



2025-26 Strategic Action Plan

Our vision at Maywood Hills is to create active, successful, and compassionate global citizens. We will develop an inclusive community of belonging by:

- Building safe and respectful relationships between our community, students and staff
- Empowering students with the tools needed to become lifelong learners

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

OUR INQUIRY PROCESS

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

Community Engagement

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

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

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

Street Data - This data is focused on understanding the individual experiences and perspectives of various stakeholders within the community to support the root cause of strengths and areas of change as well as to consider what could be done differently in the future. Examples include: Talking with students during lunch or classroom visits, interacting with student clubs, and ASB feedback. Student interviews were also conducted to capture thoughts on the school culture.

Community Engagement Activities:

- PTA monthly meetings:
- Student interviews: Representatives from REJ conducted interviews with students, using a listening approach to gather their thoughts on the school environment
- PTA Events, Music Concerts, and community celebrations
- Washington Humanities Partnership (2023-2025)
- Kindergarten Welcome Night May 2025 and WA Kids family Meetings

These community engagement activities were conducted to gather diverse perspectives and ensure that the inquiry process took into account the insights of both parents and students, creating a holistic and inclusive learning experience.



Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none">• iReady: This data informs our progress related to academic goals Goal 1 and 3• Classroom based assessment results: This informs our classroom instruction and next steps Goal 1 and 3• 2024 Spring SBA scores and 2025 Spring SBA scores: This informs our growth on individual students and how our class cohorts are doing as a whole. Goal 1 and 3	<ul style="list-style-type: none">• Panorama : This data informs our progress related to goal 2	<ul style="list-style-type: none">• Kindergarten Open House: This data informs our class make up and addition resources that may be needed• Family Holiday survey in fall• Student Surveys to add their voice to the conversation• Parent/ Teacher Conferences in November and February

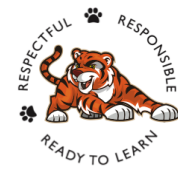
2024-27 Racial and Educational Justice Framework

Our intention at Maywood Hills is to weave Racial and Educational Justice into all we do so that it stays at the center of our MTSS work as we focus on the school-wide implementation of inclusive instructional practices. With this in mind and after reviewing [Northshore's 2024-27 Racial and Educational Justice Framework](#), we believe that we need to focus on **THROUGHLINE TWO: IDENTITY AFFIRMING ENVIRONMENTS AND EXPERIENCES**. We believe that enacting the work within the Power, Practices, Policies, and Pedagogy aligned to this throughline will have a direct impact on student learning and their sense of belonging by increasing respect for individuals and therefore improve outcomes in all three of our goal areas. The specific strategies will focus on:

- **Power** Students feel like they can share about their intersecting identities in classroom and school settings
- **Practices** Students get to experience environments and opportunities that affirm their identities
- **Policies** Students have the access to inform and shape identity-affirming protocols at the school level and policies at the district level
- **Pedagogy** Students have a deepened understanding about their own intersectional identities and that of their peers

Data Review & Analysis

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



Access or Outcome Gap	Root Cause
Students who are below grade level by one or more do not demonstrate similar growth on assessments as their peers in math as determined by our review of i Ready and SBA data	Curriculum is stagnant and needs to be reviewed and updated Academic instruction does not always match specific individual student need

OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
Goal 1 Success in the Early Years <i>Equity Means: Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i>	Increased percentage of students in each subgroup meeting or exceeding standards in Mathematics by the end of grade 3.
	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.
Goal 2 Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Students who are one or more grade levels below in math will increase their sense of belonging, confidence in self, and provide student voice through our Maywood School Community
Goal 3 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 enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level in grades 4 and 5.



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 targeted instruction in Math, then K-3 students will grow in their understanding of math as measured by I ready and other classroom based assessments.

Objective

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

- By May of 2026, multilingual students in K-3 who are one or more grade levels below in Math will make their growth/stretch goals as measured by iReady and other assessment tools.

Instructional Practices & Equity Strategies

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

- Implement MTSS practices focused on data-driven decision making to improve instruction in academic areas.
- Engage in 6-8 week cycles of intervention as MTSS teams
- Utilize formative and summative assessments to inform our instruction, reteaching and enrichment opportunities
- Ongoing data collection to inform and identify students for classroom based interventions and monitor their progress.
- Utilize the resources in Math Expressions and I-Ready to support student learning

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we:

- implement SEL curriculum/strategies
- provide opportunities to engage, practice, and apply
- Increase opportunities for student voice
- explicit instruction in community, belonging and acceptance

then students will feel a sense of belonging, increased confidence in self, and honor the unique needs and contributions of others as measured by Panorama data.

Objective

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



- By May of 2026, multilingual students who are one or more grade levels below in Math will share an increased sense of belonging, confidence in self, and provide student voice throughout our Maywood community as measured by SEL assessments (Panorama), student surveys, and other street data.

Instructional Practices & Equity Strategies

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

- Engage in Tier 1 strategies for PBIS including: Positive Greetings at door, Visual Schedules, Tiger Tickets, Positive connections at a 5 to1 ratio, and consistently teach Maywood Expectations
- Build positive relationships with all students and families through activities including: Open House/Meeting the Teacher event in August, Conferences, and Curriculum Night
- Positively orient students through the following strategies: explicitly teach the first 20 days in all classrooms, and invite students into the classroom in various ways.
- Embed culturally responsive instructional practice in professional development opportunities and in the classroom
- Modeling, teaching and reinforcing school-wide expectations through classroom instruction and morning video announcements
- Direct instruction of social-emotional skills in all classrooms weekly using the Second Steps
- Counseling lessons in all classrooms from the counselor.
- Make connections to students' identities and cultures
- Build community and sense of belonging in the classroom
- Foster empathy in the classroom through discussions, activities, and lessons
- Staff ongoing professional development opportunities tucked into meetings, newsletters and book studies
- Mentoring, coaching, or additional professional development for individuals as needed through Guidance Team
- Mental Health Services through a Therapist on site 1x a week

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 targeted Math Instruction then 4-5 grade students will grow in their understanding of Math as measured by I Ready and other classroom assessments.

Objective

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

- By May of 2026, students in grades 4-5, who are one or more grade levels below in Math or did not pass their 2025 SBA will make their growth/stretch goals as measured by iReady and other assessment tools.

Instructional Practices & Equity Strategies

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

- Implement MTSS practices focused on data-driven decision making to improve instruction in academic areas.
- Engage in 6-8 week cycles of intervention as MTSS teams



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- Utilize formative and summative assessments to inform our instruction, reteaching and enrichment opportunities
 - Ongoing data collection to inform and identify students in class math intervention and monitor their progress.
 - Utilize the teach and assess resources in Math Expressions and I-Ready to support student learning
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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 Mathematics by the end of grade 3.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 	Sept-Oct. 2025 Fall, Winter and Spring May 2026 6-8 weeks in PLCs
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> • Clubs • ASB • Panorama Data Students see themselves represented in the curriculum and instructional materials	Quarterly Fall and Spring
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased percentage of students in each subgroup meeting or exceeding standards in Mathematics at 4th and 5th Grade.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 	Fall, Winter, and Spring Spring 2026



		Every 6-8 weeks in PLCs
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PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Maywood Hills Elementary, 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 multilingual students through:

- Monthly before school staff meetings focused on REJ, Culture of Belonging, and UDL
- Team PLC meetings to focus on data cycles within the MTSS process.

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 every student?"*

Grow culturally responsive teaching practices throughout our school to increase access and a sense of belonging increasing respect for individuals.

We will do this by:

- Regular meetings focused on building capacity and knowledge of the elements of our system that impact students furthest from educational justice
- 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 based intervention support and instruction
- Strengthening our racial literacy practices by building relationships with and among our students that honors their race, cultural, and identity
- Incorporating student voice throughout Maywood Hills (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 **increasing respect for individuals**
- Bi-Monthly meetings focused on creating collective efficacy through collaborative teaming structures to systems for supporting students furthest from REJ

GT:

- 2x a Month 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

PLCs:



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- Monthly 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
 - Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of reading and in other areas
 - Emphasize on identified students further away from educational justice and interventions
 - 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:

- Math practices ([Math Expressions Genius Squad](#), Shannon Kiebler) - GOALS 1, 3
- SEL Practices ([Beyond Behaviors, Mona Delahooke](#))-GOAL 2
- Instruction for Equity ([Equity by Design: Delivering on the Power and Promise of UDL](#) Katie Novak) - GOALS 1, 2, 3

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:

Staff

- Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership
- Volunteer opportunities in and around the school
- Weekly parent communication from school and monthly from each classroom

Maywood Hills PTA

- Weekend backpack program
- Snack Closet
- partnership to support enrichment activities and support in classroom
- Grade Level grants
- Staff Grants
- Family Events in fall, winter and spring

YMCA Childcare on site

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

Northshore Schools Foundation

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

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