

2022-'23 Kenmore Middle School School's Strategic Action Plan



At Kenmore Middle School, It is our mission to help all students realize their full potential and become responsible, productive citizens and life-long learners who appreciate our diverse society and are able to use technology effectively to prepare for the challenges of the future.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

OUR INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan and goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2022-'23 school year, we will build off of what we learned from our work on Domains 1 and 2 and the work we did last year on Domain 3 focusing on 3D and 3G. To inform this work, our staff will complete an initial review of Domain 3 of the [Northshore School District Equity Inventory](#). We chose standards, 3G and 3H as our focus for the 2022-'23 school year. In addition, the standards go well with our building work as the teaching practices can be supported by our AVID, MTSS work and SIOP learning.

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 the 2021-'22 school year, we reviewed the following data:

- Attendance Records
- Engagement Information - Stages of Studenting and anecdotal
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information

- D/NC Data
- Discipline Data
- iReady Data in Math or Reading

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 demonstrated gaps in meeting grade level standards.
- Over the last two years, student engagement with classroom and extra-curricular activities decreased.
- Male Hispanic students received a disproportionate amount of discipline.
- Students reported a decrease in positive social interactions.

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

- Students were still “relearning” their role as learners in post pandemic schools.
- Students lacked awareness of and cultural sensitivity towards members of different ethnicities.
- Students lacked social skills that inhibited their ability to prosocially navigate challenging social situations (confrontation, misunderstandings, communication, transitions, etc.).
- Staff struggled to provide effective social emotional instruction and supports (modeling, direct instruction, etc.).
- Insufficient MTSS interventions for our struggling students (especially our minority, SpEd, and ML populations).
- Difficulties with communication between stakeholders and staff essential for holistic support of student progress.
- Lack of rigor within a post-pandemic context

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	Measures of Success	Equity Means
Goal 2: Responsible, Resilient Empathetic Learners	2.1 - Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental and physical health.	Each student embraces own voice, accepts ownership of own actions and experiences and honors the diversity, unique needs and contributions of others. Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them

<p>Goal 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>3.2 - 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>Each student actively engages in vigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.</p> <p>Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced course sequences and specialized programs</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 contributions of others. **Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them**

Theory of Action

Based on our data and root cause analyses, we believe that addressing social skills deficits and lagging cultural awareness (race, gender identity, ethnicity, etc.) will facilitate improved social interactions/skills and feelings of empathy and resilience.

SMART Goal

By the end of the 2022-2023 school year, we will see an increase in student engagement (perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental and physical health), by 15% compared to last years data, as measured by perception surveys, Stages of Studenting surveys/observations and Club/Activity Data will increase. Particular focus will be given to our students who are furthest from educational justice.

Instructional Practice

Social Studies:

ENCOURAGING HIGHER ORDER THINKING & ASKING HIGHER ORDER QUESTIONS

Connections to... Danielson Framework for Teaching	Connections to... High Leverage Practices*	Connections to... Culturally Responsive Practices**	Connections to... Inclusive Practices (based on Universal Design for Learning)***
<ul style="list-style-type: none"> ● 1b: Demonstrating Knowledge of Students ● 1c: Setting Instructional Outcomes ● 1e: Designing Coherent Instruction ● 3b: Using Questioning and Discussion Techniques 	<ul style="list-style-type: none"> ● Classroom Discussion (.82) 	<ul style="list-style-type: none"> ● Use Probing and Clarifying Techniques to Assist Students to Answer ● Acknowledge All Students Comments, Responses, Questions, and Contributions ● Ask Higher Order Questions Equitably of All Students 	<ul style="list-style-type: none"> ● Vary Demands and Resources to Optimize Challenge ● Highlight Patterns, Critical Features, Big Ideas and Relationships ● Guide Information Processing and Visualization

Science:

- **Structure Collaborative group work to build students interpersonal skills, to promote peer support**
 - Utilizing designated group roles(use suits/cards)
 - Opportunities to move and mix-up'/work with different peers: Clock partners, JIGSAW, 'suit-groups', 5 giant steps
 - Padlet, AB Partners, Think-Pair-Share, Gallery Walk, sentence starters during discussion
 - Engage students in group work with routine mixing of groups and reflections on how groups work and finding commonalities among all students in the class.
- **Creating opportunities for students to evaluate and strengthen their perception of their academic success**
 - Self Assessment / Self Reflection (re: group work/roles, learning logs)
 - Pre-Assessment (activate prior / background understanding)
 - Rubrics
 - Provided for projects, investigations, and assessments at the beginning of the assignments.
 - Error analysis and correction forms for assessments
 - Available to all students after each assessment to analyze, reflect, and adjust their learning
 - Opportunities for non-academic conversations

Math:

- **"Error Analysis" - Reinforce finding and analyzing errors to support the idea that making errors is part of learning as well as creating a safe environment to share thinking regardless of being correct or not**
 - Students analyze errors purposefully picked by teacher in order to reinforce a common error
 - Students who create an error in their work are able to show their work and have the class complete an error analysis to identify the error

- Show diversity in mathematical thinking by supporting different strategies and allowing space for students to share their perspectives and thinking
 - Students share their strategies under the document camera or on the whiteboard for their peers to see
 - Teacher purposefully has students who have completed the problem using a different strategy share their thinking with the class

Health/Fitness:

Welcome Students by Name. Use Eye Contact and Proximity with All Students. Minimize Threats and Distractions. Promote Expectations and Beliefs that Optimize Motivation. 1b Developing a Knowledge of Students. Optimize Individual Choice and Autonomy. Give Students Specific Oral and Written Feedback that Prompts Improved Performance.

ELA:

- Incorporate WICOR in our daily lessons: (building confidence and repetition with regularly used skills)
 - Writing
 - Inquiry
 - Collaboration
 - Organization
 - Reading
- Incorporating AVID strategies (making sure there is equity of voice, clarity with instruction and structure around what is expected)
 - Jigsaw
 - Reciprocal teaching
 - Philosophical chairs
- Student's voice: Giving choices to students to support their behavioral and mental health. (This will not restrict students and allow them to grow as individuals)
- Setting high expectations

SpEd:

- Student centered/individualized scaffolds
- Consistent implementation of accommodations/modifications in ALL settings
- Student voice/choice within tasks/expectations
 - Student specific visual supports to facilitate student feedback
- Meaningful, proactive collaboration with families
- Opportunities for students to engage with peers in a structured, supportive setting (team challenges, collaborative games, Dungeons & Dragons, etc.)
- Incentive charts and other reinforcement interventions
- Sensory breaks
- Student check ins
- Advocating for student needs with gen ed teachers and other staff
- Direct instruction aimed at the acquisition of self-advocacy skills and independence
- Strategic pairing (peer mediated supports)
- Classroom/environmental arrangements
- Increased education for student body related to developmental, cognitive, physical differences (and ways to support others)
 - Normalizing/mainstreaming difference/disability
- SpEd 201 (focus on addressing the culture and how to genuinely promote inclusion and empathy)
- Advocacy via SDLT
- Planned/proactive reminders/accountability to “encourage” gen ed teachers to plan and implement accommodations (quarterly)
 - Self reflection survey

ELL:

Promoting all ML students to advocate and initiate teacher and peer support by building relationships as we work with individuals and groups. We'll do this by creating a safe environment. We'll continue to encourage students to reach out to us by frequent check-ins and conversations relating to personal check-ins as to their well-being.

Electives

- Instructional: Using Cooperative learning Strategies, Evaluation and Reflection,
- Welcome Students by Name and/or Use Eye Contact and Proximity
- Student: Project Completion, self evaluation check-ins, celebrating and presenting

Counselors/Library:

Counselors and family engagement specialists will work to improve student attendance by using a variety of instructional practices including: building relationships and meeting with students and parents to develop a deeper knowledge of the student. We will monitor attendance data at least monthly and try to match a student to an appropriate intervention as needed.

Counselors will engage in the SBIRT process for at least one grade of students.

The librarian will focus on instructional practices that include building relationships with students by learning the names of students who frequent the library, welcoming students and checking in with those who tend to be by themselves, and work with ELA teachers on literature circle units that offer student choice and voice in what books they read and access to books that reflect our students and their cultures.

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>3G: I am knowledgeable about creative, innovative, and equitable instructional approaches.</p> <p>3H: I facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.</p>	<p>The equity strategies we will employ:</p> <p><u>Social Studies:</u></p> <ul style="list-style-type: none">• Provide multiple, credible viewpoints on debatable issues, especially with document-based analyzing and "CER" writing tasks (DBQs).• Identify Possible "Invisibility" and Stereotyping - Review materials (both teacher-created or provided, textbook-focused) for overlooking certain groups or peoples, presenting material with rigid perceptions and definitions, or materials implying some groups are less important.• Modeling, scaffolding, and clarification of challenging curriculum.

- Using the students' strengths as starting points and building off what they know and find engaging.
- Integrate Equity strategies into Bloom's Taxonomy to vary demands and challenge.
- Develop classroom discussion strategies - i.e. debate, Socratic Seminar, group presentations, etc. - that give all students' a "voice," even if they do not participate/share personal opinions as actively as others. A voice can come in research, assisting others, and reflecting/providing feedback on work completed by themselves and/or their peers.
- In development: Promoting critical literacy, engaging students in social justice work, and making explicit the power dynamics of mainstream society.

Science:

3G: Through different collaborative grouping techniques used by the science team, teachers will build class communities with students to increase confidence in sharing ideas, posing questions, and engaging in learning activities with their peers. Techniques can include clock partners, think-pair-shares, give one get one, lab team roles, and peer analysis of lab data and other team building activities.

3H: Through collaborative group activities and labs, students will engage in learning with all students in the classroom. Through these experiences, students will have opportunities to evaluate and strengthen their perception of their academic success. This will happen through self assessment/ self reflections, pre-assessments in which they will see their own and others readiness levels and through their learning have opportunities to engage in error analysis and correction strategies to analyze, reflect, and adjust their learning.

Health/Fitness:

Consistently teach lessons and engage students or educators in activities that promote the

acceptance and recognition of diversity, diverse students, and a diverse world. This would include our social emotional health lessons, social media lessons, nutrition lessons, and most importantly our focus on self esteem and self identity lessons in 7th grade health. Personality assignments in grade 6 also help with this.

Think about:

The ways that you can build and maintain relationships with students and families

- Why it is important for students to have consistent opportunities to be experts/teachers in the classroom
- Why it is important to learn about the histories of the diverse backgrounds that are (and are not) represented in the school or class
- The ways that you can weave diversity and creativity into school related functions, activities, and lesson plans

Math:

- Build community and sense of belonging in the classroom by meeting students where they are and helping them find their strengths
- Survey students to find interests and integrate those into real-world mathematical problems

ELA:

3G: 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

3H: Consistently teach lessons and engage students or educators in activities that promote the acceptance and recognition of diversity, diverse students, and a diverse world

- Teach lessons and engage students or educators in activities that disrupt stereotypes, discriminatory language, microaggressions, and implicit biases (while also teaching about ways to honor and respect diverse identities)

	<p><u>SPED:</u> Create lessons/activities based on student interest Activities that are based on peer support Building intentional rapport with students</p> <p>Knowing students names Eye contact Welcoming body language</p> <p>Self reflection on own biases Assignments and activities that are culturally sensitive Timely and meaningful feedback for students</p> <p><u>ELL:</u></p> <ul style="list-style-type: none"> ● Continuing to initiate ice breaker and getting-to-know you activities throughout the year. ● Incorporating cultural awareness activities throughout the year that help us understand different traditions and backgrounds and appreciate the uniqueness this adds. <p><u>Electives:</u> Using lessons encouraging students to give their voice using the lens of their background/family heritage and culture.</p> <p><u>Counseling/Library:</u> Library: offer student choice with book selection for lit circles, featuring a wide array of diverse protagonists, authors, topics and culture (Make connections to students' identities and cultures)</p> <p>Counselors will build community and sense of belonging on campus and in our offices by making meaningful connections and relationships with students.</p> <p>We will also be in the classroom with large group guidance lessons related to character strengths and conflict resolution.</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.

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. **Increase enrollment and completion rates for traditionally underrepresented student-groups in advance course sequences and specialized programs**

Theory of Action

Based on our data and root cause analyses, we believe that MTSS & PBIS interventions along with SIOP, AVID and culturally responsive teaching practices, rooted in effective collaboration between all stakeholders, will lead to a decrease in the student achievement gap.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: ***By the end of the 2022-'23 school year, the number of students who are at grade level in math and reading, will achieve at least one year's growth and the number of students who are below grade level in math and reading will achieve more than a year's growth as measured by the iReady diagnostics. Particular focus will be given to our students who are furthest from educational justice.***

Instructional Practice

Social Studies:

PROVIDING FORMATIVE FEEDBACK			
Connections to... Danielson Framework for Teaching	Connections to... High Leverage Practices*	Connections to... Culturally Responsive Practices**	Connections to... Inclusive Practices (based on Universal Design for Learning)***
<ul style="list-style-type: none"> ● 1f: Designing Student Assessments ● 3d: Using Assessment in Instruction 	<ul style="list-style-type: none"> ● Evaluation and Reflection (.75) ● Feedback (.7) 	<ul style="list-style-type: none"> ● Give Students Specific Oral and Written Feedback that Prompts Improved Performance ● Provide Multiple Opportunities to Use Effective Feedback to Revise and Resubmit Work for Evaluation Against the Standard 	<ul style="list-style-type: none"> ● Increase Mastery Oriented Feedback ● Develop Self-Assessment and Reflection ● Enhance Capacity for Monitoring Progress

Science:

- Utilize strategies to increase literacy skills (Reading/Writing/Vocabulary)
- Formative assessments to help students make progress towards goals
 - Teach nonfiction/informational reading strategies
 - *-Readings with Essential Question to guide annotating the text (# paragraphs, circle key-words, underline important ideas that relate to the EQ)*
- Self- assessments so students can identify metacognitive processes (i.e. first to five familiarity with vocab or understanding of the content)(Costa's Qs, Track your progress / Learning Targets)
- Vocabulary strategies (Frayer Model, DDEE, Comics, front loading vocab at beginning of a lesson)
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- Utilize strategies to increase mathematical literacy skills in analyzing/making sense of lab data
- Facilitating mathematical practices by analyzing data (Graphing, RE-RUN (AVID), LENSES (AVID))
- Scaffolded CERs with grade level progression (using rubric)

Health/Fitness:

Arrange the Classroom to Accommodate Discussion. Foster Collaboration and Community. Peer Tutoring (.53). Use Probing and Clarifying Techniques to Assist Students to Answer. Acknowledge All Students Comments. Responses, Questions, and Contributions. 1b: Demonstrating Knowledge of Students.

Math:

- Learn about and utilize the "iReady Math Prerequisites" and "iReady Math Instructional Groupings" data reports from iReady to support students in concepts they are struggling with most
 - KMS iReady Liaison will complete trainings at the district level and bring the knowledge and resources to teachers for use in classroom
 - Teachers will analyze their class data to determine instructional needs and make a plan to teach foundational skills
- Integrate opportunities for students to access support, i.e. iReady "My Path", small groups, 1:1, in order to reteach prerequisite concepts to support success with current mathematical learning

- Implement "Data Chats" with students to build ownership and purpose for using the iReady "My Path" and other supports
- Utilizing Wednesday class periods as a working class so teacher has time to meet with small groups and students individually

ELA:

- Utilize iReady groupings when teaching our ELA content and determine who should be pulled for smaller groupings. (SpringBoard / Supplementals / Novels)*
- Scholarly Schools Wednesday to work on work on ELA skills
 - iReady practice for RED KIDS - 1 weekly lesson - passing at 70%, screenshot uploaded for evidence in Schoology for an assessment grade
 - Using iReady to group students at grade level and do a teacher assigned task
 - Kids at grade level have the choice to either do iReady practice or a task presented by the teacher to work on basic ELA skills:
 - Non-fiction CER
 - Fiction CER / Literature Analysis
 - Grammar and Sentence Combining

SpEd:

- UDL
- Increase collaboration and communication between gen ed teachers, ESPs, specialists, and case managers
 - Team meetings toward the beginning of year (especially for students who have IEPs in the winter and spring) to address specific needs, challenges and intervention strategies (instruction, behavior, accommodations, etc.)
 - Depending on situation focus on grade level, student specific, content meetings
- Levels of prompting
- Scaffolding
- Thoughtful, intentional modifications
- Implementation of accommodations (remove barriers to learning)
- Resources and consistent collaboration and support in providing meaningful accommodations and modifications (committee? Readily available resources?)

ELL:

ELD will continue to monitor and work closely with students below grade level in the Reading iReady assessment. We will collaborate with English teachers to identify those students who need more support.

Electives

- I-Ready check- in Homerooms (School Data Solutions), reinforce consistency in planners, Developing and teaching and modeling classroom routines with strategies involving a positive attitude towards testing, I-Ready. Check-ins with stages of studenting

Counselors/Library:

Review schoolwide iReady and D/F data to identify students that need academic interventions.

Counselors will work with students, caregivers, and teachers who are struggling academically to help identify barriers to learning and help to strategize to find support and solutions to overcoming them.

Counselors will participate in the Guidance Team to help to identify supports for students and next steps in possible referrals for increased supports (for example 504 plans and special ed referrals).

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>3G: I am knowledgeable about creative, innovative, and equitable instructional approaches.</p> <p>3H: I facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.</p>	<p>The equity strategies we will employ:</p> <p><u>Social Studies:</u></p> <ul style="list-style-type: none"> ● Model best practices for process writing ● Make decisions based on student individualized skills (i.e. lesson prep → grading policies) ● Increase frequency of providing feedback on a variety of assessments ● Adding reflection assessments for students to review their final products in order to determine their decision-making process and absorb what was gained and could be used for later use in SS or interdisciplinary across subjects. ● Provide students with a variety of ways to access texts & information: <ul style="list-style-type: none"> ● Leveled texts ● Digital versions of texts ● Audio books ● Videos/Multimedia ● In development: Build/Re-build Social Studies - through the review of curriculum - into the Interdisciplinary teaching and Learning core subject of middle school: complementing both ELA and math (via the teaching of economical concepts) skills assessed on standardized assessments. <p><u>Science:</u></p> <p>3G: Through different collaborative grouping techniques used by the science team, teachers will build class communities with students to increase confidence in sharing ideas, posing questions, and engaging in learning activities with their peers. Techniques can include clock partners, think-pair-shares, give one get one, lab team roles, and peer analysis of lab data and other team building activities.</p> <p>3H:Through collaborative group activities and labs, students will engage in learning with all students in the classroom. Through these experiences, students will have opportunities to evaluate and strengthen their perception</p>

of their academic success. This will happen through self assessment/ self reflections, pre-assessments in which they will see their own and others readiness levels and through their learning have opportunities to engage in error analysis and correction strategies to analyze, reflect, and adjust their learning.

Health/Fitness:

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 - through conversations, social/emotional health lessons, IALAC assignment, etc.

- Foster empathy in the classroom through discussions, activities, and health lessons - Break down stereotypes AND promote acceptance of diverse identities through the use of social media assignments and nutrition posters.

Math:

- Foster empathy in the classroom and support student partnerships so students feel safe asking their peers for support and learning from them
- Beginning math department time with an REJ check-in to see what teachers have tried, what is working, what we need support in

ELA:

3G: - Make connections to students' identities and cultures by selecting culturally responsive texts for CERs

- Use iReady diagnostic data to group students (pairs, instructional groups)

- Support SAP Students of Concern (unsupported through iEP, 504, or ML) by choosing leveled text that act windows, mirror, and sliding glass door to appeal to a variety of identities.

3H: - Choose texts for CER lessons that engage students in activities that promote the acceptance and recognition of diversity, diverse students, and a diverse world

	<p>- Choose texts for CER that teach lessons and engage students or educators in activities that disrupt stereotypes, discriminatory language, microaggressions, and implicit biases (while also teaching about ways to honor and respect diverse identities)</p> <p><u>SPED:</u> Differentiate instruction for all students based on their needs. Setting individualized standards and goals Communicating what standards are</p> <p><u>ELL:</u></p> <ul style="list-style-type: none"> ● Previewing text ● Shared reading ● QARs Question Answer Relationships <p><u>Electives:</u> By using the Check-in strategies employed above, the Arts department will work towards building up and empowering ALL students to engage in a positive learning environment.</p> <p><u>Counseling/Library:</u> Counselors will build community and sense of belonging on campus and in our offices by making meaningful connections and relationships with students.</p> <p>We will also be in the classroom with large group guidance lessons related to character strengths and conflict resolution.</p>
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Monitoring Our Progress

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PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Kenmore Middle School meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2020-21 school year, we will participate in the following professional development as part of our work:

- Racial and Educational Justice Practices
- MTSS System Structure work
- AVID Instructional strategies
- SIOP Learning
- Homeroom Software as part of our MTSS work
- Continuation of the work we have done around supporting our Students with IEPs in the Gen. Ed. classroom (co-teach classes, push-in model and other supports).
- Restorative Justice Practices
- iReady implementation and utilization

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- City of Kenmore
- AVID
- Spanish Speaking Parent Connection (Family Liaison)
- Natural Leaders
- PTSA
- UW Coding and Girls who Code Volunteers
- WABS Stem Academy
- SBIRT
- Northshore Schools Foundation
- Green Team (King County)
- UW mentoring
- Student Teacher/University Partnerships

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