2020-21 Kenmore Middle School School's Strategic Action Plan

School Goals	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	2.3 - Increase the 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

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 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 and 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 by focusing on 1F and 1G of 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 by focusing on 2D, 2H, 2I and 2J. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the Northshore School District Equity Inventory. We chose our standards based on work that supported and extended the professional development done for teachers by the district in August. In addition, the standards go well with some of our in building work as the teaching practices can be supported by our AVID work and the reflection will be adult SEL work.

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 2019-'20 school year, we reviewed the following data:
- Attendance Records
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- D/F and PR/PRS Rates
- Discipline Data
- Individual Running Records
- iReady Data in Math or Reading
- Student Climate Survey from '19-'20

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

- We continue to have gaps in our students meeting standards.
- Due to school closure in the Spring and the adjustments made to evaluating students, data became less specific
- Disproportionality of our Hispanic students and our male students in our discipline data.
- Our students report a decrease in positive social interactions.

We believe this gap in student outcomes is the result of the following root cause(s)
- We need to increase awareness and 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.
- The closure of schools last Spring limited our access to address these specific issues and thus widened our gap.

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 2 Responsible, Resilient, Empathetic Learners	Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.	2.3 - Increase the 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	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.	3.3 - Increase percentage of students meeting standards in core subjects

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 2: Responsible, Resilient, Empathetic Learners
Equity Means
Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.

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 the end of the 2020-2021 school year, students will report* improved social interactions/skills and feelings of empathy and resiliency by 10% as reported on a school climate survey. We will specifically focus on our Latinx students as they were overrepresented in our discipline from Sept - Dec (2019).

Instructional Strategy	Instructional Practice
Social Studies: Collaborate in discussions with a 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. Also, looking at texts from different perspectives to help students build empathy and understanding of others.	**Social Studies:** - Structuring Collaborative Learning Experiences - 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 discussion norms - Analyzing sources from multiple perspectives
Science: - Collaborative/labs with designated group roles. Setting group norms - Create a culture of safety and inclusion in the classroom where students feel safe to take risks - Teaching collaboration skills intentionally, not assuming our students know how to work together - Shared value in both independent work and collaborative work (speaks to valuing different cultural practices)	**Science:** - rubrics for collaborative work - Self/Peer evaluation of group work - teach problem solving strategies - sentence stems for asking questions/disagreements - Awareness of diverse representation in chosen teaching materials
Math: Encourage group roles*, inquiry & discourse, and collaborative work*. *lesser focus due to challenges of online learning	**Math:** Intentionally setting objectives, better utilization of formative feedback, improve structuring collaborative learning experiences* for our students. *lesser focus due to challenges of online learning
Health/Fitness: 6th Health topics covered = mental/social/emotional health, identifying individuality, social norms, communication skills (introductions/how to make a first	**Health/Fitness:** Increase collaboration within our 6th grade Homerooms (2 don't have school success class) Explaining and reviewing terms to increase the use of a common language.

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

ELA:
To make progress, toward our specific goal, we will use **Assigned Group Roles / Tasks** for small group breakout work. This could include rotating through roles where they practice listening with intention, taking turns, valuing other people's opinions, respecting other people's viewpoints with an open mind, having a healthy space for respectful disagreement, and reflection on their own thinking. If students are working on an individual task the breakout rooms allow for sharing time to build on successes, to see other's work as an academic model, and to make friends and learn to socialize.

SpEd:
- Provide direct instruction related to "resiliency" & "empathy" so students 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

Electives/ELL - Intentionally teach positive interactions for group work that includes cultural diversity

ELA: Assigned Group Roles
Our instructional strategy relates to:
- Structuring Collaborative Learning Experiences

SpEd:
- Zones of Regulation
- feedback via direct conversations with students (both praise and constructive)
- Modeling empathy and resiliency
- scaffolding student interactions via role-play, real life opportunities (guiding students through conflict via restorative practices)
- formative & immediate feedback related to student social interactions

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
Counselors: 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 work toward aligning SEL language at KMS with that of feeder elementary schools.	
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**

To ensure equity focus to our work on this goal, we will focus on:	The equity strategies we will employ
2D: Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.	**2D:** ● Create a list of resources for students and families to refer to when completing or helping with homework outside of school
2I: Educators have high expectations for all students regardless of their background or differences.	**2I:** ● Help students succeed by applying culturally responsive practices to instruction, activities, and events ● Challenge students, but also meet them where they are at to help them each grow
2J: Educators continuously self-reflect while they learn more about equity related issues.	**2J:** Staff will think and reflect about: ● The ways that every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it, rather than a matter of teaching them how to have it in the first place

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 support.

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.

<u>SMART Goal</u>
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By the end of the 2020-'21 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 iReady assessments. Particular focus will be given to our students of color who are more than one grade level behind, to ensure they make more than one year growth.

Instructional Strategy	Instructional Practice
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.	**Social Studies**: Use rubrics to measure growth and inform instruction.
Science: - Formative assessments to help students make progress towards goals - Have purpose Essential Question for lessons - 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	**Science:** -rubrics to evaluate / measure growth -display student work -reinforce reading strategies (highlighting, underlining, circling, etc,) -Daily DLH / Planner -Choral Reading
Health/Fitness Using Homeroom time to check progress of students in all their classes. Helping make academic connections.	**Health/Fitness** In Homeroom checking in on students. Working with individual students to help navigate their progress and help direct to engage their teachers when need be.
Math: Utilize inquiry and discourse discussion techniques, collaborative work*. Encourage growth mind-set, identify students of concern early. *lesser focus due to challenges of online learning	**Math:** Continue to build and maintain relationships, setting objectives,and provide formative feedback to our students.
ELA: All students attending school on a regular basis will show growth or maintenance as measured between the iReady Diagnostics 1, 2, and 3 during this unique year+ of pandemic teaching. We will measure this by	

focusing on assigning and tracking a weekly iReady lesson, passed at 70%. By doing this, we should see maintenance or growth for all students. **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 **Electives/ELL:** Encouraging use of available resources that will be applicable to all content areas	**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 **Electives/ELL -** ● Intentional consistent use of online calendar/planner ● Constructive advisory time ● Encouraging/Empower and teaching students to ask questions and advocate for themselves instead of just their parents. ● Increase communication with parents
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**

To ensure equity focus to our work on this goal, we will focus on :	The equity strategies we will employ
2D: Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.	**2D:** ● Create a list of resources for students and families to refer to when completing or helping with homework outside of school
2H: Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.	**2H:** ● 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 - ● Utilize voice and choice ● Use AVID strategies
2I: Educators have high expectations for all students regardless of their background or differences.	**2I:** ● Help students succeed by applying culturally responsive practices to instruction, activities, and events ● Challenge students, but also meet them where they are at to help them each grow ● Use AVID WICOR strategies
2J: Educators continuously self-reflect while they learn more about equity related issues.	**2J:** Staff will think and reflect about: ● Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen

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		
Science: - Formative assessments to help students make progress towards goals - Have purpose EQ (essential questions) 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	**Science:** -rubrics to evaluate / measure growth -display student work / share zoom screens -reinforce reading strategies (highlighting, following cursor, underlining, circling, etc,) -Daily DLH / Planner -Choral Reading	1/13/21
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.	**Social Studies:** Use rubrics to measure growth and inform instruction.	1/13/21
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		1/13/21

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).		
SpEd: Progress toward IEP goals, observational data, parent, student, teacher feedback,	**SpEd:** student collected data, curriculum based measures, teacher created measures, quarterly progress reports, student/family/teacher surveys	1/13/21

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 2020-21 school year, we will participate in the following professional development as part of our work:

- AVID Instructional strategies
- Homeroom Software as part of our MTSS work
- Formative Feedback/ Formative Assessment
- Continuation of the work we have done around supporting our Students with IEPs in the Gen. Ed. classroom (co-teach classes and other supports).
- Restorative Justice Practices
- Racial and Educational Justice Practices
- 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, Family Liaison)
- PTSA
- UW Coding and Girls who Code Volunteers
- WABS Stem Academy
- SBIRT
- Center for Human Services
- Northshore Schools Foundation
- Green Team (King County)
- UW mentoring
- Student Teacher/University Partnerships

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