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## Kokanee Elementary 2024-25 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.

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### OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### Community Engagement

At Kokanee Elementary, we recognize that student success is deeply rooted in meaningful and inclusive community and family engagement. We are committed to building strong, authentic partnerships with families and community members, working together to identify needs and create effective solutions that support our students' growth.

To ensure that every voice is heard, we have actively engaged with stakeholders through a variety of methods including family, community, and student meetings, as well as listening sessions. These engagements have been vital in gathering insights and feedback throughout the 2023-24 school year.

Key Engagement Activities:

- **2023-24 Parent Surveys:** Distributed in Spring 2024, these surveys asked parents about their concerns regarding their child's transition to Kokanee, specific questions about kindergarten programming, and provided space for parents to share goals, academic and social-emotional needs, and any exceptional information pertinent to their child's education.
- **Kokanee Family Meet and Greet:** This event allowed families to meet teachers before the school year, fostering an environment where questions could be addressed and relationships established.
- **Curriculum Night Open-Ended Questions:** We asked families to share their thoughts, starting with the prompt, "I wish my school knew..." to better understand their perspectives and expectations.
- **Kokanee Family Survey:** This survey explored the linguistic and cultural diversity within our community, asking about languages spoken, the need for translated communications, and cultural or religious practices that the school should be aware of. The survey also

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inquired about the best methods and times to reach families, and gathered information about the family structure and dynamics to better support our students.

- **Kindergarten Listening Session:** A dedicated time for kindergarten families to meet with school leaders and PTA representatives, offering a platform to ask questions and share concerns.
- **Bi-Monthly PTA Meetings:** These meetings provide a regular opportunity for families to give feedback and help shape the partnership between the PTA and Kokanee Elementary.
- **Kokanee Celebrations of the World Event:** This event invites families to share their cultural traditions and celebrations, enriching our school community with diverse perspectives and fostering a deeper understanding among students.
- **Student-Led Justice Equity Diversity and Inclusion (JEDI) Team:** Students take the lead in sharing their views and asking questions of the entire Kokanee staff. The feedback from this team has been instrumental in shaping our strategic action plan, ensuring that it reflects the values and needs of our diverse student body.

Through these efforts, Kokanee Elementary is dedicated to creating an inclusive environment where every voice is valued, and every student has the support they need to succeed.

### Examination of Student Data

A crucial aspect of the inquiry process involves analyzing data. By reviewing a range of information, including student and family inventories/surveys as well as various student achievement measures, we can establish goals that support our students in achieving grade-level standards:

Quantitative Data	Qualitative Data	Experiential Data
<p>iReady Data in Reading and Math:</p> <p>iReady data has guided our progress regarding Goal 3, which measures a minimum annual academic growth rate of one year for students at or above grade level, and more than one year for those below grade level.</p> <p>We are focusing on ___ students who are two or more grade levels below in Reading, as well as ___ students who are two or more grade levels below in Math</p>	<p>Panorama SEL Data:</p> <p>Educating students encompasses more than just academics; we are committed to nurturing the whole child. As a school team, we focus on academics, social-emotional development, and behavior, utilizing a strengths-based approach when analyzing data. By prioritizing the whole child, we create an environment where students feel safe, supported, and engaged.</p>	<p>Family Engagement activities and surveys:</p> <p>Family engagement activities and surveys have been instrumental in collecting information about families' beliefs, opinions, and concerns. Additionally, they have played a significant role in enhancing parent involvement.</p>

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<p>WIDA English Language Development Data:</p> <p>This data has helped us identify key goal areas and enhance instructional planning for Multilingual Learners.</p>	<p>Student work samples:</p> <p>This data has aided us in understanding how students comprehend reading passages. By analyzing this information, we can identify and establish specific goals to support student success.</p>	<p>Student Listening Sessions:</p> <p>This data offered valuable insights into the students' experiences at Kokanee Elementary. During these listening sessions, students expressed their views on Kokanee, literacy, and their preferred learning strategies, which have guided our decisions for ongoing professional development.</p>
<p>Smarter Balanced Assessments (SBA):</p> <p>The SBA data has helped us assess our progress toward Goal 3, which measures annual academic growth. It has also been instrumental in pinpointing areas that require our attention to enhance student academic skills.</p>	<p>IEP Goals and Objectives:</p> <p>This data has guided our assessment of progress toward Goal 3, which measures annual reading growth. It has allowed us to determine current academic levels and establish the necessary steps to ensure students achieve both academic and social success.</p>	<p>Student Stories/Engagement Plans:</p> <p>This data has provided valuable insights into the students' experiences at Kokanee Elementary. The student engagement plans and stories encouraged students to share their perceptions and experiences at Kokanee, as well as to describe how they learn best. This feedback has informed our decisions regarding ongoing professional development.</p>

**2024-27 Racial and Educational Justice Framework**

The Kokanee staff used the [Northshore School District 2024-2027 Racial & Educational Justice Framework](#) to identify the following component to focus on during the 2024-25 school year:

- PEDAGOGY 1B: Students have awareness about how to advocate for their self and their peers.
  - Self-advocacy and peer support are essential skills that empower students to take control of their educational journey and personal growth. When students learn to speak up for their needs, rights, and ideas, they develop confidence,



assertiveness, and problem-solving abilities that will serve them well throughout their lives.

- By deepening our students' understanding of microaggressions and identity-based slurs, we can create a more inclusive, empathetic, and positive environment that supports both social-emotional growth and academic success. We have the opportunity to create a foundation for students to become respectful, thoughtful, and socially responsible individuals for life.

### 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																						
<p>The Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines multiple indicators of students' educational experiences, such as graduation rates, attendance, and proficiency on state tests in math and English language arts, into an overall 1-10 score for each school.</p> <p style="text-align: center;"><b>Kokanee Elementary 2023 Run Overall Framework Score by Student Group</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Overall Framework Score by Student Group</caption> <thead> <tr> <th>Student Group</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>8.40</td> </tr> <tr> <td>Asian</td> <td>9.63</td> </tr> <tr> <td>Black/African American</td> <td>6.40</td> </tr> <tr> <td>Hispanic/Latino of any race(s)</td> <td>5.88</td> </tr> <tr> <td>Native Hawaiian/Other Pacific Islander</td> <td>6.33</td> </tr> <tr> <td>Two or More Races</td> <td>3.02</td> </tr> <tr> <td>White</td> <td>5.18</td> </tr> <tr> <td>English Language Learners</td> <td>4.75</td> </tr> <tr> <td>Low-income</td> <td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td> </tr> </tbody> </table> <p>Based on the data from the Washington School Improvement Framework for Kokanee Elementary, the overall framework scores vary significantly among different student groups.</p>	Student Group	Score	All Students	8.40	Asian	9.63	Black/African American	6.40	Hispanic/Latino of any race(s)	5.88	Native Hawaiian/Other Pacific Islander	6.33	Two or More Races	3.02	White	5.18	English Language Learners	4.75	Low-income		Students with Disabilities		<p>The root causes of the disparities in the data are multifaceted and may include:</p> <ul style="list-style-type: none"> <li>● Socioeconomic Factors: Economically disadvantaged students may face barriers such as lack of access to resources, less academic support at home, and greater stress due to financial instability, all of which can affect academic performance and engagement.</li> <li>● Educational Equity: There are likely systemic inequities in the educational system that result in unequal access to high-quality instruction, extracurricular opportunities, and support services for different student groups.</li> <li>● Cultural and Language Barriers: Students from diverse cultural backgrounds might encounter challenges in the curriculum or school environment that don't fully support their learning needs or cultural differences.</li> </ul>
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**Key Observations:**

- Students identified as Asian by OSPI are performing the best among all groups.
- Students identified as English Language Learners and students identified with disabilities are facing the most significant challenges, as reflected by their lower scores.
- Students identified as financially underserved by OSPI have lower scores compared to the school average.
- There is a noticeable gap in performance between the highest-performing group (Asian students) and the lowest-performing groups (students learning English and students identified with disabilities).

This comparison highlights disparities in performance across different student groups, which will inform targeted interventions to support lower-performing groups.

- **Access to Early Childhood Education:** Students who haven't had access to quality early childhood education may enter school with less preparation, impacting their academic trajectory.
- **School Climate and Support Systems:** The overall environment of the school, including teacher expectations, peer interactions, and availability of support services (like counseling and mental health), can significantly impact student performance. If some student groups don't feel as supported or included, this could lead to lower outcomes.
- **Community and Family Engagement:** The level of engagement and support from families and communities can vary across different student groups, influencing student success.
- **Implicit Biases:** Educators' unconscious biases affect how they interact with and support students from different backgrounds, leading to disparities in academic outcomes.

Addressing these root causes requires a comprehensive approach, including targeted interventions, equity-focused practices, and community partnerships.

## 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
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<p><b>Goal 1</b> 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 five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.</p>
<p><b>Goal 2</b> 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><b>Goal 3</b> 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>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>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</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 believe that if we if we implement targeted and differentiated instruction that meets the specific needs of students that receive special education services and multilingual learners, **and** provide ongoing professional development for educators focused on culturally responsive teaching practices and universal design learning, **then** we will see an increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.

**This** will be supported by data-driven decision-making, continuous monitoring of student progress, and the engagement of families and communities in the learning process.

##### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: By June 2025, 100% of kindergarten students will advance at least one level, progressing from emerging kindergarten to early kindergarten, from early kindergarten to mid kindergarten, or from mid kindergarten to on-grade level, as measured by the 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.



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### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2025, Students of focus will report feeling a sense of belonging and connectedness to their school, teachers, and peers, as measured by SEL screeners, student 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 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.

### Objective

By June 2025, students in our school who are two or more grade levels below will demonstrate more than one year's of mathematical learning in the math strands of numbers and operations and algebraic thinking as measured by iReady fall to spring assessments, Math Expressions pre- and post-assessments in correlating units, and the available SBA interim assessments tools for students in grades 3-5.

### Instructional Practices & Equity Strategies

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

- Teachers will learn about and increase their use of providing mastery-oriented feedback in a timely manner. The feedback will be clear and specific and help learners know exactly what they need to do to achieve the next step in the learning process.
- Teachers will allow students to select the ways they demonstrate their learning so that each student is able to show what they know in a manner that meets them where they

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- are at.
- Teachers will integrate culturally relevant materials and examples into math instruction to make learning more relatable and engaging for African-American/Black and Hispanic/Latino/a students.
  - Teachers will tailor lessons to meet diverse learning needs by using varied teaching methods, resources, and activities to address different levels of understanding and learning styles.

## OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If our strategies appear to be working, we will continue to execute our plan as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments.

Measures	Metrics	Dates of Data Review
<b>GOAL 1: Success in the Early Years</b>		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts by the end of grade 3.	<ul style="list-style-type: none"> <li>• WaKIDS for Kindergarten</li> <li>• iReady for K-3</li> </ul>	Fall 2024
Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts by the end of grade 3.	<ul style="list-style-type: none"> <li>• iReady for K-3</li> <li>• Data Analysis Protocol</li> </ul>	Winter 2025
Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts by the end of grade 3.	<ul style="list-style-type: none"> <li>• iReady for K-3</li> <li>• Data Analysis Protocol</li> </ul>	Spring 2025
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		

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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"> <li>● SEL Screener</li> <li>● Student Survey</li> <li>● Student Engagement Plans</li> </ul>	Fall 2024
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"> <li>● SEL Screener</li> <li>● Student Survey</li> <li>● Student Engagement Plans</li> </ul>	Winter 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"> <li>● SEL Screener</li> <li>● Student Survey</li> <li>● Student Engagement Plans</li> </ul>	Spring 2025
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> <li>● iReady scores Fall</li> <li>● SBA scores for Grades 3-5</li> </ul>	Fall 2024
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> <li>● iReady scores Winter</li> <li>● SBA scores for Grades 3-5</li> </ul>	Winter 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"> <li>● iReady scores Spring</li> <li>● SBA scores for Grades 3-5</li> </ul>	Spring 2025



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## 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:** Strengthening our partnership with the UW Haring Center and OSPI, we will engage in hands-on professional development with experts RinaMarie Guerrero. Additionally, we will conduct site visits to exemplary inclusionary practice sites to observe and integrate best practices into our own approach.
- **Inclusionary Practices Project Professional Learning:** We will provide comprehensive professional development designed to empower educators to create and sustain effective systems, structures, and practices that ensure all students have meaningful access to and active engagement in inclusive learning environments.
- **Social and Emotional Learning:** We will offer targeted professional development for staff, focusing on building strong, effective relationships with students and implementing restorative practices that foster a positive and supportive school culture.
- **Multilingual Instruction:** Our professional learning for staff will be enriched with insights from *EL Excellence Every Day* by Tonya Ward Singer, coupled with GLAD training led by Brynn Bond, equipping educators to effectively support multilingual learners.
- **i-Ready Diagnostic Data and Instructional Component:** We will provide ongoing, in-depth professional development throughout the school year, ensuring educators are proficient in utilizing both the diagnostic assessments and instructional components of i-Ready to drive student achievement.
- **Self-Advocacy:** Students will embark on an engaging journey of personal growth and social development through our comprehensive program, focusing on Kelso's Choices and self-advocacy skills. This will equip students with practical tools to resolve conflicts independently, express their needs confidently, and support their peers effectively. Through interactive lessons and real-life scenarios, students will develop essential communication strategies, assertiveness, and problem-solving abilities. By mastering these skills, they'll be better prepared to navigate academic challenges, foster positive relationships, and contribute to an inclusive school community. This holistic approach aims to cultivate students who are not only academically proficient but also socially adept, confident, and supportive of one another, preparing them for success throughout their educational journey and beyond.
- **Sustaining Diversity, Equity, and Inclusion:**
  - **Students:** Engage students in meaningful discussions about race, identity, and social justice using Vera Ahiiya's book "You Have a Voice" as an entry point. Highlight how the book celebrates the power of every child's voice to create positive change. Facilitate conversations that inspire students to explore diversity, ask curious questions, and see themselves and their peers reflected in the literature. Provide a safe and nurturing space for students to share their perspectives and learn from one another. Leverage the author visit as an opportunity to build students' empathy, critical thinking, and social-emotional skills.
  - **Staff:** Engage staff in a thought-provoking keynote led by author Vera Ahiiya, exploring how the strategies and lessons from her book "Rebellious Read Alouds" can empower educators to facilitate meaningful discussions about diversity,

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equity, and inclusion using children's literature as a catalyst for change. Encourage staff to reflect on their own biases, develop skills for facilitating sensitive conversations, and identify opportunities to build an inclusive classroom library and curriculum.

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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 share our Strategic Action Plan with information with all families during curriculum nights in September 2024.
- 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

We understand that student success is deeply rooted in meaningful partnerships with families and the community. We recognize that educators and families share a common goal: the well-being and success of our students. By treating families and community members as co-teachers and valued partners, we will create a collaborative environment that honors the diverse cultural backgrounds, values, and identities of our students and their families.

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