



Kokanee Elementary 2025-26 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.

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 that shape our work as a school.

Key Engagement Activities:

Surveys & Listening Opportunities

- Parent Surveys: Distributed in Spring, these surveys asked families 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 Survey: Explored the linguistic and cultural diversity within our community, asking about languages spoken, the need for translated communications, and cultural or religious practices the school should be aware of. It also inquired about the best methods and times to reach families and gathered information about family structure and dynamics to better support students.



- Curriculum Night Open-Ended Questions: Invited families to share their thoughts, starting with the prompt, “*I wish my school knew...*” to better understand their perspectives and expectations.
- 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.

Community-Building Events

- Kokanee Family Meet and Greet: Allowed families to meet teachers before the school year, fostering an environment where questions could be addressed and relationships established.
- Picnic Lunch with Families: A welcoming picnic lunch where families could be in community with one another and with our staff and principals, strengthening relationships and fostering a sense of belonging.
- Kokanee Celebrations of the World Event: Invited families to share their cultural traditions and celebrations, enriching our school community with diverse perspectives and fostering a deeper understanding among students.

Family Voice & Partnership

- Bi-Monthly PTA Meetings: Provide a regular opportunity for families to give feedback and help shape the partnership between the PTA and Kokanee Elementary.
- 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. Feedback from this team has been instrumental in shaping our strategic action plan, ensuring it reflects the values and needs of our diverse student body.

Family Learning Opportunities

- Family Professional Development Sessions: Provided timely and specific professional development for families around topics of interest such as AAC (SymbolStix on iPads), supporting families in adding words and topics that mattered most to them.

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
iReady Data in Reading and Math: iReady data has guided our	Panorama SEL Data: Educating students encompasses more than just	Family Engagement activities and surveys: Family engagement activities

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Quantitative Data	Qualitative Data	Experiential Data
<p>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>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>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>
<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, math, 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</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</p>



Quantitative Data	Qualitative Data	Experiential Data
	success.	describe how they learn best. This feedback has informed our decisions regarding ongoing professional development.

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 2025-26 school year:

- Throughline Two: Identity-Affirming Environments and Experiences
 - **POWER 2A:** Students feel like they can share about their intersecting identities in classroom and school settings
 - **PRACTICES 2B:** Students get to experience environments and opportunities that affirm their identities

At Kokanee, we are focused on creating spaces where each and every student feels valued and empowered. Students are encouraged to share about their intersecting identities within both classroom and school settings, while engaging in environments and opportunities that affirm who they are. Through intentional pedagogy, students develop a deeper understanding of their own intersectional identities and those of their peers, fostering empathy, respect, and a strong sense of belonging.

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
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.	1. Instruction & Curriculum <ul style="list-style-type: none">• Differentiation gaps: Core instruction is effective for most students, but some subgroups may not receive sufficient targeted support (e.g., for English Learners, students with disabilities, or low-income students (OPSI

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Access or Outcome Gap	Root Cause																						
<div><p>Kokanee Elementary 2024 Final Score by Student Group</p><table border="1"><thead><tr><th>Student Group</th><th>Final Score</th></tr></thead><tbody><tr><td>All Students</td><td>8.10</td></tr><tr><td>American Indian/Alaskan Native</td><td>7.93</td></tr><tr><td>Asian</td><td>7.93</td></tr><tr><td>Black/African American</td><td>6.50</td></tr><tr><td>Hispanic/Latino of any race(s)</td><td>6.50</td></tr><tr><td>Two or More Races</td><td>6.55</td></tr><tr><td>White</td><td>6.55</td></tr><tr><td>English Language Learners</td><td>2.20</td></tr><tr><td>Low-Income</td><td>2.20</td></tr><tr><td>Students with Disabilities</td><td>4.23</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><p>Key Observations:</p><ul style="list-style-type: none">• Strong Overall Performance – Kokanee's <i>all-students</i> WSIF final score is well above the state average (around 8 on a 1–10 scale), indicating that, as a whole, our school provides effective instruction and positive educational outcomes.• Significant Subgroup Gaps – Despite the strong overall rating, at least one subgroup scored as low as 2.20 and another around 4.23, placing those groups near or below the state's targeted support thresholds. This points to sizable equity gaps in achievement and/or access.• Mid-range Scores for Several Groups – Other subgroups cluster in the 6.5 range, suggesting they perform reasonably well but still trail the all-students benchmark, highlighting room for targeted growth even outside the lowest-performing group.</div>	Student Group	Final Score	All Students	8.10	American Indian/Alaskan Native	7.93	Asian	7.93	Black/African American	6.50	Hispanic/Latino of any race(s)	6.50	Two or More Races	6.55	White	6.55	English Language Learners	2.20	Low-Income	2.20	Students with Disabilities	4.23	<p>WORDING).</p> <ul style="list-style-type: none">• Access to grade-level content: Students with IEPs or English Learners may be pulled out for interventions, reducing time with grade-level material. <p>2. Assessment & Data Practices</p> <ul style="list-style-type: none">• Insufficient subgroup-specific monitoring: Data teams focus on whole-school or grade-level averages, delaying identification of subgroup trends until formative assessments.• Limited formative use: Teachers lack frequent, actionable data to adjust instruction for these subgroups. <p>3. Multi-Tiered Systems of Support (MTSS)</p> <ul style="list-style-type: none">• Inconsistent Tier 2/3 implementation: Interventions for struggling students not be provided with enough frequency, duration, or fidelity. <p>4. Attendance & Engagement</p> <ul style="list-style-type: none">• Chronic absenteeism: WSIF heavily weights attendance. Some subgroups have significantly higher chronic absenteeism, this alone is depressing scores even with academic performance moderate.• Barriers to attendance: Transportation, health issues, or family work schedules may affect specific subgroups. <p>5. English Learner (EL) Progress</p> <ul style="list-style-type: none">• Limited GLAD instruction: Inconsistent use of strategies such as GLAD can
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Access or Outcome Gap	Root Cause
<ul style="list-style-type: none">● Likely Drivers Are Multifaceted – Because WSIF combines <i>ELA and math proficiency, chronic absenteeism, English Learner progress, and access to effective teachers</i>, the low subgroup scores likely reflect multiple contributing factors (for example, lower test proficiency and higher absenteeism), not just one indicator.● Equity-Focused Improvement Needed The pattern of high overall performance alongside lower subgroup outcomes signals a systemic equity challenge rather than a school-wide instructional weakness, making culturally responsive instruction, targeted intervention, and family engagement critical next steps.	<p>slow academic language development.</p> <p>6. Access to Effective Teachers</p> <ul style="list-style-type: none">● Staffing patterns: Less experienced teachers may be assigned disproportionately to classrooms serving high-needs subgroups.● Professional development: Staff may need deeper training in culturally responsive teaching or specialized instructional strategies. <p>The review of the WSIF subgroup summary shows that while Kokanee's overall score is strong, several student groups have significantly lower final scores. This reveals an outcome gap, indicating that some students are not accessing supports at the same rate as others. Over the year, we will: (1) map each low score to its specific indicators, (2) conduct data analysis protocols, and (3) implement short-term actions such as targeted attendance outreach and safeguarding intervention minutes to improve access. These efforts will run in parallel with our family partnership strategies.</p>

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 five 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 support.</i>	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.
	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

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**

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Based on the data and root cause analysis, we believe that if we implement targeted and differentiated instruction that meets the specific needs of students that receive special education services and students identified as financially underserved, and provide ongoing professional development for educators focused on Identity-Affirming Environments and Experiences 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, first, second, and third grade students will advance at least one 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 overall 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.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2025, underserved 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:

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- 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 years 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 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

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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 by the end of grade 3.	<ul style="list-style-type: none">• WaKIDS for Kindergarten• iReady for K-3 Fall	Fall 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">• iReady for K-3 Winter• Data Analysis Protocol using i-Ready data	Winter 2026
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">• iReady for K-3 Spring• Data Analysis Protocol using I-Ready data	Spring 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	<ul style="list-style-type: none">• SEL Screener• Student Survey• Student Engagement Plans	Fall 2025
Increased percentage of students reporting a perception of safety, fairness,	<ul style="list-style-type: none">• SEL Screener• Student Survey	Winter 2026

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Measures	Metrics	Dates of Data Review
inclusiveness and supports for emotional, behavioral, mental, and physical health	<ul style="list-style-type: none">• Student Engagement Plans	
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">• SEL Screener• Student Survey• Student Engagement Plans	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• SBA scores for Grades 3-5	Fall 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">• iReady scores Winter• SBA scores for Grades 3-5	Winter 2026
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 Spring• SBA scores for Grades 3-5	Spring 2026

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:

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- **Belonging:** Strengthening our partnership with the UW Haring Center and OSPI, we will engage in hands-on professional development with experts like 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.
- **MTSS and REJ:** Our professional development plan for 2025–26 is designed to build a strong, equity-focused Multi-Tiered System of Supports (MTSS) while deepening our Racial Equity and Justice (REJ) practices. Across the year, staff will engage in **three MTSS sessions and one REJ session each semester**, beginning with evidence-based instructional practices and data-based decision making in October, followed by learning on REJ Throughline 2: Pedagogy to embed identity-affirming experiences into daily instruction. Winter and Spring sessions extend this work with a focus on the continuum of support, family and community engagement, and refining data systems to drive equitable outcomes. Together, these sessions provide a coherent sequence that strengthens classroom practice, supports collaborative problem-solving, and ensures every student at Kokanee belongs and thrives.

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

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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 2025.
- 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!