



2025-26 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.

Intention: Create conditions and environment that invite 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.

During the 24-25 school year, we engaged the community in the following ways:

- Festival of Cultures during the school day. Families shared their cultures and traditions with classrooms.
- Family BBQ social event during the school day
- Cheetah Spotlight receptions
- STEAM Night

In the 25-26 school year, we plan to engage the community by:

- Festival of Cultures evening event.
- Career Day: "Discover You" Week. Families share their careers with students.
- Listen and Learn Sessions: Special Education Families, Latino Families
- Collect feedback from families through a fall survey and 1:1 conversations



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• Unit Assessments• Focus Student Data Analysis• Delta Screener• SBA• Panorama• BEISY Screener• 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">• Panorama survey responses• Teacher feedback• Observations of students• Student work samples• Guidance team meeting notes• Family surveys	<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 2025-26 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 Two: Climate, Culture, and Self-Reflection

Specifically, we will focus on 2H: Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached. and 2I: Educators have high expectations for all students regardless of their background or differences.

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</p> <p>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>2024-25</p> <p>Math</p> <p>students ending the year at grade level</p> <table><tr><th>Grade</th><th>LatinX</th><th>Non LatinX</th></tr><tr><td>K</td><td>73% (11/15)</td><td>74%</td></tr><tr><td>1</td><td>56% (10/18)</td><td>74%</td></tr><tr><td>2</td><td>44% (8/18)</td><td>93%</td></tr><tr><td>3</td><td>40% (4/10)</td><td>75%</td></tr><tr><td>4</td><td>50% (10/20)</td><td>75%</td></tr><tr><td>5</td><td>33% 3/9)</td><td>60%</td></tr></table>	Grade	LatinX	Non LatinX	K	73% (11/15)	74%	1	56% (10/18)	74%	2	44% (8/18)	93%	3	40% (4/10)	75%	4	50% (10/20)	75%	5	33% 3/9)	60%	<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>
Grade	LatinX	Non LatinX																				
K	73% (11/15)	74%																				
1	56% (10/18)	74%																				
2	44% (8/18)	93%																				
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5	33% 3/9)	60%																				
<p>Goal 2</p> <p>Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the</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 the ability to regulate their emotions and self-efficacy.</p>																					



diversity, unique needs and contributions of others.

Panorama results show:

- We saw improvement in supportive relationships, classroom effort managing challenging feelings.
- Efficacy results from 56% (2024) to 52% (2025)
- Safety results from (2024) 68% to 67% (2025)
- Sense of Belonging 66% (2024) to 67 % (2025).
- Emotional Regulation in the 50% range in the following areas:
 - Emotional Control
 - Strategies to lift mood
 - Emotional regulation strategies
 - Impulsive control

Goal 3

Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

i-Ready Spring of 2024 Math Results

Grade	On Grade Level	1 Grade Below
K	74%	25%
1	61%	37%
2	83%	13%

Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.

Increased percentage of students moving from 1 grade level below to on grade level in math as measured by i-Ready.

Increased percentage of Latino/Hispanic students meeting stretch growth in math as measured by iReady.



3	85%	11%
4	69%	20%
5	56%	31%

Grade	LatinX	Non LatinX
K	73% (11/15)	74%
1	56% (10/18)	74%
2	44% (8/18)	93%
3	40% (4/10)	75%
4	50% (10/20)	75%
5	33% 3/9)	60%

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 conducted, we believe that if we continue providing intentional intervention blocks for Tier 2 and Tier 3 supports—by blending services (ELD, LAP, Special Education) and pushing support into the classroom—while maintaining a strong focus on teacher collaboration, we will increase math proficiency for our students.

Objective

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

Between September and June, the percentage of students moving from 1 grade level below to on grade level in math will increase as measured by i-Ready.

The instructional practices and equity strategies below will guide us in achieving our objective:

- **Personalized Practice:** Encourage all students to complete 45 minutes of i-Ready personalized math instruction each week, with teachers monitoring usage and pass rates regularly.



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- **Targeted Instruction:** Use i-Ready data and other assessments to inform targeted, small-group interventions for focus students.
 - **Collaborative Teaming:** Grade-level teams will meet regularly to review data, identify student needs, plan interventions, and monitor progress.
 - **Co-Planning & Co-Teaching:** Teachers will co-plan and co-teach with colleagues to maximize instructional impact.
 - **Flexible Models of Support:** Implement “flood-in” and “walk-to” models to meet diverse student needs.
 - **Standards-Based Monitoring:** Use standards mastery assessments to identify learning gaps and learning progressions to guide intervention planning.
 - **Inclusive Practices:** Incorporate scaffolds such as GLAD and UDL strategies to support all learners.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

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

Objective

Our specific, measurable, attainable, relevant, and time-bound (SMART) objective to address Goal 2 is:

Between September and June, students will report increased ability to regulate their emotions and demonstrate greater self-efficacy.

Instructional Practices & Equity Strategies

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

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

- **Social Emotional Learning Curriculum:** Implement a common SEL curriculum to explicitly teach emotional regulation strategies.
 - **Self-Monitoring Practices:** Teach students to recognize their emotional state, monitor their progress, and choose effective regulation strategies.
 - **Communication Skills:** Teach and model effective communication strategies so students can advocate for their needs.
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- **Goal-Setting & Reflection Routines:** Provide structured opportunities for students to set personal and academic goals, reflect on progress, and celebrate growth.
 - **Culturally Responsive Practices:** Incorporate students' cultural backgrounds and experiences into instruction to validate identities and strengthen engagement.

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

Theory of Action

Based on the data and root cause analysis we conducted, we believe that if we continue providing intentional intervention blocks, Tier 3 small-group ELD services, and push-in supports for LAP and ELD, combined with strong collaborative practices, we can increase math achievement for our students identifying as Latino/Hispanic.

Objective

Our specific, measurable, attainable, relevant, and time-bound (SMART) objective to address Goal 3 is:

Between September and June, the percentage of Latino/Hispanic students meeting their stretch growth goals in math will increase, as measured by i-Ready.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies below will guide us in meeting our objective:

- **Daily Math Routines:** Implement consistent use of the *Math Expressions* daily routines and quick practice components, five days per week, to strengthen number sense and fluency.
- **Personalized Learning:** Ensure all students complete 45 minutes of i-Ready personalized math instruction each week, with teachers monitoring both usage and lesson pass rates.
- **Data-Driven Instruction:** Use i-Ready, Delta Screener, and classroom assessment data to inform targeted instruction, including consistent small-group interventions for focus students.
- **Collaborative Data Review:** Grade-level teams will meet regularly to review data, determine student needs, plan interventions, and monitor progress.
- **Flexible Support Models:** Implement “flood-in” and “walk-to” models to provide timely support and meet diverse student needs.
- **Collaborative Practices:** Engage in co-planning and co-teaching models to share expertise and maximize instructional effectiveness.



- **Inclusive Strategies:** Use GLAD and UDL strategies to scaffold instruction for multilingual learners and ensure equitable access to rigorous math content.
- **Culturally Responsive Instruction:** Incorporate culturally relevant examples, contexts, and problem-solving opportunities to validate student identities and strengthen engagement.
- **Family Engagement:** Partner with families by sharing i-Ready data, explaining stretch goals, and offering strategies for supporting math learning at home.
- **Professional Learning:** Provide ongoing professional development for teachers on effective math intervention strategies, equitable practices, and the use of progress monitoring tools.

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		
Between September and June, the percentage of students moving from 1 grade level below to on grade level in math will increase as measured by i-Ready.	<ul style="list-style-type: none">• WaKIDS for Kindergarten• iReady for K-3• IReady Standards Mastery• SBA for Grade 3• WA AIM• Delta Math Screener	At the end of each intervention cycle: <ul style="list-style-type: none">• October 27-October 31• January 19-January 23• March 30-April 3• June 1-June 5
GOAL 2: Responsible, Resilient, Empathetic Learners		
Between September and June, students will report increased ability to regulate their emotions and demonstrate greater self-efficacy.	Student participation and engagement in opportunities such as: <ul style="list-style-type: none">• Panorama Data• BEISY Screener• Intervention data• Teacher surveys	Three times a year: October, February, May
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		



Between September and June, the percentage of Latino/Hispanic students meeting their stretch growth goals in math will increase, as measured by i-Ready.	<ul style="list-style-type: none">• WaKIDS for Kindergarten• iReady Diagnostics• iReady Standards Mastery• Delta Screener• SBA scores for Grades 3-5• Delta Screener	Fall, Winter, Spring Grade Level Team Identified Timelines
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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 and UDL strategies that support our multilingual students.
- Provide concrete options in 'small bites' of math strategies for classroom teachers
- Grade Level Data meetings three times a year.

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 a survey
- Actively and continually invite families to volunteer in classrooms in interactive ways including sharing heritage music, stories, activities, supporting students academically
- Invite families to share their career experiences with students.
- Partner with individual families to strategize and plan for increased math practice.

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