



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.

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:

- **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](#).

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:

- **2D** Educators modify and differentiate instruction practices so that students from diverse backgrounds have an equal opportunity to learn.

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. A specific sub- group of focus is our EL students.
- **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.
 - Informal conferences during COVID provided 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**
 - Last year (2019-20), Westhill changed our content area of focus from writing to math. While many of the high leverage practices in which we focused crossed over into math as well, we have not provided all of the planned 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 due to the transition to distance-learning.
 - In addition, tiered supports in math vary across Westhill in comparison to reading/writing (differentiation through workshop models, IXL, iReady use, small groups)
- **Social, Emotional, and Behavior Supports:**
 - As a result of students being out of school, students feel less connected to school and each other.
 - In addition, implicit bias exists on how we respond to students' misbehavior depending on if the student is a boy or a girl.
 - There is still more work to be done in reinforcing social and emotional skills within academic work.
- **Focus Group:**
 - 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 2 Responsible, Resilient, Empathetic Learners</p> <p><i>* we will continue as we move into Goal 4</i></p>	<p>Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs, and contributions of others.</p>	<p>Increased percentage of students who model positive social skills and resiliency for a culturally diverse community</p>



<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p>	<p>Each student engages in culturally relevant and cognitively challenging, real world learning, while applying knowledge and skills in a variety of ways.</p>	<p>Increased percentage of students who use appropriate technology /digital tools to facilitate classroom instruction, projects, collaborative learning, and informed decision making</p>

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 contributions of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that If we provide intentional instruction, tiered supports, and use positive reinforcement of social and emotional skills **within the live and virtual classrooms** to foster students' social and emotional capacities, students will develop self-efficacy, a growth mindset, and positive relationships with peers as well as a healthy self concept to further positively impact engagement in learning and social opportunities. We believe that when students feel connected at school, they are more likely to take on academic challenges and seek opportunities to reach their greatest potential and experience success.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:



By June of 2021, we will have an increased percentage of students who model positive social skills and resiliency for a **culturally diverse** community as measured by our NSD Equity Inventory Rubric, Tiered Fidelity Inventory and Student/Parent (Fall 2020 - Spring 2021) conference and/or survey responses. This will include students feeling safe, having an increased sense of self and belonging, having personally meaningful friendships, and believing that our school is vibrant and inclusive, with rules that are fair and equitable.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will implement a tiered approach to supporting the social and emotional needs as well as behavior. This means that we will utilize the following curriculum and professional texts:</p> <ul style="list-style-type: none"> ● <i>Zones (common language)</i> ● <i>2nd Step (common problem solving steps)</i> ● <i>Roots of Empathy (practice empathy)</i> ● <i>Families (building community and practicing ZONES language and problem solving)</i> ● <i>Onward (Aguilar, 2018) (building resilience in staff and students) and Coaching for Equity (Aguilar, 2020)</i> ● Be intentional about utilizing PBIS strategies that form relationships by utilizing strategies that build, maintain, and restore relationships over time (Tier 1 and 2) ● Model, teach, and engage students in appropriate interactions in social and academic settings (Tier 1: tied to instructional practices) ● Embed culturally responsive instructional practices in professional development opportunities that value all student perspectives and allow all students to access the curriculum, especially for our EL students (Tier 1)- ● Positively reinforce appropriate behavior aligned to school-wide expectations (Tier 1) ● Explicitly teach social and emotional skills as a Tier 1 support for all students through resources such as 2nd Step and ZONES (Tier 1 and 2) 	<p>Our instructional strategy relates to building a strong self concept for individuals students as well as create connections among students through:</p> <ul style="list-style-type: none"> ● Building Relationships ● Collaborative Learning ● Formative Feedback



<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"> ◦ Share data periodically to support staff in examining implicit bias and how they impact our responses and decisions towards addressing behavior. • Continue to provide professional development in relation to specific Tier 2 behavior interventions 	
<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>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds have an equal opportunity to learn.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> - Voice: Allow students to have a voice in deciding the types of projects and assignments they will do - Interests: Make connections between instructional content and topics that are relevant to student interests - Positive Representation: Present visual materials that diverse students can identify with in the classroom, at assemblies, and at school and district events

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 completed by our 2019- 20 SDLT, we believe that if we strengthen our school-wide MTSS structures, provide access to high quality instruction, and curriculum scaffolded through a data driven tiered approach, implement culturally responsive teaching practices, and specific GLAD strategies throughout the course of a math unit, we will support all students in making adequate growth in the area of math as well as close academic gaps for our subgroup of students performing below grade level.



While we have EL students at grade level in core content areas, our data indicates we need to provide stronger support for this subgroup to close the academic achievement gap. We believe that if we grow in best practices specific to serving EL students, we will impact the positive achievement of all students as a result.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

- *By June of 2021, All students will increase their mathematical skills in the domain of **numbers and operations** as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data, pre and post assessments, student work samples, and conferring anecdotal records.*
- *By June of 2021, All EL students (served or monitored) performing below grade level standard will increase their mathematical skills in the domain of **numbers and operations** as measured by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data, pre and post assessments, student work samples, and conferring anecdotal records.*

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> <p>Will adapt more once we know the mode for the fall:</p> <ul style="list-style-type: none"> ● we will anchor our work in cycles of inquiry with monthly grade level, vertical and/or content alike teams will mee to analyze data, discuss instructional practices, and plan next steps ● learn & practice instructional strategies to improve access for all learners (EL, formative feedback , and collaborative learning) <ul style="list-style-type: none"> ○ Leading Equity Based MTSS for All Students (McCart & Miller) ○ Creating Trauma Sensitive Schools conference (ATN, 2021) ○ other texts such as: How to Be an AntiRqacist (Kendi), White Fragility (DiAngelo), etc. 	<p>Our instructional strategy relates to: Expanding our practice on Structuring Collaborative Learning Experiences through:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback



- Explicitly teach strategies that enable students to access curriculum as a Tier 1 support for all students with a focus on EL (GLAD strategies, collaboration,, UDL, etc.)
- Adapt the GLAD strategies we learned about during the 2018-19 & 19-20 school years to support differentiation in math for EL students as well as all students in accessing curriculum throughout the course of a unit. Reinforce social and emotional skills within academic learning opportunities (Tier 1 and 2)
 - These strategies will be tied to:
 - Visuals, graphic organizers, and other scaffolds.
 - Vocabulary
- Develop understanding of how to differentiate for our EL supports based on levels of proficiency (Tier 1 and 2)
- Utilize culturally responsive teaching practices aligned to our focus on high level teaching strategies selected to make progress towards Goal 3 (Tier 1)
- Reinforce social and emotional competencies developing a strong sense of self ("I") and connectedness ("We") within academic learning opportunities. (Tier 1 and 2)
- 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 Northshor's MTSS pilot and aligning students' needs to interventions.
- Expand our work in creating a culture of safety around analyzing and using data to make decisions:
 - 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 and PLC practices (Tier 1 and 2)



<ul style="list-style-type: none"> ○ Learn about Homeroom and consider how it can improve our school-wide data system and progress monitoring 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>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds have an equal opportunity to learn.</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

GOAL 4: Innovative, Creative, Critical thinkers

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 experiences of Northshore Learns 1.0 and 2.0, we believe that if we strengthen our school-wide use of Schoology (LMS) and other online instructional tools (SeeSaw, Zoom, Clever, RazKids, IXL Math, Nearpod, etc.), we will see an increase of students use appropriate **technology /digital tools** to facilitate classroom instruction, projects, collaborative learning, and informed decision making from

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows:



Given access to, instruction and practice with technology/ digital tools (Schooly, SeeSaw, Zoom, Clever, RazKids, IXL Math, NearPod, etc.) AND modelling of collaborative problem solving around real world problems (i.e. distance learning, health & safety, etc.), students will be able to explain their **critical thinking process** of how they reasoned through problems or issues across subjects or in their own lives (i.e. distance learning, effects of COVID-19 on their lives, etc.)
 *measurement TBD

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> <p>We will anchor our work in professional development and practice with instructional technology and UDL. Below are some of our supporting texts and PD opportunities</p> <ul style="list-style-type: none"> ● PD & practice with: Clever, Schooly, Zoom, Padlet, Flipgrid, SeeSaw, RazKids, TCI-Online, iReady, Homeroom ● 	<p>Our instructional strategy relates to: Expanding our practice on Structuring Collaborative Learning Experiences through:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Collaborative learning
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>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds have an equal opportunity to learn.</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



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 2: Responsible, Resilient, Empathetic Learners		
Parent & Student Conferences and/or Surveys	This data will provide information about how students are feeling in relation to: <ul style="list-style-type: none"> - Feeling safe at school - Belonging to school - Meaningful relationships - Feeling of inclusion 	Fall 2020 and Spring 2021 This data will be compared to data in the past as well as across the year. We will also see if we are able to include the data in Homeroom to better break down the results based on our subgroups of students.
NSD Equity Inventory	This data will identify growth areas within our climate and culture (domain 2)	Fall, Winter, Spring
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
i-Ready	<ul style="list-style-type: none"> - Use i-ready to track progress based on diagnostic information - Use the tool to support progress monitoring (assuming we continue to have access to standards mastery) 	-Per trimester -Twice a month for students below grade level standard (depending on the recommendation learned during training)
Math Pre- and Post-Assessments and student work samples	Both will influence our PLC practices: <ul style="list-style-type: none"> - Pre assessments will inform 	On a unit to unit basis as well as during our monthly PLC meetings.



	<p>the focus students of each unit as well as the differentiated support needed.</p> <p>- Post assessments will show the progress within the unit and if additional remediation is needed beyond the unit.</p> <p>Student work samples will demonstrate progress and inform instruction throughout the unit of individual students.</p> <p>- 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.</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, approaching, on grade level, as well as exceeding standard.</p>	<p>TBD based on what we learn is possible with Homeroom and how it relates to progress monitoring tools in i-Ready.</p>
<p>Goal 4: Innovative, Creative, Critical Thinkers</p>		
<p>Schoology Analytics Data</p>	<p>This data will provide usage reports for individual students</p>	<p>Each Trimester? Monthly?</p>
<p>Staff Survey Data</p>	<p>This will provide data on which digital tools they are using and student access percentages ???</p>	<p>Each Trimester? September and May?</p>
<p>Student & Parent Conferences and/or Surveys</p>	<p>This data will provide information on the parents' perspective as how their student(s) is feeling in relation to:</p> <ul style="list-style-type: none"> - online learning - access to online 	<p>Each Trimester? September and May?</p>



	platforms - comfort utilizing various online tools	
All 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.	Fall/Spring
Self Evaluation of the RTI/MTSS Rubric	This will measure the progress we are making on our self selected RTI focus criteria.	Fall/Spring

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

Differentiation within Math:

- Workshop model: small group work as well as structured collaborative learning opportunities.
- Intentional teaching of academic vocabulary
- Providing clear objectives and higher order thinking questions
- Differentiation for those below grade level as well as those above and designated HiCAP
- Adjusting implementation of GLAD strategies to fit for math:

* Highlighted GLAD strategies indicate those focused on developing vocabulary.

GLAD	Beginning of Unit	Throughout Unit	End of Unit
Teacher-Student	-Cognitive Content Dictionary -Graphic Organizer	-Cognitive Content Dictionary -Cognitive Content Dictionary	-Cognitive Content Dictionary
Student-Student	-Picture File Cards -Cognitive Content Dictionary	-Picture File Cards -Cognitive Content Dictionary	-Picture File Cards
Student	-Picture File Cards -Graphic Organizers	-Picture File Cards -Graphic Organizers	-Picture File Cards

Social and Emotional Learning/Academic

- Begin learning about Universal Design for Learning (UDL) to expand our culturally competent teaching practices, and to support students in developing a strong sense of self during academic learning opportunities.



Social and Emotional/PBIS/Equity:

Always include a lens for equity when conducting PD by:

- Introducing the lens as part of our outcomes and intention setting at the beginning of the meeting.
- Embedded reflective questions and discussions during the meeting.
- Include an aligned question related to equity within our exit ticket.

Data Driven Practices:

- **MTSS Team:** Learn about the Homeroom Data System and how it can be used to monitor the progress of groups of students across the school, subgroups of students, and individuals.
- **Equity Team:** Learn about the CRT & Homeroom Data System and how it can be used to monitor the progress of groups of students across the school, subgroups of students, and individuals.
- **All Staff:** Engage in the analysis of pre- and post- assessment data to determine flexible groupings needed in the area of mathematics.

Book Studies (if permitted we will open up to various teams, for now, Talena and I are reading):

- Leading Equity-Based MTSS by McCart & Miller
- Coaching for Equity: Conversations that Change Practice by Elena Aguilar
- White Fragility by Robin DiAngelo
- Innovate Inside the Box by Couros & Novak
- End of Average by Todd Rose

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:

- Continue to develop a common language around SEL with our community:
 - Reinforce PBIS work via
 - back to school conferences
 - Welcome Parade
 - Westhill Way: Student of the quarter celebrations
 - FAMILIES program
 - Address how to utilize SEL practices at home in parent newsletters and at PTSA meetings
 - Provide parents an opportunity to partner in our work at virtual PTSA meetings, monthly grade level parent-principal meetings, and google forms.
- Grow our parent partnership in a virtual environment:
 - Develop expectations of Westhill Way (Respectful, Responsible, Safe) in a distance learning environment **This is being co-created with students and families during the first 3 conference weeks.*
 - During Community Building Weeks, ensure that parents are provided with the tools (schedules, learning expectations, virtual classroom routines, importance of "classroom" space that is quiet and without distractions, etc.) needed to set their child(ren) up for success while in distance learning



- Hold monthly virtual “Principal Time” meetings with parents to address any challenges and to celebrate successes during distance and hybrid learning
- PTSA
- Northshore Schools Foundation
- Roots of Empathy
- WatchDOGS
- Reading with Rover
- Champions
- Girls on the Run (TBD in spring)
- King County PLS
- Amazon, Google, Code.Org, etc. during CODE week

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