WESTHILL
2019-20 Strategic Action Plan

At Westhill we challenge students to grow intellectually and personally to become productive citizens in a diverse society. We do this by focusing on standards-based instruction, creating a safe environment, and providing the time and resources necessary for all students to learn.

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 2 Responsible, Resilient, Empathetic Learners	*We will build emotional resilience among our students by teaching self-regulation strategies with common language to support their access to instruction and peers (ZONES, 2nd Step)*
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	*Our mathematicians learning English will increase their proficiency in base ten number and operations from X to Y (TBD with initial data) as measured by summative assessments: iReady, unit assessments and formative assessments including exit tickets, small group, anecdotal notes, etc.*

EQUITABLE SCHOOL ENVIRONMENT

At Westhill 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 improve our level of cultural competence and racial literacy. Specific actions our school will take toward this goal include:

- Meet with staff at least monthly to examine our beliefs and practice: Do our actions match our stated beliefs that every child has a right to learn, whatever the child's race, culture or economic class? Continue to grow the WH Equity Team and staff through these opportunities including staff meeting modules provided by the district.
- Explore and review how the NSD Equity Handbook links to our SAP.
- Bi-Monthly Equity Team Meetings open to all staff.
- Review classroom materials and libraries with the guiding question: *Do they reflect and celebrate our various cultures?*
- Provide access to professional learning opportunities (articles, videos, PD modules) beyond staff meetings to develop awareness and greater understanding of our biases and how they impact our behavior cultural competencies.
- Write our student growth goals with a lens on equity. Are we providing scaffolds as needed to support universal access?

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.

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

- ❏ Attendance Records
- ❏ BEISY Inventories
- ❏ Behaviors That Promote Learning scores
- ❏ Curriculum-Based Assessment Results
- ❏ Climate Surveys
- ❏ Demographic Information
- ❏ Discipline Data
- ❏ Individual Running Records
- ❏ iReady/ STAR Data in Math or Reading
- ❏ SBAC Scores
- ❏ Student Interviews or Surveys

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

- Self-regulation & problem solving (independent and collaborative)
- Understanding of numbers & operations (specifically place value, and quick recall of math facts)

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

- Students need a common language to communicate their feelings and work through problems. They also need multiple opportunities to practice using these skills.
- Gaps in standards and curriculum within numbers & operations and therefore decreased instruction/practice in these foundational skills

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 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we directly teach a common language to all students/staff and provide them with multiple opportunities to practice problem solving, then students will be able to independently self-regulate and solve problems collaboratively throughout the school day.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *By May 2020, we will build emotional resilience among our students by teaching self-regulation strategies with common language to support their access to instruction and peers*

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will teach/utilize the following curriculum, strategies, and programs: ● Zones *(common language)* ● 2nd Step *(common problem solving steps)* ● Roots of Empathy *(practice empathy)* ● Families *(building community and practicing ZONES language and problem solving)* ● PBIS *(restorative practice)* ● Onward *(building resilience in staff and students)*	Our instructional strategy relates to: ● Building and Maintaining Relationships ● Formative Feedback

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

<u>Theory of Action</u>
Based on the data and root cause analysis we completed, we believe that if we utilize specific instructional strategies to support students learning English and provide timely, formative feedback, then all students (specifically those learning English) will increase their proficiency in base-ten number and operations.

<u>SMART Goal</u>
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By May 2020, *our mathematicians learning English will increase their proficiency in base ten number and operations from <u>X to Y</u> (TBD with initial data) as measured by summative assessments: iReady, unit assessments and formative assessments including exit tickets, small group, anecdotal notes, math-talk, differentiated math stations, etc.*

Instructional Strategy	Instructional Practice

To make progress, toward our specific goal, we will teach/utilize the following curriculum, strategies, and programs:
● we will anchor our work in cycles of inquiry:
   ○ monthly grade level, vertical, and content alike teams will mee to analyze data, discuss instructional practices, and plan next steps
   ○ quarterly PLC with summative SAP data
● learn & practice instructional strategies to improve access for all learners (EL, formative feedback , and collaborative learning)
	Our instructional strategy relates to:
	● Providing Formative Feedback
	● Building Relationships
	● Structuring Collaborative Learning Experiences

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 WESTHILL 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:

- monthly. vertical team meetings
- PLC in grade level-content alike, vertical teams around SAP data every 45 days
- Training and practice using iReady data to inform our instruction
- PLC during Team/Department Wednesdays
- Study and practice resilience (for staff and students) with professional resources including Onward, Zones, & 2nd Step
- Study and practice high leverage EL instructional strategies with shared knowledge during staff/vertical meetings and EL team
- Study and practice formative feedback using professional resources including: Visible Learning Feedback (Hattie), The Feedback Loop (Kurtak & Glasser)

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:

In addition to school-day volunteer and activity involvement, we will invite families to participate in evening events such as: curriculum night, literacy night, STEAM night, Kindergarten Prep Night, Back to School Social and Color Walk and other PTA/School sponsored events. We also before-school recess volunteer opportunities as well as at-home support with classroom-prep projects.

Westhill partners with the following organizations:

- WATCH DOGS
- SOUND FC SOCCER
- ROOTS OF EMPATHY
- AMAZON
- READING WITH ROVER
- CHESS WIZARDS
- GIRLS ON THE RUN
- SUBARU LOVES LEARNING

- BOY SCOUTS/EAGLE SCOUTS
- PTSA
- CITY of BOTHELL PARKS
- CHAMPIONS CHILDCARE
- GOOGLE
- CODE.ORG
- SPONGE (language clubs)
- MATH OLYMPIAD

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