



2023-24 Strategic Action Plan

Our vision at Maywood Hills is to create active, successful, and compassionate global citizens. We will develop an inclusive community of belonging by:

- Building safe and respectful relationships between our community, students and staff
- Empowering students with the tools needed to become lifelong learners

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

The community engagement at Maywood Hills began with a spring Parent-Teacher Association (PTA) meeting. During this meeting, parents were encouraged to provide their valuable input on the strengths, weaknesses, hopes, and challenges of the community. This engagement allowed us to gather insights directly from parents, ensuring their perspectives were considered in the inquiry process. 30 parents participated in this activity.

To involve the students, representatives from the Racial and Educational Justice Team (REJ) organization conducted interviews using a listening approach. This approach focused on actively listening to students' thoughts and opinions about their school. By giving students a platform to share their experiences and ideas, we aimed to empower them and make their voices an integral part of the inquiry process.

The inquiry process aimed to transform the learning experience for students and their families by fostering active participation, community collaboration, and a sense of ownership. It encouraged students to take an active role in shaping their educational environment by expressing their thoughts and ideas. Additionally, involving parents in the dialogue created a stronger connection between home and school, promoting a collaborative and supportive learning community.

Community Engagement Activities:

1. Spring PTA meeting: Parents were invited to provide input on community strengths, weaknesses, hopes, and challenges.
2. Student interviews: Representatives from REJ conducted interviews with students, using a listening approach to gather their thoughts on the school environment.

These community engagement activities were conducted to gather diverse perspectives and ensure that the inquiry process took into account the insights of both parents and students, creating a holistic and inclusive learning experience.



Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> • iReady: This data informs our progress related to academic goals • Amira, Sondag: these both inform progress with our below grade level students in the area of reading • Classroom based assessment results: This informs our classroom instruction and next steps 	<ul style="list-style-type: none"> • Panorama : This data informs our progress related to goal 2 • Parent survey around strengths, weakness, hopes and wants 	<ul style="list-style-type: none"> • Kindergarten Open House: This data informs our class make up and addition resources that may be needed • Curriculum Night: This offers parent voice to school goals • Student Surveys to add their voice to the conversation

Equity Inventory

The use of the [Equity Inventory and Equity Handbook](#) played a crucial role in our community's efforts to prioritize and address equity in education. These resources provided a framework for assessing and improving equity in various domains within our school, district, and community.

To identify the domains and components for focus, we conducted an analysis using the Equity Inventory. This involved examining various areas related to equity, such as student experiences, family engagement, instructional approaches, and educator knowledge. Through this process, we identified the domains and components that required attention and improvement based on the specific needs and goals of our community.

In the last two years, our community has concentrated on Domain 3, which encompasses two components:

- 3D: Students and families have opportunities to be experts in the classroom, school, and district: This component emphasizes the importance of empowering students and families, allowing them to share their expertise and contribute to decision-making processes. By valuing and incorporating their perspectives, we create a more inclusive and participatory learning environment.
- 3G: Educators have knowledge about creative, innovative, and equitable instructional approaches: This component highlights the significance of equipping educators with the necessary knowledge and skills to implement equitable and innovative teaching practices. By enhancing their instructional approaches, we promote engaging and inclusive learning experiences for all students.

After focusing on Domain 3, we will shift our attention to Domain 4 for the upcoming 2023-24 school year. Specifically, we will prioritize two components within Domain 4:

- 4C: Schools and departments provide families with equitable opportunities to be involved in their children's education: This component aims to ensure that families from



diverse backgrounds have equal access and opportunities to engage in their children's education. By fostering inclusive family involvement, we strengthen the partnership between home and school, enhancing student success.

- 4H: Educators continuously self-reflect while they learn more about equity-related issues: This component emphasizes the importance of ongoing professional development and self-reflection for educators. By engaging in continuous learning and reflection on equity-related issues, educators can better understand and address the needs of all students, promoting an inclusive and equitable learning environment.

We believe that focusing on these domains and components will make a significant difference for our students. By prioritizing equitable family and community engagement (Domain 4) and nurturing educators' understanding of equity-related issues, we aim to create an environment where all families feel welcome, involved, and supported. Additionally, by encouraging continuous self-reflection among educators, we promote their growth and capacity to provide equitable educational experiences for every student.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for multilingual students who are one or more grade levels below in reading that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students who are multilingual do not demonstrate similar growth on assessments as their peers in reading as determined by our review of i Ready and SBA data	Language acquisition and reading skills may be impacting students' ability to access core instruction and demonstrate what they know. Progress monitoring is not done schoolwide in alignment Students need access to similar curriculum over multiple years Academic instruction does not always match specific student need



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 1 Success in the Early Years</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p>
	<p>Multilingual students who are one or more grade levels below in reading at K-3 will increase their progress toward their growth/stretch goal by bringing them closer or to grade level as measured by I ready and other classroom based assessments.</p>
<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 who are invested in, and advocate for, their educational goals and the supports to reach them.</p>
	<p>Multilingual students who are one or more grade levels below in reading will increase their sense of belonging, confidence in self, and provide student voice through our Maywood School Community as measured by Panorama and other classroom based surveys.</p>
<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>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>
	<p>Multilingual students who are one or more grade levels below in reading at 3-5 will increase their progress toward their growth/stretch goal by bringing them closer or to grade level as measured by I ready.</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 1: Success in the Early Years



Theory of Action

Based on the data and root cause analysis, we believe that if we:

- Provide targeted ELA instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension then K-3 students will grow in their understanding of literacy as measured by I ready and other classroom based assessments.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows:

- By May of 2024, multilingual students in K-3 who are one or more grade levels below in reading will make their growth/stretch goals as measured by iReady and other assessment tools.

Instructional Practices & Equity Strategies

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

- 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

GOAL 2: Responsible, Resilient, Empathetic Learners

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

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

Objective

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

- By May of 2024, multilingual students who are one or more grade levels below 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), student surveys, and other street data.



Instructional Practices & Equity Strategies

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

- Engage in Tier 1 strategies for PBIS including: Positive Greetings at door, Visual Schedules, Tiger Tickets, Positive connections at a 5 to1 ratio, and consistently teach Maywood Expectations
- Build positive relationships with all students and families through activities including: Open House/Meeting the Teacher event in August, Conferences, and Curriculum Night
- Positively orient students through the following strategies: explicitly teach the first 20 days in all classrooms, and invite students into the classroom at back to school event.
- Embed culturally responsive instructional practice in professional development opportunities and in the classroom
- Modeling, teaching and reinforcing school-wide expectations through classroom instruction and morning video announcements
- Direct instruction of social-emotional skills in all classrooms weekly using 2nd Steps
- Counseling lessons in all classrooms (Full time counselor)
- 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
- 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

GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Theory of Action

Based on the data and root cause analysis, we believe that if we:

- provide targeted ELA instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension

then 4-5 grade students will grow in their understanding of literacy as measured by I Ready and other classroom assessments.

Objective

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

- By May of 2024, multilingual students in grades 4-5, who are one or more grade levels below in reading will make their growth/stretch goals as measured by iReady and other assessment tools.

Instructional Practices & Equity Strategies

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

- 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

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 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.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language ARTs and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 • Into Reading Data 	Sept-Oct. 2023 Fall, Winter and Spring May 2024 6-8 weeks in PLCs
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> • Clubs • ASB • Panorama Data Students see themselves represented in the curriculum and instructional materials	Quarterly Fall and Spring
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 • Into Reading Data 	Fall, Winter, and Spring Spring 2024 Every 6-8 weeks in PLCs



PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Maywood Hills Elementary, 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:

ALL STAFF will work on applying the tools necessary to meet the needs of students furthest from educational justice. specifically multilingual students through:

- Monthly before school staff meetings focused on REJ, Culture of Belonging, and UDL
- Team PLC meetings to focus on data cycles within the MTSS process.

REJ/PBIS: 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 every student?”*

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

We will do this by:

- Regular meetings 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
- Building and maintaining effective relationships
- Trauma based intervention support and instruction
- 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 :

- Supporting 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
- Continued alignment of procedures and processes to ensure implementation of MTSS with fidelity



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 and books to support:

- Universal design for learning (UDL)
 - Unlearning
- Further understanding of racial and educational justice
 - Anti-Racism and Universal Design for Learning
- Creating cultures of belonging
 - School Discipline Fix
 - The Morning Meeting Book
- MTSS
 - Leading Equity Based MTSS

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:

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
- Family Literacy Evenings (6-8 week cycles, 2-3 three times in year)

Maywood Hills PTA

- Weekend backpack program
- Snack Closet
- partnership to support enrichment activities and support in classroom
- Grade Level grants
- Staff Grants

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!

Humanities Washington

- Partnership to host a grant with Prime Time Reading. This grant will support evening literacy events for our families.

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