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## 2025-26 Strategic Action Plan

At Wellington, our mission is to create a safe and inspiring learning environment within the Wellington Community, working with the families of our students to nurture capable, self-confident and respectful individuals. Wellington embraces a vision that emphasizes: growth, integrity, belonging and helping students and staff reach their potential.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and ultimately, is prepared for success in career, college and life.

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### OUR INQUIRY PROCESS

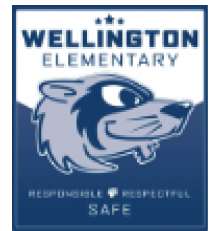
Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### Community Engagement

At Wellington Elementary, we are going to commit to increase community engagement in the 2025-26 school year, and also have more involvement in the Strategic Action Plan process through our community forums. This includes presenting elements of the SAP at each PACE and PTA meeting. This will help the community and our school to grow, and to allow feedback about our SAP and adjustments that need to be made.

- **Attendance Data** - This data represents a large scale overview of data representing the number of community members engaged in specific school events. Family participation and engagement in school events such as PTA meetings and Community Forums had very low numbers of engagement in comparison to the large number of families within the Wellington Community. We will invite families of our focus students and have student level community forums to increase our data collection. We will also offer zoom options for Community Forums during the 25-26 school year.
- **Street Data** - This data is focused more closely on the individual experiences and perspectives of community members, providing a more holistic and personal account that enables a change in practices. We will conduct community forums, student forums and meetings with families of focus to make sure our efforts are reaching our students furthest from Racial and Educational Justice. This will include a bigger emphasis of street data from students of focus.
- **Community Serve Day**
- **Open House**
- **Principal presentation to community** at Curriculum Nights

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- Curriculum Nights
- PACE Meetings
- Families of focus students meetings
- Student Council Meetings
- WEB Council Student Meetings
- PTA Meetings
- PACE/PTA activities
- Art Walk
- Where Everyone Belongs Night
- Multi-Cultural Resource Night with Multiple Schools
- Parent Education Night with Multiple Schools
- Neurodiverse Parent Night

### Examination of Student Data

We have chosen to use multiple pieces of data to ensure that we are utilizing a thorough data system of student growth, standards-based performance and social emotional growth through periods of time. We are using multiple quantitative data points to inform progress monitoring and growth throughout the areas of focus. The qualitative data that is collected helps us to focus on specifically targeting student growth goals that are related to areas of need. The experiential data helps us to understand our students' experiences to remove barriers and create opportunities towards growth and progress. These data elements allow us to take a whole child approach and focus on targeted areas of need.

Quantitative Data	Qualitative Data	Experiential Data
<b>iReady Data in Math &amp; Reading for Grades K-5:</b> We reviewed the 24-25 Spring iReady data and determined that Math and Reading would be our focus for growth goals for Goal 1 and 3. We also reviewed the 24-25 iReady Fall Diagnostic which further illustrated that math should remain our focus. This informed our practices to focus on a Tiered approach. This data point will also allow us to progress monitor students of focus throughout the year.	<b>SEL Survey K-2:</b> We will use this data to inform Goal 2 as well as inform our practices related to Tiered interventions.  <b>Panorama Data for Grades 3-5:</b> This data informed our progress related to our Goal 2 measure of students' sense of belonging and safety.  We know this data to be a correlation to progress for all students. Previous data showed the need for stronger school-wide Tier 1 support.	<b>Community and Student Listening Sessions:</b> This need was determined by Street Data gathered during last year's cocoa talks, and focus parent meetings. We will use this data to adjust our practices around student sense of belonging as it relates to our Goal 2.



Quantitative Data	Qualitative Data	Experiential Data
<b>SBA Data in Math and Reading for Grades 3-5:</b>	<b>Student Work Samples and Curriculum Tests in between District and State Mandated Tests. :</b> We will use this data to determine our progress towards Goal 3 and 4. This will help to inform our Goals this year for Goal 1, and 3, as well as our practices to support these goals.	<b>Panorama Survey:</b> Based on the Fall Panorama Survey for 3-5, we will be able to create Tier 1, 2, 3 SEL lessons and supports.  <b>Teacher Created Survey:</b> Based on the Staff Created Fall Survey for K-2 we will be able to create Tier 1, 2, 3 SEL lessons and supports.
<b>WIDA Results:</b> This data informed our progress in supporting students of focus who are multilingual learners to determine the area(s) of support to aid students in their English acquisition.	<b>Guidance Team:</b> This data informs progress related to our Goals 2 and 3 measure of students' academic and SEL growth and success. In these meetings educators will share assessment results and student work samples to guide further decisions on support. Educators will use a Request For Assistance Document that has a checklist of interventions.	Through our analysis of 2024-25 and 2023-24 SBA Scores, we saw that the 5th grade level had had the most growth in math. For the 2025-26 school year we will be emulating their practices school wide by a walk-to-math model school-wide. We will also pilot walk-to-reading practices. This will create opportunities and narrow gaps for students by connecting our work to growth. This will inform next steps in instructional practices related to Goal 3.
<b>IEP Goals:</b> This data informed our progress in supporting students who have IEP goals to determine the areas of support to aid students in their growth, and progress towards mastery of IEP goals.		

### 2024-27 Racial and Educational Justice Framework

Our intention at Wellington is to weave Racial and Educational Justice into all we do so that it stays at the center of our MTSS work, as we focus on the school-wide implementation of morning meetings, and inclusive instructional practices especially through Universally Design for Learning.

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We successfully completed multiple professional development on microaggressions last year. The microaggression goal was implemented last year and will continue to reflect and build on this year's staff meetings. A new goal we have after reviewing [Northshore's 2024-27 Racial and Educational Justice Framework](#), we believe that as a school, we need to focus on Throughline 2: Identity-Affirming Environments and Experiences. These focus will continue to support and compliment the goals and structures we had in place last year. We believe that focusing on this work within Power, Practices, Policies and Pedagogy aligned to this throughline will directly correlate on student learning and sense of belonging for all students. This will therefore directly correlate with the improvement in all of our goal areas.

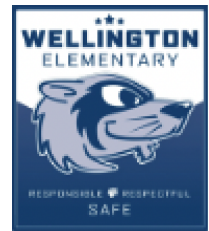
- **Power:** Through restructuring of our PBIS, school-wide collaboration and re-teaching of standards, as well as daily morning meetings, staff are making themselves visible to students and are continuously building relationships/trust with students (recess, morning meetings, transition periods, in classrooms). On top of this, we will continue to focus on students feeling like they can share about their intersecting identities in classroom and school settings.
- **Practices:** The classroom teachers will continue to be conscious about how the identities of our students in our classroom are reflected in the classroom environment. We will work on affirming their identities through welcoming posters, selecting books with characters that connect to the students in our classroom, and connecting them with staff members or students that might share their identity if they feel isolated in the classroom.
- **Pedagogy:** Students and staff will share their understanding and learning around their identities and how it affects their day to day lives and their experience in the classroom.
- **Policy:** Staff allow students to be a part of the conversation about protocols in the classroom and around school that correlate to the implementation of identity-affirming protocols in the school and classroom level. The committees and student groups were created last year as mentioned below and will continue to have conversations about how we can welcome all identities.
  - Class meetings, WEB Council, Cocoa Talk
  - Elevate family voices through Community Forums
  - Student Council, Safety Patrol and WEB Council engage in leadership opportunities around the school

### **Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes based on our iReady Data for our Multilingual Hispanic and students receiving IEP services that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students who are Hispanic or Latino/a/x, receive ELD Supports and/or Neurodiversity are showing a larger percentage of students not yet performing at grade level based on the iReady Math and Reading Assessments.	We feel our focus group populations have historically less voice and sense of belonging in education. This has impacted academics and overall success in schools.  In the 24-25 school year, we had an inclusive

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Access or Outcome Gap	Root Cause
	schedule and intervention blocks to best support students' needs in math. In order to better serve these students and their families we set and adjusted our educational practices. These include an intervention based schedule, with WIN time for each and every student. In addition, we redesigned PLCs to look at skill needs for individual students as it relates to social, emotional and academic. PLCs along with evaluation cycles that give feedback on how to better serve each and every student will be the most impactful ways we can serve our students. We will pilot these same practices with select classes in literacy for the 25-26 school year.
Students who are receiving IEP services are showing a lower percentage of growth in math and reading than students who are not receiving IEP services.	We believe students with special education services have not been getting the amount of tiered 1 support they need.
Students who receive ELD Services are showing less students performing at grade level compared to peers based on Fall IReady.	We believe students with ELD services have not been getting the amount of tiered 1 support they need.

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## OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan **goals** related to our school's level to focus on during the current school year. The goals and measures are described below.



School Goals	Measure
<p><b><u>Goal 1</u></b> Success in the Early Years</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p> <p><b>School Measure</b> - Increased percentage of students achieving and maintaining grade level in the components of Mathematics and Reading.</p>
<p><b><u>Goal 2</u></b> Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p><b>School Measure</b>- Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health on the panorama data.</p>
<p><b><u>Goal 3</u></b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p><b>School Measure</b>-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 components of mathematics and reading.</p>

### 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 completed by our SDLT, we believe that if we focus on strengthening student mathematical competency skills and reading skills in grades K-3, we will increase the number of students at grade level standard by the end of third grade. These efforts will ensure students are ready to apply their understanding of numbers to more complex mathematics and reading as they move into 4th grade.

### Objective

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

By June of 2026, students identified as Hispanic or Latino/a, students receiving ELD Services and students receiving special education services in grades K-5 not yet performing at grade level standard in math will increase their mathematical foundational skills related to Operations & Algebraic Thinking by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, Math Expressions assessments and student work samples.

By June of 2026, students identified as Hispanic or Latino/a, students receiving ELD Services and students receiving special education services in grades K-5 not yet performing at grade level standard in reading will increase their mathematical foundational skills related to vocabulary and comprehension by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, reading assessments and student work samples.

### Instructional Practices & Equity Strategies

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

#### **Inclusionary Practices**

**Inclusive Master Schedule** Make sure all students have access to core math and reading instruction so they can be exposed to models and modeling that develops conceptual understanding as well as to hear the thinking shared by peers as they engage in this work. In addition, make sure students who enroll later in the year will have the same access as blocks of support will be stable by grade level.

- **Intervention and Acceleration Block/Small Groups** Target number sense foundational skills during this time and use tools and strategies from Math Genius Squad and IXL Math. Will expand small group instruction in reading.
- **Flexible Service Delivery** Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our system of small group and whole group instruction in both math and reading.
- **PLC Work** Create opportunities for shared planning among teams with all or some members of their team each day so they can take a team approach in identifying the needs of each and every student and provide flexible grouping opportunities.
- **Inclusive Master Schedule** - Ensure the foundational skills of mathematics, specifically those supporting numbers and operations, are taught during core instruction to make sure all students have access to this instruction as well as access to support and

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enrichment. In the 25-26 school year, we will also have an intervention block for push-in services for Literacy instruction for Tier 2/3 intervention and WIN time. Will work towards an inclusive master schedule for reading for the 26-27 school year

- **Intervention and Acceleration Block** - Target foundational skills during this block and utilize **resource mapping** as outlined to carry out this work. As a result, students may move switch groups throughout the year based on need.
- **Flexible Service Delivery** - Our related service staff including - special education, LAP, and English Language Development will continue to partner together to strengthen our work in regards to small groups in both reading and math and Walk to Math Support. We will expand how we serve students in reading.
- **Collaborative Planning** - We will continue to create opportunities for shared planning among teams with all or some members of their team each day. In addition, having a once a month all school PLC for cross grade level and related services collaboration. In 25-25 we will have more pin pointed PLCs to have a greater emphasis on tracking growth of our school and classroom Focus Students in reading, math and social emotional areas.

## **GOAL 2: Responsible, Resilient, Empathetic Learners**

### Theory of Action

Based on the data and root cause analysis, the Spring K-2 staff created social emotional survey and 3-5 Panorama survey we saw the need to;

- Provide intentional Tiered instruction and supports around social and emotional learning and sense of belonging
- Enhance our positive and restorative practices
- Increase our work with student advocacy and belonging

### Objective

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

*By June of 2026, students who feel disconnected from school will have an increased sense of belonging to school, as measured by a K-2 Staff Created Survey and by Northshore School District's Panorama Survey, and input from our parent community through our Community Listening Sessions and student listening sessions.*

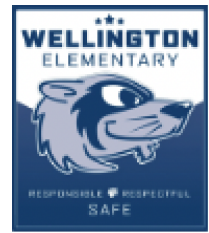
### Instructional Practices & Equity Strategies

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

#### **Intentional Instruction and Support Around Social and Emotional Development**

- Tiered Counseling Support- collaboration and partnership between counselors, teachers and parents provides targeted instruction of social and emotional skills through Second Steps and Kelso's Choice, building self efficacy, empathy and contributes to a sense of belonging.



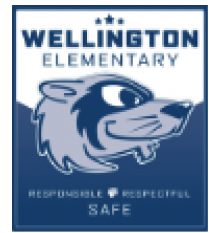


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- **Whole Class** - Counselors rotate through classrooms and focus instruction on social/emotional themes such as friendship, empathy, problem solving and anti-bullying embedded in their core curriculum.
  - **Small Group Instruction**- Students are referred by teachers, parents or based on SEL Surveys for small group targeted instruction and skill development based on students' strengths, needs and their story.
  - **Individual Student Support**-Counselors provide one on one student support for identified students in order to strengthen social-emotional skills, building trusting relationships and increasing a sense of belonging.
  - **Partnership With Mental Health Specialist** - A mental health specialist is available for students with Tier 3 social/emotional needs who do not receive outside therapy.
  - **Weekly Meeting with Counselors and Admin** - Weekly meeting to check on students who need additional social emotional support and to see if any adjustments need to be made.
- **School Wide Programs**-Social-Emotional learning will be the focus of student centered programming with an emphasis on culturally responsive awareness and appreciation, this is aligned with the school's positive behavior expectations of being safe, kind, and learners.
    - **Morning Meeting**- Each classroom conducts morning meetings to give opportunities for student voice and increased belonging.
    - **Monthly Assemblies** -Celebrating the accomplishments of students and staff that align with the Wellington Pillars.
    - **Monday Messages**- Weekly video announcements will highlight the school's PBIS systems of positive reinforcements aligned with positive school-wide pillars of behavior expectations.
    - **Student Council** -will focus on our Wellington Pillars to promote a positive school wide community.
    - **WEB Council** - will focus on student led activities to promote a sense of belonging at Wellington.
  - **Partnerships with the Community**
    - **Leota Middle School Volunteers**- assisting classrooms and at recess, four times a week.
    - **PTA/PACE**- assisting classrooms during small group instruction (1:1 reading or fact fluency)

#### **Social-Emotional Learning and Support Within School Wide Systems**

- **PBIS**- Be intentional about utilizing PBIS strategies that form relationships by utilizing strategies that build, maintain, and restore relationships over time. Positively reinforce appropriate behavior aligned to school-wide expectations.
- **Intensive Student Guidance Team**-Utilize the Tiered Matrix of Support for Social and Emotional Learning and interventions in support of teachers meeting the needs of students referred to the team. Expanding the process to make sure the first step in this process is support from a teacher's PLC.
- **Check and Connect** - Daily check in by a staff member with students with low sense of belonging based on SEL Surveys.

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### **GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps**

#### Theory of Action

Based on the data and root cause analysis completed by our SDLT, we believe that if we strengthen our Equity-Based MTSS models by embedding inclusionary practices such as Universal Design for Learning, we will be able to close academic gaps and create opportunity for our students furthest from educational justice. This work will also lead to stronger academic achievement and sense of belonging which align with Goal 1 and Goal 2.

#### Objective

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

By June of 2026, students identified as, Hispanic or Latino/a, students receiving ELD Services and students receiving special education services not yet performing on level standard in mathematics will increase their mathematical skills and practices related to number sense and operations as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, Math Expressions assessments, and student work samples.

By June of 2026, students identified as, Hispanic or Latino/a, students receiving ELD Services and students receiving special education services not yet performing on level standard in reading will increase their readings skills and practices related to vocabulary and comprehension as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, curriculum assessments, and student work samples.

#### Instructional Practices & Equity Strategies

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

#### **Growing Our Inclusionary Practices**

- **Universal Design for Learning (UDL)** - continue to learn and grow around UDL practices. Especially as it relates to our Problem of Practice.
  - **Staff** - UDL practices will be modeled for staff within their own professional development. In addition, we will align UDL with high leverage teaching practice of learning outcomes and feedback practices to create a feedback loop between teachers and student to inform how they engage, the materials in which they engage, and the ways in which they demonstrate their learning
- **Racial and Education Justice**
  - **Equity Transformational Cycle** - Our administrative team and SDLT will listen and learn from our staff, students, and families as we make decisions to support our students, community and school. Student Centered - Ensure all professional learning opportunities come back to reflective practices, planning, and implementing around students of focus. We will be especially interested in input

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from our student listening sessions as well as data gathered from Panorama, iReady and street data.

- **Intervention Blocked Schedule-** Blocked intervention schedule will continue to allow for grade levels to work with Student Supports to provide push-in services for both math and build towards an intervention schedule in reading for all students receiving services.
- **PD Plan-** The PD Plan will focus on MTSS and UDL Strategies to strengthen practice to support all students but especially our focus on Hispanic/LatinX students and students with neurodiverse needs. The PD Plan will focus on culturally responsive strategies in order to increase student identity.

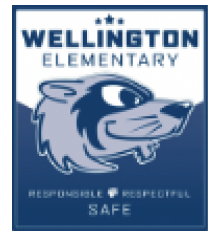
### Furthering our Equity-Based MTSS

- **Professional Learning Communities -**
  - **Strength Based Approach** - Continue to implement systems to ensure staff remain focused on using students' stories, strengths, and needs within their planning. Continue to engage staff in PLC practices that are based in data. through the equity transformation cycles in which they engage in intentional planning around students of focus, within our PLC that focus on analyzing gathered quantitative, qualitative, and street data.
  - **Inclusive Master Schedule** - Adjustments made in the master schedule to allow for increased differentiation in mathematics and reading.
  - **Flexible Service Delivery** - Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our work in personnel mapping as we engage in and carry out our work related to resource mapping. This will be shown through co-teach models and small group instruction.
  - **Collaborative Planning** - Create opportunities for shared planning among teams with all or some members of their team each day. In addition, staff agreed to have a once a month all school PLC to collect data to inform our instruction and make adjustments to student service models.

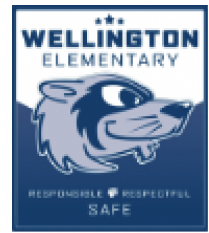
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## OUR MEASUREMENTS OF PROGRESS

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
<b>GOAL 1: Success in the Early Years</b>		
Increased percentage of students in each subgroup meeting or exceeding standards in Mathematics by the end of grade 3.	<ul style="list-style-type: none"> <li>• WaKIDS for Kindergarten</li> <li>• iReady for 1-3</li> <li>• Progress towards self selected goals</li> <li>• Pre/Post Tests</li> <li>• Work Samples</li> <li>• Teacher created assessments</li> <li>• Math Genius Squad PD</li> </ul>	Fall 2025
Increased percentage of students in grades K-3 meeting or exceeding standards based on the IReady math assessment	<ul style="list-style-type: none"> <li>• iReady for K-3</li> <li>• Progress towards self selected goals</li> </ul>	Winter 2026
Increased percentage of students in grades K-3 meeting or exceeding standards based on the IReady math assessment	<ul style="list-style-type: none"> <li>• iReady for K-3</li> <li>• SBA for Grade 3</li> <li>• Progress towards self selected goals</li> </ul>	Spring 2026
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Increased percentage of K-5 students who have a greater sense of belonging and safety.	<p>K-2 Staff Created SEL Survey</p> <p>3-5 Panorama Survey</p> <p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Student Council</li> <li>• Student Justice Collaborative</li> <li>• Student Justice Conference</li> <li>• Morning Meetings in every classroom</li> </ul>	Fall 2025



Measures	Metrics	Dates of Data Review
	Students see themselves represented in the curriculum and instructional materials	
	K-2 Staff Created SEL Survey 3-5 Panorama Survey	Spring 2026
<b>GOAL 3:</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased percentage of students in each subgroup meeting or exceeding standards based on the Iready math assessment.	<ul style="list-style-type: none"><li>• WaKIDS for Kindergarten</li><li>• iReady math for 1-3</li></ul>	Fall 2025
Increased percentage of students in each subgroup meeting or exceeding standards based on the Iready math assessment.	<ul style="list-style-type: none"><li>• iReady math for K-5</li></ul>	Winter 2026
Increased percentage of students in each subgroup meeting or exceeding standards based on the Iready math assessment.	<ul style="list-style-type: none"><li>• iReady math for K-5</li><li>• SBA for Grade 3-5</li></ul>	Spring 2026

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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Wellington Elementary School, we will learn together, review data, and make adjustments as needed. PD is aligned with math support, REJ Practices and our Problem of Practice increasing Belonging for all students with increased Inclusionary Practices and Instructional skill. During the current school year, we will participate in the following professional development activities as part of our work:

- 1-2, 4-5 Math Genius Squad training in house, with Lead Teachers delivering instruction
- 3rd Grade Math Genius Squad training- district provided
- K-5 MTSS/UDL Trainings led by Principal and teacher leaders
- Staff Led trainings based in Cultural Competency
- Staff Led trainings on neurodiversity
- Staff led training on Structured Literacy

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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:

- Community Forum at Curriculum Nights to share focus for the 25/26 school year.
- Inviting Families to look over the SAP for feedback, and alignment of the focus' for the school year
- Parent representation on our Racial and Educational Justice and our Positive Behavior Instructional Supports Committees
- Community Forums, inviting focus families to share their perspectives
- Volunteers used for support in academics and community support for transitions before school, during recess and after school to provide more safety support
- Parent Led STEM and Library opportunities for all students during recess
- School- Wide Community Led Art Docents
- As a school that supports a PACE program, we offer programs such as Global Explorers, STEM Enrichment, and additional excursions and incursions for learning.
- Community Serve Day
- PTA Involvement in Curriculum and Community Nights

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