

COTTAGE LAKE ELEMENTARY

Strategic Action Plan • 2026-27 • Northshore School District

SECTION 1: THE BACKGROUND

School Name: Cottage Lake Elementary

Year: 2026-27

The Central Vision (North Star):

"At Cottage Lake, it is our united mission to build a safe, engaging, and inclusive environment of resilient lifelong learners. In partnership with our vibrant community, we embrace our diversity and strive to foster trust and kindness."

This Strategic Action Plan (SAP) also carries forward our student-facing vision — "I Belong, I Am an Empowered Learner, I Achieve My Goals" — alongside our existing SAIL expectations (Show Respect, Act Safely, Show Individual Responsibility, Be Learning Ready).

Focus Population:

(Who is furthest from racial and educational justice?)

Cottage Lake Staff identified individual students of focus who can be described by the following categories:

- **Academic Growth:** Students below grade-level standards in mathematics across grades 3–5.
- **Social-Emotional Well-Being:** Students reporting or demonstrating lower self-efficacy, emotional regulation difficulties, or a reduced sense of safety and belonging.
- **Disaggregated Needs:** Students exhibiting engagement and motivation concerns in English Language Arts (ELA) and math, particularly when examined across gender, race, English Language Learner (ELL), and Individualized Education Plan (IEP) categories.

Learning Problem (Big Picture):

Students who have not yet built a strong sense of self-efficacy and emotional regulation disengage from the productive struggle that math problem-solving and writing about reading require. We are intentionally reframing this away from "unmotivated students" language — that framing blames the student — toward a question we can act on: what are the things we can control, at and from school, that increase engagement for the students who currently appear disengaged or under-supported? Executive function, social-emotional learning (SEL)/self-efficacy, and writing about reading surfaced repeatedly in staff data conversations as the connective tissue behind uneven results across grade levels, including a 4th-grade ELA cohort currently 10.7 points below the district average even as our 3rd- and 5th-grade cohorts outperform the district.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE — The central node or pattern that connects our academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	• 5th-grade Smarter Balanced Assessment (SBA) Math jumped 32.0 points this year (44.1% -> 76.1%) — real progress — but roughly 1 in 4 students still haven't met standard; 4th (77.5%) and 3rd (78.8%) grade math show the same remaining gap behind the growth. • 4th-grade SBA ELA sits at 60.0%, 10.7 points below the district average (70.7%), while our 3rd- and 5th-grade ELA cohorts both outperform the district. • Panorama student survey: items on self-efficacy and "I know what makes me feel better when I'm upset" skew notably negative across multiple grade bands.

The Holistic Inquiry	Response
	- On the Panorama student survey, 36% of 3rd-5th graders report some degree of feeling unsafe at school, and 8% report feeling unsafe frequently or almost always. This measures students' own perception of safety, not reported incidents. - Staff-flagged engagement/motivation concerns this spring: 12 boys and 3 girls in ELA; 3 boys and 6 girls in math — a gendered split we have not yet explained. - Staff also flagged reliability concerns in the data itself: some Panorama survey responses that could not be verified against class rosters, K-2 diagnostic data not sensitive enough to catch early gaps, and inconsistent access to small-group testing conditions.
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	- When students haven't yet built self-efficacy and self-regulation, they opt out of the productive struggle that math and writing-about-reading demand — showing up simultaneously as motivation flags, uneven grade-band results, and less favorable safety/belonging data. - This is not one problem with three symptoms; it's one system with three levers. Instruction alone (more small groups) won't hold without a Culture that makes struggle and mistakes feel safe, and Culture alone won't hold without a Structure (protected schedule, reliable data) that gives it room to work. - SAIL is a shared commitment: students learn it best when they see the same clarity, consistency, and follow-through from all of us.

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

Based on the data and root-cause analysis, we believe that if we build students' self-efficacy and emotional regulation alongside strong Tier 1 math and literacy instruction — and give students and families a real voice in shaping that support through Student & Family Co-Design — then we will increase the percentage of students meeting standard in math, close the ELA gap for last year's 4th-grade cohort (now in 5th) while strengthening ELA instruction in grades 4 and 5, and reduce the number of students flagged for engagement concerns by staff, while improving Panorama self-efficacy and emotional-regulation results.

SYSTEMIC GOAL: Increase Strong Tier 1 Instruction in Math and Literacy to Increase Student Engagement and Self-Efficacy and Accelerate Learning for Students Not Yet Demonstrating Standards Mastery

Multidimensional Systems	Strategic Activities ("The Work")	Resource Inputs ("The Fuel")
Instruction <i>(Instructional & Academic)</i>	- Teachers plan and deliver targeted pre-teach/re-teach lessons in math and reading each cycle, using i-Ready placement (meeting, working toward, and above standard) to set a specific target for each small group. - Grow Math Genius Squad (MGS) math practices in Tier 1 math instruction, introduced to all staff in small steps across the year with Shannon Kiebler. - Strengthen writing about reading in the ELA block, with a shared focus in grades 4 and 5.	- i-Ready diagnostic data & small-group protocols - Math PD with Shannon Kiebler (MGS) 2nd Step curriculum; Zones of Regulation materials - Dr. Lori Desautels resources; Mr. Brown videos; Responsive Counselor library (Christie Pak) - Houghton Mifflin Harcourt (HMH) & math curricula, manipulatives, leveled readers, Boom Cards - Wednesday PD, modeling, and job-embedded learning through walkthroughs with feedback; building-based paraprofessional PD

Multidimensional Systems	Strategic Activities ("The Work")	Resource Inputs ("The Fuel")
	• Weekly 2nd Step SEL lessons in every classroom, building on work already under way, plus small-group SEL pull-outs and Lunch Bunch for students needing more support; explicit teaching of Zones of Regulation and interoception. • Tier 1, all teachers: explicit instruction in self-management/regulation strategies for academic anxiety (managing what's in vs. out of a student's control) woven into math and reading blocks. • Building-based paraprofessional professional development (PD) so paraprofessionals use the same pre-teach/re-teach and regulation strategies when they support students.	
Culture <i>(Cultural & Emotional)</i>	• Connect SAIL and our "I Belong, I Am an Empowered Learner, I Achieve My Goals" vision explicitly to how we talk about mistakes and struggle in math and reading — normalize productive struggle school-wide. • Launch a student/family co-design structure this fall — a standing student and family advisory input loop that helps shape engagement supports rather than having them decided for students. • Reliable daily routines that build regulation: morning meeting, feeling circle, visual schedule in every classroom. • Continue monthly Pizza with the Principal to build direct relationships and surface student voice on what engagement and a sense of safety (students' own perception of how safe they feel at school) feel like at Cottage Lake.	• SAIL signage & common language; "I Achieve My Goals" rollout update • Parent Teacher Association (PTA) partnership for family listening opportunities • Teacher training on reading and using Panorama data • Principal time/schedule for Pizza with the Principal and student advisory group
Structure <i>(Structural & Policy)</i>	• Protect the master schedule blocks already in place: 150 minutes ELA, 60 minutes + math, 30 minutes WIN (What I Need)/intervention daily, and Multi-Tiered System of Supports (MTSS) time for specialist push-in support.	• Master schedule & MTSS block • PLC time; MTSS Implementation Plan (Goals 1, 3, 5) • Shared Decision Leadership Team (SDLT) and specialist support during breaks in their teaching blocks

Multidimensional Systems	Strategic Activities ("The Work")	Resource Inputs ("The Fuel")
	- Use existing Professional Learning Community (PLC)/MTSS meeting time (not new meetings) to review i-Ready and Panorama data monthly and adjust small groups — tied directly to Danielson Criterion 6 Student Growth Goal data already in use. - Build a data-integrity protocol for Panorama administration (verified rosters, small-group settings for younger or easily-distracted students) to address staff-raised reliability concerns. - During breaks in their own teaching blocks, specialists support the building, including small-group administration of i-Ready and Panorama to improve focus and data reliability for students who struggle with independent testing.	

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING — Holistic leaders anticipate consequences. Before acting, we scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
Targeted small-group support during WIN and the math block could reduce students' time collaborating with peers if it is not planned intentionally within the classroom.	Intervention stays inside the protected WIN and math blocks, so students are never pulled from Specials. Teachers plan targeted support within the classroom, keep groups flexible, and build in time for students to work with a range of peers.	Structure -> Instruction: the schedule has to hold the intervention, not create it at the expense of another system.
Adding monthly data review could add to PLC workload already carrying Racial and Educational Justice (REJ), MTSS, and Danielson Student Growth Goal expectations.	Fold this review into existing PLC/MTSS meetings and Criterion 6 Student Growth Goal work rather than creating a new meeting or new data ask, and use existing Wednesday PD, where data and collaboration time can build collective efficacy.	Structure -> Culture -> Instruction: staff capacity is a culture issue; protecting time protects trust.
A new student/family advisory structure tied to student and family co-design could surface as tokenistic if the group isn't given real decision-making input.	Be explicit up front about what the advisory group can influence (e.g., how engagement supports are scheduled/named) and close the loop by reporting back what changed because of their input.	Culture -> Instruction: trust built (or broken) here shapes whether students buy into the instructional changes at all.

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS — Don't just measure the test score (lagging). Measure the health of the change (leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	% of grade-level teams using i-Ready small-group data to structure WIN time groups; fidelity of daily WIN/MTSS block; walkthrough evidence of pre-teach/re-teach, MGS math practices, and regulation strategies in use across classrooms.	Monthly (PLC/MTSS)
The Experience Metric <i>(How does it feel?)</i>	Panorama self-efficacy, emotional-regulation, and safety/belonging items; student advisory feedback on whether their input shaped anything; what students and teachers share during classroom visits and Pizza with the Principal about belonging, feeling safe, and taking on hard work.	Each Panorama administration (fall/winter/spring)
The Outcome Metric <i>(Did it work?)</i>	% of students meeting standard on SBA Math (building on 78.8% grade 3 / 77.5% grade 4 / 76.1% grade 5 in 2025-26); % meeting standard on SBA ELA in grades 4 and 5 relative to district average, following last year's 4th-grade cohort into 5th.	Semester / Yearly

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for our focus population? What are the next logical steps to address our learning problem?)