



2024-25 Strategic Action Plan

At Frank Love Elementary, 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.

Inclusive communities are mutually beneficial where differences are celebrated and identity is valued. Evidence of the belief that all children can learn is seen everywhere one looks!

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

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 ensure 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.

During the 23-24 school year, we engaged the community in the following ways:

Intention: Create conditions and environment that invites family input and broaden the definition of family participation and engagement.

Strategies: Reimagine and co-create with families meaningful and relevant family engagement opportunities.

Goal: Increase meaningful participation and engagement for all of our families.

- Family BBQ social event during the school day
- Invite families to a staff meeting/event to teach staff about about their culture
- Cheetah Spotlight receptions

In the 24-25 school year, we plan to engage the community by:

- Collect experiential data at 1:1 family conferences during the Fall conference window
- Collect feedback from families throughout the school year during all 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.

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"> ● IReady Diagnostic Assessment ● IReady Standards Mastery Assessment Grades 2-5 ● Unit Assessments ● Focus Student Data Analysis ● Delta Screener ● SBA ● Panorama ● Discipline data ● Attendance data ● REJ Pre and Post Survey 	<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"> ● Student Voice Survey Fall and Spring ● Panorama survey responses ● Teacher feedback ● Observations of students ● Student work samples ● Guidance team meeting notes ● Family surveys ● REJ Pre and Post Survey 	<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"> ● Student Observation Walks ● Instructional Walks ● Student Interviews ● Grade level team meetings ● Guidance team meetings ● Photo journal ● Family conferences

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 2024-25 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](#) and focus on Throughline One: Anti-Discrimination and Microaggressions.

Specifically, we will focus on 1B: Students have awareness about how to advocate for themselves and their peers, and 1D: Students have a deepened understanding of microaggressions and identity-based slurs.

Data Review & Analysis

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

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>23-24: Reading students ending the year at grade level</p> <table border="1" data-bbox="215 688 740 997"> <thead> <tr> <th>Grade</th> <th>LatinX</th> <th>Non LatinX</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>67%</td> <td>95%</td> </tr> <tr> <td>1</td> <td>53%</td> <td>91%</td> </tr> <tr> <td>2</td> <td>33%</td> <td>83%</td> </tr> <tr> <td>3</td> <td>77%</td> <td>85%</td> </tr> </tbody> </table> <p>Math students ending the year at grade level</p> <table border="1" data-bbox="215 1094 740 1402"> <thead> <tr> <th>Grade</th> <th>LatinX</th> <th>Non LatinX</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>50%</td> <td>71%</td> </tr> <tr> <td>1</td> <td>50%</td> <td>84%</td> </tr> <tr> <td>2</td> <td>22%</td> <td>81%</td> </tr> <tr> <td>3</td> <td>64%</td> <td>83%</td> </tr> </tbody> </table>	Grade	LatinX	Non LatinX	K	67%	95%	1	53%	91%	2	33%	83%	3	77%	85%	Grade	LatinX	Non LatinX	K	50%	71%	1	50%	84%	2	22%	81%	3	64%	83%	<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>
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<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>Reading students ending the year at grade level</p> <table border="1" data-bbox="214 592 742 1024"> <thead> <tr> <th>Grade</th> <th>LatinX</th> <th>Non LatinX</th> </tr> </thead> <tbody> <tr><td>K</td><td>67%</td><td>95%</td></tr> <tr><td>1</td><td>53%</td><td>91%</td></tr> <tr><td>2</td><td>33%</td><td>83%</td></tr> <tr><td>3</td><td>77%</td><td>85%</td></tr> <tr><td>4</td><td>44%</td><td>65%</td></tr> <tr><td>5</td><td>30%</td><td>67%</td></tr> </tbody> </table> <p>Math students ending the year at grade level</p> <table border="1" data-bbox="214 1123 742 1549"> <thead> <tr> <th>Grade</th> <th>LatinX</th> <th>Non LatinX</th> </tr> </thead> <tbody> <tr><td>K</td><td>50%</td><td>71%</td></tr> <tr><td>1</td><td>50%</td><td>84%</td></tr> <tr><td>2</td><td>22%</td><td>81%</td></tr> <tr><td>3</td><td>64%</td><td>83%</td></tr> <tr><td>4</td><td>33%</td><td>73%</td></tr> <tr><td>5</td><td>30%</td><td>64%+--</td></tr> </tbody> </table>	Grade	LatinX	Non LatinX	K	67%	95%	1	53%	91%	2	33%	83%	3	77%	85%	4	44%	65%	5	30%	67%	Grade	LatinX	Non LatinX	K	50%	71%	1	50%	84%	2	22%	81%	3	64%	83%	4	33%	73%	5	30%	64%+--	<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>
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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 we continue our work providing intentional intervention blocks, tier 3 small group ELD services, and push-in services for LAP and ELD we can continue to increase reading scores for our students identifying as Latino/Hispanic.

Objective

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

Between September and June, the percentage of our Latino/Hispanic students will make one year or more of growth in reading 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 encourage all students to do 45 minutes of I-Ready personalized reading instruction each week. Teachers will monitor student use and pass rates 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 meet regularly to review student data, determine student needs, plan for intervention, and monitor progress.
- Co-planning and 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
- Use GLAD Strategies

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that when students are invited to engage in goal setting, know the learning progression, and provide feedback about their own learning, students will increase their agency and facilitate ownership of their learning.

Objective

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

Between September and June, students will report increased opportunities to provide feedback to their teacher regarding their learning experiences and set goals for their learning.

Instructional Practices & Equity Strategies

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



- Co-Created systems for monitoring goals
- Use of student feedback surveys
- Use of common tools to support students in setting learning goals

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 we continue our work providing intentional intervention blocks, tier 3 small group ELD services, and push-in services for LAP and ELD we can continue to increase math scores for our students identifying as Latino/Hispanic.

Objective

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

Between September and June, the percentage of our LatinX students will make one year or more of growth in math 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 rates 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.
- Co-planning and 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
- Use GLAD Strategies

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
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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 • IReady Standards Mastery • SBA for Grade 3 • WA AIM 	At the end of each intervention cycle: November 8, 2024 January 24, 2025 March 21, 2025 May 9, 2025 June 13, 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.	Student participation and engagement in opportunities such as: <ul style="list-style-type: none"> • Panorama Data • Student 1:1 Interviews • Intervention data • Teacher surveys 	Three times a year: October, February, May
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"> • WaKIDS for Kindergarten • iReady Diagnostics • iReady Standards Mastery • Delta Screener • SBA scores for Grades 3-5 	Fall, Winter, Spring Grade Level Team Identified Timelines

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:

- Implement school-wide Math Genius Squad supplemental math curriculum.
- 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 training for GLAD strategies that support our multilingual students.
- Provide concrete options in 'small bites' of math strategies for classroom teachers

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:

- 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.
- 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, etc.
- Explore reinstating the Natural Leaders Program.

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