



2024-25 Strategic Action Plan

Section 1: Building Data

Kenmore Elementary School	Type: K-5
Principal: Geetha George-Shapiro	Enrollment: 387
District: Northshore School District	F/R: 38.29%
Board Approval Date:	Special Education: 10.7%
Plan Date:	English Language Learner: 22.3%

Section 2: School Leadership Team Members and Parent-Community Partners

Geetha George-Shapiro - Principal	Michelle Gervais - Kindergarten
LaTisha Joseph - Assistant Principal	Jaimee Alonso-Lundheim - 1st Grade
Chris Brush - Librarian (Specialists)	Angela Torre - 3rd Grade
Emily Grossman - LAP Teacher (At-large Sped/IST/Counseling)	Kerry Quinn - 4th-5th Combination
Brenda Rothaus - ELD Paraeducator	Kristen Hale - Title I Paraeducator

At Kenmore Elementary, our Vision and Mission is as follows:

Vision: Where all students feel respected, loved, and inspired to develop into their fullest potential in a world yet to be imagined.

Mission: Foster a safe and inclusive community that supports all students in their academic, social, and emotional needs.

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

We understand that engaging families is crucial for supporting student success, strengthening home-school partnerships, and creating an inclusive, supportive learning environment for all. It is a key component of effective, equitable education.

In the 2023-24 school year we engaged our families the following ways and through experiential data:

- Community Serve Day, August 27
- Open House , August 31
- Virtual Curriculum Night, September 12
- In-Person Curriculum Night, September 19
- KEPTA Family Culture Night, October 20
- Parent-Teacher Conferences, November 14-21
- KEPTA All-School Family Dance, February 9
- Title I Family Night-Emotional Regulation, January 23
- **Coffee & Conversation (Multilingual Families), March 13** *(Topic: Education in the United States)*
- STEAM Fair, March 19
- **Coffee & Conversation (Multilingual Families), April 24** *(Topic: Math Games/ParentSquare)*
- KEPTA Bingo Night, April 26
- Title I Math Night, May 9
- **Coffee & Conversation (Multilingual Families), May 15** *(Topic: Modernization/School Safety)*
- All-School Picnic Lunch—May 24
- Fun Run, June 7

For the 2024-25 school year:

- Coffee & Conversations (Will begin in October)
- Collaborate with PTA to host Family Culture Night, STEAM Fair, All School Family Dance, Bingo Night and Fun Run, Cut n Chat, African Drumming
- Monthly Newsletter
- Weekly PBIS “Good News” blast.
- Surveys: Title I, Year-end Feedback
- Family Input forms



Examination of Student Data

Quantitative Data - Numerical	Qualitative Data-Descriptive	Experiential Data-Observational
<ul style="list-style-type: none"> ● <i>Into Reading</i> Phonics Screener ● Formative Assessments ● SBA ● iReady ● Benchmarks/End of unit/module ● Panorama ● WIDA ● Discipline ● Attendance 	<ul style="list-style-type: none"> ● Formative ● Guidance Team Notes ● BEISY Screeners ● Interviews ● Panorama Ed surveys ● Climate Survey 	<ul style="list-style-type: none"> ● Field Trips ● Gardening ● Performances (Biomes/Electricity) ● STEAM ● Family Culture Night ● Student Interviews/surveys ● Observations

2024-27 Racial and Educational Justice Framework

During the spring and summer of 2024, administrative staff and other REJ Team Leaders explored the Northshore School District 2024-2027 Racial & Educational Justice Framework and the Northshore School District 2024-2027 REJ Handbook in order to effectively prepare to introduce the tools to all staff in August 2024.

It is clear to us that when all staff collaborate with students and families, in particular, **with Latinx, multilingual and low-income students and families**, to do this explicit work of measuring and increasing the “**everydayness**” of **justice-driven student experiences** and **educational justice** at Kenmore, our students' academic and social-emotional success will increase.

We will design our school wide use of the framework by exploring:

Throughline 1: *Anti-Discrimination and Microaggressions*, utilizing the district provided bite sized professional learning offerings to guide our work at staff meetings and in classrooms with students.

The REJ team will:

- Invite 4th/5th grade students to form a **student REJ team** with focus on including Latinx, multilingual and low-income students
 - work with 4th/5th grade teachers and parents to find time for them to meet
 - work with high school REJ student leaders to scaffold the students' engagement with the framework.
- Collaborate with PTA REJ team members to support them to increase their Latinx, multilingual and low-income parent membership and offer support for their engagement with the framework and handbook.

Data Review & Analysis

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



Access or Outcome Gap	Root Cause
<p>Reading—iReady & SBA, WIDA, Wa-Kids 2024 Multilingual SGG Title I-Smart Goals (Sunday Curriculum) Phono-Graphix Screener Focus Students Growth Fall-2023 & June 2024 Examination of Student Data 2024-SBA Results Summary 3rd Grade ELA-Decreased 4.0 percentage points Math-Decreased 4.1 percentage points 4th Grade ELA-Decreased 15.2 percentage points Math-Decreased 1.2 percentage points 5th Grade (Current 6th graders) ELA-Increase 14.3 percentage points Math-Increase 16.1 percentage points WCAS-Increase 14.3 percentage points</p>	<ul style="list-style-type: none"> • Language Learners who do not have access to immediate translation for instruction and communication. (Communication iPads and teacher training) • Curriculum needs to more explicitly teach academic vocabulary to support language access to the curriculum. • Staff are learning and expanding their knowledge of the Into Reading curriculum and Math Genius Squad supplement. • Students had vastly different remote learning during the pandemic. This is evident in our current 4th and 5th grade cohort. • Students need to develop a positive mindset and learn to grapple with challenges, especially math.

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> <hr/> <p>Increased percentage of students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.</p>



	Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: number sense, algebra and algebraic thinking, measurement and data, and geometry
<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>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.
	Increased percentage of students with at least 95% average school attendance and minimizing the loss of instruction due to mandated testing.
<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>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.
	Increased percentage of students achieving mastery in their classes.

Theory of Action, Instructional Practices & Equity Strategies (If, then, and this will..)

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 teachers are equipped with tiered ELA and math instructional strategies, utilize GLAD (Guided Language Acquisition Design) strategies to support multilingual learners, and regularly review data with their Professional Learning Community (PLC) teams, then students will demonstrate academic growth of the increased academic rigor and expectations in our school culture.

Objective

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

By June of 2025, each and every Kenmore Elementary student in grades K-2 will meet or exceed their typical growth in iReady by one academic year.



Instructional Practices & Equity Strategies

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

[NSD Instructional Practices](#), [UDL strategies](#), [Equity Strategies](#),

Please See list of Instructional Practices and Equity Strategies in Goal 3.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we continue to implement school wide Positive Behavior Intervention Supports (PBIS) supports and practices through our Social Emotional Learning (SEL) curriculums Kelso's Choice, Second Step, PurposeFull People and Playworks at recess then students will show an increase in self-efficacy and emotional regulation.

Objective

By June of 2025, Kenmore Elementary will increase student's sense of self-efficacy and emotion regulation by having a SEL focus on perseverance, naming feelings and using I-statements to express themselves through the supplemental use of PurposeFull People within the classrooms We will show an increase in student's sense of self-efficacy from 66% to 70% and emotional regulation to from 50% to 55%.

Instructional Practices & Equity Strategies

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

We will include the items below as part of our SEL/PBIS plan:

- Student led videos demonstrating CUBS expectations
- Opportunities for students to participate in groups (Mindfulness and Buddy Classes)
- Cub Paws—Show how students are demonstrating our four pillars
- Second Step
- Purposeful People
- Golden Paw Award
- Sparkly Spatula Recognition
- Golden Dustpan Recognition
- Playworks - Junior Coaches
- [Student leadership opportunities](#)

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

Theory of Action

Revised August 2024




Based on the data and root cause analysis, we believe that if we build our school team's collective knowledge of the K-5 vertical alignment of the math curriculum and our capacity to implement high leverage math instruction, then students will increase their mathematics learning and demonstrate on-grade level outcomes. We believe this because when all teachers understand the key mathematics concepts built from year to year, and when they teach these concepts using culturally relevant and sustaining practices, then students' math learning is more relevant and consistent.

If the educational staff implement GLAD (Guided Language Acquisition Design) strategies and intentionally plan with both language development and content mastery in mind, then Language Learners will be more engaged in their learning, development, and understanding of grade-level mathematical concepts.

Objective

By June 2025, all students will demonstrate a minimum of one year's worth of growth or more in the mathematical domains of numbers and operations. This will be measured through the use of iReady, end of unit assessments and SBA interim assessment tools for students in grades 3-5.

Additionally, subgroups of the following students who identify as Latinx, Hispanic, African American and/or are multilingual will demonstrate the following:

- 35% of Latinx English Learners will meet or exceed grade-level standards on the iReady math assessment by the end of the school year (2023-2024 Final Diagnostic: 25%)
- 80% of Latinx students who are **not** active English Learners will meet or exceed grade-level standards on the iReady math assessment by the end of the school year (2023-2024 Final Diagnostic: 70%)
-  of Latinx English Learners will increase their English Language Proficiency by making one year's expected progress on the annual WIDA ACCESS assessment, according to OSPI guidelines.

Instructional Practices & Equity Strategies

[NSD Instructional Practices](#), [UDL strategies](#), [Equity Strategies](#).

The instructional practices and equity strategies described below will help us achieve our objectives:

- K-5 teachers will attend the "Math Genius PD" professional development to enhance and improve their math instruction practices.
- Grade-level teams will meet regularly in their PLCs to review student data, determine student needs, plan for interventions and inform instruction.
- Teachers will receive GLAD (Guided Language Acquisition Design) strategies to provide scaffolded, structured language support for English Language Learners during math instruction.
- All grade levels will participate in Intervention blocks 2 times per day 4 days a week.
- Teachers will intentionally focus on Social-Emotional Learning (SEL) from Second Step and pilot Purposeful People throughout the year, school-wide. This means they will use



the SEL curriculum and resources like mindfulness, picture books, and social stories. Student leadership will also participate in this work through Junior Coaching opportunities.

Overall, these instructional practices and equity strategies aim to improve student math outcomes and socio-emotional well-being at the school-wide level.

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		
<p>Increased percentage of students in these two specific subgroups: Multilingual learners and Latinx learners demonstrate growth in English Language Arts and Mathematics by the end of grade 3.</p> <p>*For all students: To develop, identify and or share, clear, actionable strategies to ensure every student is on grade level in reading and math by the end of third grade, and prepared to confidently and successfully complete Algebra by the end of 8th grade.</p>	<ul style="list-style-type: none"> ● WA-Kids for K ● i-Ready Diagnostic ● Math Expressions Unit Assessments ● HMH Phonics Screener and Assessment <p>Grade level determined:</p> <ul style="list-style-type: none"> ● Fluency Screeners ● I-Ready standardized assessments 	<p>Q1-October Math Expressions Assessments Fluency screeners I-Ready WA Kids</p> <p>Q2 -February Intervention data on focus students i-Ready Math Expressions Assessments</p> <p>Q3-April: Intervention data on Focus students Math Expressions Assessments</p> <p>Q4- June Intervention data on Focus students Math Expressions Assessments i-Ready</p>
GOAL 2: Responsible, Resilient, Empathetic Learners		
<p>Increase the percentage of students who believe they can achieve academically.</p>	<p>Panorama data for self-efficacy</p>	<p>Panorama Survey Results Fall and Spring.</p>

Revised August 2024



<p>Increase the percentage of students who believe they can positively regulate their emotions.</p> <p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>	<p>Panorama data for emotion regulation</p> <p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> • Mindfulness • Social Groups (LC & Counselor) <p>Students see themselves represented in the curriculum and instructional materials</p> <p>Classrooms will participate in activities that will allow students to express their identities & culture, and share with their peers & school community. Students will learn about other cultures and be able to compare and contrast with their own. <i>(August Day SEL 1b (Identifying Assets & FFT 2A (Sense of Belonging and Positive Relationships)</i></p>	<p>Compare and Contrast Oct 20, 2024</p>
<p>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>		
<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>	<ul style="list-style-type: none"> • Increased student growth especially in underrepresented student groups as measured by iReady and SBA 	<p>Q1-October Math Expressions Assessments Fluency screeners i-Ready WA Kids</p> <p>Q2 -February Intervention data on focus students i-Ready Math Expressions Assessments</p> <p>Q3-April: Intervention data on focus students Math Expressions Assessments</p> <p>Q4- June Intervention data on focus students Math Expressions Assessments i-Ready</p>
<p>Minimum annual academic growth rate of one year for students at/above grade</p>	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 	



level, and more than one year for students below grade level.		
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PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Kenmore 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:

- Math Genius Squad K-3 with Shannon Keibler (August 29, 2024)
- Math Genius Squad 4th & 5th Grade PD August Work Day and [Grade 4-5 Math Unit PD](#) with Shannon Kiebler (virtual)
- Continued support from HMH coach
- Collegial support for co-teaching models with Title I teacher/ELD Teacher
- Opportunities for teachers to meet and vertically align their work

STAFFING & BUDGETING (Title I Funds)

Employee	Certificated/ Classified	FTE/Hours	Cost
Darcia Myers	Certificated	.7 Title (.1 ELD)	\$126,130.00
Kristen Hale	Classified	20 hour	\$53,600

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:

- Kenmore Elementary PTA
- Watch DOGs (new!)
- Community Serve Day (Paused in 2024 due to construction)
- Northshore Schools Foundation
- Nature Vision
- The Toy Man, Rick Hartman
- Wheat Week
- Science Adventure Lab by Science Education Program

Revised August 2024



- Beecher's Flagship Program
- Arts of Kenmore
- Kenmore Arboretum
- YMCA
- Kenmore Police Department
- Kenmore Fire Department
- Stoup Kenmore
- Mary's Place/Hope Link

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