2024-25 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.

Skyview's 4 Pillars are: Respect, Integrity, Safety, and Empathy (RISE)

This Strategic Action Plan is the summary of the process we will use 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 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
- Examination of Student Data
- Equity Inventory
- Data Review & Analysis

Community Engagement

Setting strategic plan goals and determining the actions to achieve them requires us to engage in an ongoing cycle of continuous improvement. The inquiry process that guides this cycle is detailed below.

This year, during 2024-25, we plan on continuing to listen and learn from our families and students, how Skyview can change to meet the needs of each and every student in our care, specifically our Latino/a students.

- **Student Interviews**: We will conduct interviews with students three times a year to gather their insights and experiences.
- **Family Interviews**: We will conduct family interviews three times a year to understand family perspectives and needs.
- **Family Engagement Specialist**: Our Family Engagement Specialist will collect general feedback from the students she works with, providing additional insights.
- **Teacher-Family Communication/Outreach**: Teachers will introduce themselves to families by making phone calls and sending ParentSquare and/or Synergy messages, utilizing translation services as needed to ensure clear communication.

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- **Student Participation in Extracurricular Activities**: We will encourage students to participate in extracurricular activities that foster a sense of community. Events such as Science Olympiad, Performing Arts activities, and Intercultural Celebrations will be designed to promote collaboration, creativity, and inclusivity. These activities provide opportunities for students to explore their interests, develop leadership skills, and build connections with peers from diverse backgrounds. By participating in these events, students will not only enhance their academic and social experiences but also contribute to creating a supportive and vibrant school community where every individual is valued.
- **Community Volunteers**: We will seek community volunteers to lead tutoring with students during lunches and after-school to help build connections and support student well-being.

Examination of Student Data

The data listed below shows that our Hispanic and Latino/a students have an average attendance rate below the school average for three consecutive years, that they are not achieving as much academic success at the same rate as their peers, and they 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
Grades Attendance Discipline Enrollment history **Attendance 24-25** SMS Attendance Average - 93.31% Latino/a Attendance Average - 89.26% **Attendance 22-23** SMS Attendance Average - 91.98% Latino/a Attendance Average - 89.29% **Discipline 23-24** ● Latino/a represent 20% of the student body. They make up 19% of discipline. **D & NC Grades 23-24** Overall SMS Totals: (1% Failing	Panorama Survey Group discussions & information **Panorama Data Spring 23-24** 34% of Hispanic and Latino/a students responded that they can succeed in achieving academic outcomes. The NSD percent was 52% and SMS percent was 56%. 46% of Hispanic and Latino/a students responded that they can do the hardest work assigned in their classes. The NSD percent was 57% and SMS percent was 46%.	Student interviews Family interviews **Family engagement activities at the school 23-24** Round Table Nights (Hi-cap Integration) Heritage Nights Curriculum Night 6th Grade Orientation Weekly Family Newsletters

Quantitative Data	Qualitative Data	Experiential Data
Grades)) Overall Latino/a Totals: (2.8% Failing Grades) **Climate Survey Winter 2023** ○ 46% favorable on school climate ○ 46% favorable for sense of belonging (35% favorable for Latino/a Students) **Algebra 1 Readiness 2022-23** 47 out of 148 (32%) Latino/a students were not on track to be in Algebra 1 by 8th grade. This is the highest percentage of any racial subgroup at SMS. **i-Ready** ● 23% of students who are Multilingual and Latino/a passed the iReady Data in Reading and 17% in Math **iReady Data 22-23:** Overall 6th Grade Reading: 58% at grade level, Overall 7th Grade Reading: 57%, Overall 8th Grade Reading: 51%. 22% of our Latino/a 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. **iReady Math 23-24:** 75% of 6th graders were at grade level. 59% of 7th graders were at grade level. 54% of 8th graders were at grade level. 18% of our MLL students were		

Quantitative Data	Qualitative Data	Experiential Data
at grade level throughout SMS. 17% of our Latino/a students were at grade level throughout SMS. 16% of our SPED students were at grade level throughout SMS. **iReady Math 22-23:** 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. **WCAS 23-24:** 16.7% of MLL 8th graders were Level 3 or Level 4. 64.3% of MLL 8th graders were Level 1.		

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.

Being a staff member at Skyview Middle School means ensuring that every student feels valued, included, and affirmed as they journey through their educational experiences. This commitment aligns with the larger goals of our high school, creating a seamless transition for students as they move forward. Our focus is on increasing the knowledge and skills of our staff to actively disrupt the institutional oppressions that minoritized groups of students face due to their intersecting identities.

To achieve this, we are dedicated to building the cultural competence of educators through intentional practices and pedagogy. By doing so, we are working to align with the goals outlined in the **2024-27 Northshore School District Racial and Educational Justice Framework**

which encourages us to nurture the "everydayness" of educational justice in our school, classrooms, and departments.

- **1A Power:** Students feel like they have the agency to tell an adult when discriminatory incidents occur.
- **1D Pedagogy:** Students have a deepened understanding about microaggressions and identity-based slurs.

By fostering a more respectful and inclusive school culture, we will be building a stronger foundation that prepares our students for high school, ensuring they are not only academically ready but also socially aware and confident in advocating for themselves and others.

Data Review & Analysis

At this time, we are working to make the best inferences based on available data. Based on our comprehensive data review, we have identified significant gaps in student access and outcomes for our Latino/a students that require focused attention. These gaps are described as follows:

Access or Outcome Gap	Root Cause
The attendance data shows that our Latino/a students have an average attendance rate below the school average for three consecutive years. In addition, the Latino/a attendance average is the lowest of any racial subgroup at SMS.	- 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. - Language barriers create communication and knowledge gaps within our communities. - Distrust in the school system creates gaps in school-family partnerships - Lack of communication in home language by everyone, example too long, narratives are not good
A review of the schools D/F reports show that Latino/a students make up the highest subgroup of students receiving low-performing grades. This further harms our Latino/a students and often results in disengagement in the school system.	- Clarity surrounding school policies related to school work completion and attendance. - Knowing-Doing Gap at the staff level for strategies surrounding supporting all students (especially our multilingual students) and partnering with families. - 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.
Panorama data shows that 32% of our Latino/a students believe that they can	Previous trauma (including generational trauma) from the

Access or Outcome Gap	Root Cause
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% Latino/a, 28% Asian, 30% White)	educational system ● Educational Cultural Shifts surrounding fixed v. growth mindset ● Lack of champions for all students (lack of positive relationships within the school system) ● If we have a lack of confidence, then it is hard to help our children gain that confidence. ● Everything is related - we need training, workshops, group support, professionals - like an elder with knowledge to help guide us in working with our kids.
i-Ready Data shows that overall roughly half of our students are meeting grade-level by the end of the year; however, our Latino/a population was roughly half of that (22%).	● Gaps in knowledge and learning ● Lack of intervention in school systems ● Lack of resources for families, students, and staff ● 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 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. ● Technology at home creates frustration at home. Homework does not work without the resources and support.
Latino/a students are underrepresented in STEM (Science, Technology, Engineering, and Mathematics) fields.	● Students are seeking connection with peers, and students not seeing/understanding relevance and meaning in these courses.
Ongoing peer conflicts/distractions	● Social emotional barriers - strategies to deal with and manage conflicts. Low self-esteem and feelings of belonging.
Partnerships with families and a sense of being on the same team.	● Based on conversations with the family liaison: a combination of ineffective communication systems and not feeling included are the contributing factors.

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 2 Responsible, Resilient, Empathetic Learners Equity Means: *Each student embraces their own voice, takes ownership of their actions and learning, and honors the diversity, unique needs, and contributions of others. This fosters a community where every student feels valued and empowered to succeed, while respecting the experiences and identities of their peers.*	**Equity Goal:** Increased percentage of students who are invested in, and advocate for, their educational goals and the support to reach them. **Strategic Measure:** Increased percentage of students who report engaging in clubs, sports, employment, or activities.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps Equity Means: *Every student actively participates in a rigorous, standards-based curriculum, receives effective instruction tailored to their needs, and has access to timely, targeted enrichment and intervention. Students are supported with proactive social-emotional programs to ensure their well-being and success.*	**Equity Measure:** Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs. **Strategic Measure:** 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).
Goal 5 Ready for Lifelong Success after Graduation Equity Means: *Each student receives the support and opportunities necessary to access the experiences essential for success in college, careers, and life. Every student meets or exceeds Washington State's college-and-career readiness requirements, ensuring they are*	**Equity Goal:** Increased percentage of students who have access to, and successfully complete, multiple advanced school classes or career and technical education classes. **Strategic Goal:** Increased percentage of students meeting academic standards.

School Goals	Measure
prepared for the next steps in their education.	

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 our data and root cause analysis, we believe that if we intentionally and strategically partner with students and families—especially within our Latino/a community—students will feel more connected to school and take ownership of their personal and academic journey. By prioritizing strong cultural ties and fostering a culture of trust, we will create a supportive environment where every student feels valued and empowered to succeed.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: **By June 2025, our students who identify as Hispanic/Latino/a 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.
- Universal Design for Learning (UDL)
- Sheltered Instruction Observation Protocol (SIOP)
- Making relevance explicit during instruction
- Culturally responsive and relevant teaching practices
- Co-created projects w/ family members and the community
- Co-create opportunities and activities with staff, students, and families to support the needs of our Hispanic/Latino/a 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

<u>Theory of Action</u>

Based on our data and root cause analysis, we believe that if we co-create success pathways with students and families, students will take ownership of their personal and educational journey and better understand the choices available to them beyond middle school. Research shows that students are more likely to succeed when they are actively involved in setting and shaping their own goals, leading to greater engagement and long-term achievement.

<u>Objective</u>

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: **By June 2025, our students who identify as Hispanic/Latino/a who are not yet performing at grade level in math and reading will make at least one year's growth as measured by their performance on i-Ready assessments, academic grade data, and increased enrollment and grade-level performance in Algebra 1.**

<u>Instructional Practices & Equity Strategies</u>

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

- UDL/SIOP use to increase access
- Learn and explore strategies including AVID to support the success of all students in the classroom.
- 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
- Increased MTSS strategies and supports, like restorative practices and positive relationship building
- Use of discipline that does not exclude students from class or learning
- 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 Latino/a students with parental support and guidance for success.

GOAL 5: *Ready for Lifelong Success after Graduation*

<u>Theory of Action</u>

Based on our data and root cause analysis, we believe that if we collaborate with students and families to understand their unique strengths and needs, while providing education and resources, we will better equip them to navigate the educational journey. This partnership will empower students to achieve their personal and academic goals, setting them on a path to becoming lifelong learners and preparing them for success beyond graduation.

<u>Objective</u>

Our specific, measurable, attainable, relevant, and time-bound objective to address **Goal 5** is as follows: **By June 2025, there will be an increased percentage of middle school students who**

identify as Hispanic/Latino/a who are on track for high school as measured by reading data, increased enrollment and grade-level performance in Algebra 1, and a decrease in their D/F grade marks.

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

- Implement student-created success plans to support the transition from middle school to high school, empowering students to set personal and academic goals.
- Increase awareness about Career and Technical Education (CTE) offerings and high school graduation pathways through events like family nights and information sessions before Spring registration.
- Strengthen the use of MTSS (Multi-Tiered System of Supports) structures by incorporating monthly leadership, departmental, and grade-level meetings to better support students academically and socially.
- Create welcoming environments for diverse families and community members at school events, ensuring they feel valued and included.
- Involve diverse families and community members in the planning and organization of school events, classroom activities, and team or committee meetings to foster greater inclusivity.
- Actively seek input from families and community members about the school-related events, activities, and functions they would like to see in the classroom, school, or district.
- Regularly ask families and community members how the school can better support them, both in and out of the classroom, to enhance collaboration and partnership.

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 2: Responsible, Resilient, Empathetic Learners		
Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.	Increase student engagement in opportunities such as: ● Clubs ● Student Board ● Student Justice Collaborative (Student-led/created BIPOC Leadership Group)	quarterly

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Measures	Metrics	Dates of Data Review
	• Student leadership opportunities off campus, school visits etc. • Students see themselves represented in the curriculum and instructional materials	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.	• Number of students participating in advanced course sequences, specialized programs	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.	• iReady scores Fall-Spring • Other test scores (SBA)	End of testing cycle
GOAL 5: Ready for Lifelong Success after Graduation		
Each middle school student will develop the habits and skills necessary for success in high school, laying the foundation for post-secondary achievement, productive citizenship, and lifelong learning.	• Enrollment and engagement in leadership activities and courses • Progress toward proficiency in core subjects • Attendance • Discipline	• Fall baseline • February prior to registration • Spring after course selections are made by students

PROFESSIONAL DEVELOPMENT

To enhance the effectiveness of our educators and better serve our diverse student population, we will engage in ongoing learning, review relevant data, and make necessary adjustments throughout the school year. Our professional development will focus on the following key areas:

- **Culturally Responsive Practices**: Learning strategies to create inclusive classrooms that honor and reflect the cultural backgrounds of all students.
- **Partnering with Multilingual Families**: Developing skills to effectively engage and collaborate with multilingual families to support student success.

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- **Oral Storytelling and Open Dialogue with Parents and Community Elders**: Incorporating the voices and experiences of parents and community elders through storytelling and dialogue to deepen connections between school and home.
- **Collecting and Using Street Data**: Utilizing informal, real-world data from students, families, and the community to inform our teaching practices and better meet the needs of all learners.

These professional development opportunities will help us grow as educators and strengthen our commitment to equity, family engagement, and student success.

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:

- Implement a family feedback form in the Family bulletin
- Invite families to participate in Skyview's annual Curriculum Night on September 25, 2024
- Encourage families to communicate regularly with SMS teachers and staff (if you need interpreters, we'll be sure to get them!), and help them understand your family's needs and desires
- Invite families to share their expertise by serving as guest speakers and volunteers in our classrooms. Your knowledge and experience are invaluable to our community.
- We encourage you to join the SMS PTSA, which already plays a key role in our school's partnership efforts.
- Encourage our students and families to connect and participate in North Creek's annual Intercultural Festival so that every family and culture knows they have a space at Skyview and that they belong
- Become part of Natural Leaders, a parent volunteer group, who will continue to build community partnerships
- Eagles around the World and trading cards amongst peers and staff
- Weekly Staff Bulletin - resources, ideas, professional readings and supports
- The Perch for daily school announcements - creating a positive school culture.
- Weekly Eagles Nest Skyview Family Newsletter - 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
- R.I.S.E. celebrations - MTSS/PBIS incentives strategy
- 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!