2024-25 Strategic Action Plan

At Hollywood Hill, our foundation of relationships grounds our learning to positively impact each student, every day. Our actions are grounded in a strong belief in the capacity of every student to achieve academic and social-emotional success that prepares them to thrive in a world yet to be imagined.

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
At Hollywood Hill, community engagement recently focused on building relationships and enacting the Equity Transformation Cycle by listening to what students, staff, and families valued most about their school experience at Hollywood Hill and their thoughts around priorities for change. This information also serves as data as we seek ongoing improvement to work in partnership with all members of our community to carry out our mission and was collected in the following ways.

Satellite Data - This data represents a large scale overview of information on the school experience that is more focused on numbers versus stories. Examples include: test scores, attendance patterns of students at school or of families at school events of PTA meetings.

Map Data - This data provides more specific information through dialog to better understand the school experience of stakeholders within the community at a broad level. Examples include: Meet and Greet opportunities with families, connecting with students, staff, and families during arrival and dismissal, conversations during school events, and more.

Street Data - This data is focused on understanding the individual experiences and perspectives of various stakeholders within the community to support the root cause of strengths and areas of change as well as to consider what could be done differently in the future. Examples include: Talking with students during lunch or classroom visits, Principal chats, and sitting down with individual staff prior to the mid year principal transition.

Community Engagement Events
- **Meet and Greet with the Principal** January 2024
- **Sit Down Sessions with Staff** January and February 2024
- **PTA Events, Music Concerts, and 5th Grade Celebration** February - June 2024
- **Kindergarten HiCap Informational Night** May 2024
- **5th Grade Listening Session** June 2024

Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
i-Ready We reviewed the 2023-24 iReady Diagnostics in Math and Reading to determine our area of focus with our SMART Goals for Goal 3 as well as to inform our practices in math once our SMART goal was narrowed through a Tiered approach in determining our students of focus. We used this information to guide our work for Goal 1.	**Panorama Survey** We used this data to inform our SMART Goal for Goal 2 as well as to inform our practices related to this goal through a Tiered approach. We understand this data has a direct impact on the progress of Goal 1 and 3 as well.	**Student Listening Sessions** We used this data to adjust to gather information on our strengths and needs and to inform the root causes of both as well as to consider what could be done differently in the future.
2023 Spring SBA Scores and 2024 Spring SBA Scores Comparing these two data points helped us to engage in analysis of ways we could create opportunities and narrow gaps for students. It also informed next steps in instructional practices related to Goal 3.	**Student Work Samples** We used this data to support more of the "why" behind the numbers we were seeing within our quantitative data as we determined our root causes and identified instructional strategies for this school year.	
Summative Assessments We used this data along with i-Ready data and other qualitative measures to progress monitor intervention plans for students brought to ISGT in considering the impact of our current intervention plan for individual students.	**Staff Anecdotal Notes** We gathered input related to our strengths and needs around the implementation of instructional practices that best support student learning, especially in the area of math to determine the specific strategies embedded within our SAP to support our goals.	

2024-27 Racial and Educational Justice Framework

Our intention at Hollywood Hill is to weave Racial and Educational Justice into all we do so that it stays at the center of our MTSS work as we focus on the school-wide implementation of inclusive instructional practices, especially through Universal Design for Learning. With this in mind and after reviewing Northshore's 2024-27 Racial and Educational Justice Framework, we believe that we need to focus on **THROUGHLINE ONE: ANTI-DISCRIMINATION AND MICROAGGRESSIONS.** We believe that enacting the work within the Power, Practices, Policies, and Pedagogy aligned to this throughline will have a direct impact on student learning

and their sense of belonging by increasing respect for individuals and therefore improve outcomes in all three of our goal areas. The specific strategies will focus on:

- **Power** Student-facing Staff make themselves visible to students and continue to build relationships/trust with students (ex: during passing or transition periods, in hallways, in classrooms)
- **Practices** Student-facing Staff share student reporting and conflict resolution protocols with students (ex: at the beginning of the school year, at the beginning of each semester, and with visual posters/charts around the school)

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students serviced through English Language Development (ELD) program that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Based on Panorama data, overall, students expressed a lower sense of bellowing in: - Sense of belonging - Value of school - Emotional regulation In addition, students served within our ELD program also expressed lower response than their peers around questions of: - Feeling respected and belonging at school - Importance of doing well at school - Being calm when other are angry if others are angry Therefore we need to focus on inclusive practices and social emotional learning to increase opportunities for students, especially students of focus, in these areas.	School-wide practices that elevate student voice and include it within the decision making process are just getting started and time is needed to further develop these practices so we can continue to come alongside students and let them know their voices matter. Being pulled for services during core instruction may be causing some students to feel othered. Need to increase cross school connections for all students and look to better connect our students serviced within our ELD program with affinity groups. Consistent school-wide language and practices around social and emotional regulation is still in development. We still need to build further capacity within our understanding of Universal Design for Learning so students can have more voice and choice in the learning process to increase a sense of belonging and feelings aligned to the value of school.
i-Ready data, students in grades kindergarten and first grade are performing lower in math than in reading. While the gaps in the primary grades for our students served within our ELD program in math are not as high, they increase as students move through the grade	We must strengthen our intervention system to reach more students through explicit time that is maximized through personnel and resource mapping in support of acceleration and intervention.

levels with the highest being in 5th grade. Therefore, we need to have a school-wide focus on math, especially in the area of number sense and fact fluency to close these gaps as students progress through the strengthening our Equity-Based MTSS models through the implementation of inclusionary practices, Professional Learning Communities, and evidence based practices specific to the are of mathematics.	Evaluate school-wide alignment of: ● evidence-based practices used to teach math and narrow our focus to allow students to better transfer the use of these strategies across grade level. ● The time being spent teaching specific content at each grade level to ensure students are coming with the skills needed to be successful at the next grade. ● Tier 3 vocabulary terms ● Assessment systems ● manipulatives used Staff, especially classroom teachers and related service staff, must have intentional opportunities to collaborate together in support of Tiered instruction for students. The implementation of a school-wide instructional schedule is needed to ensure all students are a part of core instruction and collaborative learning opportunities as well as to improve flexible grouping through our related service staff across a grade level. We still need to build further capacity within our understanding of Universal Design for Learning to improve access to core content for all students. Reading instruction must remain strong as it is foundational to student success with math by understanding directions and work problems.

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
Goal 1 Success in the Early Years Equity Means: *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.*	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry
Goal 2 Responsible, Resilient, Empathetic Learners Equity Means: *Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.*	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps Equity Means: *Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.*	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

GOAL 1: Success in the Early Years

Theory of Action
Based on the data and root cause analysis, we believe that if we focus on strengthening student number sense and fact fluency in grades K-2, we will increase the number of students at grade level standard by the end of second grade. These efforts will ensure students have a strong foundation in math so they can be successful in math as they move into third grade where these skills are essential in understanding multiplication, division, and fractions.

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

By June of 2025, **students served within our English Language Development program** *in grades K-2 not yet at grade level will increase their math skills related to number sense by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, summative math assessment (pre/post), student work samples, and conferring anecdotal records.*

Instructional Practices & Equity Strategies
The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

Inclusionary Practices
Inclusive Master Schedule Make sure all students have access to core math instruction so they can be exposed to models and modeling that develops conceptual understanding as well as to hear the thinking shared by peers as they engage in this work.
- **Intervention and Acceleration Block/Small Groups** Target number sense foundational skills during this and utilize resource mapping as outlined in Goal 3 to carry out this work.
- **Flexible Service Delivery** Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our system of personnel mapping as we engage in and carry out our work related to resource mapping to align interventions to student needs throughout the year.
- **PLC Work** Create opportunities for shared planning among teams with all or some members of their team each day so they can take a team approach through a tiered lesson when planning instruction.
- **Math Committee** Develop a math committee to improve:
    - curricular alignment in math across grade levels so students can come prepared with strong foundations skills in math from the previous grade level.
    - our assessment system to determine progress explicitly in number sense and fact fluency and to better monitor student growth.
    - essential Tier 3 vocabulary to be taught
- **Intentional Tiered Planning** Utilize Math Genius Squad and the Math Tiered Instructional Matrix to support intentional tiered planning that incorporates Universal Design for Learning, collaborative learning, other evidence based instructional math practices

Evidence-Based Practices In Math
Math Genius Squad In addition to the district training being provided for teachers teaching 4 or 5th grade math content, we will use this resource to engage all staff in PD related to the planning and implementation of math strategies to support a tiered approach to serving students in the area of mathematics.

Resource Mapping
- Support teachers in learning and implementing resources within the Math Genius Squad and Tiered Math Instructional Matrix to best align instruction to students strengths and needs, and stories.
- Support teachers in engaging in collaborative conversations around students strengths, needs, and stories match interventions aligned to remediation or acceleration groups within small group instruction.

Vocabulary Ensure key Tier 3 vocabulary is being taught and reinforced through use by the teacher and through student practice

Interweaving with other Goals
Look for opportunities to embed the other work of Goal 2 and Goal 3 to strengthen our mathematical practices and instruction.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action
Based on the data and root cause analysis, we believe that if we:
- provide intentional tiered instruction and supports around school-wide expectations and social and emotional learning,
- implement positive and restorative practices,
- Engage students of focus and other student leaders within listening sessions to support the Equity Transformation Cycle,

students will experience a stronger sense of belonging as they develop student agency, self-awareness, and positive peer relationships. We believe that when students experience a sense of belonging at school, they are more likely to take on academic challenges and seek out opportunities to personalize their learning and experience academic and social and emotional success.

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

By June of 2025, **students served within our English Language Development program** *demonstrating they feel disconnected from school will have an increased sense of belonging to school, and engagement in personalized learning as measured by Northshore School District's Panorama Survey, student interviews, and ongoing exit tickets.*

Instructional Practices & Equity Strategies
The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

Intentional Instruction and Support Around Social and Emotional Development
Tiered Counseling Support- collaboration and partnership between counselors, teachers and parents provides targeted instruction of social and emotional skills through Second Steps and Kelso's Choice, building self efficacy, empathy and contributes to a sense of belonging.
- **Whole Class** Counselors rotate through classrooms and focus instruction on social/emotional themes such as friendship, empathy and anti-bullying embedded in their core curriculum.
- **Small Group Instruction** Students are referred by teachers or by parents for small group targeted instruction and skill development based on students' strengths, needs and story.

- **Individual Student Support** Counselors provide one on one student support for identified students in order to strengthen social-emotional skills, building trusting relationships and increasing a sense of belonging. The counselor will refer students to see our Mental Health Specialist as needed.

School Wide Programs Social-Emotional learning will be the focus of student centered programming with an emphasis on culturally responsive awareness and appreciation, and aligned with the school's positive behavior expectations of being kind, safe, and responsible.
- **Student Voice** Create and facilitate opportunities to learn about the student experience at Hollywood Hill by meeting with students of focus at least three times a year as well as other student leaders in grades 4 and 5.
- **STAR Tickets** Use these to positively reinforce our school-wide pillars
- **Weekly Announcements and STAR Assembles** Weekly announcements will:
  - highlight the school's PBIS systems of positive reinforcements aligned with positive school-wide pillars of behavior expectations.
  - teach into our diverse culture and honoring each individual for their unique self.
  - build a common language around strategies and practices related to self regulation
- **Exit Tickets** Utilize the feedback loop with students and learn more about the student experience by gathering information through the use of exit tickets that students in grades 3-5 will complete once per trimester.
- **Intentional Pairing of Students**
  - **Buddy Classrooms** Pair students within intermediate and primary classrooms to increase cross school connections and improve a sense of belonging.
  - **Affinity Groups** Pair our students served within ELD with other students that identify in similar ways and create opportunities for them to meet and connect.

Social-Emotional Learning and Support Within School Wide Systems
- **PBIS** Be intentional about utilizing PBIS strategies that form relationships by utilizing strategies that build, maintain, and restore relationships over time. Positively reinforce appropriate behavior aligned to school-wide expectations.
  - **Classroom Meetings** Build in consistent classroom meeting times within the master schedule to support engagement in conversations to support student voice within the classroom, to create opportunities for students to learn about one another's strengths and learning styles, develop problem solving strategies, and to get to know and appreciate students beyond the classroom.
  - **Calming Spaces** Build consistency practices around the use of calming spaces in the classrooms that students can use to support self regulation.
- **Explicit Teaching of Second Step** Second Step lessons are implemented consistently to build a common language across the school to support students with self regulation and solving problems.
- **Intensive Student Guidance Team** Utilize the Tiered Matrix of Support for Social and Emotional Learning and interventions in support of teachers meeting the needs of students referred to the team.
- **Review Panorama Data** SDLT along with counselors, our dean, and administrative team will look to create cogenerative dialogue with students based on results as we explore Equity Transformation Cycle to reimagine shifts in systemic practices that would further support students, especially students furthest from racial and educational justice.

Interweaving with other Goals
Look for opportunities to embed the other work of Goal 1 and Goal 3 to strengthen social-emotional learning and instructional practices.

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

Theory of Action
Based on the data and root cause analysis, we believe that if we strengthen our Equity-Based MTSS models through the implementation of inclusionary practices, Professional Learning Communities, and evidence based practices specific to the are of mathematics, we will be able to close academic gaps and create opportunity for our students, especially those furthest from educational justice. We also believe these efforts will have a positive ripple effect on the academic achievement of all students.

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

By June of 2025, **students served within our English Language Development program** *not yet at grade level will increase their mathematical skills related to number sense by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, summative math assessment (pre/post), student work samples, and conferring anecdotal records.*

Instructional Practices & Equity Strategies
The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

Further our Equity Based MTSS Model By:

Growing Our Inclusionary Practices
Universal Design for Learning We will continue to learn and grow around UDL practices. These practices will be modeled for staff within their own professional development. In addition, we will align UDL with high leverage teaching practice of learning outcomes and feedback practices to create a feedback loop between teachers and student to inform how they engage, the materials in which they engage, and the ways in which they demonstrate their learning

Students of Focus Staff will be asked to identify three students of focus that align to our school-wide SMART goal. Staff will especially get to know the strengths, needs, and stories of these individuals. They will also hold these students at the center of their planning to ensure access to learning for individuals through the lens of Universal Design for Learning with the understanding of the ripple effect of this work on all students.

Inclusive Master Schedule - Make sure all students have access to core math instruction so they can be exposed to models and modeling that develops conceptual understanding as well as to hear the thinking shared by peers as they engage in this work.
- **Intervention and Acceleration Block/Small Groups** Target number sense foundational skills during this and utilize resource mapping as outlined in Goal 3 to carry out this work.
- **Flexible Service Delivery** Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our system of personnel mapping as we engage in and carry out our work related to resource mapping to align interventions to student needs throughout the year.

- **Collaborative Planning** Create opportunities for shared planning among teams with all or some members of their team each day so they can take a team approach through a tiered lesson when planning instruction.

Growing our Professional Learning Communities

Asset-Based Approach Implement systems to assist staff in remaining focused on using students' stories, strengths, and needs within their planning. Engage staff in PLC practices through the cycle of "Plan, Do, Study, and Act"paired with resources in which they engage in intentional planning around one of their three students of focus using quantitative, qualitative, and experiential data.

Alignment to Universal Design for Learning Use PLC to support the planning of next steps around a student of focus by considering Tier 1 UDL strategies that would further support access to whole group instruction or Tier 2 strategies that would guide intervention or acceleration.

Resource Mapping - Further our learning around Math Genius Squad and the Tiered Math Instructional support learning outcomes within Tier 1 and 2 or literacy instruction.

Math Committee Develop a math committee to improve:
- **Curricular Alignment** Conduct curricular alignment in math across grade levels so students can come prepared with strong foundations skills in math from the previous grade level.
- **Developing a Data System** Developing our assessment system to determine progress explicitly in number sense and fact fluency and to better monitor student growth.
- **Vocabulary** - Determine the essential Tier 3 vocabulary to be taught at each grade level

Evidence-Based Practices In Math

Math Genius Squad In addition to the district training being provided for teachers teaching 4 or 5th grade math content, we will use this resource to engage all staff in PD related to the planning and implementation of math strategies to support a tiered approach to serving students in the area of mathematics.

Resource Mapping
- Support teachers in learning and implementing resources within the Math Genius Squad and Tiered Math Instructional Matrix to best align instruction to students strengths and needs, and stories.
- Support teachers in engaging in collaborative conversations around students strengths, needs, and stories match interventions aligned to remediation or acceleration groups within small group instruction.

Vocabulary Ensure key Tier 3 vocabulary is being taught and reinforced through use by the teacher and through student practice

Interweaving with other Goals

Look for opportunities to embed the other work of Goal 1 and Goal 2 to strengthen our mathematical practices and instruction.

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.	**SBA for Grade 3 (2024)**	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2023-24 school year prior to fall testing.
	WaKIDS for Kindergarten	Review in the fall to determine students needing LAP and ELD services.
	K-2 i-Ready Data - Specifically in: ● **Number Sense in Math** ● **Phonological Awareness and Phonics in Reading**	**Trimester Basis**: Use i-Ready to track progress based on diagnostic information. **Monthly**: Use this tool to support progress monitoring through individual lessons. **Bi-Monthly:** Track time engaged in i-Ready reading lessons and student success rate, specifically for focused students.
	Qualitative, Summative (Pre/Post) Anecdotal, and Experiential Data From Small Groups	Use on a monthly basis when teachers meet in PLCs to track progress within our school-wide data tracking sheet for students of focus.
	Monitor Related Service and Before School Programs	Track progress of specific intervention programs every six weeks to determine

		progress of students as well as to adjust our flexible delivery model.
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.	**Gather data connected to students' school experience tied to inclusion and belonging to be used within the Equity Transformation Cycle**	**Quarterly Basis**: Talk with Student Leaders that also include students of focus in grades 4 and 5 on a trimester basis or more as well as representatives and share information with the SDLT.
	Student Panorama Survey	**Trimester Basis** Students in grades 3-5 take this online survey.
	Student Exit Tickets	**Trimester Basis** Following a school-wide assembly or the Monday Morning Announcements, have students complete an exit ticket to share about their sense of belonging at Hollywood Hill in grades 3-5.
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.	**SBA for Grade 3 and 4 (2024)**	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2024-25 school year prior to fall testing.
	K-5 i-Ready Data	**Prior to the Start of School -** determine students needing immediate LAP or ELD services as students transition into the 2024-25 school year prior to fall testing. **Trimester Basis**: Use i-Ready to track progress based on diagnostic information. **Monthly**: Use this tool to support progress monitoring through individual lessons.

		Bi-Monthly: Track time engaged in i-Ready reading lessons and student success rate, specifically for focused students.
	Qualitative, Summative (Pre/Post) Anecdotal, and Experiential Data From Small Groups	Use on a monthly basis when teachers meet in PLCs to track progress within our school-wide data tracking sheet for students of focus.
	Monitor Related Service and Before School Programs	Track progress of specific intervention programs every six weeks to determine progress of students as well as to adjust our flexible delivery model.

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Hollywood Hill, 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:

Equity-Based MTSS
We will continue to hold the lens for equity as we engage in professional learning aligned to strengthening our MTSS practices by engaging in the following professional development to support Equity-Based MTSS:

Universal Design for Learning We will continue to go deeper in learning about UDL guidelines by learning more about what they look like in action to improve our implementation of this inclusive practice. When engaging in work as a professional learning community, we will plan around the strengths, needs, and stories of students of focus to ensure access to learning for individuals through the lens of Universal Design for Learning and hold an understanding of the ripple effect of this work on all students.

Social and Emotional Provide specific professional development aligned to elevating student voice through classroom meetings. Teachers will be provided with strategies and resources to hold classroom meetings as a way to build relationships and community as well as to address issues when they occur. In addition, we will continue to provide staff time to implement the explicit teaching of SEL skills in relation to Second Step curriculum as well as consider reinforcing these skills when providing academic instruction.

PLC Work
- Provide time for staff to engage in collaborative discussions around PLC practices specifically around our focus students furthest away from educational justice.
- Incorporate a whole child data approach into our PLC practices and conversations by focusing on students stories, strengths, and needs.
- Utilize the analysis of data to determine flexible grouping within related services in the area of reading and math.

Multi-Tiered Systems of Support
- **Math Genius Squad** In addition to the district training being provided for teachers teaching 4 or 5th grade math content, we will use this resource to engage all staff in PD related to the planning and implementation of math strategies to support a tiered approach to serving students in the area of mathematics.
- **Resource Mapping**
  - Support teachers in learning and implementing resources within the Math Genius Squad and Tiered Math Instructional Matrix to best align instruction to students strengths and needs, and stories.
  - Support teachers in engaging in collaborative conversations around students strengths, needs, and stories match interventions aligned to remediation or acceleration groups within small group instruction.

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:

Listening and Learning/Principal Chats
- Engage families in Live Listening Sessions/Principal Chats on a trimester basis. These conversations will help us listen and learn about families' past and present experiences in schools, the goals for their students both within the elementary school setting and beyond, as well as the values they hold personally.
- Work with staff to create opportunities in the classroom for parents to share about their family and child in support of gathering experiential data.
- Conduct individual parent interviews to be intentional in learning about the families' experiences in school both proactively and in response to incidents impacting the students of specific families.

Intentional Communication Be intentional with our community that their voice matters by letting them know the next steps we will take with the information provided as well as the outcomes that have occurred as they share their experiences through Listening Sessions/Principal Chats . If conflict arises, we will be intentional to reach out to families to learn more about their experience and perspective as well as maintain dignity for all in exploring resolutions and steps forward.

Building a Common Language
- **Social and Emotional Learning** Grow our common language around enacting school-wide expectations for students within the classroom and throughout our campus within the Monday Morning Announcements and whole-school assemblies. Make Monday Morning Announcements accessible to families through their child's Clever account.
- **Academics** Support families in understanding strategies and methods used to support academic instruction at school through the sharing of games to play at home, family nights, and other strategies.

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