



2020-21 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 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.

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:

- **1E:** Educators attempt to evaluate and improve their own discipline policies and practices.
- **1F:** Educators attempt to follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with partial or inconsistent results
- **1G:** Educators inconsistently self reflect while they learn more about equity related issues.

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. To inform this work, our SDLT & Equity Teams completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#) (Westhill evaluation- **DANA LINK IT HERE**):

As a result of this inventory, we will focus on:



Improving our equitable practices to the academic achievement and social and emotional well-being of our students within the following subcriteria:

- **2E:** Educators attempt to relate instructional content and strategies to the diverse backgrounds of their students.
- **2F:** Educators attempt to utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.
- **2G:** Educators attempt to help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.
- **2H:** Educators support the premise that "all children can learn" and attempt to differentiate instructional approaches for all students.

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 from throughout the 2019-20 school year:

- Classroom Based Assessment Results
- Demographic Information
- Discipline Data
- Family Inventories/Surveys
- Individual Running Records
- iReady Data in Math and Reading
- Student Interviews or Surveys
- RTI Rubric

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:

- **MTSS**
 - [Westhill RTI Self-Evaluation](#) conducted during the 2019-20 school year, highlights the following areas as needing improvement within our MTSS model:
 - Progress monitoring and process
 - Data systems
- **Academic: Math**
 - Based on i-Ready data, we have an increased number of students that are performing one year below or in the early proficiency stages in the area of math as compared to the increased number of students performing in the mid to late range of proficiency in the area of reading.



- **Social, Emotional, and Behavior Supports:**
 - Our discipline data gathered through office referrals and GT shows that disproportionality exists within our behavior referrals based on gender and ethnicity.
 - Parent Surveys given during COVID provided quantitative and qualitative data showing students are feeling significantly disconnected as a result of limited contact with others outside of their families.
- **Focus Group:**
 - Our EL students are making less gains in the area of math as compared to their general education peers.
 - In most grade levels, those being served for EL are making less gains in math than their EL peers being monitored.

We believe this gap in student outcomes is the result of the following root cause(s):

- **MTSS:** Through our self-evaluation, we determined gaps exist in our RTI/MTSS model:
 - **Progress Monitoring Process:** School-wide agreements or systems are not in place on the frequency in which we progress monitor students receiving Tier 2 and Tier 3 interventions. One root cause of this may be that we have not yet defined what we mean by Tier 2 or Tier 3 of intervention.
 - **Data System:** We still need a consistent school-wide data system to evaluate school-wide goals as well as progress being made by groups of students as well as individuals. Last year we explored the information in i-Ready and were still developing our practice around the frequency and consistency of its use to improve instruction and implementation of our school-wide action plan. In response we will be utilizing the HOMEROOM dashboard as part of the MTSS pilot.
 - **Cultural and Linguistic Responsiveness:** This is a lens we need to include in our decision making process when making decisions considering the instructional practices, assessments, and interventions in which we focus on or purchase. This gap also relates to those noticed when completing the Equity Inventory.
- **Academic: Math**
 - Over the past three years, Fernwood has been focusing on the content area of reading. While many of the high leverage practices in which we focused crossed over into math as well, we have not provided specific professional development, collaborative time for teams to make data driven decisions in math, or intentional time for teams to plan for the implementation of strategies in the area of math.
 - In addition, tiered supports in math vary across Fernwood in comparison to reading in which we use a workshop approach in the classroom as well as have intervention programs such as LAP.
- **Social, Emotional, and Behavior Supports:**



- o As a result of students being out of school, students feel less connected to school and each other.
- o In addition, implicit bias exists on how we respond to students' misbehavior depending on if the student is a boy or a girl.
- o There is still more work to be done in reinforcing social and emotional skills (CASEL competencies) within academic work.
- **Focus Group:**
 - o EL students face several barriers when trying to access grade-level curriculum, especially in math:
 - Academic and foundational vocabulary as well as social language
 - High levels of reading involved to comprehend story problems and algorithms needed to solve.
 - Process time to follow directions or other information across all settings. Students receiving EL services may be more impacted by the pace of the lesson because they may need more processing time than their English speaking peers
 - Background knowledge across the curriculum
 - The need for more visuals, collaborative learning, and vocabulary acquisition

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
<p>Goal 1 Success in the Early Years</p>	<p>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted</p>	<p>[REMOVE rows not relevant to goals chosen; INCLUDE MEASURES for goals chosen.]</p>



	resources, instruction and individualized learning.	
Goal 2 Responsible, Resilient, Empathetic Learners	Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.	
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 supports.	
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.	
Goal 5 Ready for Lifelong Success after Graduation	Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.	

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.

[NOTE: On the subsequent pages, for Goal 3 and then your other chosen Goal, describe a Theory of Action, identify a specific SMART goal, and list strategies connected with Instructional Practices according to the provided prompts.]

GOAL 1: Success in the Early Years

Equity Means

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we [identify action], then students will [identify anticipated outcome] because [identify evidence that supports your theory].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*

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].	Our instructional strategy relates to [CHOOSE your Instructional Practice and delete the others]: <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback



	<ul style="list-style-type: none"> • Structuring Collaborative Learning Experiences • Encouraging Higher Order Thinking & Asking Higher Order Questions
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on [Based on your Equity Inventory CHOOSE your Domain Two Equity Focus and delete the others]:</p> <p>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2C Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</p>	<p>The equity strategies we will employ [IDENTIFY your Domain Two Equity strategies. Sample strategies can be found in the Northshore School District Equity Handbook and delete the others]:</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>2I Educators have high expectations for all students regardless of their background or differences.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	
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GOAL 2: Responsible, Resilient, Empathetic Learners

Equity Means

Each student embraces own voice, accepts ownership of 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 [identify action], then students will [identify anticipated outcome].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*

Instructional Strategy	Instructional Practice
<p>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].</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions



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>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2C Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</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>



<p>2I Educators have high expectations for all students regardless of their background or differences.</p>	
<p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	

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 [identify action], then students will [identify anticipated outcome].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on improving our data driven decision making in math to inform instruction and provide interventions. This means that:</p> <ul style="list-style-type: none"> • Build in culturally responsive teaching practices to professional development learning opportunities with staff (Tier 1) • Strengthen the implementation of our MTSS model by engaging in Northshore’s MTSS pilot and aligning students’ needs to interventions. 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Objectives • Providing Formative Feedback • Structuring Collaborative Learning Experiences • Encouraging Higher Order Thinking & Asking Higher Order Questions



<ul style="list-style-type: none"> • Expand our work in creating a culture of safety around analyzing and using data to make decisions: <ul style="list-style-type: none"> ○ Continue PLC practices focused on data-driven decision making to improve instruction in the areas of math (Tier 1 and 2) ○ Improve progress monitoring systems through i-Ready, Homeroom, and and PLC practices (Tier 1 and 2) 	
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2C Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> • Students strengths and needs: Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons • Seeing Self as the Expert: Allow students to connect their shared events to projects and assignments in the class or school • Personal Connections to Curriculum: Make connections between instructional content and topics that are relevant to student interests



<p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</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>2I Educators have high expectations for all students regardless of their background or differences.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	
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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 [identify action], then students will [identify anticipated outcome].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will [explain instructional strategy]. This</p>	<p>Our instructional strategy relates to [CHOOSE your Instructional Practice and delete the others]:</p>



<p>means that [describe who will be taking action and what the action looks like].</p>	<ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on [Based on your Equity Inventory CHOOSE your Domain Two Equity Focus and delete the others]:</p> <p>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2C Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2F Educators utilize, present, include, and display materials around schools and</p>	<p>The equity strategies we will employ [IDENTIFY your Domain Two Equity strategies. Sample strategies can be found in the Northshore School District Equity Handbook and delete the others]:</p>



<p>departments that reflect images and perspectives from diverse groups.</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>2I Educators have high expectations for all students regardless of their background or differences.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	
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GOAL 5: Ready for Lifelong Success after Graduation

Equity Means

Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we [identify action], then students will [identify anticipated outcome].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*

Instructional Strategy	Instructional Practice
<p>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].</p>	<p>Our instructional strategy relates to [CHOOSE your Instructional Practice and delete the others]:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships



	<ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on [Based on your Equity Inventory CHOOSE your Domain Two Equity Focus and delete the others]:</p> <p>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2C Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2F Educators utilize, present, include, and display materials around schools and</p>	<p>The equity strategies we will employ [IDENTIFY your Domain Two Equity strategies. Sample strategies can be found in the Northshore School District Equity Handbook and delete the others]:</p>



<p>departments that reflect images and perspectives from diverse groups.</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>2I Educators have high expectations for all students regardless of their background or differences.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	
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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		
i-Ready	- Use i-ready to track progress based on diagnostic information	Per trimester



	<ul style="list-style-type: none"> - Use the tool to support progress monitoring (assuming teachers are able to be trained) - Track time engaged in i-Ready math lessons and student success rate, specifically for focused students 	<p>Monthly for students below grade level standard (depending on the recommendation learned during training)</p> <p>Twice a month for focus students.</p>
<p>Math Pre- and Post-Assessments and student work samples</p>	<p>Both will influence our PLC practices:</p> <ul style="list-style-type: none"> - Pre assessments will inform the focus students of each unit as well as the differentiated support needed. - Post assessments will show the progress within the unit and if additional remediation is needed beyond the unit. <p>Student work samples will demonstrate progress and inform instruction throughout the unit of individual students.</p> <p><i>- Both will also provide qualitative data about the effectiveness of the strategies used during the whole group, small group, and 1:1 instruction throughout the unit.</i></p>	<p>On a unit to unit basis as well as during our monthly PLC meetings.</p>
<p>Homeroom Disaggregated Data</p>	<p>This will show the progress of various subgroups in the area of math.</p> <p>It will also show us a deeper breakdown of those students below,</p>	<p>TDB based on what we learn is possible with Homeroom and how it relates to progress monitoring tools in i-Ready.</p>



	approaching, on grade level, as well as exceeding standard.	
Goal 2 Responsible, Resilient, Empathetic Learners		
Student Surveys	•	
Parent Survey	•	
	•	
Both Goals		
Self Assessment of Domain 2 in the Equity Inventory	This will measure the progress we are making on our self selected Domain 2 focus criteria.	Each Trimester
Self Evaluation of the RTI/MTSS Rubric	This will measure the progress we are making on our self selected RTI focus criteria.	Each Trimester

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		
Goal [IDENTIFY the Strategic Plan Goal by Name and Number]		



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 [SCHOOL NAME] 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:

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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:

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