



2024-25 Strategic Action Plan

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

I am respectful
I am responsible
I am safe
I belong

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

OUR INQUIRY PROCESS

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

Community Engagement

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

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

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Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> • iReady • HMH ORRs • RazKids, Epic • Sonday, Phonographics • curriculum based pre- and post-assessments 	<ul style="list-style-type: none"> • Westhill Way • parent surveys • student surveys • 	<ul style="list-style-type: none"> • ROUND Up • students reading books online for whole school • engagement in activities (PTA virtual and in person) • library engagement • curriculum nights • We Are Westhill (identity fair)

2024-27 Racial and Educational Justice Framework

During the 2023-24 school year, our specific work centered around increasing communication between school and home. We highlighted “4C: Schools and departments provide families with equitable opportunities to be involved in their children’s education” and “4D: Families and community members from diverse backgrounds are listened to and their opinions are valued”. Results from a survey conducted with 4th and 5th graders in the fall, we learned that the Racial and Educational Justice issues of highest interest included:

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

Throughline 1: “Anti-discrimination and microaggressions” aligns with our next step in centering our work around racial and educational justice. **Students have a deepened understanding about their own intersectional identities and that of their peers.** Concerte action steps that we will engage in include:

- acknowledging & affirming Racial and Educational Justice Religious and Cultural Observances
- read-alouds / picture books about various identities
- annual We Are Westhill Identity Fair
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THROUGHLINE ONE: ANTI-DISCRIMINATION AND MICROAGGRESSIONS	
<p>POWER</p> <p>1A: Students feel like they have the agency to tell an adult when discriminatory incidents</p>	<p>PRACTICES</p> <p>1B: Students have awareness about how to advocate for their self and their peers</p>

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occur	
POLICY 1C: Students have the access to inform and shape anti-discrimination protocols at the school level and policies at the district level	PEDAGOGY 1D: Students have a deepened understanding about microaggressions and identity-based slurs

[Northshore School District 2024-2027 Racial & Educational Justice Framework.\]](#)

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for multilingual students who are one or more grade levels below in reading that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students who are hispanic & multilingual do not demonstrate similar growth on assessments as their peers in reading and math as determined by our review of curriculum-based assessment, iReady diagnostic, and SBA data	Language acquisition and reading skills may be impacting students' ability to access core instruction and demonstrate what they know. Students need access to similar curriculum over multiple years Academic instruction does not always match specific student need (CRT, UDL)

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
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<p>Goal 1 Success in the Early Years</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p>
	<p>Kindergarten-3rd grade hispanic multilingual students who are one or more grade levels below in reading will increase their progress toward their growth/stretch goal by bringing them closer or to grade level</p>
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <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>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>
	<p>Hispanic multilingual students who are one or more grade levels below in reading and/or math will engage in clubs, sports, or other events & activities resulting in an increased sense of belonging and self-confidence through our Westhill Community.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>
	<p>3rd-5th grade Hispanic multilingual students who are one or more grade levels below in math will increase their progress toward their growth/stretch goal by bringing them closer or to grade level</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p>
	<p>Increased equitable access and enrollment for Hispanic multilingual students in enrichment activities such as Student Council, Girls on the Run, Language Club, Jr. Librarians, Gardening Club, LegoClub, etc.</p>



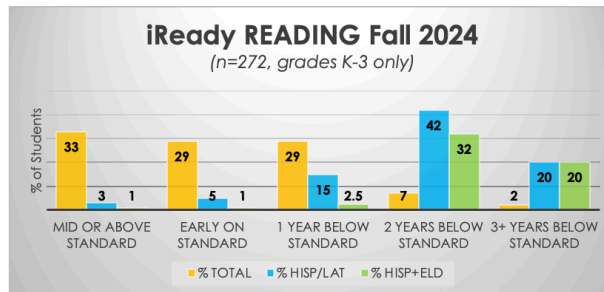
Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis, we believe that if we provide time via master schedule, PD and resources to support staff in using high leverage teaching strategies such as UDL, visible teaching strategies, and targeted small groups in the general education setting, then we will have an Increased percentage of Hispanic multilingual students achieving and maintaining grade level in the components of Literacy Development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) because we believe when all teachers understand the key literacy concepts built from year to year and when they teach these concepts using culturally relevant and sustaining practices, then students' literacy learning is more relevant and consistent.



Objective

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

By May 2025, Hispanic multilingual students in grades Kindergarten through 3rd will improve their literacy development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling) by at least 1 grade level as measured by iReady reading scores, ORRs, spelling tests, and weekly writing samples.

Instructional Practices & Equity Strategies

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

- UDL, GLAD
- Small Groups
- Flexible staffing
- Collaborative learning student experiences- heterogeneous groups
- Collaborative learning staff experiences- science of reading



GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we offer more opportunities for students to see themselves in their learning, use their voices and we demonstrate that their voice is being heard, then we will see an increased percentage of Hispanic multilingual students engaged in opportunities such as:

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

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

Objective

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

Research shows that higher student involvement in extracurricular activities leads to a higher sense of belonging within all areas of school and therefore increased academic success. So, by May 2025, Hispanic multilingual students in grades Kindergarten through 5th will engage in more academic clubs or student activities before/after/during the school day as *measured by attendance records, student surveys, etc.* resulting in reading growth of at least 1 grade level in reading and/or math.

Instructional Practices & Equity Strategies

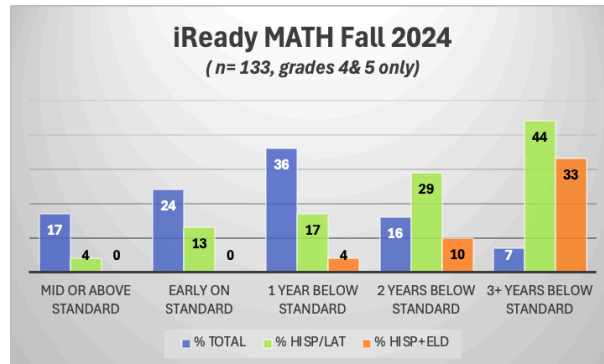
The instructional practices and equity strategies described below will help us achieve our objectives:

- UDL, GLAD
- Small Groups
- Collaborative learning experiences (heterogeneous groups)
- Increase attendance and participation in our We Are Westhill identity fair
- Begin Natural Leaders with parent community

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

Theory of Action

Based on the data and root cause analysis, we believe that if we provide time via master schedule, PD and resources to support staff in using high leverage teaching strategies such as UDL, visible teaching strategies and targeted small groups in the general education setting, then we will have an increased percentage of Hispanic multilingual students achieving and maintaining grade level in math (specifically in the areas of numbers and operations). We believe this because when all teachers truly understand the mathematical practices *conceptually*, and when they teach these concepts using culturally relevant and sustaining practices, then students' mathematical learning is more relevant and consistent.



Objective

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

By May 2025, 4th and 5th grade Hispanic multilingual students who are one or more grade levels below in math will increase their progress toward their growth/stretch goal by bringing them closer or to grade level (*specifically in the areas of numbers and operations*) as measured by curriculum-based assessments, iReady math diagnostics, and SBA data.

Instructional Practices & Equity Strategies

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

- UDL, GLAD
- Small Groups
- Collaborative learning experiences (heterogeneous groups)
- visible thinking strategies

GOAL 4: Innovative, Creative, Critical Thinkers!

Theory of Action

Based on the data and root cause analysis, we believe that if we increase equitable access and enrollment for Hispanic multilingual students in enrichment activities such as Student Council, Girls on the Run, Language Club, Jr. Librarians, Gardening Club, LegoClub, etc. then multilingual students who are 1 or more years below grade level in reading or math will improve those grades. We believe this because when all teachers understand and incorporate UDL strategies for engagement, representation and action & expression, students who tend to resist traditional methods for learning literacy may find greater engagement and therefore learning through arts, music, physical movement.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows: By May of 2025, our enrichment clubs and activities will see an increase in Hispanic multilingual students as measured by enrollment numbers, their progress toward their growth/stretch goal by bringing them closer or to grade level (*specifically in the areas of*



numbers and operations) as measured by curriculum-based assessments, iReady math diagnostics, and SBA data.

Instructional Practices & Equity Strategies

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

- Allow students to have opportunities to teach each other
- Invite multilingual students and families individually to share their voice
- Make connections to students' identities and cultures
- Break down stereotypes and promote acceptance by diverse identities
- Increase attendance and participation in our We Are Westhill identity fair

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.	<ul style="list-style-type: none"> ● WaKIDS for Kindergarten ● iReady for K-3 ● iReady & decodable reading assessments ● HMH ORRs ● Student surveys/interviews ● Street data ● Observations ● weekend News ● spelling tests 	<p><i>We will review in PLCs & SDLT quarterly</i></p> <ul style="list-style-type: none"> ● November 2024 ● January 2025 ● March 2025 ● May 2025
GOAL 2: Responsible, Resilient, Empathetic Learners		

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<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> ● Leadership clubs (ambassadors, patrol, jr buddies, jr librarians, etc.) ● Student Council ● extracurricular events (sports, art, lego league, etc.) ● We Are Westhill ● Panorama data ● Synergy MTSS data <p>Students see themselves represented in the curriculum and instructional materials</p>	<p><i>We will review in PLCs & GT meetings quarterly</i></p> <ul style="list-style-type: none"> ● November 2024 ● January 2025 ● March 2025 ● May 2025
<p>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</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>	<ul style="list-style-type: none"> ● iReady scores Fall-Spring ● SBA scores for Grades 3-5 ● curriculum -based assessments 	<p><i>We will review in PLCs & SDLT quarterly</i></p> <ul style="list-style-type: none"> ● November 2024 ● January 2025 ● March 2025 ● May 2025
<p>GOAL 4: Innovative, Creative, Critical Thinkers</p>		
<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p>	<ul style="list-style-type: none"> ● Participation in enrichment clubs such as choir, cross country, Math/Science Olympiad, track, before-school clubs, Girls on the Run, Lego League, We Are Westhill, etc. 	<p><i>We will review in PLCs & GT quarterly</i></p> <ul style="list-style-type: none"> ● November 2024 ● January 2025 ● March 2025 ● May 2025

PROFESSIONAL DEVELOPMENT

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

ALL STAFF will work on applying the tools necessary to meet the needs of students furthest from educational justice, specifically our Hispanic multilingual students through:

- Bi-monthly before school staff meetings focused on MTSS through UDL, REJ/CRT, trauma-based instruction, small group instruction
- Weekly counselor/mental health therapist/Principal meeting to discuss students furthest from REJ.
- District provided PD for neurodiverse and accelerated learners.

REJ/PBIS: Explore and grow our knowledge around the following problem of practice, *“How do our school-wide expectations (behavior/academic) and instructional strategies align with our goal in providing access to EACH and ALL students?”*

Grow culturally responsive teaching practices throughout our school to increase access and a sense of belonging for ALL using student voice

We will do this by:

- Monthly SDLT meetings focused on building capacity and knowledge of the elements of our system that impact students furthest from educational justice
- PBIS/GT meetings focused on building capacity and knowledge of the elements of our system that impact students furthest from educational justice (the weeks that are not designated for specific students, approx. 1/month).
- Engage in reading and discussion to expand our repertoire of culturally responsive teaching practices
- Taking steps to ensure students see themselves in the curriculum by providing and sharing literature with our staff that reflects the students we serve in a positive manner
- Building and maintaining effective relationships
- Trauma-informed intervention support and instruction
- Strengthening our racial literacy practices by building relationships with and among our students that honors their neurodiversity, race, cultural, and identity
- Incorporating student voice throughout Westhill (systems, leadership, experiences, etc.)

SDLT: Grow capacity with our leadership team and staff to identify, understand and serve those who are furthest from racial and educational justice. We will do this by :

- Supporting collective efficacy through collaborative teaming structures (MTSS: SDLT, PLCS, GT, etc.) to reflect and refine systems for supporting students furthest from REJ
- Creating access and sense of belonging for all through increased student voice
- Bi-Monthly meetings focused on creating collective efficacy through collaborative teaming structures to systems for supporting students furthest from REJ

GT:

- Clear process presented to staff in August

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- Weekly meetings focused on individual student needs and appropriate interventions to support each and every learner
 - Continued alignment of procedures and processes to ensure implementation of MTSS with fidelity
 - **NEW** this year: implement Synergy MTSS (request for support & MTSS plans)

PLCs:

- Quarterly PLCs focused on providing access to high quality Tier 1 academic and social/emotional instruction for ALL students through the identified curriculum, tools, and UDL strategies -data review to discuss students of focus (furthest from REJ as ID in goals)
- Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of reading and in other areas (quarterly iReady and classroom/curriculum-based assessments)
- Emphasize on identified students further away from educational justice and interventions (Hispanic multilingual students scoring below standard in reading and/or math)
- Using multiple student data elements to modify instruction and plan interventions
- Provide formative feedback to students

SPECIFIC PD TOPICS RELATED TO ABOVE GOALS and books to support: ([link to PD plan](#))

- Universal design for learning (UDL)
 - [Equity By Design](#) by Mirko Chardin and Katie Novak (book and PD series)
 - [Zooming In & Out on Inclusionary Practices](#) with Shelley Moore and Katie Novak
 - [UDL Resources](#)
 - [UDL for Students with Autism](#)
- Further understanding of racial and educational justice
 - [Monthly REJ training Modules \(Ayva Thomas\)](#)
 - [Fostering Resilient Learners](#) (Souers & Hall, book and PD series)
 - [Relationship, Responsibility, and Regulation](#) (Souers & Hall, book and PD series)
- Creating cultures of belonging
 - [One without the Other by Shelly Moore](#)
 - ALL staff PD with [Dr. Shelly Moore](#) on Inclusive Practices
 - [What makes you two different from each other?](#)
 - ["13 Tips for Building Student Voice and Agency"](#)
 - [The Inclusive Education Checklist](#)
 - [GapKids | Everyone Belongs | BTS 22](#)
 - [Letting Young People Lead With Their Identity](#)
 - [Identity: Building self-identity](#)
- MTSS
 - Synergy MTSS training (*coming soon*)
 - [Math Genius Squad](#) with Shannon Kiebler
 - Visible Thinking ([Building Thinking Classrooms by Lijedahl](#), [The Power of Making Thinking Visible: Practices to Engage and Empower All Learners by Ritchhart & Church](#) and trainings by NSD's Math TOSA Patty Stephens)
 - [UW Haring Center Practices and Principals to Build and Sustain Inclusive Schools](#)

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- [New eVal framework trainings](#) (Tracy Meloy)
 - [Bridging Documents to Support HiCap Learners: IntoReading](#) (Andrea Schneider)
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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 as follows:

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Staff & Westhill PTSA

- Meet the Teacher event (fall)
- Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership (fall)
- School Social & BBQ; free event to meet and play together & celebrate new playground (spring)
- Volunteer opportunities in and around the school (all year, recess & afterschool)
- Weekly parent communication from school and monthly from each classroom
- We are Westhill Night: Culture & Identity Fair
- **NEW** this year: staff to create family outreach program for multi-lingual families to increase sense of belonging and school-home connections (Natural Leaders)
- **NEW** this year: PTSA meetings will be both live and virtual

CHAMPIONS Childcare on site

- provides access to education and childcare onsite
- supports homework/study skills
- partners with PTSA events to provide free childcare
- offers healthy living learning via nutrition, home-school connection, play, and more

WatchDOGS

- provides positive male role models & tutoring in classrooms and at recess
- increases Hispanic multilingual family engagement

Reading with Rover

- provides access to education via non-staff connection
- supports confidence in literacy through low-risk reading opportunities

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Roots of Empathy

- develops empathy in children by coaching students to recognize and connect with the vulnerability and humanity of a baby who visits their classroom throughout the school year with their parent(s), along with a trained Roots of Empathy Instructor using a specialized curriculum.

Northshore Schools Foundation

- backpacks for school, community support funds, teacher grants, STEM monies, and much, much, more!

Hunger Intervention Program

- partnership with King County's Hunger Prevention Program. The Healthy HIP Packs Program is a weekend food backpack program providing an important food resource for children when school meals are not available (95% of our families participating in this are hispanic & multilingual)

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