



Skyview Middle School 2019-20 Strategic Action Plan

At Skyview Middle School, we collaboratively educate and support students as they develop into lifelong learners by providing a nurturing environment where academic and personal excellence are achieved.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Using iReady as a measurement tool, students below grade level in Math and Reading will improve one or more grade levels in an academic year.
Goal 4 Innovative, Creative, Critical Thinkers	Students will go through The Creative Process in each of their classes throughout the year.

EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Skyview Middle School we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student.

During the 2019-20 school year, our Equity Team's goal is to continue to learn about race, gender, culture, special needs, and other areas where equity remains an issue. Specific actions our school will take toward this goal include:



All of our efforts to improve student learning are rooted in our commitment to equitable access and outcomes for students. At Skyview, our Equity Team's goal is to create a minimum of one professional development opportunity per month for staff, specific to our current student population, culture and climate.

Specific actions our school will take towards this goal include:

- Provide monthly Equity Newsletter to staff with quotes, links to videos, and practical strategies to increase equity in the classroom.
- Collect a list of current equitable practices that teachers are using in their classrooms.
- Facilitate any district mandated trainings to staff from the Equity & Diversity Department.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

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OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:

- Demographic Information
- D/F Rates
- Discipline Data
- End of Course Grades
- iReady Data in Math or Reading
- SBAC Scores



Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Reading - Comprehension (Literature and Informational), Vocabulary, Phonics
- Math - Numbers and Operations, Algebraic Thinking, Measurement and Data, Geometry

We believe these areas for improvement are the result of the following root cause(s):

- After the early elementary years, reading is not an explicitly taught skill. Students who struggle with reading continue to fall further behind each subsequent year.
- Lack of number sense.
- Lack of focus on math vocabulary.
- Lack of focus on problem solving strategies.
- Planning of math instruction is not as differentiated for learners as it could be.

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

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

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we supplement reading and math instruction, then students will accelerate their rate of growth.

SMART Goal

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

- By June 2020 our Skyview team will have fully implemented iReady in our targeted Advisory groups and content area instruction in order to show growth as measured by i-Ready diagnostic testing. Our goal is for the students in these advisories to be consistently completing two lessons a week with accuracy.



- By June 2021 regression in reading and math will be contained, with students in target advisories maintaining or improving their level from the beginning of the year. This will be implemented through targeted Advisory groups and content area instruction in order to show growth as measured by i-Ready diagnostic testing
- By June of 2022, students below grade level in reading and math will increase their scaled score by at least one grade level through targeted Advisory groups and content area instruction in order to show growth as measured by i-Ready diagnostic testing.

Instructional Strategy	Instructional Practice
<p>To make progress toward our specific goal, we will implement iReady instruction and assessment for a minimum of 1.5 hour(s) per week in targeted advisory groups and content area classes. This means that select advisory teachers and core content teachers will deliver a research based reading and math program to identified students during scheduled time (advisories) and in regular core curriculum.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Providing Formative Feedback • Utilize district assessment calendar for data points. • Track students to see if they are passing their lessons.

GOAL 4: Innovative, Creative Thinkers

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we teach the specific steps of the creative process across all subject matter, then students will have more problem solving and creative critical thinking skills to apply throughout their lives.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By May 2020, 100% of students will apply the creative process within single or multiple content areas as measured by completion of a problem-based learning project(s) created by each grade level. The goal is to grow into grade level interdisciplinary projects.





Instructional Strategy	Instructional Practice
To make progress toward our specific goal, we will teach, and have our students employ, the creative process towards real-world learning. This means that all students will practice the creative process (for example, real-world decision-making, engineering design, or problem-based learning) at one or more times a year during each subject class.	Our instructional strategy relates to: <ul style="list-style-type: none">● Encouraging Higher Order Thinking & Asking Higher Order Questions● Teachers will share with their Department Head when they have completed a problem-based, creative process learning activity. This will be used to track progress.

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three 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 selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Skyview Middle School meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- PD for all content teachers about teaching reading strategies to struggling readers and all middle level students.
- Differentiation in the classroom for reading and learning access.
- Opportunities for John Moen to meet with each department to develop a customized Creative Process for their content area. Also have John meet with with grade level teams to develop an SEL Creative Process as well. Poster will be printed for each classroom - A content area and SEL poster.



COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- Funding for reading curriculum (iReady) and professional development.
- Opportunities to team within the community for real-world project and problem-based experiences.

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