



2025-26 Strategic Action Plan

Section 1: Building Data

Kenmore Elementary School	Type: K-5
Principal: Geetha George-Shapiro	Enrollment: 387
District: Northshore School District	F/R: 38.29%
Board Approval Date:	Special Education: 10.7%
Plan Date:	English Language Learner: 22.3%

Section 2: School Leadership Team Members and Parent-Community Partners

Geetha George-Shapiro - Principal	Ingrid Olson - Kinder Representative
LaTisha Joseph - Assistant Principal	Jaimee Alonso-Lundheim - 1st & 2nd Grade
Chris Brush-Library & PE	Amy Matto - 3rd Grade
Emily Grossman - LAP Teacher (At-large Sped/IST/Counseling)	Laura Bowen-Pope - 4th-5th Combination
Krista Karakash - ESP Representative	

At Kenmore Elementary, our Vision and Mission is as follows:

Vision

Our vision is to inspire high achievement in all students, preparing them for a successful future with curiosity, confidence, and a life-long love of learning.

Mission

Empowering self-confident learners
to master academics and
embrace lifelong growth.



This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

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

Community Engagement

We understand that engaging families is crucial for supporting student success, strengthening home-school partnerships, and creating an inclusive, supportive learning environment for all. It is a key component of effective, equitable education.

In the 2024-25 school year we engaged our families the following ways and through experiential data:

Meet the Teacher / Curriculum Night - September 17

Annual Title Meeting - September 17

Family Culture Night - October 18

Scholastic Book Fair - November 19-26

Informational Series on Social and Emotional Learning: Session #1 "Supporting Your Child with Self-Regulation and Other Helpful Tips for Home" - January 21

3rd Grade Family Math Night - January 30

Family Dance Night - January 31

Informational Series on Social and Emotional Learning: Session #2 "Supporting Your Child with Anxiety and Depression" - February 11

Informational Series on Social and Emotional Learning: Session #3 "Supporting Your Child with Conflict Resolution and Validation Practices" - March 4

4th Grade Family Math Night - March 6

STEAM Fair / Art Walk - March 18

Family Bingo Night - April 25

"Math and Pajamas" Night for Kindergarten and 1st Grade Families - May 6

Coffee and Conversation for Multilingual Families: October 23, November 20, January 29, March 19, and April 23



For the 2025-26 school year:

- ELD Morning Program
- Coffee & Conversations
- Monthly Communications
- Weekly PBIS "Good News" Blast
- Continue to Collaborate with PTA to host various family events
- Continue Professional Development for staff (leveraging teacher leaders)

Examination of Student Data

Quantitative Data - Numerical	Qualitative Data-Descriptive	Experiential Data-Observational
• <i>Into Reading</i> Phonics Screener • Formative Assessments • SBA • iReady • Benchmarks/End of unit/module • Panorama • WIDA • Discipline • Attendance	• Formative • Guidance Team Notes • BEISY Screeners • Interviews • Panorama Ed surveys • Climate Survey	• Field Trips • Performances • STEAM Fair • Family Culture Night • Observations • STEM4Good

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle Identification Choose an item.	2024 WSIF Cycle Identification Choose an item.
WSIF Data Measures	2023 WSIF Identification Score (indicate Not Applicable with N/A)	
Comprehensive (All Student Group)	4.65	6.40
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino	1.55	1.93
Two or more races	3.98	4.73
White	6.48	8.68

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English Learner	1.15	2.48
Low Income	1.50	1.70
Special Education	2.80	4.8

Tier 3: T2 Compound Tier 3 N

2024-27 Racial and Educational Justice Framework

During the spring and summer of 2025, administrative staff and other REJ Team Leaders explored the Northshore School District 2024-2027 Racial & Educational Justice Framework and the Northshore School District 2024-2027 REJ Handbook in order to effectively prepare to introduce the tools to all staff in August 2024.

It is clear to us that when all staff collaborate with students and families, in particular, **with Latinx, multilingual and low-income students and families**, to do this explicit work of measuring and increasing the “**everydayness**” of **justice-driven student experiences** and **educational justice** at Kenmore, our students’ academic and social-emotional success will increase.

We will design our school wide use of the framework by exploring:
Throughline 2: Identity-Affirming Environments and Experiences

The REJ team will:

Invite 4th/5th grade students to form a student REJ team with focus on:

- Gathering student voices on Racial and Educational Justice.
- Collaborate with PTA REJ team members to support increasing marginalized parent membership and offer support for their engagement with the framework and handbook.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Latinx, multilingual and low-income students that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Reading—iReady & SBA, WIDA, Wa-Kids 2024 Multilingual SGG Title I-Smart Goals (Sonday Curriculum) Phono-Graphix Screener Focus Students Growth	• Language Learners who do not have access to immediate translation for instruction and communication. (Communication iPads and teacher training)

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[Fall-2023](#) & [June 2024](#)

Examination of Student Data

[2024-SBA Results](#)

Summary

3rd Grade

ELA-Increased 1.2 percentage points

Math-Increased 10.8 percentage points

4th Grade

ELA-Increase 4.4 percentage points

Math-Increase 0.8 percentage points

5th Grade (Current 6th graders)

ELA-Increase 3.0 percentage points

Math-Increase 6.8 percentage points

WCAS-Decrease 0.2 percentage points

- Curriculum needs to more explicitly teach academic vocabulary to support language access to the curriculum.
- Staff are learning and expanding their knowledge of the Into Reading curriculum and Math Genius Squad supplement.
- Students had vastly different remote learning during the pandemic. This is evident in our current 4th and 5th grade cohort.
- Students need to develop a positive mindset and learn to grapple with challenges, especially math.

OUR GOALS & MEASURES

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

School Goals	Measure
Goal 1 Success in the Early Years <i>Equity Means: Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i>	Increased percentage of students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.
	Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: number sense, algebra and algebraic thinking, measurement and data, and geometry.
Goal 2	



Responsible, Resilient, Empathetic Learners 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>	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps 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>	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

Theory of Action, Instructional Practices & Equity Strategies (If, then, and this will..)

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 teachers are equipped with tiered ELA instructional strategies, utilize UDL (Universal Design for Learning) and GLAD (Guided Language Acquisition Design) strategies to support learners, and regularly review data with their Professional Learning Community (PLC) teams, then students will demonstrate academic growth of the increased academic rigor and expectations in our school culture.

Objective

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

By June of 2026, students in grades K-2 will have an increased percentage to 80% (from 72% in 2024-25) of achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.

By June of 2026, students in grades K-2 will have an increased percentage of 75% (from 67% in 2024-25) students achieving and maintaining grade level in the components of Mathematics Development: number sense, algebra and algebraic thinking, measurement and data, and geometry.



Instructional Practices & Equity Strategies

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

[NSD Instructional Practices](#), [UDL strategies](#), [Equity Strategies](#),

Please See list of Instructional Practices and Equity Strategies in Goal 3.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on our data and root cause analysis, we believe that continuing to implement school-wide Positive Behavior Intervention Supports (PBIS) through our Social Emotional Learning (SEL) curriculums—Kelso's Choice, Second Step, PurposeFull People, and Playworks during recess—will enhance students' self-efficacy and emotional regulation. The opportunity presented with a new commons and playground allows us to refresh and redefine expectations for our school. This initiative will help us establish new school-wide expectations, further boosting student self-efficacy and emotional regulation.

Objective

By June of 2026, Kenmore Elementary Increased the percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.

Instructional Practices & Equity Strategies

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

We will include the items below as part of our SEL/PBIS plan:

- Implementing and reinforcing common language expectations schoolwide.
- Opportunities for students to participate in groups (Mindfulness and Buddy Classes)
- Cub Paws—Show how students are demonstrating our four pillars
- Classroom Meetings
- Second Step
- Purposeful People
- Golden Paw Award
- Sparkly Spatula Recognition
- Golden Dustpan Recognition
- Playworks - Junior Coaches
- 4-5 Student Voice
- [Student leadership opportunities](#)



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

Theory of Action

Based on the data and root cause analysis, we believe that if we build our school team's collective knowledge of the K-5 vertical alignment of the ELA and math curriculum and our capacity to implement high leverage instruction ELA and math, then students will increase their ELA and mathematics learning and demonstrate on-grade level outcomes. We believe this because when all teachers understand the key concepts built from year to year, and when they teach these concepts using culturally relevant and sustaining practices, then students' learning is more relevant and consistent.

If the educational staff implement GLAD (Guided Language Acquisition Design) strategies and intentionally plan with both language development and content mastery in mind, then Language Learners will be more engaged in their learning, development, and understanding of grade-level concepts.

Objective

By June 2026, all students will have a minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

Additionally, subgroups of the following students who identify as Latinx/Hispanic, Black or African American will demonstrate the following:

- 40% of Latinx/Hispanic English Learners will meet or exceed grade-level standards on the iReady final math diagnostic by the end of the school year (2024-2025 Final Diagnostic: 32%).
- 25% of Black or African American English Learners will meet or exceed grade-level standards on the iReady final math diagnostic by the end of the school year (2024-2025 Final Diagnostic: 0%- 10 students).
- 80% of Latinx/Hispanic students who are **not** active English Learners will meet or exceed grade-level standards on the iReady final math diagnostic by the end of the school year (2024-2025 Final Diagnostic: 71%).
- 80% of Black or African American students who are **not** active English Learners will meet or exceed grade-level standards on the iReady final math diagnostic by the end of the school year (2024-2025 Final Diagnostic: 67%).
- 40% of Latinx English Learners will increase their English Language Proficiency by making one year's expected progress on the annual WIDA ACCESS assessment, according to OSPI guidelines (2025 WIDA results of 2025-2026 2nd-5th graders with comparative baseline ELPA or WIDA data: 31%). [OSPI WIDA "ML Expected Progress Chart"](#)
- By the end of the school year, at least 60% of students from underrepresented groups who participate in STEM4Good will demonstrate increased interest and readiness for advanced STEM coursework, as measured by pre/post surveys.



How STEM4Good Supports the Goal:

1. Early Exposure to STEM
 - Engages students in STEM at a critical developmental stage, sparking interest before middle school.
 - Builds foundational skills that prepare students for advanced coursework later.
2. Targeted Outreach to Underrepresented Groups
 - Targeted to reach students from underrepresented backgrounds.
 - Removes barriers to access by being free.
3. Confidence & Identity Building
 - Hands-on, real-world problem solving helps students see themselves as capable STEM learners.
 - Encourages persistence and self-efficacy, which are key predictors of long-term academic success.

Instructional Practices & Equity Strategies

[NSD Instructional Practices](#), [UDL strategies](#), [Equity Strategies](#).

The instructional practices and equity strategies described below will help us achieve our objectives:

- 3rd Grade teachers will attend the "Math Genius PD" professional development to enhance and improve their math instruction practices.
- Grade-level teams will meet regularly in their PLCs to review student data, determine student needs, plan for interventions, and inform instruction.
- Teachers will receive GLAD (Guided Language Acquisition Design) strategies to provide scaffolded, structured language support for English Language Learners during math instruction.
- Grades 2-5 will participate in one 45 minute intervention block (at least 4 times per week and push in support for Math interventions). Kindergarten and 1st grade will participate in two 20 minute intervention blocks (at least 4 times per week).
- Teachers will intentionally focus on Social-Emotional Learning (SEL) from Second Step and pilot Purposeful People throughout the year, school-wide. This means they will use the SEL curriculum and resources like mindfulness, picture books, and social stories. Student leadership will also participate in this work through Junior Coaching opportunities.

Overall, these instructional practices and equity strategies aim to improve student math outcomes and socio-emotional well-being at the school-wide level.

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

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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 achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.	• WA-Kids for K • i-Ready Diagnostic • HMH Phonics Screener and Assessment Grade level determined: • Fluency Screeners • I-Ready standardized assessments	Q1-October Fluency screeners I-Ready WA Kids Q2 -February Intervention data on focus students i-Ready Q3-April: Intervention data on Focus students Math Expressions Assessments Q4- June Intervention data on Focus students Assessments i-Ready
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.	Panorama data for self-efficacy Panorama data for emotion regulation Increase student engagement in opportunities such as: • Mindfulness • Social Groups (LC & Counselor)	Panorama Survey Results Fall and Spring. Compare and Contrast Oct 20, 2024

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	Students see themselves represented in the curriculum and instructional materials Classrooms will participate in activities that will allow students to express their identities & culture, and share with their peers & school community. Students will learn about other cultures and be able to compare and contrast with their own. <i>(August Day SEL 1b (Identifying Assets & FFT 2A (Sense of Belonging and Positive Relationships)</i>	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	Increased student growth especially in underrepresented student groups as measured by iReady and SBA	Q1-October Math Expressions/Core Focus Assessments Fluency screeners i-Ready WA Kids Q2 -February Intervention data on focus students i-Ready Math Expressions/Core Focus Assessments Q3-April: Intervention data on focus students Math Expressions/Core Focus Assessments Q4- June Intervention data on focus students Math Expressions/Core Focus Assessments i-Ready
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	- iReady scores Fall-Spring - SBA scores for Grades 3-5	



PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Kenmore 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:

- Math Genius Squad 3rd Grade PD August Work Day and [Grade 4-5 Math Unit PD](#) with Shannon Kiebler (virtual)
- Continued support from ELA TOSA-Andrea Schneider
- Collegial support for co-teaching models with Title I teacher/LAP Teacher
- Opportunities for teachers to meet and vertically align their work

STAFFING & BUDGETING (Title I Funds)

Employee	Certificated/ Classified	FTE/Hours	Cost
Darcia Myers	Certificated	.9 Title & .1 ELD	
Kristen Hale	Classified	20 hour	

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:

- Kenmore Elementary PTA
- Community Serve Day (Paused in 2024/2025 due to construction)
- Northshore Schools Foundation
- Nature Vision
- The Toy Man, Rick Hartman
- Science Adventure Lab by Science Education Program
- Beecher's Flagship Program
- Arts of Kenmore
- Kenmore Arboretum
- YMCA
- Kenmore Police Department
- Kenmore Fire Department
- King County Libraries
- Stoup Kenmore
- University of Washington Windermere Cup
- Whale Tale Stories



**Kenmore
Elementary**
Home of the Cubs

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