



2023-24 Strategic Action Plan

In partnership with our welcoming community, Westhill empowers all students to reach their full potential. We have a safe, engaging and inclusive environment of lifelong learners. We embrace our diversity and foster trust and acceptance.

I am respectful
I am responsible
I am safe
I belong
I am WESTHILL

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

As a host school for specific programming, we serve a population beyond our school's enrollment boundaries and therefore have to find unique ways to bring those who physically live outside of our immediate neighborhood into our Westhill community. This year we were thrilled to be able to invite families back on campus again (post-pandemic) and it was evident that they appreciated it as we had a packed house at each of our events!

We utilized this time to have conversations with parents, grandparents, caregivers, and students about what they like about and/or would like to see in our community. Additionally we surveyed families and students seeking input for our school mission as our demographics and vision have evolved over the last 10 years. At the building level, we analyzed quantitative student growth data from the iReady and other curriculum-based assessments. We looked at the Washington School Improvement Framework (WSIF) which captures 9 indicators (including SBA, attendance, discipline data, etc.) to find patterns, trends, and any alignment with our in-house scores. It was evident through the lens of the WSIF we have a great need for growing our students who receive especially designed instruction. One large factor we believe is a root cause of our low-performance scores on the WSIF is the high number of students with disabilities who "opt out" of taking the SBA due to the anxiety it causes. For this reason we will be working more with the state to determine what other ways in which we can demonstrate growth for our students with disabilities who become anxious in testing environments yet are cognitively too high for the profile assessment option.



Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> • iReady • HMH ORRs • RazKids, • Amira, Sondag, Epic • curriculum based pre- and post-assessments 	<ul style="list-style-type: none"> • Westhill way • parent survey around hopes and wants • student surveys (vision, REJ) 	<ul style="list-style-type: none"> • ROUND Up • students reading books online for whole school • engagement in activities (PTA virtual and in person) • library engagement • curriculum nights

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 2023-24 school year, We will continue to keep key aspects of what we have learned from Domains 1, 2, and 3 in mind while further incorporating strategies related to Domain 4. To inform this work, our staff completed a fall and spring review of Domain 3 of the [Northshore School District Equity Inventory](#).

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

Based on our most recent staff survey, teachers report the strongest need for PD and practice in areas 3F and 3G.

- **3F:** Knowledgeable about the histories of diverse groups
- **3G:** Knowledgeable about creative, innovative, and equitable instructional approaches.

Based on our most recent staff survey, teachers report 12% growth in D33: Knowledgeable about the histories of diverse groups. We now want to lean our efforts toward increasing student and community voice and therefore our strongest need for PD and practice is in 3D: Students and families have the opportunity to be experts in the classroom, school, and district. This aligns well with the district transition into Domain 4: dFamily and Community Engagement and reflection.

2023-2024 DOMAIN FOUR: FAMILY AND COMMUNITY ENGAGEMENT AND SELF REFLECTION

4B: Schools and departments have developed an effective ongoing communication system with families and the community.

- weekly newsletters (on parentsquare for multi-language users)
- student surveys
- family surveys
- interpreters, increased use of phone interpreter line
- PTA meetings live and broadcast online to support participation and engagement



4C: Schools and departments provide families with equitable opportunities to be involved in their children's education.

- open up more volunteer opportunities
- partner with prior PACE families to learn from them
- review accessibility for ALL school-home communication and extra-curricular events

4D: Families and community members from diverse backgrounds are listened to and their opinions are valued.

- student surveys
- family surveys
- weekly newsletters honor neurodiversity and diverse cultures
- host an international festival (We Are Westhill)?
- inclusive programming with HiCap, SpEd, and Multi-language learners
- continue cut & chat as a way to build community- have multi-language staff facilitate
- offer diversity awareness conversations during PTA meetings

While 4H is not listed as a data point here, our staff will continuously self-reflect while they learn more about equity related issues .

Additionally, our 4th & 5th grade students shared their reflections on our current REJ work and what they want to learn/lead more about in the fall of 2023 in [this survey](#). Results demonstrated that approximately 85% of our students in grades % are aware of the REJ work being done in NSD and 80% would like to be involved in leading for change in this domain. Racial and Educational Justice issues of highest interest included:

- environmental justice
- gender equity, PRIDE month
- racism
- ableism
- economic disparity

From this data we dug further into "how" our students would like to lead this work and they shared their top 3 means of facilitation being through posters, announcements, and community-building activities. This information will launch our work for 2023-24.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who receive specially designed instruction (SDI) in reading that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students who receive SDI in reading are not demonstrating similar growth on standardized tests as their peers who do not receive SDI in	Standardized test measure/mode (not interactive with a human)



reading.	Progress monitoring is not done schoolwide in alignment
Students who receive SDI in reading do not receive the same quality and/or quantity of instruction and practice in reading in their gen ed classes because teachers do not all teach or offer literacy learning opportunities in the same way.	<p>Access to explicit reading instruction that includes all components of reading</p> <ul style="list-style-type: none"> - Absence of components in the curriculum (i.e. phonics, phonemic awareness) - Lack of purposeful (based on individualized need) differentiated small group instruction - Model (science of reading) - Additional targeted instruction (double dipped) - 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>Increased percentage of students who receive specially designed instruction (SDI) for reading achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling</p>
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions</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><i>and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who receive specially designed instruction (SDI) for reading report engaging in clubs, sports, , or activities</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>Equity Means: 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>Minimum annual academic growth rate of one more than one year for students who are below grade level and receive specially designed instruction (SDI) for reading</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p><i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>Increased equitable access and enrollment for students who receive specially designed instruction (SDI) for reading in activities such as Student Council, RoundUp!, Girls on the Run, Gardening Club, LegoClub, etc.</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 time via master schedule, PD and resources to support staff in using high leverage teaching strategies such as UDL and targeted small groups in the general education setting, then we will have an Increased percentage of students who receive specially designed instruction (SDI) for reading achieving and maintaining grade level in the components of Literacy Development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) because we believe when all teachers understand the key literacy concepts built from year to year and when they teach these concepts using culturally relevant and sustaining practices, then students' literacy learning is more relevant and consistent.

Objective

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



By May 2024, students in grades Kindergarten through 2nd who receive specially designed instruction (SDI) in reading will improve their literacy development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) by at least 1 grade level as measured by iReady reading scores, ORRs, spelling tests, and weekly writing samples.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- UDL
- Small Groups
- Flexible staffing
- Collaborative learning experiences (heterogeneous groups)

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we offer more opportunities for students to see themselves in their learning, use their voices and we demonstrate that their voice is being heard, then we will see an increased percentage of students who receive specially designed instruction (SDI) for reading engaged in opportunities such as:

- before/during/after school clubs or activities
- Student leadership roles (ie: Jr Buddies, student council, ambassadors, various "teams", etc.)
- Student Justice Collaborative

because we know that when students are a part of designing their learning the learning is more relevant and lasting.

Objective

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

Research shows that higher student involvement in extracurricular activities leads to a higher sense of belonging within all areas of school and therefore increased academic success. So, by May 2024, students in grades Kindergarten through 5th (who receive specially designed instruction (SDI) in reading) will engage in more academic clubs or student activities before/after/during the school day *as measured by attendance records, student surveys, etc.* resulting in reading growth of at least 1 grade level.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- UDL
- Small Groups
- Collaborative learning experiences (heterogeneous groups)

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 time via master schedule, PD and resources to support staff in using high leverage teaching strategies such as UDL and targeted small groups in the general education setting, then we will have an Increased



percentage of students who receive specially designed instruction (SDI) for reading achieving and maintaining grade level in the components of Literacy Development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) because we believe this because when all teachers understand the key literacy concepts built from year to year and when they teach these concepts using culturally relevant and sustaining practices, then students' literacy learning is more relevant and consistent.

Objective

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

By May 2024, students in grades 3rd-5th who receive specially designed instruction (SDI) in reading will improve their literacy development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) by at least one grade level as measured by iReady reading scores, ORRs, spelling tests, and weekly writing samples.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- UDL
- Small Groups
- Collaborative learning experiences (heterogeneous groups)

GOAL 4: Innovative, Creative, Critical Thinkers!

Theory of Action

Based on the data and root cause analysis, we believe that if we intentionally design and invite students to engage in unconventional literacy learning (ie. reader's theater, tech clubs, physical/movement activities that involve literacy components, then we will have an Increased percentage of students who receive specially designed instruction (SDI) for reading improve their literacy development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) as measured by iReady reading scores, ORRs, spelling tests, and weekly writing samples. We believe this because when all teachers understand and incorporate UDL strategies for engagement, representation and action & expression, students who tend to resist traditional methods for learning literacy may find greater engagement and therefore learning through arts, music, physical movement.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows:

By May 2024, students in grades K-5 who receive specially designed instruction (SDI) in reading will improve their literacy development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) by at least one grade level as measured by iReady reading scores, ORRs, spelling tests, and weekly writing samples.



Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- UDL - reading activities, clubs, etc.
- Small Groups
- Flexible staffing
- Collaborative learning experiences (heterogeneous groups)

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 achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • iReady & decodable reading assessments • HMH ORRs • AMIRA? • Student surveys/interviews • Street data • Observations • weekend News • spelling tests 	<i>We will review in our monthly PLCs</i> <ul style="list-style-type: none"> • October 2023 • November 2023 • December 2023 • January 2024 • February 2024 • March 2024 • April 2024 • May 2024
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 • Student Board • Student Justice Collaborative 	<i>We will review quarterly in our monthly PLCs</i> <ul style="list-style-type: none"> • October 2023 • January 2024 • March 2024 • May 2024



	Students see themselves represented in the curriculum and instructional materials	
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 	<i>We will review in our monthly PLCs</i> <ul style="list-style-type: none"> October 2023 November 2023 December 2023 January 2024 February 2024 March 2024 April 2024 May 2024
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	<ul style="list-style-type: none"> Participation in enrichment clubs such as choir, cross country, Math/Science Olympiad, track, before-school clubs, Girls on the Run, etc. 	<i>We will review quarterly in our monthly PLCs</i> <ul style="list-style-type: none"> October 2023 January 2024 March 2024 May 2024

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Westhill, 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 students who receive specially designed instruction in reading through:

- Monthly before school staff meetings focused on MTSS through UDL, REJ/CRT, small group instruction
- Monthly PLC meetings with the administrator to discuss study growth and next steps.
- Weekly counselor/mental health therapist/Principal meeting to discuss students furthest from REJ.
- District provided PD for neurodiverse and accelerated learners.



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 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

We will do this by:

- Monthly SDLT meetings focused on building capacity and knowledge of the elements of our system that impact students furthest from educational justice
- PBIS/GT meetings focused on building capacity and knowledge of the elements of our system that impact students furthest from educational justice (the weeks that are not designated for specific students, approx. 1/month).
- 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-informed intervention support and instruction
- Strengthening our racial literacy practices by building relationships with and among our students that honors their neurodiversity, race, cultural, and identity
- Incorporating student voice throughout Westhill (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:

- Weekly 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 -data review to discuss students of focus (furthest from REJ as ID in goals)
- Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of reading and in other areas (quarterly iReady and classroom/curriculum-based assessments)
- Emphasize on identified students further away from educational justice and interventions (those who receive SDI in reading)
- 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:



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- Universal design for learning (UDL)
 - [Universal Design Daily](#)
 - [Inclusive Practices Bite Size PD Series \(Adra Davy\)](#)
 - [UnLearning](#)
 - [Antiracism and UDL p.145: Car Break Down Story.pdf](#)
 - [Zooming In & Out on Inclusionary Practices with Shelley Moore and Katie Novak](#)
 - [UDL Resources](#)
 - [UDL for Students with Autism](#)
 - Further understanding of racial and educational justice
 - [Antiracism and UDL p.145: Car Break Down Story.pdf](#)
 - [Monthly REJ training Modules \(Ayva Thomas\)](#)
 - [Equity Centered Trauma Informed Education](#)
 - Creating cultures of belonging
 - [What makes you two different from each other?](#)
 - ["13 Tips for Building Student Voice and Agency"](#)
 - [The Inclusive Education Checklist](#)
 - [GapKids | Everyone Belongs | BTS 22](#)
 - [Letting Young People Lead With Their Identity](#)
 - [Identity: Building self-identity](#)
 - MTSS
 - [Leading Equity Based MTSS](#)
 - [UW Haring Center Practices and Principals to Build and Sustain Inclusive Schools](#)
 - [New eVal framework trainings \(Tracy Meloy\)](#)
 - [Bridging Documents to Support HiCap Learners: IntoReading \(Andrea Schneider\)](#)

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 & Westhill PTSA

- Meet the Teacher event (fall)
- Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership (fall)
- Back to School Social & BBQ; free event to meet and play together (fall)
- Volunteer opportunities in and around the school (all year)
- Weekly parent communication from school and monthly from each classroom
- Family Literacy Evenings (2-3 three times in year)
- **NEW** this year: staff to create family outreach program for multi-lingual families to increase sense of belonging and school-home connections
- **NEW** this year: PTSA meetings will be both live and virtual



CHAMPIONS 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!

Hunger Intervention Program

- **NEW** this year: Partnership with Kind County's Hunger Prevention Program. The Healthy HIP Packs Program is a weekend food backpack program providing an important food resource for children when school meals are not available.

Discover Dairy

- **NEW** this year: In partnership with Discover Dairy- Westhill's kitchen will Adopt-a-Cow! The foundation will send us basic facts such as her birthday, where she lives, photos, and how the farmer takes care of her.
- Through email, our students will use their reading, writing, and thinking skills in a unique way (working toward Common CORE State Standards and Next Generation Science Standards).

RAVE SOUNDERS Soccer (TBD)

- **NEW** this year: Partnership with RAVE Foundation soccer to inspire learning and encourage physical fitness and mental health.
- Through writing back, students will be addressing Common CORE standards and Next Generation Science Standards.

✓ WA State K-12 Learning Standards Aligned

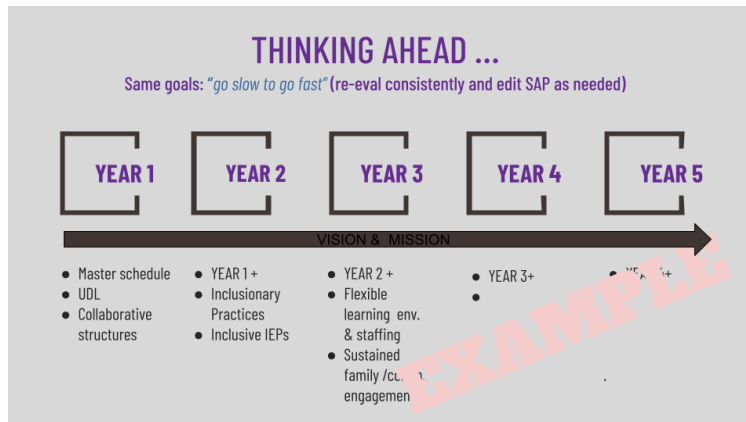
RAVE PLAY FIELD PROGRAMMING

● Fostering Physical and Mental Health ● Inspiring Learning ● Creating Career Pathways

PRE-K				
<p>First Kicks ✓ A physical literacy program for 3-5 year olds that teaches our youngest learners and their parents how to move their bodies while developing cognitive skills—using a soccer ball.</p>	<p>Soccer Stories A special learning tool that uses pictures to spark the imaginations of early learners, sparking imagination and supporting verbal skill development. This program is often paired with a gift of soccer-themed books to schools or libraries.</p>			
K-4 GRADE				
<p>Goals for Art ✓ Art program inspired by soccer. Fosters social-emotional wellness and belonging. Affirms children as stakeholders in their communities.</p>	<p>Camps & Clinics High quality soccer skills training that fosters team building, inclusivity, fitness and fun.</p>	<p>One Ball A program that aims to give 100,000 high quality soccer balls to kids who need them, targeting communities where RAVE invests fields and programs.</p>	<p>PE Curriculum ✓ Lessons meeting WA State learning standards for PE, using soccer and other sports to teach agility, basic skills like throwing and kicking, and nutrition.</p>	
5-8 GRADE				
<p>Science of Soccer ✓ A WA State Learning Standards aligned program that teaches STEM concepts using soccer as the subject.</p>	<p>Camps & Clinics High quality soccer skills training that fosters team building, inclusivity, fitness and fun.</p>	<p>Mental Wellness Support Programs A customizable program using soccer to normalize mental health practices, supported by expert mental health curriculum and resources.</p>	<p>Sports Media Institute A summer internship style program that teaches sportswriting and media skills alongside SFC communications staff and local media experts.</p>	
HIGH SCHOOL				
<p>Pro Sports Career Events A program that gives 9th and 10th graders the opportunity to envision their futures while learning about the multitude of sports-related careers.</p>	<p>Sounders FC Internships Paid internships through partner organizations provided to local high school students seeking first-hand job experience in sports.</p>	<p>Mental Wellness Support Programs A customizable program using soccer to normalize mental health practices, supported by expert mental health curriculum and resources.</p>	<p>Sounders FC Job Shadow Opportunities Offered in multiple departments throughout Sounders FC and RAVE, job shadow experiences give students the chance to observe and learn specific roles in a hands-on, inclusive setting, including matchday!</p>	



We will continue to work on this SAP for supporting our students furthest from racial and educational justice (students who receive specially designed instruction) over the next 3-5 years. Reviewing our progress throughout the year will lead to implementing new principles and practices for building and sustaining inclusive schools (as demonstrated in the screenshot below) as well as changing or broadening our target group overtime to include ALL students who qualify for specially designed instruction.



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