



2022-23 Strategic Action Plan

At Maywood Hills our actions are grounded in a strong belief in the capacity of every student to achieve academic and social-emotional success that prepares them to thrive in a world yet to be imagined.

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

- **1F:** Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
- **1G:** Educators continuously self-reflect while they learn more about equity related issues.

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

- **2G:** Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.
- **2H:** Educators work from the premise that "all children can learn" and continue to differentiate instructional approaches until each child is reached.

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

- **3D:** Students and families have opportunities to be experts in the classroom, school, and district
- **3G:** Educators have knowledge about creative, innovative, and equitable instructional approaches.

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

- **3D:** Students and families have opportunities to be experts in the classroom, school, and district
- **3G:** Educators have knowledge about creative, innovative, and equitable instructional approaches.

Revised 5/4/22



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 2022, we reviewed the following data:

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

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

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

- Our academic instruction has not always matched student needs. Students need a variety of ways to access information and demonstrate understanding
- Lack of consistent professional development
- Different curriculum used at different grade levels
- 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.
- Lack of comprehensive reading curriculum (inclusive of all 5 components of reading development)
- Understanding about the histories of diverse populations and how individuals different from ourselves learn
- Knowledge about creative, innovative, and equitable instructional approaches

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 own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.	Students of Hispanic/Latino ethnicity and below standard in reading will share an increased sense of belonging, confidence in self, and provide student voice throughout our Maywood 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 supports.	1.5 year of growth for students of Hispanic/Latino ethnicity below grade level in reading 100% of identified students will reach their I ready stretch goals

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 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:

- implement SEL curriculum/strategies
- provide opportunities to engage, practice, and apply
- Increase opportunities for student voice
- explicit instruction in community, belonging and acceptance

Revised 5/4/22



...then students will feel a sense of belonging, increased confidence in self, and honor the unique needs and contributions of others.

SMART Goal

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

By May of 2023, students of Hispanic/Latino ethnicity and below standard in reading will share an increased sense of belonging, confidence in self, and provide student voice throughout our Maywood community as measured by SEL assessments (Panorama, BEISY), student surveys, and other street data.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will provide opportunities for educators to:</p> <ul style="list-style-type: none">● Engage in Tiered strategies for PBIS● Build positive relationships with all students and families● Embed culturally responsive instructional practice in professional development opportunities and in the classroom● Model, teach and reinforce school-wide expectations through classroom instruction and morning video announcements● Teach social-emotional skills in all classrooms weekly using 2nd Steps● Counseling lessons in all classrooms (Kelso's Choices, K-2) (Second Steps Bullying Prevention, 3-5)● Staff ongoing professional development opportunities tucked into meetings, newsletters and book studies● Mentoring, coaching, or additional professional development for individuals as needed through Guidance Team● Mental Health Services through a Therapist on site 1x a week	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none">● Building and Maintaining Relationships

Revised 5/4/22



Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus on our work on this goal, we will focus on:</p> <p>.</p> <p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</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">• Allow students to have opportunities to teach each other during lessons/activities• Allow students to organize and lead planning on school-wide events and assemblies • Make connections between curriculum content and local and global happenings• Give students opportunities to share local and global knowledge• Make connections to students' identities and cultures• Build community and sense of belonging in the classroom• Foster empathy in the classroom through discussions, activities, and lessons• Break down stereotypes AND promote acceptance of diverse identities

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 provide targeted ELA instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension using the tenants of Science of Reading, then students 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 below grade level in reading will make ≥ 1.5 year of growth as measured by iReady scores, Into Reading Assessments, and other small group or classroom -based assessments (ie: IRR, Phonographix, LLI, Sonday, etc.)

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will provide opportunities for educators to:</p> <ul style="list-style-type: none"> ● Implement MTSS practices focused on data-driven decision making to improve instruction in academic areas. ● Engage in 6-8 week cycles of intervention as MTSS teams ● Utilize formative and summative assessments to inform our instruction, reteaching and enrichment opportunities ● Ongoing data collection to inform and identify students for LAP/EL and monitor their progress. ● Utilize the teach and assess resources in Into Reading and I-Ready to support student learning 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Structuring Collaborative Learning Experiences
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>3D Students and families have the opportunity to be experts in the classroom, school, and district.</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"> ● Allow students to have opportunities to teach each other during lessons/activities ● Allow students to have opportunities to teach staff and each other about their backgrounds, cultures, and identities ● Allow students opportunities to organize and lead planning on school-wide events and assemblies ● Make connections between curriculum content and local/global happenings ● Make connections to students' identities and cultures ● Build community and sense of belonging in the classroom

Revised 5/4/22



	<ul style="list-style-type: none"> • Foster empathy in the classroom through discussions, activities, and lessons • Break down stereotypes AND promote acceptance of diverse identities
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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		
Growth for Every Student, Elimination of Outcome and Opportunity Gaps:	<ul style="list-style-type: none"> • iReady reading scores • Into Reading assessments • IRR • Phonographics • LLI or Sonday • Street data (ie: exit tickets, anecdotal) • SBA Scores 	November, January, April, June
<p>≥ 1.5 year of growth for students of Hispanic/Latino ethnicity below grade level in reading,</p> <p>Identified students will reach their I ready Stretch Goals.</p>	<ul style="list-style-type: none"> • iReady reading scores • Into Reading assessments • IRR • Phonographics • LLI or Sonday • Street data (ie: exit tickets, anecdotal) 	Monthly PLCs with teams.
Goal 2: Responsible, Resilient, Empathetic Learners		
Student Survey	This data will provide information about how students are feeling in relation	November 2022 This data will be compared to

Revised 5/4/22



	to: <ul style="list-style-type: none"> - Feeling safe at school - Belonging to school - Meaningful relationships - Feeling of inclusion 	data in the past as well as across the year. This data can also be used to gauge student and families needs as we progress through this school year.
GT intervention Data	Regular GT meetings to discuss interventions for specific students	(time TBD)
Teacher Survey BEISY and Panorama	This data will identify students that are in need of additional support/services	Throughout the year connected to Guidance Team

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 Maywood Hills 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:

ALL STAFF will work on applying the tools necessary to meet the needs of students furthest from educational justice. specifically students who identify as Latino/Hispanic, and disrupt and change institutional harm by:

- identifying and naming the elements of the system that impact students furthest from educational justice supported by my work and identify the tools necessary to meet their needs.
- comparing, contrasting, and connecting the tools available to identify and meet the needs of each and every student.
- Monthly before school staff meetings focused on REJ, Culture of Belonging, and UDL
- Early Release Wednesday collaborative learning (SDLT, District, Principal, and Team days) focused on creating collective efficacy through collaborative teaming structures to redo systems for support students furthest from REJ as well as new ELA curriculum and incorporating student voice

REJ: 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?”*

Grow culturally responsive teaching practices throughout our school to increase access and a sense of belonging for all using student voice

Revised 5/4/22



We will do this by:

- Regular meetings (TBD) focused on building capacity and knowledge of the elements of our system that impact students furthest from educational justice
- Engage in reading and discussion to expand our repertoire of culturally responsive teaching practices
- Taking steps to ensure students see themselves in the curriculum by providing and sharing literature with our staff that reflects the students we serve in a positive manner
- Strengthening our racial literacy practices by building relationships with and among our students that honors their race, cultural, and identity
- Incorporating student voice throughout Maywood Hills (systems, leadership, experiences, etc.)

SDLT: Grow capacity with our leadership team and staff to identify, understand and serve those who are furthest from racial and educational justice. We will do this by :

- Creating collective efficacy through collaborative teaming structures (MTSS: SDLT, PLCs, GT, etc.) to reflect and refine systems for supporting students furthest from REJ
- Creating access and sense of belonging for all through increased student voice
- Bi-Monthly meetings focused on creating collective efficacy through collaborative teaming structures to systems for supporting students furthest from REJ

GT:

- Monthly meetings focused on individual student needs and appropriate interventions to support each and every learner
- Realignment of procedures and processes to ensure implementation of MTSS with fidelity

PBIS:

- Building and maintaining effective relationships
- Trauma based intervention support and instruction

PLCs:

- Monthly PLCs focused on providing access to high quality Tier 1 academic and social/emotional instruction for ALL students through the identified curriculum, tools, and UDL strategies
- Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of reading and in other areas
- Emphasize on identified students further away from educational justice and interventions
- Using multiple student data elements to modify instruction and plan interventions
- Provide formative feedback to students

SPECIFIC PD TOPICS RELATED TO ABOVE GOALS:

- Universal design for learning (UDL)
- Further understanding of racial and educational justice
- Creating cultures of belonging
- Science of Reading

COMMUNITY PARTNERSHIP

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

Revised 5/4/22



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:

Staff

- Meet the Teacher event
- Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership
- Volunteer opportunities in and around the school
- Weekly parent communication from school and monthly from each classroom

Maywood Hills PTA

- Weekend backpack program
- partnership to support enrichment activities and support in classroom

YMCA Childcare on site

- provides access to education and childcare onsite
- supports homework/study skills
- offers healthy living learning via nutrition, home-school connection, play, and more

Northshore Schools Foundation

- backpacks for school, community support funds, teacher grants, STEM monies, and much, much, more!

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