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## 2025-26 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.

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### 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.
  - 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 ( <a href="#">use spreadsheet info</a> )	Qualitative Data	Experiential Data
<ul style="list-style-type: none"><li>• Attendance Records - Avg attendance 91% (Latinx 88.5%)</li></ul>	<ul style="list-style-type: none"><li>• Engagement Information - Stages of</li></ul>	<ul style="list-style-type: none"><li>• Personal life stories and experiences</li><li>• What are students</li></ul>



<ul style="list-style-type: none"><li>• SBA data</li><li>• iReady data</li><li>• Panorama data Spring 2025</li><li>• Grades (Spring 2025)<ul style="list-style-type: none"><li>◦ 9% of Hispanic/ Latinx had a failing grade (down from 17% in 2024-25)</li></ul></li><li>• Demographics<ul style="list-style-type: none"><li>◦ Hispanic or Latinx represent 19% of the student body but make up 36% of discipline. This was the largest disproportionality.</li></ul></li></ul>	<p>Studenting and anecdotal</p> <ul style="list-style-type: none"><li>• Hallway behavior (Who is not in class?)</li></ul>	<p>doing and saying in class, during lunch, before and after school?</p>
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The staff completed the Equity Inventory in the spring to provide data for the 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:

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

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.



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- 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
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps  <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>	Increased percentage of students achieving mastery in their classes  Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level
	<b>By the end of the 2025-2026 school year, our students of focus will show more than one year of growth on iReady Reading and passing grades in ELA after regular check-ins with reading mentors, participating in AVID reading strategies throughout all content areas, and Read and Wrap in ELA.</b>
<b>Goal 4</b> Innovative, Creative, Critical Thinkers  <i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real world learning, while applying knowledge and skills in a variety of ways.</i>	Increased percentage of students who demonstrate the ability to critically analyze, interpret and responsibly use data and information.
	<b>By the end of the 2025-2026 school year all students at KMS will be able to choose and discuss a book they engaged with during the year and will be able to describe one way that they have grown as a reader.</b>
<b>Goal 5</b> Ready for Lifelong Success after Graduation  <i>Equity Means: Each student receives equitable access to experiences crucial for success in college and beyond, and</i>	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)



*meets or exceeds Washington state's college-&-career readiness graduation requirements.*

**By the end of the 2025-2026 school year, all KMS students will increase their reading level as measured by iReady fall and winter scores.**

### **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, students of focus are struggling to make academic progress due to a lack of knowledge and application of foundational skills in reading, as well as a lack of reading practice. An increase in reading practice is connected to academic success: increase of critical thinking skills, vocabulary acquisition, improved decoding, and comprehension. By teaching AVID reading skills and Read and Wrap, students of focus will show growth. Growth will be determined by more than one year of growth in i-Ready and passing ELA grades, which show mastery. These interventions will lead to a decrease in the student opportunity gap.

### **SMART GOAL**

**By the end of the 2025-2026 school year, our students of focus will show more than one year of growth on iReady Reading and passing grades in ELA after regular check-ins with reading mentors, participating in AVID reading strategies throughout all content areas and Read and Wrap in ELA.**

#### **Instructional Practices & Equity Strategies**

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

- Teaching and modeling how to pick books to read for pleasure.
- Students of focus will be paired with a mentor. Mentors will facilitate regular conversations about books that the student of focus and the mentor are both reading.

### **GOAL 4: Innovative, Creative, Critical Thinkers**

#### **Theory of Action**

This paragraph provides our rationale for how our SMART goal connects to GOAL 4: Innovative, Creative, Critical Thinkers. We believe reading is a creative process where the reader creates meaning by engaging with a text. We want our students to identify as readers, to see reading as a fun activity. An activity that they look forward to and have strong opinions and feelings about. If our students can pick out and describe their favorite book to us and reflect on how their identities as readers have changed over the year, then we believe we will have a clear picture of their progress as readers.



### **SMART Goal**

**By the end of the 2025-2026 all students at KMS will be able to choose and discuss a book they engaged with during the year and will be able to describe one way that they have grown as a reader.**

### **Instructional Practices & Equity Strategies**

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

- Teaching and modeling how to pick books to read for pleasure.
- ELA classes have regular, scheduled library time.
- Develop a robust platform for staff and students recommendations of books they enjoyed.
- Staff set reading goals and make their goals and progress visible.
  - Audiobook/podcast commuter goals
  - Start staff meetings with book clubs/lit circles time
- Collaborate with the local public library & Reading with Rover programs

### **GOAL 5: Engagement & Reading**

#### **Theory of Action**

Based on the data and root cause analysis, we believe that if we intentionally teach students skills for reading, 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 2025-2026 school year, all KMS students will increase their reading level as measured by iReady fall and winter scores.***

### **Instructional Practices & Equity Strategies**

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

- Teach and implement AVID reading strategies.
  - Departments will identify specific strategies to utilize
- Highlight reading strategy at monthly staff meetings
- Highlight student success from the students of focus at monthly staff meetings
- Provide consistent reading time in ELA classrooms (some whole-class novel and some books of choice), and use of a WRAP strategy each time
- Implement school-wide reading opportunities in Colt Time.
- Share street data at grade-level meetings.
- Create entry points in academic lessons with pre-reading skills that allow students to shine in their non-academic strengths and then leverage that into a willingness to try academic tasks.
- Utilize the data from Panorama (School Climate) to provide additional information regarding the students of focus. (counselors)
- 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.

Measures	Metrics	Dates of Data Review
<b>GOAL 3:</b> 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  Increased percentage of students achieving mastery in their classes	<i>-iReady reading scores -ELA scores -Mentor data chat reflection (3 times per year)</i>	Fall 2025  Winter 2026  Spring 2026
<b>GOAL 4:</b> Innovative, Creative, Critical Thinkers		
Increased percentage of students who demonstrate the ability to critically analyze, interpret and responsibly use data and information.	<i>-Students complete goal setting, progress monitoring, and reading reflection surveys. -Students complete their favorite book survey by the end of year.</i>	Fall 2025  Spring 2026
<b>GOAL 5:</b> 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,	<i>-iReady reading scores -Google Sheet to track AVID strategies -Qualitative data collected in the teacher evaluation cycle -Reading journal checks for students of focus by mentors</i>	Fall 2025  Winter 2025  Spring 2026



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finances, insurance and housing)	(measures the Read & WRAP protocol)	
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## 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
- Restorative Justice practices
- Universal Design for Learning
- Differentiation
- iReady implementation, practice, and utilization

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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:

- Developing partnerships with Kenmore organizations
- 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!**