



Skyview Middle School 2020-21 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1.G:

- The ways that policies and class, school, or department organization can be culturally responsive
- The ways that all students can be successful, regardless of their grades or test scores

from the [Northshore School District Equity Handbook](#).

We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

The Equity strategies from Domain 2 that we are focusing on this year include:

- 2H - Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.
- 2I - Educators have high expectations for all students regardless of their background or differences.



Understanding Our Students' Needs

Part of 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,

student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, we reviewed the following data:

- Demographic Information
- 1st semester D/F rates
- Attendance
- Discipline Data
- End of Course Grades
- iReady Data in Math or Reading from 1st semester

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- Reading - Comprehension (Literature and Informational), Vocabulary, Phonics
- Math - Numbers and Operations, Algebraic Thinking, Measurement and Data, Geometry
- Increased enrollment in challenging courses for marginalized groups

We believe this gap in student outcomes is 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.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.



School Goals	Equity Means	Measures of Success
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student, including Black and Latino subgroups, actively engage in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support. Add in meetings with students - their experience	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	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	Students will go through The Creative Process in each of their classes throughout the year.

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). These are outlined below.

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

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we supplement reading and math instruction, then all students, including our black and latino 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 2021 our Skyview team will have fully implemented iReady in a virtual learning environment through content area instruction in order to show growth as measured by i-Ready diagnostic testing - If diagnostic testing can be done. Our goal is for students to be consistently completing two lessons a week with accuracy.

By June 2022 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 2023, students below grade level in reading and math will increase their scaled score by at least one grade level through targeted content area instruction in order to show growth as measured by i-Ready diagnostic testing.

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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 independent learning time and content area classes.</p> <p>This means that core content teachers will deliver a research-based reading and math program to all students during scheduled time, independent learning time, and in regular core curriculum.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">• Providing culturally relevant formative feedback• Utilizing UDL strategies to meet the needs of each student.• Utilize district assessment calendar for data points.• Track students to see if they are passing their lessons.• Support those who are not.
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2I - Educators have high expectations for all students regardless of their background or differences.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">• Challenge students, but also meet them where they are at to help them each grow• Convey to students that you believe in them and that they can and should believe in themselves.• Set clear and high expectations, and be transparent about them



GOAL 4: Innovative, Creative Thinkers

Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

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 2021, 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.

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Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will teach, and have our students employ, the creative process towards real-world learning.</p> <p>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.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">• Encouraging Higher Order Thinking & Asking Higher Order Questions• Empowering students to pull from their personal experience and background to develop their project.• 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.
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">• Allow students to have a voice in deciding the types of projects and assignments they will do• Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons• Learn about students' learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes• We will measure this through teachers sharing out the process and results of the projects.



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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
iReady scores	1-year growth	February & June 2021 diagnostics Monthly data reviews
SBAC scores	1-year growth	July 2021
Grades	1-year growth	Monthly data reviews
Student participation in lessons	Attendance	Monthly data reviews
Goal 4: Innovative, Creative Thinkers		
Teacher participation	participation	February & June 2021
Student participation	participation	February & June 2021



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 adjusting as needed, our work will not result in the outcomes we desire. During the 2020-21 school year, we will participate in the following professional development as part of our work:

- Our Equity Team plans to offer PD to teachers rooted in the NSD Equity Handbook. Our goal is to dive into the Domains and review what strategies we are employing, what we can learn from each other, what our strengths are, and what we still need to focus on.
- PD for all content teachers about teaching reading strategies to struggling readers and all middle level students.
- UDL and Differentiation in the classroom for reading and learning access.
- Opportunities for departments and grade levels to develop appropriate projects.

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. This may include partnering with the PTSA to inventory community members who may wish to assist.

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