Kenmore Middle School
2019-20 Strategic Action Plan

At Kenmore Middle School, **It is our mission to help all students realize their full potential and become responsible, productive citizens and life-long learners who appreciate our diverse society and are able to use technology effectively to prepare for the challenges of the future.**

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	2.3 - Increase percentage of students who model positive social skills and resiliency for a culturally diverse community.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	3.3 - Increase percentage of students meeting standards in core subjects

EQUITABLE SCHOOL ENVIRONMENT

At Kenmore 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 help all KMS staff increase their understanding of racial literacy and cultural competence. In addition, the equity team will work with staff to use this knowledge to positively impact our students. Specific actions our school will take toward this goal include:

- Provide professional development for staff in these areas racial literacy, cultural competence, as well as equitable teaching practices.
- Identify groups/subgroups of students who are not performing and/or participating like their peers
- Start to identify barriers that hinder progress for our identified groups
- Work with staff to identify ways to remove these barriers.

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
- ❏ Climate Surveys
- ❏ Demographic Information
- ❏ D/F Rates
- ❏ Discipline Data
- ❏ End of Course Grades
- ❏ SBAC Scores
- ❏ Student Interviews or Surveys

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

- We continue to have gaps in our students meeting standards.
- Disproportionality of our Hispanic students and our male students in our discipline data.
- Our students report a decrease in positive social interactions.

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

- Our school culture can improve cultural sensitivity towards members of different ethnicities.

- Students can improve social skills to navigate what they perceive as confrontational or difficult situations.
- Staff can improve modeling and instruction of social skills to support students.
- As a staff we do not currently have the appropriate/enough MTSS interventions for our students who struggle (especially our minority, Sped, and ELL populations).
- We lack adequate communication practices with stakeholders to fully support student progress.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action
Based on the data and root cause analysis we completed, we believe that if we model and teach successful navigation of social interactions with cultural sensitivity, then students will exhibit and report improved social interactions/skills and feelings of empathy and resiliency.

SMART Goal
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:
By May of 2020, students will report improved social interactions/skills and feelings of empathy and resiliency by an increment of the method of measure as reported on the school climate survey.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will [explain instructional strategy]. This means that [describe who will be taking action and what the action looks like]. **Social Studies:** Collaborate in group projects with reflection piece, intentionally talk about problems based on the reflections from prior projects and develop strategies to address those issues. Set norms as a group and discuss how to collaborate - have an aspect of rubrics be on collaboration - process/product. **Science:** - Collaborative/labs with designated group roles. Setting group norms - Create a culture of safety in the classroom where students feel safe to take risks - Teaching collaboration skills intentionally, not assuming our students know how to work together **SpEd:** - Provide direct instruction related to "resiliency" & "empathy" so students	Our instructional strategy relates to - Building and Maintaining Relationships - Providing Formative Feedback **Social Studies:** - Using results of reflections to specifically teach to areas of improvement - Front load and cycle back - Look to do better next time - Rubric for collaboration and group norms **Science:** - rubrics for collaborative work - Self/Peer evaluation of group work - teach problem solving strategies - sentence stems for asking questions/disagreements - **SpEd:** - Zones of Regulation - feedback via direct conversations with students (both praise and constructive) - Modeling empathy and resiliency

- understand what those terms mean (common language/understanding) and what they functionally look like.
- Embedded/organic opportunities to guide/teach students through difficult situations (socially).
- Opportunities to practice skills in a safe environment (1:1) with staff and/or small group).
- Academic Inquiry/collaboration opportunities embedded within gen ed and special education settings
- collaborate with and/or support staff regarding the specific needs for students who may exhibit deficits in social skills
- focus/emphasis on growth mindset and zones of regulation

ELA:
To make progress, toward our specific goal, we will use the *AVID Philosophical Chairs* strategy . This means that students will listen with intention, take turns, value other people's opinions, respect other people's viewpoints with an open mind, have a healthy space for respectfully disagreeing, reflect on their own thinking, and skillfully speak a minority opinion

Health/Fitness:
6th Health topics covered = mental/social/emotional health, identifying individuality, social norms, communication skills (introductions/how to make a first impression), manners/societal norms, character and reputation, rules and rights (community, school and family), coping with stress, handling emotions, etc.
7th/8th grade = continuation of 6th grade concepts in addition emphasis on self esteem and goal setting, how to handle outside influences
Common language throughout all levels)

Math:
Encourage group roles, inquiry & discourse, and collaborative work.

Counselors:

- scaffolding student interactions via role-play, real life opportunities (guiding students through conflict via restorative practices)
- formative & immediate feedback related to student social interactions

ELA: *AVID Philosophical Chairs*
Our instructional strategy relates to:
● Building and Maintaining Relationships
● Setting Objectives
● Providing Formative Feedback
● Structuring Collaborative Learning Experiences
● Encouraging Higher Order Thinking & Asking Higher Order Questions

Health/Fitness:
Increase collaboration within our 6th grade advisories (2 don't have school success class) Explaining and reviewing terms to increase the use of a common language.

Math:
Intentionally setting objectives, better utilization of formative feedback, improve structuring collaborative learning experiences for our students.

Electives/ELL -
● Setting consistent group norms
● Teaching respect for teachers/students, peer/peer, school environment/class environment and diverse cultures
● Teaching respect supplies/instruments/tech/tools
● Teaching and modeling general positive manners and empathy
● Intentionally teaching how to learn from failure to create resilience in our students

Counselors will support students who are having difficulties navigating social interactions by meeting one on one, with teachers, with caregivers. Counselors will support students with conflict resolution skills by meeting one on one, with teachers, with caregivers. Counselors will use language from elementary school--2nd Step. For example, using the language of "Flipping our lid." Counselors will provide training / information to staff around trauma informed practices (related to ACES). **Electives/ELL -** Intentionally teach positive interactions for group work that includes cultural diversity	

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 implement consistent MTSS interventions and use effective communication with all stakeholders, then we will decrease the achievement gap among students.

SMART Goal
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:
By the end of the 2019-2020 school year, the number of students who are at grade level will achieve at least one year's growth and the number of students who are below grade level will achieve more than a year's growth as measured by varied district-provided assessments.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will [explain instructional strategy]. This means that [describe who will be taking action and what the action looks like]. **Social Studies:** Using DBQs, quickwrites, article analysis, etc., to measure specific skills related to social studies that intersect each grade level (i.e. text evidence) using a similar rubric. **Science:**	Our instructional strategy relates to ● Building and Maintaining Relationships ● Providing Formative Feedback **Social Studies**: Use rubrics to measure growth and inform instruction. **Science:** -rubrics to evaluate / measure growth

- Formative assessments to help students make progress towards goals
- Have purpose EQ set for readings
- Teach nonfiction/informational reading strategies
- Self- assessments so students can identify metacognitive processes
- Scaffolded CERs with grade level progression
- Making learning objectives and EQs clear
- Make science relevant
- Rubrics
- Display student work
- Use student work to model what a '4' looks like

SpEd

- Ensure implementation of accommodations and modifications
- strategic use of resources (paras, communication/collaboration practices)
- SDI in goal areas
- co-teach/push in/pull out support
- direct and timely collaboration and support of gen ed teachers
- Formative CBA - iReady, teacher created, etc.
- Push in - pull out
- communication regarding student behavior and academic need
- accurate data and records to inform instruction
- Disrupt previous negative social and academic experiences

ELA
To make progress, toward our specific goal, General Education ELA classes will administer *iReady* three times a year (baring weather delay)to measure growth and assign individual learning modules based upon their diagnostic. If students score above 8th grade reading level, we will assign appropriate NewsELA reading / writing assignment to ensure practice toward their one year growth.

-display student work
-reinforce reading strategies (highlighting, underlining, circling, etc,)
-Daily DLH / Planner
-Choral Reading

SpEd:
- Continue to E-mail "At a Glances" and begin to implement a system of accountability
- Para support prioritization for students with high needs
- Team meetings that address specific student needs and brainstorm potential interventions
- Pre-scheduled student check ins (push in/pull out)
- common prep and/or consistent meeting times with co-teachers

ELA: *iReady Assessments*
Our instructional strategy relates to
- Setting Objectives
- Providing Formative Feedback
- Encouraging Higher Order Thinking & Asking Higher Order Questions

Health/Fitness
In advisory doing planner checks, binder checks and grade checks. Working with individual students to help navigate their progress and help direct to engage their teachers when need be.

Math:
Continue to build and maintain relationships, setting objectives,and provide formative feedback to our students.

Electives/ELL -
- Kitchen Table
- Intentional consistent use of planners
- Constructive advisory time
- Encouraging/Empower and teaching students to ask questions and advocate for themselves instead of just their parents.
- Increase communication with parents

Fitness/Health Using advisory time to check progress of students in all their classes. Helping make academic connections. **Math:** Utilize inquiry and discourse discussion techniques, collaborative work. Encourage growth mind-set, identify students of concern early. **Counselors**: Counselors will work with students, caregivers, and teachers who are struggling to help identify barriers to learning and help to strategize to find support and solutions to overcoming barriers. Counselors will participate in the Tier 2 Academic team to help to identify supports for students and next steps in possible referrals for increased supports (for example 504 plans and special ed referrals). Counselors will support using Advisory time to support students who are struggling (like pilot last year). Counselors will support the development of a "Kitchen Table Plus" type of model (after school) for increased support in Kitchen Table. **Electives/ELL -** Encouraging use of available resources that will be applicable to all content areas	

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, analyze and share 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 Kenmore 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:

- AVID Instructional strategies
- Formative Feedback/ Formative Assessment
- Continuation of our PLC's
- Onward: Cultivating Emotional Resilience in Educators Book study as a large group of staff
- Continuation of the work we have done around supporting our Students with IEPs in the Gen. Ed. classroom.
- Restorative Justice Practices
- MTSS
- iReady training
- Communication (technology)Training

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:

- City of Kenmore
- AVID Volunteers
- Spanish Speaking Parent Connection (Patricia)
- PTSA
- UW Coding and Girls who Code Volunteers
- Boeing Stem Academy
- SBIRT
- Center for Human Services
- Northshore Schools Foundation
- Green Team
- UW mentoring
- Student Teacher/University Partnerships

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