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## 2025-26 Strategic Action Plan

In Northshore Early Childhood, we strive to provide individualized early childhood education opportunities in a nurturing, safe, family oriented environment. We are a blended multi-age, inclusive model, serving students, ages 3 - 5. Inclusive classrooms create a dynamic learning environment for all students.

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.

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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

Northshore Early Childhood is a unique educational environment, set over 2 school locations in the district. We serve a population beyond our school's enrollment boundaries and therefore seek unique ways to bring families into our early childhood community. The staff is committed to fostering student learning and cultivating friendships while creating a sense of community for our students.

Based on parent surveys, we hosted a number of family centered experiences. Families expressed a need for early childhood community events, parent education and support with positive behavior management.

- Positive Parenting for Families
- Parent Ed. Nights
- Family outreach support specialists
- Meet and Greet / ice cream socials
- Family playdates on non student days
- Parent Engagement Nights
- Head Start Parent Committee
- Partnership with Children's Museum
- Multicultural night



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### Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"><li><input type="checkbox"/> Attendance Records</li><li><input type="checkbox"/> Teaching Strategies Gold</li><li><input type="checkbox"/> Demographic Information</li><li><input type="checkbox"/> Family Participation Rates</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Student work examples</li><li><input type="checkbox"/> Student Work Samples</li><li><input type="checkbox"/> Lesson plans</li><li><input type="checkbox"/> Art Work and/or class projects</li><li><input type="checkbox"/> Student Survey</li><li><input type="checkbox"/> IEP goals and accommodations</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Family conferences</li><li><input type="checkbox"/> Family engagement activities at the school</li><li><input type="checkbox"/> Community Forums</li><li><input type="checkbox"/> Listening Sessions</li><li><input type="checkbox"/> Observations</li><li><input type="checkbox"/> Student Shadowing</li><li><input type="checkbox"/> Stories</li><li><input type="checkbox"/> Community Walks</li><li><input type="checkbox"/> Student Centered IEP's</li></ul>

The Creative Curriculum for Preschool empowers children to be confident, creative, and caring learners through play-based, hands-on investigations—a research-based approach that incorporates language, literacy, and mathematics throughout the day. Teaching Strategies GOLD progressions show widely held expectations for children's development and learning. Based on research literature, the bands show at what levels most children of a particular age are likely to be at the beginning and end of a program year. Researchers examined a six-factor model that corresponded to the design of the instrument. This model evaluated each assessment item's "fit" within one of six areas: social-emotional, physical, language, cognitive, literacy, and mathematics. The system's objectives are aligned with Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.

### 2024-27 Racial and Educational Justice Framework

The Northshore Early Childhood Racial and Educational Justice committee will be using the following smart goal to guide their work in the 25/26 school year focused on identity-affirming environments and practices (Throughline Two of the [NSD REJ Framework](#)):

By June 2026, Early Childhood teachers on the Racial and Educational Justice Committee will include at least one district-approved Ethnic Studies lesson or activity in their classrooms each month. They will learn how to do this through mini workshops at committee meetings, led by peers and supported by KC Rose, a district Ethnic Studies trainer. The lessons will be designed to meet the needs of preschoolers and students with special education needs.

### Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Hispanic/Latino 3-5 year olds who require our attention. These gaps are described below.



Access or Outcome Gap	Root Cause
We are not fully enrolled in Ready Start within our free slots	We are currently not on a waitlist for Head Start Selection criteria may not be capturing enough families
We are not fully enrolled in Head Start	Change in selection criteria for Head Start from PSED/Office of Head Start
Students starting Kindergarten who have additional needs who have not accessed NSD Early Childhood Programs.	We theorize these families are not aware or the daycares they are attending are not aware that there is additional supports available through NSD.

## 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
<b>Goal 1</b> 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.
	The evidence based committee will review Kickstart to Literacy, evaluate its effectiveness in improving student pre reading skills and make a recommendation of adding to our curriculum by June of 2026 as measured by Winter and Spring progress on the literacy screener.
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.

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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>	By June 2026, Early Childhood teachers on the Racial and Educational Justice Committee will include at least one district-approved Ethnic Studies lesson or activity in their classrooms each month. They will learn how to do this through mini workshops at committee meetings, led by peers and supported by KC Rose, a district Ethnic Studies trainer. The lessons will be designed to meet the needs of preschoolers and students with special education needs.
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps  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>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.  By June 2026, the NSD Admin Team will analyze available enrollment and demographic data to identify common root causes for why eligible students did not access NSD Early Childhood Programs. Based on the findings, the team will develop and propose at least two actionable strategies to reduce access barriers and bridge enrollment gaps

### 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 utilize the Kickstart to Literacy curriculum, then students will demonstrate increased performance in their pre-literacy skills because the Kickstart to Literacy curriculum provides more opportunities for early screening, and increased standardized data collection to inform instruction.

##### Objective

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

The evidence based committee will review Kickstart to Literacy, evaluate its effectiveness in improving student pre reading skills and make a recommendation of adding to our curriculum by June of 2026 as measured by Winter and Spring progress on the literacy screener.

##### Instructional Practices & Equity Strategies

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



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Integrate daily short lessons on rhyming, syllable segmentation, and initial sound identification (core components of *Kickstart to Literacy*). Identify students for small-group instruction for targeted practice based on screener data.

- Teachers meet monthly to review student growth data and share observations on program implementation.
- Send home simple literacy activities aligned with *Kickstart to Literacy* lessons.
- Provide guidance for families on supporting pre-reading skills at home (e.g., rhyming games, letter hunts).
- Dedicate PLC time to discuss implementation challenges, share effective strategies, and ensure consistent use of evidence-based literacy practices.
- Review screener progress data together to determine instructional next steps.

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

### Theory of Action

Based on the data and root cause analysis, we believe that if we integrate lessons from our ethnic studies framework, then staff will enhance their instructional practices because the ethnic studies framework has not yet been implemented in an early childhood setting in Northshore.

### Objective

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

By June 2026, Early Childhood teachers on the Racial and Educational Justice Committee will include at least one district-approved Ethnic Studies lesson or activity in their classrooms each month. They will learn how to do this through mini workshops at committee meetings, led by peers and supported by KC Rose, a district Ethnic Studies trainer. The lessons will be designed to meet the needs of preschoolers and students with special education needs.

### Instructional Practices & Equity Strategies

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

Teachers in the racial and educational justice committee will dedicate two hours a month to receive instruction on how to implement the Ethnic Studies Framework. The staff will then have the ability to reflect on teaching within this peer community to adjust and improve instruction. The committee will also have the opportunity to share with the whole early childhood staff with the hopes of all classrooms implementing lessons or activities in their classrooms for the 26-27 school year.



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### **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 identify and analyze root causes for the access gap in our early childhood programs, then we can target our recruitment and system improvement efforts more strategically to improve access to high quality early childhood programs in Northshore.

#### Objective

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

By June 2026, the NSD Admin Team will analyze available enrollment and demographic data to identify common root causes for why eligible students did not access NSD Early Childhood Programs. Based on the findings, the team will develop and propose at least two actionable strategies to reduce access barriers and bridge enrollment gaps

#### Instructional Practices & Equity Strategies

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

- Map enrollment trends geographically to visualize underserved areas.
- Conduct focus groups or interviews with families who did not enroll to learn about barriers (transportation, communication, hours, perception, awareness).
- Partner with community-based organizations to reach underrepresented families for authentic input.
- Audit recruitment and registration processes for accessibility (language, website, complexity).
- Review communication methods and materials for clarity, translation, and cultural relevance.
- Examine staffing and outreach practices—are they aligned with community needs and schedules?

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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

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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:</b> 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"><li>• Winter and Spring Literacy screener results</li><li>• Committee Meeting</li></ul>	1/14/26, 6/4/26  2nd, 4th Wednesday of every month.
<b>GOAL 2:</b> Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Students see themselves represented in the curriculum and instructional materials	2nd, 4th Wednesday of every month.
<b>GOAL 3:</b> 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.	Increase in community outreach based on results of our data dive.	Monthly

## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators in Northshore Early Childhood, 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:

- How to effectively PLC
- UDL
- AAC

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- Literacy Screener
  - Tier 1 and Tier 2 instruction
  - Ethnic Studies
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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:

- Attending community events to promote NSD Early Childhood
- Second year of hiring an adult with disabilities who was a former NSD grad.
- Partnership with Eagle Scouts

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