuses on UDL strategies and the implementation of principles

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- Learning Walks, which allow staff to learn from each other and build individual practices
 - Inclusionary Practices strategies that span all learning spaces
 - GLAD training
 - Reading
 - Desired phonics training for teachers in grades 3-5
 - Science of Reading training
 - Math
 - Intervention Strategies for Math
 - Developing Number Sense
 - Optional book study: [Rethinking Disability and Mathematics](#)

COMMUNITY PARTNERSHIP

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

- We will continue to advocate for volunteers to assist in our classrooms and around school.
- We will provide translation services for important communications.
- We will invite families and community members into our school and classrooms to teach about different cultures, traditions, holidays, and celebrations.
- We will look for ways to involve families in our musical performances and classes.

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