



School Action Plan

SECTION 1: THE BACKGROUND

- School Name: Kokanee Elementary
- Year: 2026-27
- The Central Vision: (North Star)
 - At Kokanee Elementary School, we, in partnership with families, provide a safe, inclusive environment challenging each student to learn, grow and apply their knowledge to contribute positively in our diverse society.
- Focus Population: (Who is the furthest from racial and educational justice?)
 - **Students who are Hispanic / Latino:** Represent 4.8% of the student body in Math (25 students) and 4.4% in Reading (23 students), but exhibit disproportionate academic underperformance: **80.0% score below grade level in Mathematics** (40.0% 1 level below; 40.0% 2+ levels below), and **65.2% score below grade level in Reading** (34.8% 1 level below; 30.4% 2+ levels below), with only 20.0% and 34.8% reaching grade-level benchmarks respectively.
 - **Students who are Multilingual Learners :** Comprise 57 students in Math (10.9% of total enrollment) and 57 students in Reading (10.8% of total enrollment). Across both subject areas, **78.9% score below grade level in Math** (42.1% 1 level below; 36.8% 2+ levels below) and **78.9% score below grade level in Reading** (52.6% 1 level below; 26.3% 2+ levels below).
 - **Students with Disabilities:** Includes 83 students in Math (15.9%) and 80 in Reading (15.2%), alongside 35 students with 504 accommodations. **74.7% of SpEd students score below grade level in Math** (30.1% 1 level below; 44.6% 2+ levels below) and **72.5% score below grade level in Reading** (28.8% 1 level below; 43.8% 2+ levels below).
 - **Students Identified as Low-Income / Economically Impacted:** Evaluated via multi-year WSIF data, the overall score for students identified by low-Income dropped sharply from **5.18 (2023)** to **2.20 (2024)** and **2.77 (2025)**. In 2025, students identified as low-Income ranked in **Decile 1.5 in Overall Growth** and **Decile 1.0 in ELA Growth**.
- Learning Problem: (Big Picture)
 - Our focus population students (Hispanic/Latino, Multilingual Learners, SpEd, and Low-Income/Economically Impacted) are achieving equitable academic growth, defined as accelerated progress toward grade-level mastery to close achievement gaps, in Math and Reading. This stems from two root causes: **fragmented Tier 2/3 supports** due to a lack of structured co-planning time across Gen Ed, SpEd, ELD, LAP, and support staff, and **master schedule friction** that cuts scheduled intervention blocks down to less time of actual instructional time due to transitions and student support needs.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	Math i-Ready Diagnostic Disparities & Demographic Intersectionality: 47.9% of total students (250/522) score below grade level in Math on the baseline assessment. Underperformance is heavily concentrated in focus groups: • Hispanic / Latino Students: 80.0% score below grade level (20/25). Within this group, 28.0% (7/25) are dually identified as Multilingual Learners (MLs), and 100% (7/7) of these Hispanic ML students score below grade level in Math. • Multilingual Learners (MLs): 78.9% score below grade level (45/57). Crucially, 36.8% of all MLs (21/57) are dually qualified (receiving both ML and Special Education services). These dually qualified students face compounded systemic barriers, with 90.5% (19/21) scoring below grade level in Math. • Students with Disabilities (SpEd): 74.7% score below grade level (62/83), with 44.6% placed 2 or more grade levels below. Over a quarter (25.3%, 21/83) of all Special Education students are dually identified as MLs. Reading i-Ready Gaps & Diagnostic Indicators: 38.5% of total students (203/527) score below grade level in Reading. Disproportionalities mirror Math, led by 78.9% of Multilingual Learners (45/57), including 26.1% of Hispanic students who are MLs), 72.5% of Students with Disabilities (58/80), and 65.2% of Hispanic/Latino students (15/23). Additionally, 25 students are flagged with the formal Reading Difficulty Indicator (100% below grade level). WSIF Multi-Year Trend Drops: The overall WSIF score for Low-Income students dropped from 5.18 (2023) to 2.20 (2024) and remains severely depressed at 2.77 (2025). In 2025,

	<i>Low-Income student academic growth ranked in Decile 1.0 for Growth ELA and Decile 2.0 for Growth Math, while Students with Disabilities ranked in Decile 1.0 for ELA Proficiency.</i> Qualitative Staff Red Flags: Teachers across all grade levels report student isolation caused by independent digital learning programs replacing small-group instruction, scheduling conflicts where pull-out interventions pull focus students out of Tier 1 instruction or electives/specials, and absent common planning time for Gen Ed, ELD, LAP and SPED staff to co-design UDL scaffolds. School Climate: declined 3 points to 63% despite ranking around the 80th percentile nationally, with students reporting that peer behavior significantly hurts learning (41% favorable, down 5 points). This suggests growing challenges in managing classroom disruptions even while maintaining relatively strong overall climate. Sense of Belonging: declined 3 points to 65% while ranking around the 80th percentile nationally, with students reporting decreased feelings of belonging (69%, down 4 points) and respect from peers (58%, down 2 points).
The Systemic Root (What are the causes? Are they interconnected and how?)	Inconsistent Tier 2 and 3 Scaffolding & Academic Discourse: Classroom instruction lacks standardized Universal Design for Learning (UDL) strategies and visual/linguistic scaffolds. ML and lower-performing students are frequently assigned independent digital software (iPads) rather than participating in interactive, scaffolded academic peer discourse. Fragmented Intervention & Scheduling Architecture: Interventions need to collaborate more as SPED, LAP, ELD, and Speech/OT pull-out schedules fragment the student's day, causing students to miss instruction or community-building activities, which exacerbates work avoidance and behavioral disengagement. Lack of Co-Teaching Collaboration Infrastructure: Gen Ed teachers, SPED teachers, ELD and LAP specialists, and Para

Educators have no structural co-planning time built into the master schedule to co-design inclusive lessons, establish clear Para Educator expectations, or align IEP/504 accommodations.

School Climate and Belonging: *The declines in School Climate (63%) and Belonging (65%) are driven by the intersection of un-scaffolded Tier 1 instruction and isolating Tier 2/3 intervention structures. When focus-population students experience academic frustration without embedded scaffolds, task-avoidant behavior increases, driving classroom disruptions. Concurrently, pull-out models and device-based instruction detach students from their peer communities and shared routines, eroding peer respect (58%) and belonging. These issues are compounded by a master schedule that compresses intervention dosage and a lack of cross-staff co-planning time, leaving educators with inconsistent tools to proactively regulate and include all learners.*

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

IF we establish dedicated building-wide intervention blocks, train staff on UDL and language-rich academic discourse strategies, and create structural co-planning routines for General Education, SPED, and ELD, LAP specialists, ***THEN*** we will accelerate academic growth and strengthen sense of belonging for our focus populations, ***BECAUSE*** instruction will be universally accessible, culturally affirming, and delivered without isolating students from core classroom communities.

SYSTEMIC GOAL:

Build a unified Tier 1 Universal Design for Learning (UDL) model and a collaborative co-teaching schedule to eliminate academic performance disparities for Hispanic/Latino, Multilingual, and Special Education students in Mathematics and Reading.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	Activity: <i>UDL & Visual Scaffolding:</i> <i>Support all K-5 teachers with UDL</i>	Resources: <i>District Math & ELA</i> <i>Instructional TOSA support.</i>

	principles, explicit visual anchors, and structured math/ELA talk moves tailored for student access. Co-Teaching Frameworks: Implement research-based co-teaching models (station teaching, parallel teaching, push-in support) between Gen Ed, SPED, LAP and ELD specialists. Tier 2 Small-Group Math/ELA: Deliver targeted small-group routines during intervention blocks focusing on Number & Operations and foundational decoding for K-5 students who need this intervention.	(Heather Casper with 4th and 5th HMH small group). Becky Schock Designated Professional Development and TeamDays. WIDA/ELD instructional strategies TOSA support Co-teaching planning templates & guides for collaborative meetings.
Culture (Cultural & Emotional)	Activity: Affirming Student Identity & Belonging: Implement school-wide SEL (CharacterStrong) and trauma-informed community circles to support students experiencing family distress. Student Agency & Self-Efficacy: Engage students in setting individual learning goals and tracking growth via visual progress logs. Inclusive Peer Community: Eliminate pull-out stigma by ensuring all intervention and speech/OT supports occur during building-wide intervention blocks or via push-in.	Resources: SEL (CharacterStrong) Curriculum materials. Family listening sessions & translation services. Student visual goal-setting folders. Staff trauma-informed care professional development.
Structure (Structural & Policy)	Activity: Protected Co-Planning Time: Create PLC schedules to provide weekly 45-minute common planning sessions for Gen Ed,	Resources: SDLT and Master Scheduling Teams District FTE allocation for ELD

	<i>SPED, LAP, ELD, and Paras so teams can blend and braid their service delivery model with general education teachers.</i> Paraeducator Deployment Protocol: Standardize Para roles, schedules, and training for push-in academic support.	<i>& LAP specialists.</i> <i>SDLT functioning as MTSS Team</i> <i>Revised Para job duty frameworks and supports.</i>
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SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

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

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
Student Disengagement / Stigma: Pulling focus population students for intervention during core instruction or electives leads to missed community activities, academic frustration, and social isolation.	<i>Schedule all Tier 2/3 interventions, Speech, and OT/PT exclusively during dedicated intervention times using push-in models whenever possible so no electives or core Tier 1 instruction are missed.</i>	Culture and Structure: <i>Protects student belonging and peer relationships (Culture) by utilizing the building master schedule (Structure).</i>
Teacher Burnout & Overwhelm: Teachers feel overwhelmed by managing co-teaching, UDL implementation, and large class sizes without sufficient time.	<i>Create protected weekly co-planning time during existing PLC schedules.</i>	Instruction and Structure: <i>Directly links instructional quality and co-teaching fidelity (Instruction) with master schedule planning and workload management (Structure).</i>

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
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The Process Metric (Are we doing it?)	UDL & Co-Teaching Walkthroughs: Percentage of observed classrooms demonstrating explicit UDL visual scaffolds, structured academic discourse moves, and active co-teaching/push-in support. Intervention and Acceleration Time Alignment: 100% compliance with master schedule intervention and acceleration block fidelity across all K-5 classrooms.	Monthly
The Experience Metric (How does it feel?)	Student Voice & Belonging Surveys: Percentage of focus population students responding positively to "I feel like a valued mathematician/reader in my class" and "I get the help I need." Staff Collaboration Survey: Percentage of Gen Ed, SPED, ELD, and LAP staff reporting effective co-planning time.	Quarterly
The Outcome Metric (Did it work?)	Student-Driven Goal Attainment & Progress Monitoring: Percentage of focus population students regularly tracking their own academic and self-regulation goals (e.g., bi-weekly i-Ready My Path progress, fluency tracking, or CharacterStrong targets), with data audits measuring student goal achievement, student-led progress updates, and Tier 1/2/3 scaffold adjustments. i-Ready Diagnostic Growth: Percentage of Hispanic/Latino, ML, Low-Income / Economically Impacted, and SpEd achieving 100%+ of Annual Typical Growth and meeting Annual Stretch Growth	Tri-Annually (Fall, Winter, Spring)

	<i>targets in Math and Reading.</i> <i>State & Language Assessments:</i> <i>Proficiency increases on SBA Math/ELA and WIDA progress metrics.</i>	
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Summary of the Changes

Through the implementation of this School Action Plan, the daily educational experience for our focus population, specifically Hispanic/Latino students, Multilingual Learners, and Students with Disabilities, shifts to a blended and braided inclusive, universally designed classroom environment. By embedding Universal Design for Learning (UDL) visual scaffolds, structured peer discourse, and non-negotiable building-wide intervention and acceleration blocks into Kokanee’s weekly schedule, focus population students remain fully integrated within their core learning communities while receiving targeted, small-group intervention.

Next Logical Steps to Address the Learning Problem:

1. **Continue Intervention and Acceleration Blocks in Reading, Writing, and Math:** Finalize the 2026–2027 daily master schedule with staggered intervention times and dedicated push-in rotations.
2. **Conduct Professional Development on UDL & Academic Discourse:** Deliver PD workshops focused on visual anchor charts, language, rich math discourse moves, and co-teaching strategies for Gen Ed, SPED, ELD, LAP teachers, and Paras.
3. **Establish PLC Co-Planning Routines:** Implement weekly co-planning agendas connecting grade-level teams with ELD, LAP and SPED specialists to analyze progress data and adjust Tier 1/2/3 instruction.
4. **Monitor Lead Indicators:** Continue weekly leadership walkthroughs and quarterly student/staff experience surveys to ensure strategy fidelity and foster continuous improvement.