



2024-25 Strategic Action Plan

At Kenmore Middle School, It is our mission to help all students realize their full potential and become responsible, productive citizens and life-long learners who appreciate our diverse society and are able to use technology effectively to prepare for the challenges of the future.

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

OUR INQUIRY PROCESS

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

Community Engagement

- Our Family Engagement Specialist and principal gathered general information from a sampling of parents of students of focus.
 - Parents shared that they are thankful for the school supporting their children.
 - Parents shared that there are some challenges happening at home that are impacting school.
 - Parents want to partner with the school.
- The principal gathered general information from a sampling of Latino/Hispanic students.

Revised April 2023

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- Increasing engagement will be helpful, opportunities to socialize with friends is important.
- They would like to not be forced to talk in front of the class.
- A mentor would be helpful.
- As a staff, we analyzed data on discipline, grades, discipline, attendance, iReady, SBA and Panorama
 - Students of focus were chosen based on the data analysis.
- As a staff, we identified potential barriers to success for the students of focus.
- SDLT analyzed staff input and created goals and interventions.

Examination of Student Data

Quantitative Data (use spreadsheet info)	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> ● Attendance Records - Avg attendance 87.1% (Latinx 86.4%) ● Climate Survey Spring 2024 ● SBA data ● iReady data ● Panorama data Spring 2024 ● Grades (Spring 2024) <ul style="list-style-type: none"> ○ 17% of Hispanic/Latinx had a failing grade 	<ul style="list-style-type: none"> ● Engagement Information - Stages of Studenting and anecdotal ● Hallway behavior (Who is not in class?) 	<ul style="list-style-type: none"> ● Personal life stories and experiences ● What are students doing and saying in class, during lunch, before and after school?

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<ul style="list-style-type: none"> • Demographics <ul style="list-style-type: none"> ○ Hispanic or Latinx represent 20% of the student body but make up 32% of discipline. This was the largest disproportional ity. 		
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The staff completed the Equity Inventory in the spring of 2024 to provide data for the 2024-2025 SAP. The Racial and Educational Justice committee discussed the [Northshore School District Equity Handbook](#) and selected the following domains for staff engagement and professional development:

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

This step is relevant to do the following:

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

Data Review & Analysis

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

Access or Outcome Gap	Root Cause
<ul style="list-style-type: none"> ● Students demonstrated gaps in meeting grade level standards. 	<ul style="list-style-type: none"> ● Reading levels are low. ● Math levels are low

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	<ul style="list-style-type: none"> Some of the struggling students are multilingual so there are language barriers and cultural challenges.
<ul style="list-style-type: none"> Male Hispanic students received a disproportionate amount of discipline. 	<ul style="list-style-type: none"> Our school system is not designed well to meet the needs of all students.
<ul style="list-style-type: none"> Students reported a decrease in positive feelings, self-efficacy, and classroom effort. 	<p>Source: Panorama data</p> <ul style="list-style-type: none"> Lack of student engagement - learning activities are not interesting enough and/or in the zone of proximal development. Language barriers. Lack of self confidence.

Based on our data review, we have identified the following gaps in student outcomes or access that require our attention

- Students demonstrated gaps in meeting grade-level standards.
- Student engagement with classroom and extra-curricular activities is disproportionately lower.
- Male Latinx or Hispanic students received a disproportionate amount of discipline.
- Students reported a decrease in positive social interactions.

We believe this gap in student outcomes is the result of the following root cause(s)

- Students lack academic and social skills.
- Insufficient Multi-tiered System of Support (MTSS) interventions for our struggling students (especially our Latinx/Hispanic population).

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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 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 equitable access to social-emotional supports and services (e.g. counseling, mental health and psychological) regardless of location, circumstance, or student characteristic</p> <p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</p> <p>Increased percentage of students achieving mastery in their classes</p> <p>By the end of the 2024-2025 school year, when presented with weekly collaborative SIOP/AVID strategy opportunities, students of focus will be more engaged as measured by staff observation and student reporting.</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p>	<p>Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways</p>

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<p>Equity Means: Each student engages in culturally relevant and cognitively challenging, real world learning, while applying knowledge and skills in a variety of ways.</p>	<p>By the end of the 2024-2025 school year, of focus will prepare and present a reflection of their growth.</p>
<p>Goal 5 Ready for Lifelong Success after Graduation</p> <p>Equity Means: <i>Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.</i></p>	<p>Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high schools (e.g., goal-orientation, self responsibility, time management, teamwork, finances, insurance and housing)</p> <p>By the end of the 2024-2025 school year, students of focus will increase engagement in school-wide <u>group roles</u> as measured by qualitative input from student interviews in the fall, winter, and spring.</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 3: Closing the Gap Goal (Academic Goal)

Theory of Action

Based on our data and root cause analyses, we believe that increasing student choice and opportunities for collaboration will increase student engagement. Engagement is defined by four key components: attention and focus on the task, commitment to the task independent of

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extrinsic rewards, persistence, and finding meaning and value in the task. Additionally, we believe that MTSS & PBIS interventions along with Sheltered Instruction Observation Protocol (SIOP), Universal Design for Learning (UDL), AVID and culturally responsive teaching practices, rooted in effective collaboration between all stakeholders, will lead to a decrease in the student opportunity gap.

SMART GOAL

By the end of the 2024-2025 school year, when presented with weekly collaborative SIOP/AVID strategy opportunities, students of focus will be more engaged as measured by staff observation and student reporting.

Instructional Practices & Equity Strategies

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

- Provide students the opportunity to socialize in the context of collaboration.
- Focus on content vocabulary so that students have the words to explain their processes.
- Utilize UDL as much as possible to provide student voice and choice. All classes teach academic vocabulary for each unit.
- Highlight the link between practical application of what we're teaching and the actual curriculum we're teaching. For example, lessons about budgeting, saving, social emotional regulation, value of community, long term health and fitness.
- Capitalize upon students' inherent strengths based on their unique and diverse backgrounds, history, heritage, ethnicity and culture to embolden them to see their own unique areas of expertise and facilitate leadership opportunities.
- Utilize our technology (internal or external to textbook resources) to assist with content knowledge and comprehension.
- Provide visuals in instructions and assignments as appropriate.
- Utilize "I do, we do, you do," in Tier 1
- Incentivise iReady lessons/practice (i.e March Mathness).
- Implement Scholarly Skills Wednesday - strategic use of iReady practice and the whole class differentiated Skills Mastery Lessons.
- Use Sentence Stems for writing and productive conversations.

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- Continue and build upon the diverse representation in library collection and available activities.
- Work to purchase accessible books (Multilingual, graphic novels, picture books) and books in other languages (Portuguese, Spanish, Russian).
- Focus on vocabulary and provide a printed copy of vocabulary to students of focus and post in the classroom.
- Explore the use of multimedia and or “gamify” to assist the learning.
- Continue Kitchen Table as an opportunity for tutoring/mentoring.

GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

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

SMART Goal

By the end of the 2024-2025 school year, students of focus will prepare and present a reflection of their growth.

Instructional Practices & Equity Strategies

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

- Each student of focus will be assigned a mentor to guide them with goal planning, monitoring, and preparing the end of the year presentation and celebration of learning.
- Provide students with a menu of goal topics.
- Share street data at grade level meetings.
- Create entry points in academic lessons with soft skills that allow students to shine in their non-academic strengths and then leverage that into a willingness to try academic tasks.
- Treat each student as a person first, then as a student; check in with them in person on a periodic basis and ask how they are, give them a chance to talk about it while you listen.

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- Counselors: Use the data from Panorama (School Climate) to provide additional information regarding students of focus.
- Administrators and Counselors: Monitor discipline data regularly for patterns.
- Use Tier 1, schoolwide conflict resolution practices and focus on learning to manage emotions (emotion regulation strategies) during Colt Time.
- Communicate and build relationships with families to learn cultural background information.
- Lean into standards-Based grading and encourage re-doing work.
- Partner students of focus with other students who are strong in the subject and both languages on a regular basis.
- Continue math and ELA co-teaching and collaboration with the special education department.
- Increase Math activities focused on connecting Math to the real-world (ex: interview an adult about their everyday use of math).

GOAL 5: Engagement & Teamwork

Theory of Action

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

Smart Goal

By the end of the 2024-2025 school year, students of focus will increase engagement in school-wide group roles as measured by qualitative input from student interviews in the fall, winter, and spring.

Instructional Practices & Equity Strategies

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

- Teach and implement AVID group skills and strategies.

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- Implement school wide group roles.
- Share student data at grade level meetings.
- Create entry points in academic lessons with soft skills that allow students to shine in their non-academic strengths and then leverage that into a willingness to try academic tasks.
- Treat each student as a person first, then as a student; check in with them in person on a periodic basis and ask how they are, give them a chance to talk about it while you listen.
- Counselors: Use the data from Panorama (School Climate) to provide additional information regarding students of focus.
- Administrators and Counselors: Monitor discipline data regularly for patterns.
- Use Tier 1, schoolwide conflict resolution practices and focus on learning to manage emotions (emotion regulation strategies) during Colt Time.
- Create and use social stories and other resources to model positive and desired behavior.
- Communicate and build relationships with families to learn cultural background information.
- Lean into standards-Based grading and encourage re-doing work.
- Partner students of focus with other students who are strong in the subject and both languages on a regular basis.

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If our strategies appear to be working, we will continue to execute our plan as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments.

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Measures	Metrics	Dates of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
<p>Increased equitable access to social-emotional supports and services (e.g. counseling, mental health and psychological) regardless of location, circumstance, or student characteristic</p> <p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</p> <p>Increased percentage of students achieving mastery in their classes</p>	<p>-Post-collaborative activity exit ticket</p> <p>-Google Sheet with department tabs focused on strategies being used weekly and monthly evidence on SAP students of focus</p>	<p>Fall 2024</p> <p>Winter 2024</p> <p>Spring 2025</p>
GOAL 4: Innovative, Creative, Critical Thinkers		
<p>Increased percentage of students who can justify a position with supporting evidence and can solve</p>	<p>-Qualitative data gathered in monthly meetings with mentors</p> <p>-Successful presentation to parents, mentors, and peers</p>	<p>Monthly</p> <p>Spring 2025</p>

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real-world challenges in imaginative ways		
GOAL 5: Ready for Lifelong Success after Graduation		
Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high schools (e.g., goal-orientation, self responsibility, time management, teamwork, finances, insurance and housing)	<i>-Interviews with students of focus</i> <i>-Google Sheet with department tabs focused on strategies being used weekly and monthly evidence on SAP students of focus</i> <i>-Qualitative data collected in the teacher evaluation cycle</i>	Fall 2024 Winter 2024 Spring 2025

PROFESSIONAL DEVELOPMENT

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

- Racial and Educational Justice Practices
- MTSS System Structure work
- AVID Instructional strategies
- SIOP Learning
- Inclusionary practices

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- Restorative Justice practices
- Universal Design for Learning
- iReady implementation, practice, and utilization



COMMUNITY PARTNERSHIP

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

- Developing partnerships with the city of Kenmore
- Partnering with AVID to increase our AVID program school-wide
- Spanish Speaking Parent Connection (Family Engagement Specialist)
- Partnering with PTSA
- Continuing our partnership with UW Coding and Girls who Code Volunteers
- Promoting opportunities for staff with WABS Stem Academy
- Utilizing SBIRT screener and resources
- Utilizing the Northshore Schools Foundation
- Partnering with UW Bothell for student mentors
- Developing university partnerships and student teachers

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

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