



2025-26 Strategic Action Plan

At Cottage Lake Elementary, it is our united mission to build a safe, engaging, and inclusive environment of resilient lifelong learners. In partnership with our vibrant community, we embrace our diversity and strive to foster trust and kindness.

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

Engaging families from our school community ensures that multiple perspectives and ideas are considered when making decisions about our Strategic Action Plan. Members of our community may have unique insights and experiences that can contribute to achieving our goals and the development of effective improvement strategies. Including families in the planning and review process ensures that decisions are inclusive and representative of the diverse needs and interests of our school community. We plan to collaborate with families in the following ways:

- Individual family surveys were gathered at the start of the year.
- PTA presentations and an opportunity to provide feedback around our goals and work of the year.
- Involving families in volunteer opportunities throughout the school year.
- Partner with PTA leadership to gather information on how we can involve more families in the events and activities provided at our school.
- At PTA-sponsored events, create "Voices of our Sailors" story walls where parents and community members can share responses to questions such as, "What do you hope for our school this year?" or "What helps you feel you belong at Cottage Lake Elementary?"
- Partner with PTA to provide parent education around topics our families express interest in.
- We will partner with our PTA to host a STEAM fair and a potential Identity Fair.
- Create informal opportunities for "Coffee and Conversation with the Principal", where families are invited to come and learn about our work as a school, ask questions, and provide input.



Examination of Student Data

The following data will be collected and analyzed during our initial process to better understand improvement opportunities:

Quantitative Data	Qualitative Data	Experiential Data
<p>Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and summative assessments.</p> <p>iReady Data in Reading for Grades K-5: This data informs our progress related to our Goal 1 and Goal 3 measure of the 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>Into Reading "Screening Assessments" [Phonics] K-5: This data informs our whole class and small group instructional focus for those students struggling in the area of phonics. The specific pages of this assessment can be tailored to the student's grade levels and areas of need.</p> <p>Attendance Records: Attendance rates and patterns will be followed to assist in determining the needs of students.</p> <p>Discipline Data: Discipline frequency & infraction, data showing female vs. male and disaggregated by race with be reviewed on a continual basis to review the needs of our students.</p>	<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> <p>Panorama (3-5) & Google (K-2) SEL data: This data helps us understand and review students' experiences and feelings about themselves and others at school.</p> <p>Student interviews: This data will provide staff with feedback about student's learning experiences, interests, motivations, and what they feel we could do to meet individual student learning needs.</p>	<p>Experiential data is Information gathered via listening, observation, and the study of artifacts (i.e. student work). Analyzing experiential data allows us to honor the authentic voice of stakeholders, explore ideas, and further explain quantitative results.</p> <p>Student Shadowing: Shadowing 2 students per grade level and inviting them to share their thinking about reading and how they learn best has informed our choices for ongoing professional development.</p> <p>Lunch bunch/Social Skills groups: Attending lunch bunch sessions and social skills group sessions, along with inviting students to share about how these groups support their experiences in the classroom and at recess, will continue to support Goal 2 and how students feel safe and seen at school.</p>



2024-27 Racial and Educational Justice Framework

Our SDLT team and entire staff reviewed the new 2024-27 Racial and Educational Justice framework and handbook. [Northshore School District 2024-2027 Racial & Educational Justice Framework](#). Staff were informed that we would focus on throughline two this school year. As we reviewed the student outcomes presented for each of the four P's, our staff unanimously agreed that we focus on the Power (2A), Students feel like they can share about their intersecting identities in classroom and school settings, as well as, Practices (2B), Students experience environments and opportunities that affirm their identities.

Our staff felt it was important to focus on these components as this leverages and highlights student voice and also supports the practices delivered in the classroom.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students who have scored below standard and/or identify as Hispanic/Latino/Latinx across grade levels that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Based on 2024-25 year-end iReady Reading and Math Diagnostic data, as well as the Spring 2025 SBA assessment, our students who were in grade 3 did not meet the district's Key Performance Indicators growth expectations.</p> <p><u>Grade 3 Spring 2025 iReady Diagnostic results:</u></p> <ul style="list-style-type: none">• Reading<ul style="list-style-type: none">◦ 78% of students scored at or above standard at the end of the school year.• Math<ul style="list-style-type: none">◦ 64% of students scored at or above standard at the end of the school year. <p><u>Grade 3 Spring SBA assessment results:</u></p> <ul style="list-style-type: none">• Reading<ul style="list-style-type: none">◦ 59% of students scored at or above standard on the ELA assessment.• Math<ul style="list-style-type: none">◦ 59% of students scored at or above standard on the Math assessment.	<ul style="list-style-type: none">• Standardized testing does not show all our students' abilities.<ul style="list-style-type: none">◦ We have found that the students were much more successful in showing their knowledge in the classroom through discussions or providing work samples to measure their knowledge.• This group of students returned from COVID, attending half of the time and not full-time in Kindergarten.• This past school year, our 3rd-grade classroom was the biggest in the school, and we supported some large gaps in learning.
<p>33.3% of the 6 students who identify as Hispanic or Latino in grades 3 and 4 during the 2024-25 school year scored below standard [Level 1 or 2] on the ELA SBA</p>	<ul style="list-style-type: none">• In most summative assessments, students at Cottage Lake score higher in ELA than in Math.• Standardized testing does not show all



Access or Outcome Gap	Root Cause
assessment.	<ul style="list-style-type: none">our students' abilitiesIndividual students' learning challenges, including sustaining attention and checking work, were obstacles throughout the school year and likely are also represented in summative SBA results.
50% of the 6 students who identify as Hispanic or Latino in grades 3 and 4 during the 2024-25 school year scored below standard [Level 1 or 2] on the Math SBA assessment.	<ul style="list-style-type: none">During most years, teachers spend more time teaching reading than Math.Standardized testing does not show all our students' abilitiesIndividual students' learning challenges, including sustaining attention and checking work, were obstacles throughout the school year and likely are also represented in summative SBA results.
<p>Panorama Data: The following fall under the category of Sense of Belonging</p> <ul style="list-style-type: none">72% of students responded favorably to the question, "How well do people at your school understand the kind of person you are?"74% of students responded favorably to the question, "How much support do the adults at your school give you?"Only 56% of students responded favorably to the question, "How much respect do students at your school show you?"74% of students responded favorably to the question, "When you are at school, how much do you feel like you belong?"	<ul style="list-style-type: none">The way the questions are asked in the survey is confusing to some students.<ul style="list-style-type: none">Do students have a clear understanding of what respect feels like and looks like?Are students' responses influenced by situations that could have occurred just before taking the survey?With five answer level choices to choose from, it has proven to be challenging for students to select an answer that accurately matches how they feel.



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 <i>Equity Means: 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>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, and spelling.
Goal 2 Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	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
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	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.



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 use our Into Reading curriculum as intended, run small targeted literacy groups, collect data for continuous improvement and participate in data-driven meetings, then students will show active growth toward grade-level standards because students who are supported through tiered instructional supports will have a strong foundation in literacy.

Objective

Between October 2025 and June 2026, 95% of those students who scored below grade level, including those students who identify as Hispanic/Latino, on the iReady Fall Diagnostic or grade level curriculum assessment (HMH phonics screener K-2; end of module assessment 3-5) or baseline skills assessment, will make more than one-year growth in Phonics (for students in K-2) or Vocabulary (for students in grades 3-5). We will measure progress with our iReady diagnostic measures, iReady individualized online learning, classroom-based assessments, Into Reading curriculum assessments, IEP goal progress, and classroom-based interventions.

Instructional Practices & Equity Strategies

Staff worked collaboratively to prioritize the key instructional practice(s) and equity strategy(ies) that they want to focus on this year to achieve our objectives, which are described below:

- K-2 implementation of Structured Literacy during Tier 1 instruction
- **Teacher Clarity** - Teacher Clarity ensures that learning intentions and success criteria are explicitly communicated, which allows students to understand the purpose of their learning and how to achieve it. By aligning clear instruction with measurable outcomes, teachers directly support the achievement of school action plan goals and foster consistent progress across classrooms.
- **Teacher Feedback** – Students should consistently receive thoughtful and intentional feedback from both peers and teachers to guide their learning. Feedback must be clear and understandable so that students can identify meaningful growth goals. In addition, students should be encouraged to regularly self-assess and monitor their progress, fostering ownership of their learning journey.
- **Active Learning** – When students are actively engaged in the learning process, they not only deepen their understanding but also contribute to building a strong and connected classroom community. Active participation creates opportunities for teachers to scaffold higher levels of thinking and problem-solving, empowering students to take greater ownership of their learning.



GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we develop a culture of inclusion and belonging by engaging in targeted small groups, partnering with families, and directly teaching problem-solving and social skills, then students will feel safe and supported in a strong community.

Objective

Between October 2025 and June 2026, 100% of students who reported in the fall 2025 Google or Panorama survey that they have a less-than-favorable sense of belonging, including those who identify as Hispanic/Latino, will report a greater sense of belonging in the spring. This will be measured by our school-wide survey, Second STEP assessments in all K-5 classrooms, small-group lunch or social sessions, school counselor and/or administrative conversations, IEP goal progress, and classroom teacher feedback.

Instructional Practices & Equity Strategies

Staff selected the following Dimensions of Belonging for their students that they aim to focus their instructional practices and equity strategy(ies) to help us achieve our objectives:

- **Supported to:**
 - Establish regular communication loops between staff members (teachers, specialists, counselors, case managers) to ensure all educators are aware of and responsive to individual student needs.
 - Provide multiple means of knowledge expression (e.g., AAC devices, visuals, movement, oral/written options) so all students can demonstrate their learning in ways that affirm their strengths.
- **Present to:**
 - Maintain consistent communication between general education teachers and case managers to encourage inclusion and ensure students' needs are met collaboratively.
- **Invited to:**
 - Invite families into classrooms to share cultural traditions, stories, and identity information, building a stronger bridge between home and school.
 - Create structured "lunch bunch" or buddy lunch opportunities where students can connect socially across peer groups and grade levels.
- **Welcomed to:**
 - Provide every new student with a Cottage Lake t-shirt or small welcome item as a tangible symbol of being part of the Sailor community.
 - Explicitly teach and model communication skills that help students engage with peers who communicate in different ways, building empathy and understanding.
- **Accepted to:**
 - Continue to expand opportunities for students to express and learn about their own identities and those of others through classroom discussions, literature, and schoolwide events.



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

Theory of Action

Based on the data and root cause analysis we completed, we believe that if teachers are equipped with trauma-informed, tiered math instructional strategies, and if they regularly analyze data to set student growth goals and plan for/implement interventions, then students will make a year or more of growth in mathematics.

Objective

Between October 2025 and June 2026, 95% of those students who scored below grade level, including those students who identify as Hispanic/Latino, on the iReady Fall Diagnostic or grade level curriculum assessment in the area of Numbers and Operations will make more than one year of growth throughout the year. We will measure progress with our iReady diagnostic measures, iReady individualized online learning, analysis of iReady Typical and Stretch Growth, classroom-based assessments, Math Expressions curriculum assessments, IEP goal progress, and classroom-based interventions.

Instructional Practices & Equity Strategies

Staff worked collaboratively to prioritize the key instructional practice(s) and equity strategy(ies) that they want to focus on this year to achieve our objectives, which are described below:

- Grade 3 teachers will engage in professional learning with Shannon Kiebler.
- **Teacher Clarity** - Teacher Clarity ensures that learning intentions and success criteria are explicitly communicated, which allows students to understand the purpose of their learning and how to achieve it. By aligning clear instruction with measurable outcomes, teachers directly support the achievement of school action plan goals and foster consistent progress across classrooms.
- **Teacher Feedback** – Students should consistently receive thoughtful and intentional feedback from both peers and teachers to guide their learning. Feedback must be clear and understandable so that students can identify meaningful growth goals. In addition, students should be encouraged to regularly self-assess and monitor their progress, fostering ownership of their learning journey.
- **Active Learning** – When students are actively engaged in the learning process, they not only deepen their understanding but also contribute to building a strong and connected classroom community. Active participation creates opportunities for teachers to scaffold higher levels of thinking and problem-solving, empowering students to take greater ownership of their learning.

Implementing Multi-Tiered Systems of Support:

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 in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 • HMH Screening Assessment 	<ul style="list-style-type: none"> • October 2025 • November 2025 • January 2026 • February 2026 • April 2026 • June 2026
Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, and spelling.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 • HMH Screening Assessment 	<ul style="list-style-type: none"> • October 2025 • November 2025 • January 2026 • February 2026 • April 2026 • June 2026
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Collect rosters from clubs, activities, and student council participation	<ul style="list-style-type: none"> • September 2025 • October 2025 • November 2025 • January 2026 • March 2026 • June 2026
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"> • Grade 3-5, Panorama student survey data • Grades K-2, Google student survey data 	<ul style="list-style-type: none"> • October 2025 • January 2026 • May 2026
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<ul style="list-style-type: none"> • Number of HiCap students participating in Grade 4 or 5 Math Edgenuity 	<ul style="list-style-type: none"> • September 2025 • October 2025 • November 2025 • January 2026 • March 2026 • June 2026
Minimum annual academic growth rate of one year for students at/above grade level, and more than one	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 • Curriculum-based assessment that focuses 	<ul style="list-style-type: none"> • October 2025 • November 2025 • January 2026 • February 2026



Measures	Metrics	Dates of Data Review
year for students below grade level.	on Numbers & Operations	<ul style="list-style-type: none">• April 2026• June 2026

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Cottage Lake 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:

- District & School
 - NSD PD that aligns with district SAP goals- 8 hours per year required for teachers, focusing on our REJ and MTSS work
 - Cottage Lake Staff Meeting PD
 - NSD Math PD for 3rd-grade teachers from Shannon Kiebler
 - Grade-level or team PLC Collaboration
 - SDLT-directed PD focuses on UDL strategies and the implementation of principles
 - Learning Walks, which allow staff to learn from each other and build individual practices
- Continuing to build knowledge around Inclusionary Practices strategies that span all learning spaces and the implementation of those strategies in all learning spaces.
- Continue to provide opportunities to learn how to incorporate students with disabilities
- Reading
 - Structured Literacy training
 - HMH Foundational Skills - Fun with Words & Games (from NSD's Summer Conference)
 - Fluency practice
 - Developing vocabulary
 - Science of Reading training
 - Focus on language comprehension and reading comprehension
 - Dive deeper into resources found online to meet the diverse and unique needs of our students
- Math
 - Intervention Strategies for Math
 - Small group ideas and how to facilitate
 - Further developing teachers' number sense knowledge
 - Creating Number Strings
 - Building Thinking Classrooms
 - Ideas and Materials to take from concrete concepts to abstract representation with students
- Social Emotional Learning
 - Intrinsic Motivation
 - moving away from punishment and extending our knowledge and learning around punishment vs. consequences
 - Community building
 - Responsive Classroom training for morning meetings



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- Increase school counselor classroom lessons
 - More sessions that offer all visuals for SEL learning/activities to support the whole child.
 - Supporting students w/ sensory & emotional regulation

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:

- **Focus Student Advisory Groups:** Invite small, diverse groups of students (ELL, IEP, Highly Capable, historically underserved groups) to meet monthly with staff/admin. Use child-friendly questions ("What makes you feel proud here?" "What's tricky for you at school?").
- **Two-Way Communication:** Move beyond information *to* families and emphasize listening *with* families. We will use ParentSquare to encourage back-and-forth messages in families' preferred languages.
- **Accessible Feedback Channels:** Offer multiple ways to provide input: quick surveys in multiple languages, text-message polls, drop-in office hours, and physical comment boxes in the office or classroom hallways.
- **Wraparound Supports:** Partner with local food banks, mental health agencies, and recreation programs to directly support families. Focus students benefit when barriers outside the classroom are reduced.
- **Asset Mapping:** Families of students share their skills, traditions, and resources (e.g., cooking, storytelling, professional expertise) that can be celebrated in classrooms and events.
- **Home Visits & Listening Campaigns:** Pair staff with bilingual paraeducators/community liaisons to conduct voluntary home visits or structured listening calls. Capture family priorities and highlight them in action steps.

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