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## 2023-24 Strategic Action Plan

At Skyview Middle School, we believe in ***collaboratively educating and supporting students as they develop into lifelong learners by providing a nurturing environment where academic and personal excellence are achieved for all students.***

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.

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### OUR INQUIRY PROCESS

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

- Community Engagement activities
- Examination of Student Data
- Equity Inventory
- Data Review & Analysis

### Community Engagement

Our school engaged the community through principal listening sessions and a survey by asking parents/guardians to complete the [Family and Community Inventory](#), and continue to ask them to *Tell Us More* throughout the school year at Skyview events and activities, and in the monthly family newsletter.

This school year we will focus on being intentional with how we reach out and communicate with students and families, especially those furthest from educational justice to build trust and partnership between school and home. We want to partner with students and families to engage them in co-creating activities and programs at Skyview that enhance learning, attendance, academic achievement, and connectedness to the school community.

We believe that community engagement is essential to the success of every student at Skyview. We recognize our diverse student population expands across multiple languages, cultures and identities. Based on our Student Home Language and First Language Learned data, we know how important it is to embrace our multilingual population and celebrate the cultural knowledge they bring to our school system as vital community members.



**Examination of Student Data**

The data listed below shows that our *Hispanic and Latino/a/x students have an average attendance rate below the school average for two consecutive years, that they are not achieving as much academic success at the same rate as their peers, and feel that even if they work hard, they cannot succeed at SMS. Our Hispanic families have expressed the importance of building trusting, familiar relationships with SMS Staff in order to promote family engagement.*

Quantitative Data	Qualitative Data	Experiential Data
<p><b>Attendance 21-22</b> SMS Attendance Average - 91.99%</p> <p>Hispanic and Latino/a/x Attendance Average - 88.20%</p> <p><b>Attendance 22-23</b> SMS Attendance Average - 91.98% Hispanic Attendance Average - 89.29%</p> <p><b>Discipline 22-23</b> 626 Total Incidences 142 incidences assigned to Hispanic or Latino/a/x students, or 22.6% of discipline disproportionately assigned to 13% of the student body identifying as Hispanic or Latino/a/x</p> <p><b>D &amp; NC Grades 2022-23</b> Overall Hispanic and Latino/a/x Totals: (100 Ds &amp; 37 NCs)</p> <p>Overall SMS Totals: (406 Ds &amp; 133 NCs)</p> <p><b>Algebra 1 Readiness 2022-23</b> 47 out of 148 (32%) Hispanic and Latino/a/x students were not on track to be in Algebra 1 by 8th grade. This is the highest percentage of any</p>	<p><b>Panorama Data Spring 22-23</b> 32% of Hispanic and Latino/a/x students responded that they can succeed in achieving academic outcomes. The NSD percent was 51% and SMS percent was 53%.</p> <p>28% of Hispanic and Latino/a/x students responded that they can do the hardest work assigned in their classes. The NSD percent was 36%.</p> <p><b>Anonymous Quotes in response to the question, "Thinking about everything in your life right now, what feels the hardest for you?"</b></p> <p>"My family always saying im a disappointment."</p> <p>"School, specifically math i did really good on my last test but i still have a D and i can not do some of the things i want to do because of my grade it is slowly improving but i still need some help."</p> <p>"SCHOOL. Last year I was pretty smart, they taught us slowly and always answered our questions clearly. Then this year it's almost as if I took a giant leap when before I was</p>	<p><b>Family engagement activities at the school 22-23</b></p> <p>Pre-Session at Fall Open House for Hispanic and Latino/a/x Families to provide information, context and structure to the event. (15 families out of 148 families)</p> <p>Pre-Session at rising 6<sup>th</sup> grade registration night for our Hispanic and Latino/a/x Families (5 Families)</p> <p>SMS Family Engagement Specialist Data:</p> <ul style="list-style-type: none"> <li>-Families prefer bulleted lists not narratives in communication</li> <li>-Families want to volunteer meaningfully</li> <li>-Families are not interested in doing supervision, but in meaningful projects with students around campus</li> <li>-Families lack trust in the school system at large, so SMS must first build that foundation of trust with them.</li> <li>-Families want to connect with the school staff and build familiarity with everyone at SMS before they engage with</li> </ul>

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Quantitative Data	Qualitative Data	Experiential Data
<p>racial subgroup at SMS.</p> <p><b>iReady Data 22-23:</b>            Overall 6th Grade Reading: 58% at grade level, Overall 7th Grade Reading: 57%, Overall 8th Grade Reading: 51%.            22% of our Hispanic or Latino/a/x students were at grade level throughout SMS.            9% of our multilingual students (MLL) were at grade level throughout SMS.            16% of our SPED students were at grade level throughout SMS.</p> <p><b>iReady Math 22-23:</b>            69% of 6th graders were at grade level.            54% of 7th graders were at grade level.            48% of 8th graders were at grade level.            23% of our MLL students were at grade level throughout SMS.            19% of our MLL students were at grade level throughout SMS.            18% of our SPED students were at grade level throughout SMS.</p>	<p>taking little tiny steps. They expect me to understand work that they spend five minutes teaching and then test me on it five months later. It is just not a good process, and instead of making it easier, they are trying to squeeze in more things for students to learn. It's no wonder students are not social, when can they go out when they are spending the entire day on school work feeling super stressed?"</p> <p>"I do a lot of soccer (1.5-3 hours per day) so I can never find time to do schoolwork , because of this I have a lot of missing assignments ."</p>	<p>us.</p> <p>-Families have a variety of schedules and arrangements that make attending school events challenging, so we plan to look at a variety of times, event types, and student volunteers to provide child care during these events.</p>

**Equity Inventory**

We chose the following equity inventory domains and components based on direct feedback from staff, students, and families. While we had conversations, we also used the Panorama data and the Equity Survey Results to identify the following areas of focus for this year.

[Northshore School District Equity Handbook](#)

Initially, we chose indicators in Domain 3 and 4 because we wanted to learn more about racial intersectionality and discipline(3a), which stood out in our data, and we wanted to mobilize liaisons in the community (4G) because we work closely with our family liaison. However, when I met with them and really listened to the stories shared, and the more we engaged with other staff, who work intimately with our Hispanic and Latino community, we valued their insights and shifted our focus to be more culturally sensitive to the vital feedback shared. As a result, we feel 4D calls us into action to listen better to demonstrate authentic care and gain the trust that is crucial in partnering with our Hispanic or Latino/a families for their students' success.

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- (4D) Families and community members from diverse backgrounds are listened to and their opinions are valued, which also correlated to:
  - 2A: Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
  - 2B: Students and families from diverse backgrounds are listened to and their opinions are valued.

**Data Review & Analysis**

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

Access or Outcome Gap	Root Cause
<p>The attendance data shows that our Hispanic students have an average attendance rate below the school average for two consecutive years. In addition, the Hispanic attendance average is the lowest of any racial subgroup at SMS.</p>	<ul style="list-style-type: none"> <li>• Many families are unable to access and understand school, state, and federal guidelines or requirements for the U.S. educational systems in their home languages.</li> <li>• Language barriers create communication and knowledge gaps within our communities.</li> <li>• Distrust in the school system creates gaps in school-family partnerships</li> <li>• Lack of technology and technology literacy, apps, emails</li> <li>• Lack of communication in home language by everyone, example too long, narratives are not good</li> <li>• Lack of workshops for parents, English classes, educational opportunities, getting GED to be a model for our kids</li> <li>• We do not know the resources or programs to know how to help our kids to be more successful and engage, not just academically, but also mental health resources to support our kids</li> <li>• When our kids come to us and ask us to help them, I do not know the resources, or programs to help them, such as tutoring, health related stuff, causing me to completely block myself.</li> <li>• I try my best, pushing myself to look into YouTube videos, but I do not have access to the new stuff and it makes it hard for me to help my own kid.</li> <li>• Our own educational background limits us from helping our kids in this US system.</li> </ul>

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Access or Outcome Gap	Root Cause
<p>A review of the schools D/F reports show that Hispanic students make up the highest subgroup of students receiving low-performing grades. This further harms our Hispanic students and often results in disengagement in the school system.</p>	<ul style="list-style-type: none"> <li>● Clarity surrounding school policies related to school work completion and attendance.</li> <li>● Knowing-Doing Gap at the staff level for strategies surrounding supporting all students (especially our MLL students) and partnering with families.</li> <li>● When we talk about academics and grades it is so hard for many of us to help our kids because we do not have the educational background - why do we ask for support and resources before or after school to help our kids.</li> <li>● Many times we sacrifice our load of work to show them we want to support them, our kids know we cannot help them personally, but they know that we are there to support them.</li> <li>● We try to balance our priorities at all costs for our kids to be successful. We want them to be successful and learn.</li> </ul>
<p>Panorama data shows that 32% of our Hispanic students believe that they can achieve academic success. This was our lowest subgroup in this category (self-efficacy). Following closely behind, our African American/ Black students came in at 33% while our Asian students were the highest at 64%. Further review of the data shows that all of our students report feeling a lack of connection to an adult here at school (27% of all students feel connected, 14% of Afr. Am/Black, 21% Hispanic, 28% Asian, 30% White)</p>	<ul style="list-style-type: none"> <li>● Previous trauma (including generational trauma) from the educational system</li> <li>● Educational Cultural Shifts surrounding fixed v. growth mindset</li> <li>● Lack of champions for all students (lack of positive relationships within the school system)</li> <li>● I cannot give my children confidence if I do not have one. If we have a lack of confidence, then it is hard to help our child gain that confidence.</li> <li>● Everything is related - we need training, workshops, group support, professionals - like an elder with knowledge to help guide us in working with our kids.</li> </ul>
<p>i-Ready Data shows that overall roughly half of our students are meeting grade-level by the end of the year; however, our Hispanic population was roughly half of that (22%).</p>	<ul style="list-style-type: none"> <li>● Gaps in knowledge and learning</li> <li>● Lack of intervention in school systems</li> <li>● Lack of resources for families, students, and staff</li> <li>● Same thing with lack of technology or skills. We can ask to help kids to practice at home, but without knowledge of i-ready we cannot</li> </ul>

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Access or Outcome Gap	Root Cause
	<p>really help them. We do go through the extremes at home to get them to work, but sometimes it makes it frustrating without the knowledge.</p> <ul style="list-style-type: none"> <li>• Technology at home creates frustration at home. Homework does not work without the resources and support.</li> <li>• As a mother, at the end, we can push ourselves to do both, some technology support and have a little expectation to do a little at home. One little thing at a time.</li> </ul>

## 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><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p><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><b>Equity Goal:</b> Increased percentage of students who are invested in, and advocate for, their educational goals and the support to reach them.</p> <p><b>Strategic Measure:</b> Increased percentage of students who report engaging in clubs, sports, employment, or activities.</p>
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.</i></p>	<p><b>Equity Measure:</b> Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p><b>Strategic Measure:</b> Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level (i-ready).</p>
<p><b>Goal 5</b></p>	<p><b>Equity Goal:</b> Increased percentage of students who have access to, and successfully complete,</p>

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School Goals	Measure
<p><i>Ready for Lifelong Success after Graduation</i></p> <p><i>Each student will graduate from high school with the habits for post-secondary success, productive citizenship and lifelong learning.</i></p>	<p>multiple advanced high school classes or career and technical education classes.</p> <p><b>Strategic Goal:</b> Increased percentage of students meeting academic standards and on track to graduate on-time from grade 9 on.</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: Responsible, Resilient, Empathetic Learners**

Theory of Action

Based on the data and root cause analysis, we believe that if we strategically partner with students and families, particularly our Hispanic and Latino/a/x community, then students will be better connected to school and own their personal and academic journey because strong cultural ties are prioritized and a culture of trust has been established.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2024, our students who identify as **Hispanic/Latino/a/x will be able to identify their own personal and educational goals and demonstrate involvement in 1-2 SMS related activities**/or events as measured by rosters, inventories and student/family feedback.

Instructional Practices & Equity Strategies

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

- Use **quarterly student surveys** to establish a baseline of **student connectedness** in school and track participation in clubs, sports, interventions and volunteerism on campus throughout the year.
- Co-create opportunities and activities with staff, students, and families to support the needs of our Hispanic/Latino/a/x population and others.
- **Utilize MTSS teaming structures through monthly leadership, departmental, and grade level meetings**
- Foster welcoming environments for diverse families and community members at school-related events and functions
- Include diverse families and community members in the planning process of school related events and functions, class activities, and team or committee meetings
- Ask families and community members what school-related events, functions, and activities they would like to see in the classroom, school, or district
- Ask families and community members how the classroom, school, or district can continue to support them



### **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 co-create a success playbook for middle school and beyond with students and families, then students will own their personal and educational journey and understand the choices they have in success beyond middle school** because research shows that students are more likely to succeed when involved in the development of their own goals.

#### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By June 2024, our students who identify as Hispanic/Latino/a/x who are not yet performing at grade level will make at least one year's growth as measured by their performance on i-ready assessments, academic grade data, and increased enrollment in algebra 1.

#### Instructional Practices & Equity Strategies

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

- Implement a **Grab & Go Eagle Playbook** to help provide the supplemental resources to students furthest from educational justice to help them engage and succeed.
  - Goal Setting
  - UDL/SIOP use to increase access
  - Clarity with communication
  - visual representations
  - school supplies
  - technology support
  - staff connections
  - support with course selection for student and family
  - Mentorship opportunities with like Big Bro-Big Sis to support students in the middle
  - Utilize MTSS teaming structures through monthly leadership, departmental, and grade level meetings
  - Foster welcoming environments for diverse families and community members at school-related events and functions
  - Include diverse families and community members in the planning process of school related events and functions, class activities, and team or committee meetings
  - Ask families and community members what school-related events, functions, and activities they would like to see in the classroom, school, or district
  - Ask families and community members how the classroom, school, or district can continue to support them
  
- **Community Round Tables** to bring students, staff and families to the table to share insights on best practices to co-create activities and programming for our Hispanic students with parental support and guidance for success.

### **GOAL 5: Ready for Lifelong Success after Graduation**

#### Theory of Action

Based on the data and root cause analysis, we believe that if we educate students and families in our school and partner with them to understand what they know and need, then we will be

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able to better support students and their families navigate their child's schooling to meet the personal and educational goals as lifelong learners.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows: By June 2024, there will be an increased percentage of middle school students in Naviance who identify as Hispanic/Latino/a/x who are on track for High school as measured by increase enrollment in CTE courses, prepared for algebra 1 and decrease in D/F grade marks.

Instructional Practices & Equity Strategies

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

- Student-created success plan for the transition from middle to high school.
- Increase awareness about our CTE classes here at SMS and graduation pathways (family nights, etc.) prior to Spring registration.
- Utilize MTSS teaming structures through monthly leadership, departmental, and grade level meetings
- Foster welcoming environments for diverse families and community members at school-related events and functions
- Include diverse families and community members in the planning process of school related events and functions, class activities, and team or committee meetings
- Ask families and community members what school-related events, functions, and activities they would like to see in the classroom, school, or district
- Ask families and community members how the classroom, school, or district can continue to support them

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## 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
<b>GOAL 2:</b> Responsible, Resilient, Empathetic Learners		
<i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> <li>● Clubs</li> <li>● Student Board</li> </ul>	quarterly

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Measures	Metrics	Dates of Data Review
	<ul style="list-style-type: none"> <li>• Student Justice Collaborative (Student-led/created BIPOC Leadership Group)</li> <li>• Student leadership opportunities off campus, school visits etc.</li> </ul> <p>Students see themselves represented in the curriculum and instructional materials</p>	
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		
<i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	<ul style="list-style-type: none"> <li>• Number of students participating in advanced course sequences, specialized programs</li> </ul>	end of semester(s)
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"> <li>• iReady scores Fall-Spring</li> <li>• Other test scores (SBA)</li> </ul>	End of testing cycle
<b>GOAL 5: Ready for Lifelong Success after Graduation</b>		
<i>Each student will graduate from high school with the habits for post-secondary success, productive citizenship and lifelong learning.</i>	<ul style="list-style-type: none"> <li>• Enrollment in CTE Courses</li> <li>• Enrollment in Intervention supports</li> </ul>	Spring after course selections are made by students



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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Skyview 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:

- Culturally Responsive practices
- How to work and partner with Multilingual families
- Oral storytelling and open dialogue with parents and community elders
- Collecting and Using Street data

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## 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. Below are examples of community engagement activities we have done and plan to implement this school year:

- [Tell Us More](#) monthly in the Family Newsletter - bulleted information
- Eagles around the World and trading cards amongst peers and staff
- Weekly Staff Bulletin - resources, ideas and supports
- The Scoop daily or The Perch for daily school announcements - creating a positive school culture.
- SMS Friday Principal message in Skyview News to students, staff and families
- Weekly Skyview News - bulleted information
- End of month - Coffee and Tea with School Admin (Last Friday of the Month)
- Quarterly Community Round Tables & Special Sessions for Multilingual families
- PTSA monthly admin meeting/parent meeting school updates
- Admin Eagle's Nest - 6-8 students of Focus
- Monthly after school club that is student-created for BIPOC student leadership
- Recognizing our various cultures through hallway decorations, the Perch, the family newsletters, and after-school celebrations.

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