



2025-26 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 find unique ways to bring those who physically live outside of our immediate neighborhood into our Westhill community.

We utilized 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 specially 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.

Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
• iReady	• Westhill Way	• ROUND Up

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Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> • HMH ORRs • RazKids, Epic • Sonday, Phonographics • curriculum based pre- and post-assessments • MX tests, Reflex Math • Math Genius Squad 	<ul style="list-style-type: none"> • parent surveys • student surveys • conversations with students & staff 	<ul style="list-style-type: none"> • students reading books online for whole school • engagement in activities • library engagement • curriculum nights • We Are Westhill (identity fair)

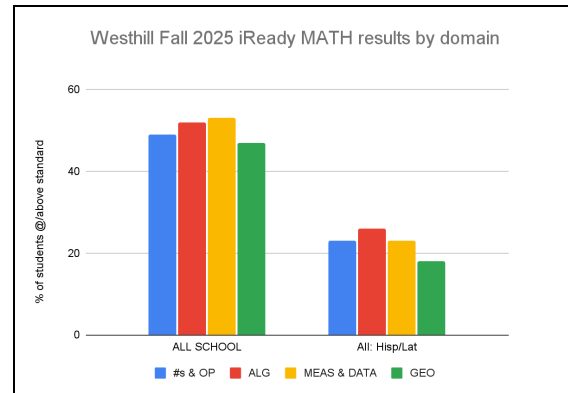
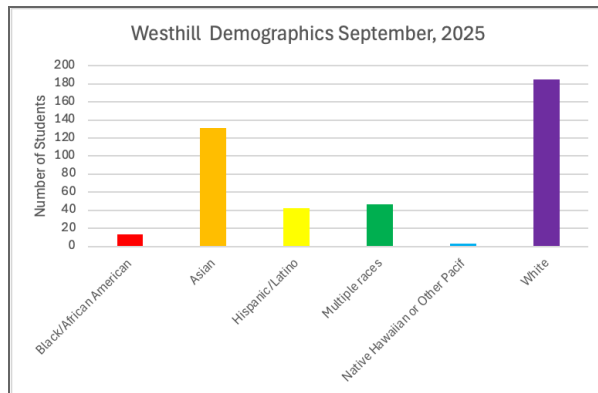
2024-27 Racial and Educational Justice Framework

During the 2025-26 school year, our specific work centered around recognizing and understanding microaggressions with our next step centering our work around **understanding and affirming our individual identities and those of our peers**. Concrete 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
- multi-language announcements and lunch menus
- multi-language ambassadors
- school wide focus on building courage and confidence in being our best unique selves.
- utilize language line, pocket talks, and multi-lingual CC for presentations
- Staff PD: Identity Affirming Classrooms (Buchanan-Rivera), Let Them (Mel Robbins), and Anxious Generation (Haidt)

THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES	
POWER 2A: Students feel like they can share about their intersecting identities in classroom and school settings	PRACTICES 2B: Students get to experience environments and opportunities that affirm their identities
POLICY 2C: Students have the access to inform and shape identity-affirming protocols at the school level and policies at the district level	PEDAGOGY 2D: Students have a deepened understanding about their own intersectional identities and that of their peers

Northshore School District 2024-2027 Racial & Educational Justice Framework



Data Review & Analysis [LINK TO SCORES SPREADSHEET \(more detail\)](#)

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Hispanic/Latino 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
<p>Hispanic/Latino students are showing grade level math mastery disproportionately to students who are not Hispanic/Latino.</p> <p>Hispanic/ Latino students account for 10% of our total population yet only 4% of the HIspanic/Latino students are at/above grade level standard in math.</p>	<p>PRIMARY DRIVERS: Students do not have confidence in themselves as mathematicians for the following reasons:</p> <ul style="list-style-type: none">- english language acquisition- access to strategies- small group instruction- safety & trust <p>SECONDARY DRIVERS:</p> <ul style="list-style-type: none">- non-negotiable math intervention blocks for ELD/LAP staff to push-in- small group instruction for pre-access to vocab and repeated strategies- partner math vocab in english with spanish<ul style="list-style-type: none">- invite students to teach one another in home language

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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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 achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry
	Kindergarten-2nd grade Hispanic/Latino 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.
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.
	Hispanic/Latino students who are one or more grade levels below in math will engage in leadership opportunities, clubs, sports, or other events & activities resulting in an increased sense of belonging and self-confidence through our Westhill 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.
	3rd-5th grade Hispanic/Latino 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

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 (non-negotiable math intervention blocks), 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/Latino students achieving and maintaining grade level in math. We believe this because when all teachers make true connections with students (*as well as understand the mathematical practices conceptually*), and when they teach these concepts using culturally

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relevant and sustaining practices, then students' mathematical learning is more relevant and consistent, building confidence in our learners that results in courage to try more hard things.

Objective

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

By June 2026, Hispanic/Latino students in grades Kindergarten through 2nd 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 as measured by curriculum-based assessments and iReady math diagnostics.

Instructional Practices & Equity Strategies

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

- UDL, GLAD, visible thinking strategies
- Small Groups with ELD staff support (if multilingual)
- Flexible staffing (resource mapping)
- School-home connection questions and Mustang announcements
- Collaborative learning student experiences- heterogeneous groups
- access to math vocab in home language as well as English
- Staff PD: Identity Affirming Classrooms (Buchanan-Rivera), Let Them (Mel Robbins), and Anxious Generation (Haidt)

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/Latino students engaged in opportunities such as:

- before/during/after school clubs or activities (Jr. Librarians, drama, choir, track & field, language club, etc.)
- student leadership roles (ie: Jr Buddies, student council, morning ambassadors, multi-lingual ambassadors, announcements, etc.)

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.

By June 2026, Hispanic/Latino 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 at least 1 year of growth in math.

Instructional Practices & Equity Strategies

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

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- Staff PD: Identity Affirming Classrooms (Buchanan-Rivera), Let Them (Mel Robbins), and Anxious Generation (Haidt)
 - School-home connection questions and Mustang announcements
 - Allow students to have opportunities to teach each other
 - Invite Hispanic/Latino students and families individually to share their voice
 - Make connections to students' identities and cultures (Natural Leaders program)
 - Break down stereotypes and promote acceptance by diverse identities
 - Increase attendance and participation in our "We Are Westhill" identity fair
 - Students get to experience environments and opportunities that affirm their identities

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 (non-negotiable math intervention blocks), 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/Latino students achieving and maintaining grade level in math. We believe this because when all teachers make true connections with students (*as well as 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, building confidence in our learners that results in courage to try more hard things.

Objective

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

By June 2026, 4th and 5th grade Hispanic/Latino 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 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, visible thinking strategies
- Small Groups with ELD staff support (if multilingual)
- School-home connection questions and Mustang announcements
- Collaborative learning experiences (heterogeneous groups)
- access to math vocab in home language as well as English Collaborative learning staff experiences- math genius squad
- Staff PD: Identity Affirming Classrooms (Buchanan-Rivera), Let Them (Mel Robbins), and Anxious Generation (Haidt)

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

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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 • Student surveys/interviews • Street data • Observations • 	<i>We will review in PLCs & SDLT quarterly</i> <ul style="list-style-type: none"> • November 2025 • January 2026 • March 2026 • May 2026
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.	<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>	<i>We will review in PLCs & GT meetings quarterly</i> <ul style="list-style-type: none"> • November 2025 • January 2026 • March 2026 • May 2026
GOAL 3: 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.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 • curriculum -based assessments 	<i>We will review in PLCs & SDLT quarterly</i> <ul style="list-style-type: none"> • November 2025 • January 2026 • March 2026 • May 2026

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PROFESSIONAL DEVELOPMENT

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/Latino students through:

- Monthly before school staff meetings focused on MTSS through UDL, REJ/CRT, trauma-based instruction, small group instruction
- Monthly PLC meetings with principal
- Weekly counselor/mental health therapist/Principal meeting to discuss students furthest from REJ.
- The district provided PD for neurodiverse and accelerated learners.
- Building wide learning to foster courage, confidence, and connection with: Identity Affirming Classrooms (Buchanan-Rivera), Let Them (Mel Robbins), and Anxious Generation (Haidt)

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 creating identity affirming environments and experiences?”*

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:

- REJ team will attend district PD and support building efforts
- Monthly SDLT 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-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

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- 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
- 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
- continue growing our knowledge and use of Synergy MTSS (request for support & MTSS plans)

PLCs:

- 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 -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 math and in other areas (tri-mester iReady results and classroom/curriculum-based assessments)
- Emphasis on identified students further away from educational justice and interventions (Hispanic/Latino students scoring below standard in math)
- Using multiple student data elements to modify instruction and plan interventions
- Provide formative feedback to students (and Dana to staff)

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
 - [Identity Affirming Classrooms](#) (Buchanan-Rivera)
 - [Monthly REJ training Modules](#) (Ayva Thomas)
 - [Fostering Resilient Learners](#) (Souers & Hall, book from 24-25 PD series)
 - [Relationship, Responsibility, and Regulation](#) (Souers & Hall, book from 24-25 PD series)
- Creating cultures of belonging
 - [Anxious Generation](#) (Haidt)
 - [One without the Other](#) by Shelly Moore (book from 24-25 PD series)
 - 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
 - [Math Genius Squad](#) with Shannon Kiebler

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- Visible Thinking (Building Thinking Classrooms by Liljedahl, 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
 - Let Them (Mel Robbins)
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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:

Staff & Westhill PTSA

- Meet the Teacher event (fall)
- School-Home Connection Question (every 2 weeks aligned with monthly characteristic and then graphed school-wide)
- Curriculum Nights to facilitate knowledge of the classroom, open communication lines, and the home school partnership (fall)
- School Social & BBQ; free event to play together & celebrate new playground (fall)
- Volunteer opportunities in and around the school (all year, recess & afterschool)
- Afterschool programs accessible for all
- Weekly parent communication from school and monthly from each classroom
- "We are Westhill" Identity Fair (winter)
- Staff to create family outreach program for multi-lingual families to increase sense of belonging and school-home connections (Natural Leaders)
- Wednesday BIKE BUS (PTSA)

CHAMPIONS Childcare on site

- provides access to education and childcare onsite
- supports homework/study skills
- partners with PTSA events to provide free childcare
- provides free childcare during curriculum nights
- 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/Latino family engagement

Reading with Rover

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

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.

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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)*IF AVAILABLE (recently cut with President Trump)

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