



## 2024-25 Strategic Action Plan

At Sorenson Early Childhood Center, we strive to provide individualized early childhood education opportunities in a nurturing, safe, family oriented environment. We are a blended multi-age, inclusive model, serving students, ages 3 - 5. Inclusive classrooms create a dynamic learning environment for all students.

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

Northshore Early Childhood is a unique educational environment, set over 3 school locations in the district. We serve a population beyond our school's enrollment boundaries and therefore seek unique ways to bring families into our early childhood community. The staff is committed to fostering student learning and cultivating friendships while creating a sense of community for our students.

Based on parent surveys, we hosted a number of family centered experiences. Families expressed a need for early childhood community events, parent education and support with positive behavior management.

- Positive Parenting for Families
- Parent Ed. Nights
- Family outreach support specialists
- Meet and Greets / ice cream socials
- Family playdates on non student days
- Parent Engagement Nights
- Head Start Parent Committee
- Partnership with Children's Museum
- Multicultural night

#### Examination of Student Data

<b>Quantitative Data</b>	<b>Qualitative Data</b>	<b>Experiential Data</b>
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance Records</li> <li><input type="checkbox"/> Teaching Strategies Gold</li> <li><input type="checkbox"/> Demographic Information</li> <li><input type="checkbox"/> Family Participation Rates</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student work examples</li> <li><input type="checkbox"/> Student Work Samples</li> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Art Work and/or class projects</li> <li><input type="checkbox"/> Student Survey</li> <li><input type="checkbox"/> IEP goals and accommodations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Family conferences</li> <li><input type="checkbox"/> Family engagement activities at the school</li> <li><input type="checkbox"/> Community Forums</li> <li><input type="checkbox"/> Listening Sessions</li> <li><input type="checkbox"/> Observations</li> <li><input type="checkbox"/> Student Shadowing</li> <li><input type="checkbox"/> Stories</li> <li><input type="checkbox"/> Community Walks</li> <li><input type="checkbox"/> Student Centered IEP's</li> </ul>
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The Creative Curriculum for Preschool empowers children to be confident, creative, and caring learners through play-based, hands-on investigations—a research-based approach that incorporates language, literacy, and mathematics throughout the day. Teaching Strategies GOLD progressions show widely held expectations for children's development and learning. Based on research literature, the bands show at what levels most children of a particular age are likely to be at the beginning and end of a program year. Researchers examined a six-factor model that corresponded to the design of the instrument. This model evaluated each assessment item's "fit" within one of six areas: social-emotional, physical, language, cognitive, literacy, and mathematics. The system's objectives are aligned with Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.

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

The Northshore Early Childhood Staff used the Northshore School District 2024-2027 Racial & Educational Justice Framework to identify the following component to focus on the 2024-2025 school year.

PRACTICES 1B: Students have awareness about how to advocate for their self and their peers

**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Hispanic/Latino 3-5 year olds who require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
We are not fully enrolled in Ready Start	We are currently not on a waitlist for

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within our free slots	Head Start
We are not fully enrolled in Head Start at Arrowhead	The change of location to Arrowhead from Kenmore Elementary
When compared to students who are not Hispanic or Latino a higher number of Hispanic/Latino students are below widely held expectations in literacy and 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><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>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Based on GOLD checkpoints, Winter and Spring, Hispanic/Latino students who are below widely held expectations will demonstrate an increase of learning in Math and Reading at or above widely held expectations.
<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>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students who have awareness of how to advocate for themselves and peers (GOLD 3a, 3b).

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<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 supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>Expand our community outreach with the goal of filling our non-tuition and tuition slots as well as being fully enrolled at Arrowhead. Ready start currently sits at 31% (34 of 111 spots) of capacity for Non-tuition and 89% (102 of 114 spots) of capacity for Head Start.</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 increase high leverage teaching practices, **then** students will increase their learning within the math and reading domains through additional access to tier 2 targeted interventions.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: Based on GOLD checkpoints, Winter and Spring, Hispanic/Latino students who are below widely held expectations will demonstrate an increase of learning in Math and Reading at or above widely held expectations.

Instructional Practices & Equity Strategies

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

- All students in Early Childhood will engage in small group instruction for math and reading allowing for targeted instruction and individualized support
- Early Childhood classroom staff will engage in co-planning, co-teaching, and co-assessing professional learning opportunities as provided by the district
- Access to Augmentative and Alternative Communication (AAC) paired with professional development focusing on increased use and proficiency with AAC in all settings

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- Regular assessment and analysis of student data will inform instructional decisions, enabling us to adapt strategies as needed for continuous improvement.
  - Involving families in the learning process through workshops and resources will help reinforce math and reading skills at home.
  - Create classroom environments that are print rich: providing students with multiple opportunities to engage in their environment and placing clear importance on the materials we share.

**GOAL 2:** Responsible, Resilient, Empathetic Learners

**Increased percentage of students who have awareness of how to advocate for themselves and peers (GOLD 3a, 3b).**

Theory of Action

Based on the data and root cause analysis, we believe that **if** we provide intentional and culturally responsive instructional practices that foster self-advocacy, empathy, and resilience among our preschool students with a continued focus on communication, **then** we will increase the percentage of students who demonstrate awareness and ability to advocate for themselves and their peers, contributing to closing the educational gap in our diverse learning environment. This approach aligns with our commitment to an inclusive environment where all learners can thrive, particularly those with IEPs.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: Increased percentage of Hispanic students who have awareness and the communication skills to advocate for themselves and peers as measured by Teaching Strategies GOLD Indicators 3a and 3b.

We will assess through observational checklists and student portfolios in Teaching Strategies Gold. This is achievable through providing targeted instruction and tailored support for self-advocacy skills while including culturally relevant materials that engage our Hispanic students. This aligns with our commitment to foster responsible, resilient, and empathetic learners in an environment where all students can thrive.

Instructional Practices & Equity Strategies

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

1. Culturally Relevant Curriculum: Integrate culturally relevant materials and stories that reflect the backgrounds of Hispanic students. This fosters connection and engagement, enhancing their understanding of self-advocacy. (GLAD, Zones)

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2. Bilingual Resources: Provide bilingual resources and activities that support both English and Spanish language development. This encourages Hispanic students to express themselves and understand advocacy in their home language.
  3. Peer Collaboration: Implement structured peer collaboration activities that encourage Hispanic students to work together and support one another in advocating for their needs.
  4. Community Engagement: Organize family and community opportunities focused on the importance of self-advocacy. Involve the parent community to share experiences and strategies that resonate with Hispanic families. (PBIS)
  5. Visual Supports and Role-Playing: Use visual aids and role-playing scenarios to teach advocacy skills. For example, practice how to ask for help or express feelings using familiar cultural contexts, utilizing all communication options such as Augmentative Alternative Communication (AAC) devices, and core boards.
  6. Celebrating Diversity: Create opportunities for students to share their cultural backgrounds and experiences. This builds a sense of belonging and reinforces the importance of self-advocacy in a diverse setting.
  7. Regular Progress Monitoring: Conduct regular check-ins to assess student growth in self-advocacy. Adjust instructional practices based on feedback and observations to ensure all students are supported. Have regular parent communication to learn from our partnership with families.

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

**Increase recruitment in order to fully enroll non tuition and Head Start students accessing NSD’s Early Childhood Programs.**

Theory of Action

Based on the data and root cause analysis, we believe that **if** we increase our recruitment strategies as well as partner with a number of different NSD departments **then** we will be able to increase the number of students accessing our non-tuition Early Childhood Programs.

Objective

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

Expand our community outreach with the goal of filling all non-tuition slots which currently sit at 30% of capacity for Non-tuition and 89% of capacity for Head Start.

Instructional Practices & Equity Strategies

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

Increase recruitment efforts including:



- Connecting with community partners
- Partnering with NSD Communication Department
- Recruitment fair
- Parent engagement
- Digital marketing (social media presence)
- Multilingual materials
- Strengthen relationships with NSD departments
- Partnering with Elementary Schools
- Partnering with NSD Family Engagement

## 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 and Mathematics by the end of grade 3.	GOLD data (Head Start and Ready Start): Math and Reading	January 29, 2024 June 4, 2025
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	GOLD data 3a, 3b  Students see themselves represented in the curriculum and instructional materials	January 29, 2024 June 4, 2025
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		

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Increased enrollment for traditionally underrepresented student programs.	Number of students participating in Head Start and Ready Start program programs	enrollment data recruitment data
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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Northshore Early Childhood (at Sorenson, Woodmoor and Arrowhead), 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:

- Teaching Strategies Gold
- Co-teach: co-plan, co-teach, and co-assess
- AAC (SLP PD): equity and access
- SDLT days
- GLAD
- UDL
- Bi-weekly PLC's
- Committee Work (data informed instruction, curriculum, Continuum of Supports, Family and Community Engagement, REJ)
- PSESD (Head Start division): Trauma Informed Practices PD

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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:

- Parent and teacher conferences
- Volunteer opportunities
- Parent Ed opportunities
- Parent Night Out
- Family and student activities
- PTSA
- Community Serve
- Northshore Schools Foundation
- Shoreline Fire Department in Kenmore





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- The sewing club from The Church of Jesus Christ of Latter-Day Saints made weighted lap pads and window coverings.
  - Eagle Scouts

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