



2023-24 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.

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

- We will conduct student interviews three times a year.
- We will conduct family Interviews three times a year.
- Our Family Engagement Specialist will gather general information from students she works with.
- Teachers will call families to introduce themselves, utilizing the translation service.
- We will encourage student participation in extracurricular activities to increase the sense of community based on needs, resources and feasibility, literacy and/or science night, and cultural night.
- We will recruit community volunteers at lunch to interact with students.
- We will host parent-teacher workshops (for example, English classes for parents).
- We will support community building in classes; examples include:
 - Inside out stories** - In order to help students learn, teachers need to understand inside stories, which refer to the experiences students have in their classroom, and outside stories, which refer to the experiences students have from their home and home countries, as well as their attitudes toward their new country.
 - Culture and language teachers-** Students become teachers of their cultures and backgrounds, and teach the other students about it. At the same time, the whole class learns about each other's culture and the teacher gains a deeper insight into students' cultural and linguistic backgrounds. Activities could include culture boxes, classroom quilts, self introduction and collages.

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Examination of Student Data



Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> ● Attendance Records - Avg attendance 87.1% (Latinx 86.4%) ● Climate Survey Winter 2023 <ul style="list-style-type: none"> ○ 41% favorable on school climate ○ 46% favorable for sense of belonging ● There are about 60 students who are ML and Latinx. ● 73/158 D or F for Hispanic or Latinx ● 67/232 D or F for Multilingual ● Hispanic or Latinx represent 18% of the student body but make up 32% of discipline. This was the largest disproportionality. ● 2% of students who are Multilingual and Latinx passed the iReady Data in Math and Reading 	<ul style="list-style-type: none"> ● Engagement Information - Stages of Studenting and anecdotal ● Hallway behavior (Who is not in class?) 	<ul style="list-style-type: none"> ● Personal life stories and experiences

The staff will complete the Equity Inventory in the spring of 2024 to provide data for the 2024-2025 SAP. The Racial and Educational Justice committee discussed the [Northshore School District Equity Handbook](#) and selected the following domains for staff engagement and professional development:

- 2I - Educators have high expectations for all students regardless of their background or differences.
 - At Kenmore Middle School, educators continually emphasize the importance of student resilience and promote strategies that foster grit. Educators (in collaboration with students) will use self-reflection and student-centered learning approaches to set ambitious objectives for both individual students and the collective school community.

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- 2J - Educators continuously self-reflect while they learn more about equity related issues.

“...to support having equitable “barrier-free” access to rigorous content, high leverage teaching practices and dynamic resources to support high academic, social, emotional and behavioral growth.” (Policy, p.2)

This step is relevant to do the following:

- to provide a caring environment that: honors, includes, and recognizes diverse backgrounds and identities between staff and students
 - to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals). Ultimately, showing how every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it
 - to identify strengths in each student to share their own backgrounds, experiences, and identities
- 3G - Educators are knowledgeable about creative, innovative, and equitable instructional approaches.
 - By using creative, innovative and equitable instructional approaches, educators will be fostering inclusive learning communities that are based on a sense of belonging while honoring students' identities and cultures.
 - Educational research has consistently shown that when students feel a sense of belonging in their learning environment, there are greater educational outcomes. In short, students learn best when they feel like they belong in their classrooms.
 - 4D - Families and community members from diverse backgrounds are listened to and their opinions are valued.
 - It has been shown that when parents are involved in the school community (meetings and school events) and in their student's education, the student achieves more academically and reaches their full potential.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students that are Hispanic or Latinx and multilingual that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<ul style="list-style-type: none"> • Students demonstrated gaps in meeting grade level standards. 	<ul style="list-style-type: none"> • Reading levels are low. • Perception that multilingual students are someone else's responsibility. • Staff don't know how to support Multilingual students.
<ul style="list-style-type: none"> • Male Hispanic students received a disproportionate amount of discipline. 	<ul style="list-style-type: none"> • Our school system is not designed well to meet the needs of all students.

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<ul style="list-style-type: none"> Students reported a decrease in positive social interactions. 	<p>Source: Panorama data-</p> <p>https://drive.google.com/file/d/1W_LfmELt-9CWJ6VqOlvhULLnQd_8KBN8/view?usp=drive_link</p> <ul style="list-style-type: none"> Labeling. Language barriers. Lack of self confidence.
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Based on our data review, 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 Latinx or 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 lack academic and social skills.
- Insufficient Multi-tiered System of Support (MTSS) interventions for our struggling students (especially our Latinx and multilingual populations).

OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.</p> <p>Increased percentage of students who have continuous access to an advocate, mentor, or counselor.</p> <p>By the end of the 2023-2024 school year, we will see an increase in student engagement for our students of focus by 2 points (5 point scale) from fall to spring, as measured by surveys and observational data.</p>

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<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</p> <p>By the end of the 2023-2024 school year, the students of focus will achieve more than a year's growth in math and ELA as measured by the iReady diagnostics.</p>
<p>Goal 5 Ready for Lifelong Success after Graduation</p> <p>Equity Means: <i>Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.</i></p>	<p>Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high schools (e.g., goal-orientation, self responsibility, time management, teamwork, finances, insurance and housing)</p> <p>By the end of the 2023-2024 school year, 100% of the students of focus will utilize an effective organizational system, as measured by monthly checks.</p>

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 2: Student Engagement Goal

Theory of Action

Based on our data and root cause analyses, we believe that increasing student choice and utilizing more relevant learning activities will increase student engagement. Engagement is defined by four key components: attention and focus on the task, commitment to the task independent of extrinsic awards, persistence, and finding meaning and value in the task. We also believe that establishing and maintaining strong relationships will increase engagement.

SMART Goal

By the end of the 2023-2024 school year, we will see an increase in student engagement for our students of focus by 2 points (5 point scale) from fall to spring, as measured by surveys and observational data.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Share student data at grade level meetings. Intentionally and transparently build community with students during Colt Time.



- Create entry points in academic lessons with soft skills that allow students to shine in their non-academic strengths and then leverage that into a willingness to try academic tasks.
- Treat each student as a person first, then as a student; check in with them in person on a periodic basis and ask how they are, give them a chance to talk about it while you listen.
- Counselors: Use the data from Panorama (School Climate) to provide additional information regarding students of focus.
- Administrators and Counselors: Monitor discipline data regularly for patterns.
- Use Tier 1, schoolwide conflict resolution practices and focus on learning to manage emotions (emotion regulation strategies) during Colt Time.
- Provide support and incentives for teachers to learn conversational Spanish.
- Create and use social stories and other resources to model positive and desired behavior.
- Communicate and build relationships with families to learn cultural background information.
- Lean into standards-Based grading and encourage re-doing work.
- Partner students of focus with other students who are strong in the subject and both languages on a regular basis.
- Continue math co-teaching and collaboration with the special education department.
- Increase Math activities focused on connecting Math to the real-world (ex: interview an adult about their everyday use of math).
- Ensure sure students have 1-2 adults they can connect with and these adults can make intentional (daily/weekly) connections.

GOAL 3: Closing the Gap Goal (Academic Goal)

Theory of Action

Based on our data and root cause analyses, we believe that MTSS & PBIS interventions along with Sheltered Instruction Observation Protocol (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

By the end of the 2023-2024 school year, the students of focus will achieve more than a year's growth in math and ELA as measured by the iReady diagnostics.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Focus on content vocabulary so that students have the words to explain their processes.
- Utilize UDL as much as possible to provide student voice and choice. All classes teach academic vocabulary for each unit.
- Highlight the link between practical application of what we're teaching and the actual curriculum we're teaching. For example, lessons about budgeting, saving, social emotional regulation, value of community, long term health and fitness.
- Capitalize upon students' inherent strengths based on their unique and diverse backgrounds, history, heritage, ethnicity and culture to embolden them to see their own unique areas of expertise and facilitate leadership opportunities.

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- Utilize our technology (internal or external to textbook resources) to assist with content knowledge and comprehension.
- Provide visuals in instructions and assignments as appropriate.
- Utilize “I do, we do, you do,” in Tier 1
- Incentivise iReady lessons/practice (i.e March Mathness).
- Implement Scholarly Skills Wednesday - strategic use of iReady practice and the whole class differentiated Skills Mastery Lessons.
- Use Sentence Stems for writing and productive conversations.
- Continue and build upon the diverse representation in library collection and available activities.
- Work to purchase accessible books (Multilingual, graphic novels, picture books) and books in other languages (Portuguese, Spanish, Russian).
- Focus on vocabulary and provide a printed copy of vocabulary to students of focus and post in the classroom.
- Explore the use of multimedia and or “gamify” to assist the learning.
- Continue Kitchen Table as an opportunity for tutoring/mentoring.

GOAL 5: AVID Whole School Goal (Goal for the Future)

Theory of Action

Based on the data and root cause analysis, we believe that if we intentionally teach students organizational skills and mindsets, then students will be better prepared and more engaged in opportunities to acquire skills after leaving k-12 education because we know our students need some form of post-high school learning to become productive members of society.

Smart Goal

By the end of the 2023-2024 school year, 100% of the students of focus will utilize an effective organizational system, as measured by monthly checks.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Teach and implement AVID organizational strategies.
- Support note taking support in Spanish and English to help with fluency.
- Promote attendance at Kitchen Table.

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed 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 our strategies appear to be working, we will continue to execute our plan 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.

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Measures	Metrics	Dates of Data Review
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health	<ul style="list-style-type: none"> • Increase in positive responses to survey questions about academic engagement and sense of belonging. 	September 2023 January 2024 May 2024
Increased percentage of students who have continuous access to an advocate, mentor, or counselor.	<ul style="list-style-type: none"> • Informal weekly check-ins by invisible mentor, qualitative data shared with entire staff. • Increase in positive responses to survey questions about having a trusted adult on campus. 	September 2023 January 2024 May 2024
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at or above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> • iReady scores Fall-Spring 	Fall 2023 Spring 2024
GOAL 5: Ready for Lifelong Success after Graduation		
Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high school (e.g., goal-orientation, self responsibility, time management, teamwork, finances, insurance and housing).	<ul style="list-style-type: none"> • Increase in percentage of students using an organizational system as observed and documented by staff in Colt Time. 	September 2023 January 2024 May 2024

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PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Kenmore Middle school, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Racial and Educational Justice Practices
- MTSS System Structure work
- AVID Instructional strategies
- SIOP Learning
- Inclusionary practices
- Restorative Justice practices
- iReady implementation, practice, and utilization

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- City of Kenmore
- AVID
- Spanish Speaking Parent Connection (Family Engagement Specialist)
- 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!