



2025-26 Strategic Action Plan

Ruby Bridges Elementary is a community of belonging where each member is empowered to engage in meaningful inquiry, exploration, and discovery to become active, compassionate global citizens.

**Our vision for each member of the Ruby Bridges Elementary School community is:
YOU ARE A LEARNER. YOU ARE A LEADER. YOU BELONG HERE.**

Ruby Bridges Elementary is a fully inclusive school community where all staff collaborate to create conditions for learning, leading and belonging for each student. Our school is organized around key inclusionary principles and practices which support the enactment of inclusive schooling:

- Inclusive Mission and Vision
- Inclusive Core Master Schedule
- Flexible Service Delivery
- Co-planning, Collaboration and Co-Teaching
- Inclusive Universally Designed Instruction
- Inclusive IEPs
- Sustained Family and Community Engagement

Over the last five years, our school team has successfully launched the fully inclusive instructional model and worked to build collective efficacy, reducing opportunity gaps for our students furthest from educational justice. Through our commitment to ongoing growth in practice, the team has become a leader in the Washington State Inclusionary Practices Technical Assistance Network. Staff works consistently to increase inclusive instructional practice knowledge and to build more robust systems of support and family engagement. Students benefit from the ongoing professional learning and implementation of this model on a daily basis both through the instruction and culture cultivated at our school.

During the last school year, our efforts to implement, engage and lead as a school resulted in a few notable achievements. We are proud of our team members and our school for innovating, modeling and always seeking excellence in our work for all students at Ruby Bridges:

- OSPI Featured School for Inclusionary Practices Technical Assistance Network ([Video](#))
- 2025 AWSP School on the Rise Award: Ruby Bridges Elementary ([Award info](#))
- 2025 Washington State Teacher of the Year: Kim Broomer ([Video link](#)/[Article link](#))
- 2025 Washington State Elementary Principal of the Year: Cathi Davis ([Video link](#)/[Article link](#))
- 2024 Inclusive Learning- School Transformation Award: Ruby Bridges Elementary ([Article link](#))
- Collaborative Partner to develop the OSPI Comprehensive Inclusive IEP Plan ([link](#))

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Our 25-26 Strategic Action Plan represents our commitment to continued growth, partnership and inclusive schooling practices. This plan is a summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success which reflect our mutual and unwavering belief in the brilliance of each student at Ruby Bridges Elementary.

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

Engagement with our students and families is at the heart of our work to provide a high quality, inclusive learning experience where all learners experience belonging. We engage with students and families to develop a deeper understanding of their experiences to support efforts to foster a culture of community and belonging. We are committed to exploring and expanding our community partnership and engagement in new and innovative ways each school year as we strive to cultivate experiences of belonging and affirmation for each member of the Ruby Bridges school community. Listening and learning with our students allows us to embed their input, feedback and ideas into our building plans, instructional programs and activities. This school year we are engaging through:

- **Family Engagement surveys and conference engagement:** Staff use family surveys, open-ended questions and specific family engagement focus in ongoing ways. Staff will focus on identity-affirming practices for communication and information gathering from students and families to help build collaboration and plan engagement efforts within class and grade level.
- **Family welcome events for new students and new school year:** Each year families are welcomed to participate in Welcome Events such as the Kindergarten Welcome Night, all school open house and school-level celebration including our annual event, Who We Are, specifically designed to celebrate the unique identities of our community and serve as new community welcomes. This allows families to visit, tour and engage with staff from the school. Families participated with their students in a building scavenger hunt, received a social story about the school with



pictures and got answers to important questions that they might have about our community.

- **Monthly PTSA Executive Board Engagement Meetings:** Regular monthly meetings occur to support collaborative planning of family engagement events sponsored by both the school and Ruby Bridges PTSA. Through these meetings, ideas and input are shared to help build more engagement in our school community and develop plans for inclusive events benefitting the whole community of learners.
- **Monthly PTSA Community Meetings:** Each PTSA meeting our school leadership attends to provide school level updates and seek input. During open questions and answers, leaders learn about topics of interest, ideas for supporting students or needs in the community.
- **Grade Level Curriculum Nights:** Grade level curriculum nights provide families a chance to learn about the specific scope and sequence of grade level learning, participate in connection with classroom staff and develop a sense of what school will look like for their student in the year ahead. Staff work to answer questions and gather ideas and input from families while they also provide options for engagement, volunteering and events.
- **Who We Are Event:** Our annual event centered on cultivating belonging provides students and families a chance to share a part of their identity with others. Through sharing in booths, performances and other modalities, we gather more information about what is important to our families. We also offer ways to share ideas and input during this well attended event.
- **Ongoing Family Engagement Zoom Meetings:** We will continue family engagement Zoom meetings by grade level and other affinity groups or topic groups. This engagement strategy will provide a smaller group venue with grade level connected families able to ask questions, hear about aspects of the school level experience or provide training or information on topics of request and interest to families (including AAC use, special services, language affinity groups and highly capable services). These meetings will create a feedback loop for our strategic work and a support to ongoing efforts to meet our goals for each student.
- **Student Leadership Group Engagement:** Leaders will work with student leadership in monthly meetings to increase overall student voice and participation in developing plans to bolster community, address topics of concern and have input on decision making within the school community.
- **Inclusive, Student-Centered IEP Meetings:** Through the implementation of an inclusive, student-centered IEP process, we have reorganized our IEP meetings to focus on our students' strengths, to be highly centered on family engagement and partnership and to provide more time for



feedback, ideas sharing and working together to amplify student success. These ideas and engagements also support our team to refine our practices and methods of partnership with families.

Our engagement practices are ongoing and create a double loop of feedback, ideas and ways to gauge our progress toward intended outcomes for students and families.

Examination of Student Data

Our school team has examined data that crosses a variety of contexts to support understanding the whole child. Five years into the full implementation of an inclusive school model, we see evidence of a school culture where belonging and student-centered practices are prioritized. We know our learners have unique interests, talents, strengths and needs which must be leveraged to support and accelerate their learning in our inclusive community.

Our data inquiry cycles and instructional decision making is focused on seeking a multi-dimensional view of the learner experience, achievement and opportunity as it occurs at Ruby Bridges. We know that each data point represents a specific moment in time, multiple factors and adds a thread to the evolving tapestry of what learning, leading and belonging looks like for each student at Ruby Bridges Elementary. Our data set includes a variety of available data, and data which we believe supports a robust picture of learning, leading and belonging.

Below is a summary of types of data we have collected and will utilize in our strategic planning and implementation to support students:

Data Sources for Analysis	
Quantitative Data	<ul style="list-style-type: none">• <i>iReady Data Reading/Math</i>: Our use of the iReady tools for assessment and instructional support are ongoing and represent a variety of opportunities for students to share what they know in a standardized format. We are using this assessment data to inform us regarding the student achievement, student progress toward and beyond grade level standards as well as to track the progress toward annual and stretch growth markers. Students' disaggregated data provides us with the ability to identify trends in achievement and learning gaps in content area specific domains.• <i>Screeners and Progress Monitoring Tools</i>: Our grade level teams, interventionists and case managers will begin in fall with delineating specific inventories, curriculum based assessments and tools available through intervention resources to structure ongoing data collection and

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Data Sources for Analysis

	<p>progress monitoring for Tier 1, Tier 2 and Tier 3 efforts to support students in ELA and Math.</p> <ul style="list-style-type: none">• <i>Smarter Balanced Assessments (SBA)</i>: The SBA test provides us with a snapshot of our student's knowledge and skills with a specific type of testing program. We use this data to correlate with our classroom, i-Ready and formative assessment data.• <i>WIDA Assessment Data</i>: The WIDA assessment provides us with a snapshot of students' knowledge and skills in the key areas of focus for our multi-lingual learner group. We use this data to track progress along with other assessment tools and to correlate assessment scores with other student learning evidence.• <i>IEP Goals and Progress Reports</i>: We review the longitudinal data of student IEP progress reports and IEP goals looking for students meeting goals, advancing in their progress in core curriculum and with connection to grade level standards.• <i>Panorama SEL Data</i>: The Panorama tool helps us gather more specific understanding of our students' experiences related to SEL, well-being and self-efficacy. We are utilizing this tool to support our specific understanding of student experience, to determine whether student experiences are positive and supportive of the whole child and to notice and respond to differences in student well-being, SEL and self-efficacy, particularly in partnership with academic learning data and across a variety of student demographic groups.
Qualitative Data	<ul style="list-style-type: none">• <i>Student work samples and conferencing data</i>: This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success.• <i>Student goal setting, learning reflections, exit surveys</i>: This type of data provides us anecdotal perspective at the student level and in connection to particular lessons and units as well as in the frame of quarterly goals and achievements.• <i>Panorama SEL Data</i>: The Panorama tool helps us gather more specific understanding of our students' experiences related to SEL, well-being and self-efficacy. We are utilizing open-ended responses from this survey to support planning and responses using individual student response information• <i>Inclusionary Practices Principles/Practices Tool</i>: This tool for staff implementation assessment, reflection and planning supports our team in ongoing work to identify strengths and areas of growth for inclusive instruction, flexible service delivery and other key areas of focus in implementing inclusive school model
Experiential Data	<ul style="list-style-type: none">• <i>Observations and Learning Walks</i>: Learning walks and observational data will provide us with information in a few kinds of framing- through the lens of universal design look-fors, through student level review of engagement and access to key learning aligned with our goals and

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Data Sources for Analysis	
	<p>through interpersonal connection with students to gain a depth of knowledge about their experience.</p> <ul style="list-style-type: none">• <i>Student Statements, Shadowing, Listening Sessions:</i> This direct method of gathering student voice through multiple means will offer us the perspective of our students at the classroom and individual level across multiple experiences and parts of their school day. We know our students have insight and experiences central to their learning and their experiences of belonging. We want to hear and respond to this in an ongoing way.• <i>Family Listening Sessions and Trainings:</i> Using data collected from family participation in grade level zoom sessions, family training and input in surveys or conversations helps us to get a more clear picture of our student and family belonging data along with their learning experiences, needs and perceptions.

2024-27 Racial and Educational Justice Framework

Our team reviewed the newly released [Northshore School District 2024-2027 Racial & Educational Justice Framework](#) as a part of our leadership planning and full staff professional development in order to plan the implementation of Throughline 2 during the 25-26 school year. Staff has provided input on the necessary tools or barriers that may exist in our current context while also sharing resources, ideas and insights for building out our focus on Practice 2B and Pedagogy 2D. These areas of focus will provide an anchor for our work to achieve our strategic plan goals and to support improved experiences and outcomes for our learners at Ruby Bridges Elementary, especially those furthest from educational justice:

- Practices 2B: Students get to experience environments and opportunities that affirm their identities
- Pedagogy 2D: Students have a deepened understanding about their own intersectional identities and that of their peers

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students receiving multilingual services (ELD) and our students receiving special education services that require our attention. These gaps are described below as they connect to our overall building data and our deeper analysis of root causes for student outcomes.

Data Analysis Story



We know our students are impacted by the ways we enact curriculum and instruction, by systems and structures in place in the school and the relationships in our classrooms and beyond. Our work as a fully inclusive school has focused on the implementation of the highest leverage inclusionary practices to meet the needs and magnify the strengths of each and all students. Implementation of inclusionary practices eradicated the access gaps to core instruction through inclusive master scheduling, flexible service delivery and universal instructional design. Our team has also created robust systems of support and acceleration for both ELA and Math content areas which are now fully implemented in grade K-5, four days a week in each content area. At Ruby Bridges, all students, including students receiving additional services such as special education and multilingual services, have consistent ongoing access to core instruction throughout their school day. All students receive strategic and intensive intervention and acceleration in addition to general education core instruction as well.

Our work to change the instructional core and implement a fully inclusive school model has improved levels of growth and engagement for students furthest from educational justice. Belonging is centered in their experiences, and responsive universally designed instruction, intervention and acceleration is a vehicle to achieve the desired outcomes. Each student can get what they need for growth and acceleration with access, opportunity and just in time support through our collective effort and increased collective efficacy.

Summary of ELA and Math Learning Data	
All student achievement in ELA <ul style="list-style-type: none">• <u>30% proficiency gain</u> in overall ELA achievement (increased students at standard from 52% in fall to 82% in spring)• Improved from 48% of students in Tier 2 and at risk for Tier 3 to 18% overall• Improved from 31% of students in mid to above grade level standard to 65% of students overall• Reduced from 11% of students two to three levels below standard to 4% two grade levels below and no students at three grade levels below• <i>Median progress toward annual typical growth for all students is 141%</i>	All student achievement in Math <ul style="list-style-type: none">• <u>36% proficiency gain</u> in overall Math achievement (increased students at standard from 47% in fall to 83% in spring)• Improved from 53% of students in Tier 2 and at risk for Tier 3 to 17% overall• Improved from 26% of students in mid to above grade level standard to 67% of students overall• Reduced from 8% of students two to three levels below standard to 1% two grade levels below and <1% of students at three grade levels below• <i>Median progress toward annual typical growth for all students is 122%</i>

Outcome and Growth Gaps

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Disproportionate outcomes in annual growth and the achievement of grade level standards for some groups of students leads us to a focus and urgency to address the learning, leading and belonging experiences for our Hispanic/Latino students who are Spanish-speaking and our students receiving special education services at Ruby Bridges Elementary. The analysis below describes gaps and root causes identified as areas of action for this school year.

Using the lens of our two specific student demographic groups of focus, we analyzed outcomes for students and noted discrepancies between focus group outcomes and outcomes for all students from other demographic groups. Based on our implementation of a fully inclusive school model, at this time our students are not experiencing an access gap related to engaging in core general education curriculum and instruction or accessing specific targeted intervention and acceleration within any grade levels K-5. Our inclusive model supports this access, and our analysis of core structures leads us to believe that access is not the root cause for existing outcome gaps.

Outcome Gap	Root Cause
Students receiving special education services ELA Grade K: <ul style="list-style-type: none">Median progress overall 174%; Stretch progress overall 130%YES Special Education median progress overall 133%; Stretch progress overall 94% [<u>*discrepancy</u>]NO Special Education median progress overall 176%; Stretch progress overall 130% ELA Grade 3 <ul style="list-style-type: none">Median progress overall 161%; Stretch progress overall 98%YES Special Education median progress overall 182%; Stretch progress overall 103% [<u>*above overall median</u>]NO Special Education median progress overall 159%; Stretch progress overall 95% Math Grade K <ul style="list-style-type: none">Median progress overall 163%; Stretch progress overall 128%YES Special Education median progress overall 135%; Stretch progress overall 111% [<u>*discrepancy</u>]NO Special Education median progress overall 166%; Stretch progress overall	<p>All students receive consistent access to the general education core curriculum in ELA and Math every single day. We believe a root cause is a need to tighten our universal instruction strategies to ensure consistent curriculum implementation and while widening the entrance ramps to student engagement in core instruction.</p> <p>All students receive consistent literacy based intervention within the classroom in Kindergarten and across grade level in subsequent grades 1-5.</p> <ul style="list-style-type: none">One cause of disparate outcomes in intervention beyond subjective student differences may be a lack of consistency in intervention tool use between and across grades for our intensive intervention groups.Another cause is a need for more specific progress monitoring and data-informed grouping adjustments to support intensity of intervention for some students showing a need for more

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Outcome Gap	Root Cause
<p>131%</p> <p>Math Grade 3</p> <ul style="list-style-type: none"> • Median progress overall 119%; Stretch progress overall 82% • YES Special Education median progress overall 126%; Stretch progress overall 86% [<u>*above overall median</u>] • NO Special Education median progress overall 114%; Stretch progress overall 80% <p>Students who are Hispanic/Latino</p> <p>ELA Grade K:</p> <ul style="list-style-type: none"> • Median progress overall 174%; Stretch progress overall 130% • YES Hispanic/Latino median progress overall 155%; Stretch progress overall 114% [<u>*discrepancy</u>] • NO Hispanic/Latino median progress overall 176%; Stretch progress overall 130% <p>ELA Grade 3:</p> <ul style="list-style-type: none"> • Median progress overall 161%; Stretch progress overall 98% • YES Hispanic/Latino median progress overall 152%; Stretch progress overall 79% [<u>*small discrepancy</u>] • NO Hispanic/Latino median progress overall 162%; Stretch progress overall 100% <p>Math Grade K:</p> <ul style="list-style-type: none"> • Median progress overall 163%; Stretch progress overall 128% • YES Hispanic/Latino median progress overall 143%; Stretch progress overall 117% [<u>*discrepancy</u>] • NO Hispanic/Latino median progress overall 167%; Stretch progress overall 131% <p>Math Grade 3:</p> <ul style="list-style-type: none"> • Median progress overall 119%; Stretch progress overall 82% • YES Hispanic/Latino median progress overall 85%; Stretch progress overall 63% [<u>*discrepancy</u>] • NO Hispanic/Latino median progress overall 119%; Stretch progress overall 83% 	<p>intervention or different interventions.</p> <p>All students receive consistent math core instruction and intervention support within the classroom in all grades K-5.</p> <ul style="list-style-type: none"> • One cause of disparate outcomes is the lack of consistent intervention tool implementation to close identified math learning gaps. Our team will identify a small number of intervention tools to implement this year with high fidelity. • Another cause is a need for more specific progress monitoring and data-informed grouping adjustments to support intensity of intervention. <p>We notice that median and stretch progress varied between grade levels, but a consistent area of concern was in both the special education and Hispanic/Latino groups showing a reduced overall percentage gain in most subgroup data sets. The gap in outcome is significantly higher in grade 3 math than in kindergarten.</p> <ul style="list-style-type: none"> • One root cause is differences in student engagement in group discussion, independent work practice and overall self-efficacy in these grades. This cause is identified based on listening sessions, classroom walkthroughs and student work samples. • Another root cause is the magnification of impacts for gaps in learning or foundational skills for students as they advance grades, making gaps widen in their ability to engage in the independent practice, communicate their learning and maintain the learning pace.



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
<u>Goal 1</u> 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 kindergarten and 3rd grade students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.
<u>Goal 2</u> 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 support for emotional, behavioral, mental, and physical health.
<u>Goal 3</u> 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 in the area of reading.

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 cultivate a learning community centered on belonging while implementing a robust MTSS system including universally designed and identity affirming tier one instruction along with specific intervention and acceleration in tier 2 and tier 3 for each student based on their learning data, then students will progress to grow one year or more in their english language arts and mathematics skills by the end of the 2025-26 school year.

Objective

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

By June 2026, kindergarten through 3rd grade students currently meeting or exceeding grade level standards will demonstrate one year of growth (annual goal) in reading as measured by i-Ready, intervention diagnostic data and early literacy screeners in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

By June 2026, kindergarten through 3rd grade students currently approaching grade level standards will demonstrate one and a half years of growth (annual stretch goal) in reading as measured by i-Ready, intervention diagnostic data and early literacy screeners in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

Instructional Practices & Equity Strategies

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

- Staff will implement a robust, consistent flexible service delivery model for core instruction and intervention periods on a daily basis. Each student will experience a tiered intervention process tailored to their present levels.
- All K-2 staff will implement a science of reading aligned Structured Literacy in the core for all students as the curriculum and instruction model for students.
- Staff will have focused training of data-centered MTSS processes and improve use of data to inform and monitor student progress toward standards. Through pre-planned collaboration dates, all staff will report on



progress and discuss implementation and adjustments to close outcome gaps within student groups.

- During weekly all staff collaboration, they will engage in planning and assessing implementation of core and intervention instruction. Staff will work together to ensure students will be provided multiple means of expression, engagement and representation of learning, and our staff will continue to build our resource kit of universally designed tools for our curriculum.
- Staff will implement Proloquo classroom tools in all classrooms with fidelity, to ensure optimal strategies for accessing visual, auditory, flexible and consistent literacy building learning. We will continue to build all staff capacity for this tool along with focused development of instructional skills in areas of growth for individuals and grade levels.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we cultivate a strong sense of belonging for each student in our learning community by intentionally listening to their lived experiences, perspectives and ideas for bolstering all ten dimensions of belonging at Ruby Bridges, each student will be empowered and supported to engage in learning and leading in our school community. Through intentional efforts to create a rich identity-affirming and inclusive environment where learner variability is honored and celebrated as an asset, we can support closing the belonging gap that many of our learners furthest from educational justice have experienced in their educational history. We know that bolstering the identity affirming, safe and anti-discrimination culture at our school will support each student to feel supported to self-advocate, to take academic and social risks and to have ownership within the learning community.

Objective

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

By June 2026 students receiving multilingual services who are Spanish-speaking and students receiving special education services will identify feelings of safety, belonging, and meaningful connection as evidenced by Panorama survey data in fall and spring, participating in listening sessions with school team and administrators, student focus groups, participation in curricular and extracurricular activities as well as through qualitative data collected in classroom, through home partnership and informal conversations.



Instructional Practices & Equity Strategies

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

- All staff will receive racial and educational justice training to support mutual understanding of key concepts and approaches to cultivating identity-affirming and equitable learning spaces for all students. Each staff member will experience training in identity-affirming practices as well as contribute feedback and ideas to support whole school instructional opportunities for our students.
- All students will receive racial and educational justice instruction in developmental appropriate ways to teach key concepts and cultivate identity-affirming and equitable learning spaces for all students. Each student member will learn about identity, community and affirmation as well as contribute feedback and ideas to support school improvement.
- All students will receive instruction and support to develop individual self-advocacy tools and approaches to ensure personal safety and well-being, to be allies and to advocate for their needs and their experiences being heard and responded to throughout their school experience.
- Our staff will cultivate a more robust experience of belonging for students within and beyond the classroom through development of lessons and tools for us in and beyond the classroom.

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 cultivate a learning community centered on belonging while implementing a robust MTSS system including universally designed and identity affirming tier one instruction along with specific intervention and acceleration in tier 2 and tier 3 for each student based on their learning data, then students will progress to grow one year or more in their english language arts and mathematics skills by the end of the 2025-26 school year.

Objective

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

By June 2026 all students receiving multilingual services who are Spanish-speaking and approaching grade level standard will demonstrate one



and a half years of growth (annual stretch goal goals) in reading and math as measured by i-Ready, intervention diagnostic data and early literacy screeners.

By June 2026 all students receiving special education services and approaching grade level standard will demonstrate one and a half years of growth (annual stretch goal goals) in reading and math as measured by i-Ready, intervention diagnostic data and early literacy screeners.

Instructional Practices & Equity Strategies

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

- Staff will implement a robust, consistent flexible service delivery model for core instruction and intervention periods on a daily basis. Each student will experience a tiered intervention process tailored to their present levels.
- All K-2 staff will implement a science of reading aligned Structured Literacy in the core for all students as the curriculum and instruction model for students.
- Staff will have focused training of data-centered MTSS processes and improve use of data to inform and monitor student progress toward standards. Through pre-planned collaboration dates, all staff will report on progress and discuss implementation and adjustments to close outcome gaps within student groups.
- During weekly all staff collaboration, they will engage in planning and assessing implementation of core and intervention instruction. Staff will work together to ensure students will be provided multiple means of expression, engagement and representation of learning, and our staff will continue to build our resource kit of universally designed tools for our curriculum.
- Staff will implement Proloquo classroom tools in all classrooms with fidelity, to ensure optimal strategies for accessing visual, auditory, flexible and consistent literacy building learning. We will continue to build all staff capacity for this tool along with focused development of instructional skills in areas of growth for individuals and grade levels.

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• Progress Monitoring Screeners by Grade Level (K-5)	<ul style="list-style-type: none">• August• Sept/Oct• November• January• March• May/June
Increased percentage of kindergarten and 3rd grade 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• Progress Monitoring Screeners by Grade Level (K-5)	<ul style="list-style-type: none">• August• Sept/Oct• November• January• March• May/June
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.	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none">• Clubs• Extracurricular Activities• Leadership Team• Student Board <p>Students see themselves represented in the curriculum and instructional materials</p> <ul style="list-style-type: none">• Representation• Voice• Agency	<ul style="list-style-type: none">• August• Sept/Oct• November• January• March• May/June
Increased percentage of students reporting a perception of safety, fairness,	SEL Screener	<ul style="list-style-type: none">• October• November• January• March

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Measures	Metrics	Dates of Data Review
inclusiveness and support for emotional, behavioral, mental, and physical health.	<p>Student Listening Sessions and Belonging Classroom Data Collection</p> <p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> • Clubs/Activities • Student Leadership • Student Mentorship Teams <p>Students see themselves represented in the curriculum and instructional materials</p>	<ul style="list-style-type: none"> • April • June
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 students participating in advanced course sequences, specialized programs and review of disproportionality data sets 	<ul style="list-style-type: none"> • September • January • June <p><i>*Based on district assessment and qualification data</i></p>
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"> • WaKIDS for Kindergarten • iReady scores Fall-Spring • SBA scores for Grades 3-5 • Progress Monitoring Screeners by Grade Level (K-5) 	<ul style="list-style-type: none"> • August • Sept/Oct • November • January • March • May/June

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Ruby Bridges 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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- We will continue our participation in Washington State IPTN as a distinguished demonstration site for inclusionary practices, which offers staff continuous opportunities to grow their practice, to reflect and to learn in public through collaboration and action. Our areas of focus will be collaboration and flexible service delivery along with increasing collective efficacy instructional design and intervention practices.
 - We will use the inclusionary practices principles and tools to assess our progress in implementation and to define specific short term implementation goals to increase success and student progress in core academic areas as well as social emotional learning.
 - Staff will participate in ongoing MTSS implementation professional development focused on data-centered decision making and fidelity to implementation and progress monitoring. Through regular scheduled meetings for learning and collaboration, staff will bolster Tier 1 instructional planning and Tier 2 and 3 intervention implementation to improve student engagement, voice and response to instruction or intervention.
 - Staff will participate in co-design and learning related to racial and educational justice through line 2 with an emphasis on building knowledge, practices and pedagogy connected to identity affirming practices and instruction while increasing conditions of belonging and affirming practices for all students.
 - Staff will participate in specific professional development to increase knowledge of structured literacy practices, student engagement strategies across content and use of formative assessment and progress monitoring to assess student learning and instructional delivery.
 - Staff will receive training and support to implement identity affirming communication and engagement strategies as well as learning how to use specific district required or available tools to support holistic engagement for all students and families in instruction and communication.
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COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- **Regular Communication via ParentSquare Newsletters and Presentations:**
Using this accessible tool, we will provide monthly newsletters, regular just-in-time updates and methods for engagement on topics, events and support for families as needed. We will collaboratively work to support staff to

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also provide regular newsletters and communications in this tool to ensure accessibility for all.

- **Parent and Family Advocacy Group Meetings:** We will regularly attend PTSA meetings and other advocacy opportunities to share information and gather input about strengthening our school program.
- **Ongoing Family Engagement Zoom Meetings:** A new tool this year will be the return of our ongoing family engagement Zoom meetings by grade level and other affinity groups. This engagement strategy will provide a smaller group venue with grade level connected families able to ask questions, hear about aspects of the school level experience.
- **Parent and Family Events and Training:** Using information provided by staff and families will help us plan training or information sessions on topics of request and interest to families (including AAC use, special services, language affinity groups and highly capable services). These meetings will create a feedback loop for our strategic work and a support to ongoing efforts to meet the needs of each family and student.
- **1:1 and Small Group Meetings:** Some affinity groups or families with a specific lived experience have offered or been open to sharing their experiences with us through meetings, interviews and other data collection in a more one to one environment. Through these engagements we have gathered ideas about how to support our students in their learning, how to create spaces of support for grade level and school transitions along with topics of interest
- **Inclusive, Student-Centered IEP Meetings:** Through the implementation of an inclusive, student-centered IEP process, we have reorganized our IEP meetings to focus on our students' strengths, to be highly centered on family engagement and partnership and to provide more time for feedback, ideas sharing and working together to amplify student success. These ideas and engagements also support our team to refine our practices and methods of partnership with families.

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