



2022-23 Strategic Action Plan

At WESTHILL, we believe EVERYONE (*staff, students, families, community*) TEACHES and EVERYONE LEARNS. Below is our current mission- we are committed to co-writing our revised mission with our staff, students, and community this year.

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 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#).

2019-2020 DOMAIN ONE: GOVERNANCE, ORGANIZATION, POLICY, AND SELF REFLECTION

- **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.

2020-2021 DOMAIN TWO: CLIMATE, CULTURE, AND SELF REFLECTION

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

2021-2022 DOMAIN THREE: TEACHING, LEARNING, AND SELF REFLECTION

- **3G:** Knowledgeable about creative, innovative, and equitable instructional approaches.

2022-2023 DOMAIN THREE: TEACHING, LEARNING, AND SELF REFLECTION

Based on our most recent staff survey, teachers report the strongest need for PD and practice in areas 3F and 3G.

- **3F:** Knowledgeable about the histories of diverse groups

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- **3G:** Knowledgeable about creative, innovative, and equitable instructional approaches.

We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

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 of 2022, we reviewed the following data to inform our SAP :

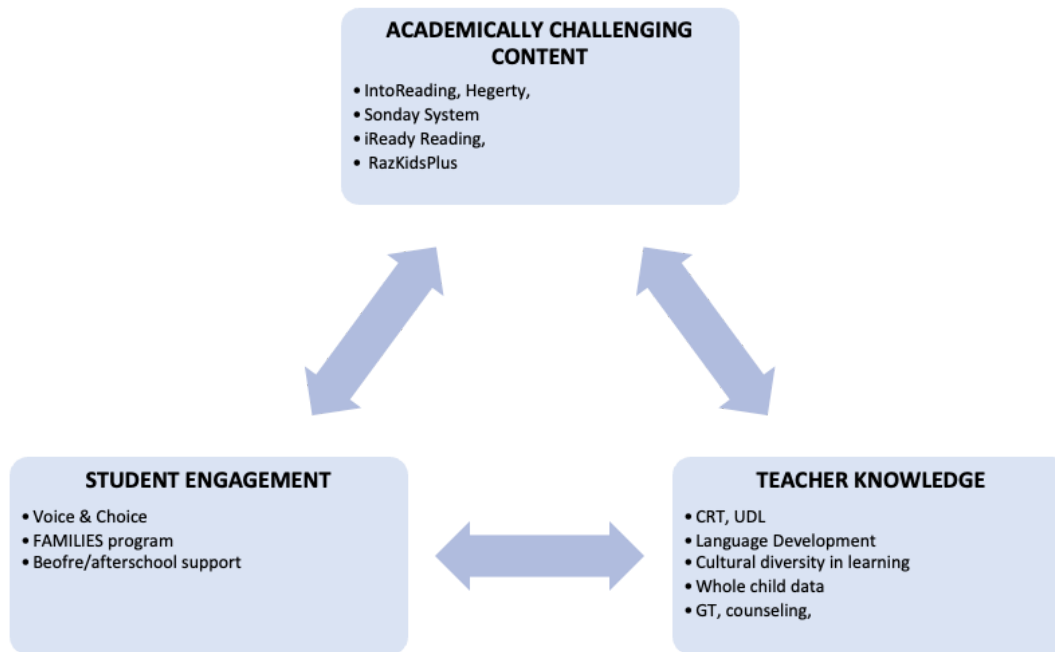
- Attendance Records
- Classroom Based Assessment Results (WtW, OnDemand, Science of Reading (K)Heggerty/Flyleaf (1) Wit & Wisdom Foundations (2),, Phonographix (LAP, LC)
- Demographic Information
- Individual Running Records
- iReady Data in Math (3-5) & Reading (K-5)
- Individual reading conferences and anecdotal notes

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

- Students of color, specifically those of Latino/Hispanic ethnicity score lower in ELA than their white and asian peers specifically in the areas of:
 - (K-2) phonemic awareness, phonics, and high frequency words
 - (3-5) vocabulary and reading comprehension

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

- limited intensive EL support and curriculum in previous years
- lack of direct instruction in phonics and phonemic awareness in prior years with past curriculum
- lower income families in Hispanic population than other demographics and therefore not accessing the same level of additional outside support (ie: Kumon)
- lower attendance rates
- after school time is spent with family (wondering: is this a cultural priority over studying? we would like to have a parent focus group to learn more)
- little knowledge about creative, innovative, and equitable instructional approaches to reach Hispanic students
- resources to staff before- or after-school support



During the 2022-23 school year, our goal is to improve our multi-tiered systems fo support (MTSS) by strengthening our teams to focus on supporting students furthest from racial and educational justice. Specific actions our school will take toward this goal include:

- **SDLT** : Grow capacity with our leadership team and staff to identify, understand and serve those who are furthest from racial and educational justice. This learning will then be shared to the classroom teachers via PLC and staff meetings. We will do this by :
 - Creating collective efficacy through collaborative teaming structures (MTSS: SDLT, PLCs, GT, etc.) to redo systems for support students furthest from REJ
 - Creating access and sense of belonging for all through UDL and increased student voice
- **REJ Team**: Explore and grow our knowledge around the following problem of practice, *“How do our school-wide expectations (behavior/academic) and instructional strategies align with our goal in providing access to EACH and ALL students?”* This learning will then be shared with the teachers via staff meetings.
 - We will use book studies and training including TED Talks and texts from Dr. Chris Emdin, and PD from NSD REJ department, as our guide to learn, reflect, and develop ideas for change. This learning will influence how we work with our target population of students
- **All**: Including an equity lens in all our professional development opportunities and implement our learning from SDLT and REJ teams:
 - Taking steps to ensure students see themselves in the curriculum by sharing literature with our staff that reflects the students we serve in a positive manner

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- Strengthening our racial literacy practices by building relationships with and among our students *and their families* that honors their race, cultural, and identity
- Incorporating student voice throughout Westhill (systems, leadership, experiences, etc.)
- Grow capacity with our FAMILIES to lead REJ and belonging work by aligning monthly humanitarian characteristic focus with collaborative learning, service projects, and celebrations

The analysis of our school data leads us to the development of our goals for the 2022-23 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.	Increased percentage of students who have continuous access to an advocate, mentor, or counselor to increase sense of belonging and increased attendance.
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.	≥ 1.5 year of growth for students of Hispanic/Latino ethnicity below grade level in reading, specifically: <ul style="list-style-type: none"> ○ (K-2) phonemic awareness, phonics, and high frequency words ○ (3-5) vocabulary and reading comprehension

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 provide...

- regular and timely access to advocate, mentor, or counselor to learn specific needs of our hispanic students (*this will be via new GT process*)
- increased opportunities for student voice (and integrate their feedback on relevant issue/initiatives such as school mission and practices)
- explicit instruction in diversity and acceptance (via FAMILIES program & student council)
- explicit instruction and practice in social skill development, problem solving, empathy, and advocacy (via FAMILIES program, student council, and school counselor lessons in each classroom)
- offer increased opportunities for leadership

...then our Hispanic students will feel an increased sense of belonging, confidence in self to ask for support when needed, and overall desire to be at school.

SMART Goal

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

By May of 2023, our Hispanic will share an increased sense of belonging, confidence in self to ask for support when needed, and overall desire to be at school after receiving Tier 1 instruction in SEL by teachers and counseling staff, engaging in collaborative learning opportunities, and providing student voice throughout our Westhill community as measured by SEL assessments (SWISS? BEISY? BPLs, others?), student surveys, attendance records, and other street data.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will provide opportunities for educators to learn about the histories of diverse groups of people (3F) by</p> <ul style="list-style-type: none"> • ADMIN: learn and share understandings of diverse histories through staff PD, weekly newsletters to staff and families, PLC and team, conversations, and parent/community conversations • STAFF: REJ team will collaborate with students, staff, and families to better understand the unique needs and contributions of diverse communities. They will share info with Westhill staff community via PD, weekly newsletters, 	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships (<i>with students, staff and families</i>) <p><i>We will see this in the classroom through BPLs, classroom discussion data (ie: street data on participation)</i></p>

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<p>and students (student council and FAMILIES)</p> <ul style="list-style-type: none"> • GT: Learn more about Homeroom and SWISS dashboards and how they can support our team-based data driven decisions • STUDENTS: include student voice in WH mission, common expectations, leading REJ practices through FAMILIES, Students Council, and other leadership opportunities 	
<p>Domain Three: Teaching, Learning, 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>3F: Educators are knowledgeable about the histories of diverse groups.</p> <p>3G: Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<p>The equity strategies we will employ</p> <ul style="list-style-type: none"> • Foster empathy in the classroom through discussions, activities, and lessons (i.e. 2nd Step, Kelso's Choices, Roots of Empathy, FAMILIES) • Break down stereotypes of Hispanic culture and push on implicit biases of staff • Bring Hispanic people, organizations, and programs from the community into the classroom (ie: WatchDOGS)

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

- provide targeted ELA instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension, AND...
- meet with Hispanic/Latino families (focus group?) to better understand culture and connection to school

then our students who identify as Hispanic/Latino will grow in their understanding of reading and writing.

SMART Goal

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



By May of 2023, students who identify as Hispanic/Latino and are currently 2 or more years below grade level in reading will make ≥ 1.5 year of growth in phonemic awareness, phonics, and high frequency words (for grades K-2) and vocabulary and reading comprehension (for grades 3-5) as measured by iReady scores, Into Reading Assessments, and other small group or classroom-based assessments (ie: IRR, Phonographix, LLI, Sonday, exit-tickets, etc.)

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on learning</p> <ul style="list-style-type: none"> ● UDL strategies that provide access to EACH and EVERY student ● incorporate clear objectives based on UDL and student voice ● Expand our practices around structured collaborative learning opportunities that support all students in being engaged in Tier 1 reading instruction ● Explicitly teach strategies that enable students to access curriculum as a Tier 1 support for all students with a focus on EL (GLAD strategies, Sonday System, collaboration, UDL, etc.) <p>These strategies will be tied to:</p> <ul style="list-style-type: none"> ● Collaborative Learning Experiences ● 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) ● 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 reading (Tier 1 and 2) ○ Improve progress monitoring systems through i-Ready and PLC practices (Tier 1 and 2) ○ Learn more about Homeroom and consider how it can improve our school-wide data system and progress monitoring practices (Tier 1 and 2) 	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Setting Objectives ● Structuring Collaborative Learning Experiences <p><i>We will see this impact the Hispanic students in the classroom through the use of intentional language learning targets, partner work, visual/TPR strategies, co-teaching/small groups with ML staff, and other GLAD strategies.</i></p>



Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3F: Educators are knowledgeable about the histories of diverse groups</p> <p>3G: Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<p>The equity strategies we will employ;</p> <ul style="list-style-type: none"> • Use UDL strategies to get to know students' racial, cultural, and ethnic backgrounds and provide them with opportunities to share about them in lessons, activities, prompts, and discussions in the action/expression form of their choice

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.

GOAL 2: Responsible, Resilient, Empathetic Learners		
Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
Students have access to counselors in the building (counselor: daily, MH Counselor 1x/week)	Counseling team check-ins (admin + counselor+MH counselor)	Weekly (systemic)
Lunch Buddy Groups (Counselor) MH cycles of support	small group data, 1:1 data	Weekly lunch bunch with monthly data review? 8 week MH cycles?
SWISS, incident reports, student surveys, anecdotal/street data	GT meetings to analyze and discuss	Monthly (systemic)

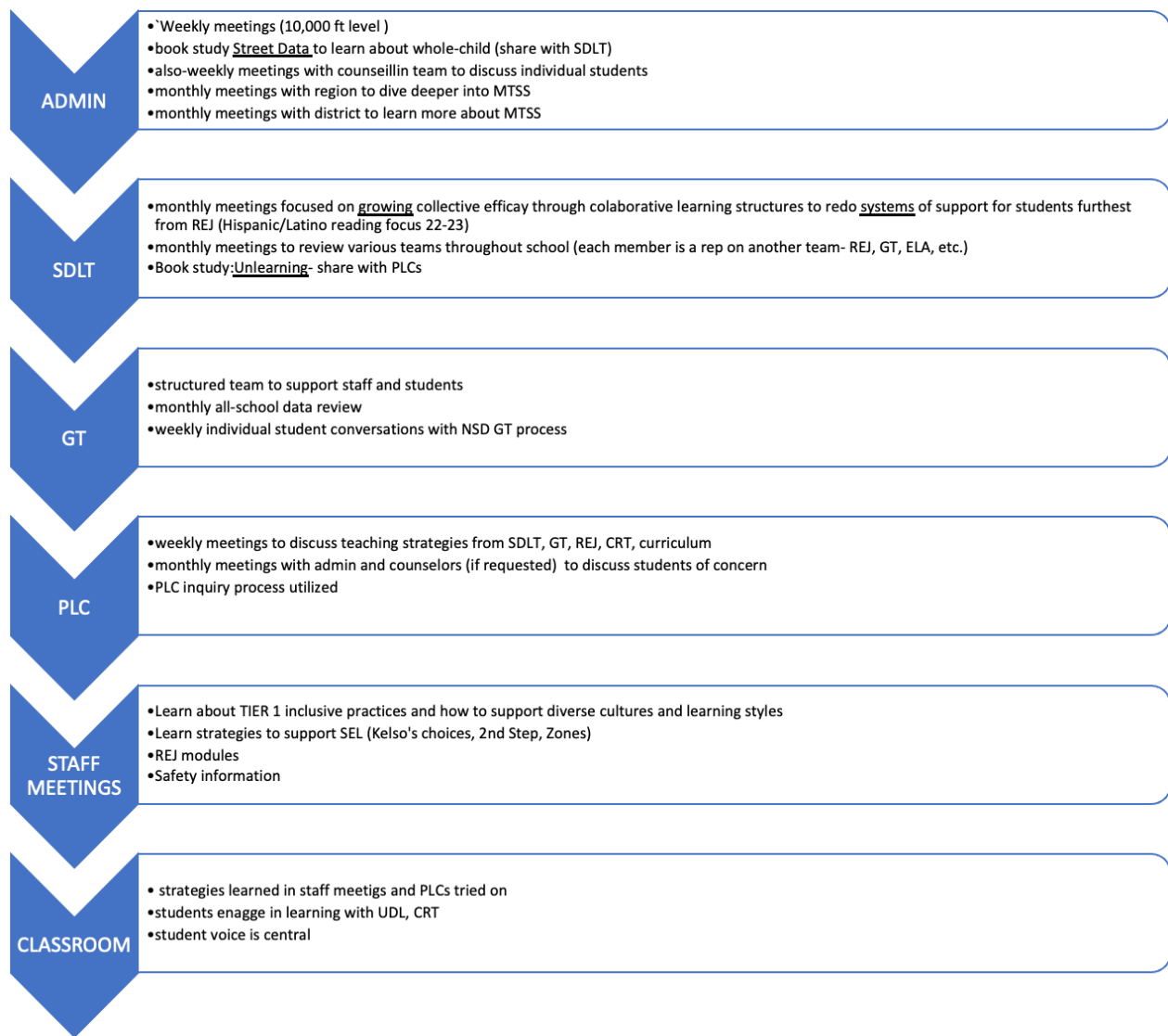
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Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GT intervention Data	Weekly GT meetings to discuss interventions for specific students	2-3 weeks/month
Report Card data for Behaviors that Promote Learning	SDLT reviews for students on and shares with ALL STAFF	November, January, April, June
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
≥ 1.5 year of growth for students of Hispanic/Latino ethnicity who are 2 or more years below grade level in reading, specifically: <ul style="list-style-type: none"> ○ (K-2) phonemic awareness, phonics, and high frequency words ○ (3-5) vocabulary and reading comprehension 	<ul style="list-style-type: none"> ● iReady reading scores ● Into Reading assessments ● IRR ● Phonographics ● LLI or <u>Sonday</u> ● Street data (ie: exit tickets, anecdotal) 	Monthly PLCs with admin. <i>*we will also review SBA scores for students in grades 3-5 when published</i>

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 2022-23 school year, we will participate in the following professional development as part of our work:



COMMUNITY PARTNERSHIP

There are a lot of things identified here. Which ones are specific to the students we've identified as furthest from racial and/or educational justice?

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

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PTSA

Continue to develop a common language around SEL with our community:

- Address how to utilize SEL practices at home in parent newsletters and at PTSA meetings
- Provide parents an opportunity to grow their own understanding of social and emotional competencies at PTSA meetings:
 - Embed the use of "circles" into PTSA meetings for parents to share their perspectives.
 - Provide resource trainings from counselors, ZONES/2nd Step Leads, content specialists
- Celebrate student achievement connected to our monthly characteristics (i.e. connect student perseverance in the PTSA "literacy night" to self-efficacy and self-motivation when students are present and being celebrated)
- Ask parents to submit their thinking via Google forms for feedback
- Grow our parent partnership in a school environment through volunteer opportunities
- Provide scholarship funding for students to engage in field trips

WatchDOGS

- Provide positive male role models for the students, demonstrating by their presence that education is important (higher rate of males who identify as Hispanic/Latino)
- Engage students in positive play/interactions at recess
- Provide extra sets of eyes and ears to enhance school security, reduce bullying and provide a greater sense of campus safety allowing students and teachers to focus on learning and instruction

Sound FC Soccer

- Incorporate Westhill Way pillars of "Respectful, Responsible, Safe" via team sports at recess by creating inclusive teams, establishing clear behavioral expectations, encouraging safe risk-taking and perseverance, incorporating set up and clean up of materials as part of the activity
- Provide additional recess supervision with guided activity

Roots of Empathy

- Supports SEL development (reduces levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy)
- Provides relevant (beyond the classroom) context for SEL lessons with real-life examples/volunteer families & babies from our local community
- Supports our monthly humanitarian characteristics
- Provides additional context on how we are respectful, responsible, safe learners

Reading with Rover

- Supports UDL engagement strategy for struggling readers
- Lowers anxiety via comfort of reading to therapy dog

Girls on the Run

- Supports SEL development (confidence, inclusivity, acceptance, individual worth)
- Encourages teamwork and healthy living

Champions Childcare on site

- Provides access to education and childcare for all onsite (including scholarships)

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- Supports homework/study skills
 - Offers healthy living learning via nutrition, home-school connection, play and more

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