



2025-26 Strategic Action Plan

At Shelton View, we create a caring, diverse community of students, families, and staff dedicated to creating a collaborative learning culture whose goal is for all to feel safe and valued, while ensuring academic and social success for all. 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

Community Engagement

At Shelton View community engagement recently focused on building relationships and enacting the Equity Transformation Cycle by listening to what students, staff, and families valued most about their school experience at Shelton View. This information also serves as data as we seek ongoing improvement to work in partnership with all members of our community, to carry out our mission.

Community Engagement Activities:

- PTA monthly meetings
- PTA Events, Music Concerts, and community celebrations
- Annual Bedtime Stories Event: Families, staff and community members are invited to come and read stories in their family's language.
- Annual Cultural Fair: Families, staff and community are invited to share information, food, and performances representing their culture.

These community engagement activities were conducted to gather diverse perspectives and ensure that the inquiry process took into account the insights of both parents and students, creating a holistic and inclusive learning experience. 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.

Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none">• iReady: This data informs our progress related to academic goals• WIDA• Classroom based assessment results: This informs our classroom instruction and next steps	<ul style="list-style-type: none">• Panorama : This data informs our progress related to goal 2	<ul style="list-style-type: none">• WA kids• Curriculum Night: This offers parent voice to school goals



2024-27 Racial and Educational Justice Framework

Our intention at Shelton View is to weave Racial and Educational Justice into all we do so that it stays at the center of our MTSS work as we focus on the school-wide implementation of inclusive instructional practices. With this in mind and after reviewing [Northshore's 2024-27 Racial and Educational Justice Framework](#), we believe that we need to focus on **THROUGHLINE TWO:**

ANTI-DISCRIMINATION AND MICROAGGRESSIONS. We believe that enacting the work within the Power, Practices, Policies, and Pedagogy aligned to this throughline will have a direct impact on student learning and their sense of belonging by increasing respect for individuals and therefore improve outcomes in all three of our goal areas. The specific strategies will focus on:

- **Power** Evaluate how classroom community guidelines, instructional practices, and staff-to-student and student-to-student interactions either invite or inhibit students from sharing about their intersecting identities, and collaboratively develop a shared action plan to increase the frequency of opportunities for students to do so.
- **Practices** Design and implement daily routines and instructional strategies that affirm the diverse identities of each and every learner, based on collaboration with students, student data collection, and school climate data analysis.
- **Pedagogy** We have opportunities for students to deepen their understanding of their own and one another's intersectional identities into your instructional practices and their learning experiences that are co-designed and continuously refined with colleagues and students.

Data Review & Analysis

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

Access or Outcome Gap	Root Cause
Students who identify as Hispanic or Latino do not demonstrate similar growth on assessments as their peers in reading and math as determined by our review of i Ready and SBA data.	Our WIN time structures are not structured in a way that allows for alignment between ML, LC, LAP and Gen Ed teachers.

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
Goal 1 Success in the Early Years Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of grade 3.	Increased percentage of students receiving interventions making progress toward their reading goals.
	Students in grades K-3 who are one or more grade levels below in reading will increase their progress toward their growth/stretch goal by bringing them closer or to grade level as measured by I ready and other classroom based assessments.
Goal 2 Responsible, Resilient, Empathetic Learners Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue their own educational passions.	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health
	Students will increase their ability to regulate their emotions throughout our Shelton View School Community as measured by Panorama and other classroom based surveys.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline..	Increased percentage of students receiving interventions making progress toward their reading goals.
	Students who are one or more grade levels below in math and reading at grades 4-5 will increase their progress toward their growth/stretch goal by bringing them closer or to grade level as measured by I ready.

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:

Align our practices in student intervention supports including ML, LC, LAP and WIN time students receiving intervention services will increase their reading scores as measured by i-ready and common assessments.

Objective

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

- By May of 2026, students that identify as Hispanic or Latino in grades K-3 who are receiving intervention services in reading will make their growth/stretch goals as measured by iReady and other assessment tools.
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Instructional Practices & Equity Strategies

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

- Common assessments
- Implementation of data cycles
- schedule to increase communication of student need
- Continuous PD around the 7 steps to a Language Rich Classroom

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we:

- implement SEL curriculum/strategies
- Create school wide strategies for identity affirming environments
- Create opportunities for students to

then students increase their sense of belonging because the Panorama survey will show an increase in this area.

Objective

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

- By May of 2026 students that identify as Hispanic or Latino will increase their rating of their sense of belonging. by SEL assessments (Panorama), student surveys, and other student data.

Instructional Practices & Equity Strategies

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

- Create a school wide schedule to accommodate daily instruction in SEL
- PD support in SEL resources including Second Step Curriculum
- Weekly counselor updates to staff with support materials to implement lessons
- Build positive relationships with all students and families through activities including: Open House/Meeting the Teacher event in August, Conferences, and Curriculum Night



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- Embed culturally responsive instructional practice in professional development opportunities and in the classroom
 - Modeling, teaching and reinforcing school-wide expectations through classroom instruction and morning video announcements
 - Counseling lessons in all classrooms (Full time counselor)
 - Make connections to students' identities and cultures
 - Build community and sense of belonging in the classroom
 - Foster empathy in the classroom through discussions, activities, and lessons
 - Mentoring, coaching, or additional professional development for individuals as needed through Guidance Team
 - Create school wide focus for specific identity affirming strategies.

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:

- Align our practices in student intervention supports including ML, LC, LAP and WIN time then students receiving intervention services will increase their reading scores as measured by i-ready and common assessments.

Objective

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

- By May of 2026, students that identify as Hispanic or Latino in grades 4-5 who are receiving intervention services in math and/or reading will make their growth/stretch goals as measured by iReady and other assessment tools.

Instructional Practices & Equity Strategies

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

- Common assessments
- Implementation of data cycles
- schedule to increase communication of student need
- Continuous PD around the 7 steps to a Language Rich Classroom

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		
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.	<ul style="list-style-type: none">• WaKIDS for Kindergarten• iReady for K-3• SBA for Grade 3	Sept-Oct. 2025 Fall, Winter and Spring May 2026
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.	Panorama survey Student interviews Increased	Fall 2025 Winter 2025 Spring 2026
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">• iReady scores Fall-Spring• SBA scores for Grades 4-5	Fall, Winter, and Spring Spring 2025

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Shelton View 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:



ALL STAFF will work on applying the tools necessary to meet the needs of students furthest from educational justice. specifically multilingual students through:

- Monthly I staff meetings focused on REJ,SEL, and Student engagement strategies
- Team PLC meetings to focus on data cycles within the MTSS process.

REJ/PBIS:

Grow culturally responsive teaching practices throughout our school to increase access and a sense of belonging for all using student voice

We will do this by:

- Including parents on the REJ team
- Regular meetings focused on building capacity and knowledge of the elements of our system that impact students furthest from educational justice
- Engage in reading and discussion to expand our repertoire of culturally responsive teaching practices
- Taking steps to ensure students see themselves in the curriculum by providing and sharing literature with our staff that reflects the students we serve in a positive manner
- Building and maintaining effective relationships
- Strengthening our racial literacy practices by building relationships with and among our students that honors their race, cultural, and identity
- Incorporating student voice throughout Shelton View (systems, leadership, experiences, etc.)

SDLT: Grow capacity with our leadership team and staff to identify, understand and serve those who are furthest from racial and educational justice. We will do this by :

- Supporting collective efficacy through collaborative teaming structures (MTSS: SDLT, PLCs, GT, etc.) to reflect and refine systems for supporting students furthest from REJ
- Creating access and sense of belonging for all through increased student voice
- Bi-Monthly meetings focused on creating collective efficacy through collaborative teaming structures to systems for supporting students furthest from REJ

GT:

- 2x a Month meetings focused on individual student needs and appropriate interventions to support each and every learner
- Continued alignment of procedures and processes to ensure implementation of MTSS with fidelity

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:

Staff

- Meet the Teacher event
- Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership



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- Volunteer opportunities in and around the school
 - Weekly parent communication from school m
 - Fall Bedtime Stories Event with cultural stories read by parent volunteers
 - Spring Cultural Fair

SV PTA

- Family Fun Nights
- School Wide Fun Run

Champions Childcare on site

- provides access to education and childcare onsite
- supports homework/study skills
- offers healthy living learning via nutrition, home-school connection, play, and more

Northshore Schools Foundation

- backpacks for school, community support funds, teacher grants, STEM monies, and much, much, more!

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