



2022-23 Strategic Action Plan

At Skyview Middle School, we collaboratively educate and support students as they develop into lifelong learners by providing a nurturing environment where academic and personal excellence are achieved.

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](#).

Domain 1 (2019-20):

- 1C - New policies and procedures are implemented with sensitivity toward the diverse learning needs of students.
- 1G - Educators continuously self-reflect while they learn more about equity related issues.

Domain 2 (2020-21):

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- 2H - Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.
 - 2I - Educators have high expectations for all students regardless of their background or differences.

Domain 3 (2021-22):

- 3G - Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

The Skyview Middle School Staff 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](#).

The Equity strategy from Domain 3 that we are focusing on this year includes:

- 3B Educators are well informed of the diverse backgrounds of students and families

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 and fall 2022, we reviewed the following data:

- Attendance Records
- Demographic Information
- D/F Rates
- Discipline Data
- End of Course Grades

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- iReady Data in Math or Reading
 - SBAC Scores
 - Course Enrollment
 - Humanizing Data
 - Focus Students
 - Student Council

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:

Reading

- In Comprehension: Informational Text, 45% of our assessed students that identify as Hispanic scored three or more grade levels below on their Spring 2022 iReady Diagnostic.
- In Comprehension: Literature, 40% of our assessed students that identify as Hispanic scored three or more grade levels below on their Spring 2022 iReady Diagnostic.
- In Vocabulary, 38% of our assessed students that identify as Hispanic scored three or more grade levels below on their Spring 2022 iReady Diagnostic.

Math

- In Geometry, 44% of our assessed students that identify as Hispanic scored three or more grade levels below on their Spring 2022 iReady Diagnostic.
- In Algebra and Algebraic thinking, 37% of our assessed students that identify as Hispanic scored three or more grade levels below on their Spring 2022 iReady Diagnostic.
- In Measurement and Data, 35% of our assessed students that identify as Hispanic scored three or more grade levels below on their Spring 2022 iReady Diagnostic.

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



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- After the early elementary years, reading is not an explicitly taught skill. Students who struggle with reading continue to fall further behind each subsequent year.
 - Lack of number sense.
 - Lack of core foundational math skills (i.e. fractions)
 - Lack of focus on math vocabulary.
 - Lack of focus on problem solving strategies.
 - Planning of math instruction could be more differentiated.
 - Gaps in knowledge/understanding of specific concepts due to COVID-19s impact on the learning environment.

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
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Each student will feel safe as a responsible and persistent learner, open to accepting of diverse cultures and perspectives, and empowered to advocate for</p>	<p>Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>2.1 Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.</p>

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and pursue their own educational passions.		
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Each student will experience continuous growth in all subjects, progress towards graduation at a pace that eliminates opportunity and outcome gaps, and receive fair and equitable treatment with regards to discipline.</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>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>

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 increase opportunities for students to have a voice in school based decisions, then students will feel more safe, have a sense of belonging, believe that Skyview Middle School is vibrant and inclusive, with rules that are fair and equitable.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *By May 31, 2023, opportunities for students to have voice in school based decisions will increase among hispanic students in grades 6-8 by creating structural systems that involve their voice with NSD administrators, teachers, and staff.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will create opportunities for student voice and ownership. This means integrating students' knowledge, culture and experience into school based decisions. It also means using multiple ways to assess student feelings of safety, sense of belonging, inclusivity, and that Skyview Middle School has rules that are fair and equitable.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships
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>3B Educators are well informed of the diverse backgrounds of students and families</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> • Look for ways to bring students' stories into lessons and activities • Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom/school throughout the school year

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	<ul style="list-style-type: none"> • Find out which religious and cultural observances students and their families celebrate throughout the school year and recognize them in class/school-wide • Find out which national diversity days/months students and their families celebrate throughout the school year and recognize them in class/school
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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 each Hispanic student at Skyview Middle School actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports then our hispanic students will have a minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By May 31, 2023, reading and math scores in Comprehension: Informational Text, Comprehension: Literature, vocabulary, Geometry, Algebra and Algebraic Thinking, and Measurement and Data will increase among hispanic students in grades 6-8 by more than one year for students below grade level for hispanic students as measured by iReady.*

Instructional Strategy	Instructional Practice
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<p>To make progress, toward our specific goal, we will create Personalized Learning Pathways with Proactive Supports. For example, each department is committed to using specific SLOP strategies that expand the use of Tier 1 instructional practices. This means that we will accelerate learning for underperforming hispanic students in reading and math by implementing personalized approaches that maximize individual capacity and achievement and fosters student motivation and ownership of learning.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Setting Objectives
<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>3B Educators are well informed of the diverse backgrounds of students and families</p>	<p>The equity strategies we will employ</p> <ul style="list-style-type: none"> • Look for ways to bring students' stories into lessons and activities

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	Measure we will use to inform	Date of Data Review
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to monitor our efforts	our work going forward	
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
SLOP Implementation	<p>Each department will adopt a minimum of one of the 8 SLOP Components and one strategy aligned with the component to implement throughout the 2022-23 school year.</p> <p>SLOP Components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, Review and Assessment</p>	Daily, Weekly, Bi-Monthly, Monthly
i-Ready Diagnostics - Math and reading	<p>% of hispanic students in grades 6-8 below grade level in reading and math</p> <p>% growth rate for hispanic students below grade level</p> <p>Track performance with each progressive diagnostic assessment; track progress in lessons students are assigned</p>	<p>Fall, Winter, Spring</p> <p>Review diagnostic assessment results; share info with appropriate staff members regarding performance</p>
Grade Data	Review grades for all hispanic students; track those who are struggling (D & NC reports), develop plans of support for students who have NCs	Review every grade reporting period
Attendance	Track and monitor attendance weekly; engagement with families when attendance issues	Review and act on weekly

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	develop; work with school teams (including counselors, Dean, admin, guidance team, District, etc.) to develop plans of support	
Goal 2: Responsible, Resilient, Empathetic Learners		
Student surveys	Administrators and counselors will develop and administer climate surveys to gauge where students are in relationship to belonging, meaningful friendships, and belief that SMS is vibrant and inclusive, with rules that are fair and equitable.	October, February, June
Student Panel Groups	Each Administrator will meet with a grade level group of 5 hispanic students to gather feedback around school policies and procedures.	October, December, February, May
Individual Student Interventions	Each Administrator will work individually with 5 hispanic students with a focus on academic and emotional support/progress/success	Monthly
Increasing Opportunities for Student Voice	Each department will explore, develop, and increase opportunities for student voice in their classrooms/programs.	Monthly

PROFESSIONAL DEVELOPMENT

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

- Professional development around student voice - Association of Washington School Leaders (AWSL)
- Ongoing professional development for the Homeroom data platform to support intervention planning, progress monitoring, and MTSS implementation
- i-Ready Training (implementation and data collection/interpretation)
- MTSS (PBIS & RTI)
- Equity (District Created)
- Further develop Professional Learning Communities (PLCs) throughout all departments and grade levels, focused on aligning curriculum, creating common assessments, and improving instruction through collegial sharing and accountability

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 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:

- Engage in a collaborative venture with PTSA, ASB, and community members to fund student activities
- Communicate with parents and the community weekly with an electronic publication and through website enhancements that include multilingual options.

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- Provide proactive communication and specific supports for families related to their children's academic progress and share progress monitoring data on regular intervals.
 - Utilize our Mental Health Therapist to support the needs of our students, in particular, students who do not otherwise qualify for services.
 - Partner with Northshore Schools Foundation to secure resources for students.
 - Partner with the Skyview PTSA to support local families through our Food Pantry with bi-weekly deliveries.
 - Partner with the Skview PTSA to support meals for our families during national holidays.

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