



Northshore School District

Shelton View Action Plan

SECTION 1: THE BACKGROUND

School Name: Shelton View

Year: 2026-27

The Central Vision: (North Star) At Shelton View we are a caring, diverse community of students, families, and staff dedicated to creating a collaborative learning culture whose goal is for all to feel safe and valued, while ensuring academic and social success for all.

Focus Population: (Who is the furthest from racial and educational justice?) students served in our English Language Development program.

Learning Problem: (Big Picture) Our English learners are not showing the same amount of growth in math and reading compared to other students.

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 Data (as measured by Spring 2026 I-Ready Diagnostic) 42% of English Learners were on grade level compared to 69% of other students. Reading Data (as measured by Spring 2026 I-Ready Diagnostic) 41% of English Learners were on grade level compared to 71% of other students. SEL Data (as measured by the Spring 2026 Panorama survey in grades 3-5) 52% of English Language Learners selected a favorable answer choice across the questions on the topic of Sense of belonging compared to 60% of other students.
The Systemic Root (What are the causes? Are they interconnected and how?)	We are still developing consistent implementation of language-rich, inclusive, high-leverage Tier I instruction across classrooms and grade levels. This may limit access to grade-level learning and meaningful opportunities for students to engage in academic discourse, particularly for English learners.

	We also need stronger systems for using student data collectively to identify students most in need of support, determine instructional responses, and monitor whether those responses are resulting in meaningful growth. These instructional and systemic factors are interconnected with students' confidence and sense of belonging. When students experience consistent, accessible, language-rich instruction and see adults working together to understand and respond to their needs, they are more likely to experience success, connection, and belonging.
--	--

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If we establish consistent schoolwide data cycles focused on i-Ready literacy data, strengthen Tier I instruction through regular cross-grade-level alignment, and intentionally build belonging through schoolwide SEL and community-building practices, then staff will have stronger systems for identifying and responding to students' needs, Tier I instruction will become more consistent and language-rich, and English learners will demonstrate increased academic growth, confidence, and sense of belonging.

SYSTEMIC GOAL:

Increase literacy achievement for English learners by 20% based on i-Ready data.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction: The theories of learning and the pedagogy - what we teach, and how we make it reach every learner (<i>Instructional & Academic</i>)	Activity: Implement three schoolwide data inquiry cycles throughout the 2026–27 school year using i-Ready literacy data as a primary source of evidence. - Develop a common data-cycle process and shared language so staff understand: - What data are we examining? - What are we noticing? - Which students need the most support? - What instructional response will we implement? - How will we know if it is working? - Create clear systems for documenting instructional responses and monitoring student progress between	Resources: - SDLT and Principal Wednesdays - Collaboration with intervention team- (ML, LAP, LC) quarterly meetings with principal - Google doc created for

	data cycles. Reflection documents that can be used during Team Days to look at data between benchmarks. 3. Coordinate Tier II and additional supports based on information generated through the schoolwide data cycles.	each grade level • Reflection tools for Teams to use in PLC's on Team Days
Culture: Shared values, beliefs, norms, behaviors, and practices that shape how people interact, make decisions, and work together (<i>Cultural & Emotional</i>)	Activity: Staff Participate in cross grade level alignment focusing on quality Tier one instruction. 1. Staff meetings will be structured to support MTSS-cross grade level alignment a. Begin with schoolwide processes b. Next focus on 7 Steps i. What to say instead of "I don't Know" ii. Have students speak in complete sentences. iii. Randomize and Rotate and Use of Total response signals iv. Use visuals and vocabulary strategies that support objectives v. Students participate in structured conversations(QSSSA) c. SDLT gather staff feedback on next alignment focuses	Resources: • Protocols to enhance staff alignment discussions • 7 Steps book review • Coordinate with SDLT on each focus for alignment
Structure: The schedules, policies, roles, and resources that make the work possible -	Activity:	Resources: • Create Teacher Assembly Team

or prevent it (<i>Structural & Policy</i>)	Use Scheduled schoolwide assemblies to foster a sense of belonging for students. 1. Reinforce implementation of PBIS and explicitly teach and reinforce what it means to be a Shelton View Shark. 2. Use assemblies as an opportunity for student voice and celebration.	• Teacher Assembly Team connects with PBIS/ REJ team to collaborate on assembly content
---	--	---

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
<i>e.g., If we pull students for intervention, they might miss "fun" electives and lose a sense of belonging.</i>	<i>e.g., Interventions will be scheduled during "WIN Time" (What I Need) so no electives are missed.</i>	<i>Which multi-dimensional system does this connect to? How and what is the implication?</i>

Data cycles could feel like an additional task for teachers rather than a tool to improve instruction.

Use a consistent, streamlined protocol and focus each cycle on a small number of actionable questions. Provide protected time and clearly connect the work to instructional decisions teachers are already making.

Structure → Culture: How systems are designed will influence staff ownership and collective efficacy.

Increased focus on i-Ready data could lead to over-reliance on one assessment or a focus on test performance rather than the whole child.	Use i-Ready as one source of evidence alongside classroom assessments, student work, teacher observation, student voice, and SEL/belonging data.	Instruction → Culture: Academic data should inform instruction without defining students by a single measure.
Cross-grade-level alignment could unintentionally reduce teacher autonomy or result in	Focus alignment on essential learning, high-leverage practices, and shared expectations while	Instruction → Culture: Academic data should inform

overly standardized instruction.	preserving teacher professional judgment in how instruction is delivered	instruction without defining students by a single measure.
----------------------------------	--	--

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

We will monitor both the implementation of our systems and the lived experience of students and staff, not just academic outcomes. These indicators will help us understand whether our instructional, cultural, and structural changes are functioning as intended for students on IEPs and English learners.

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	<i>e.g., % of classrooms observed using student-collaboration strategies.</i> Percentage of planned schoolwide data cycles completed using the agreed-upon data inquiry process.	After each data cycle (September, January, May)
The Experience Metric <i>(How does it feel?)</i>	<i>e.g., Student survey results on "My voice matters in this class."</i> Staff feedback on whether data cycles help them better identify student needs and make instructional decisions. Reflection tools for teachers to monitor progress between data cycles	After each data cycle (September, January, May) Every 6 weeks
The Outcome Metric <i>(Did it work?)</i>	<i>e.g., Reduction in failing grades; Increase in standardized test proficiency.</i> i-Ready literacy growth for English learners, including progress toward grade-level expectations Sense of belonging for English learners compared with the previous year and schoolwide results.	Semester/Yearly Quarterly

Summary of the Changes

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