



2025-26 Strategic Action Plan

At Hollywood Hill, our foundation of relationships grounds our learning to positively impact each student, every day. Our actions are grounded in a strong belief in the capacity of every student to achieve academic and social-emotional success that prepares them to thrive in a world yet to be imagined.

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 Hollywood Hill, 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 Hollywood Hill and their thoughts around priorities for change. 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, Principal chats, and sitting down with individual staff prior to the mid year principal transition.

Community Engagement Events

- **Listening Sessions with Community** - Per trimester, November 2024, February 2025, June 2025
- **Sit Down Sessions with Teams** - March and April 2025
- **PTA Events, Music Concerts, and 5th Grade Celebration** February - June 2025
- **Kindergarten HiCap Informational Night** May 2025
- **Incoming Highly Capable Night** - June 2025
- **Student Council Listening Sessions** - Monthly between January and June

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Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
i-Ready We reviewed the 2024-25 iReady Diagnostics in Math and Reading to determine our area of focus with our SMART Goals for Goal 3 as well as to inform our practices in math once our SMART goal was narrowed through a Tiered approach in determining our students of focus. We used this information to guide our work for Goal 1.	Panorama Survey We used this data to inform our SMART Goal for Goal 2 as well as to inform our practices related to this goal through a Tiered approach. We understand this data has a direct impact on the progress of Goal 1 and 3 as well.	Student Experiential Data Through the student growth goal process, staff gathered feedback from students about their preferred methods of learning. This information is used to adapt the practices in each goal to the needs of individual students.
2024 Spring SBA Scores and 2025 Spring SBA Scores Comparing these two data points helped us to engage in analysis of ways we could create opportunities and narrow gaps for students. It also informed next steps in instructional practices related to Goal 3.	Student Work Samples We used this data to support more of the "why" behind the numbers we were seeing within our quantitative data as we determined our root causes and identified instructional strategies for this school year.	Staff Anecdotal Notes We gathered input on the strengths and needs related to our beliefs, systems, and instruction practices to shape the work approach we are taking within each goal area to achieve the outlined SMART Goals.
Summative and Formative Assessments We used this data within our PLC work along with other qualitative measures to progress monitor growth of individual students of focus connected to our Goal 3 work.		Community Experiential Data We engaged with the community about the history of Hollywood Hill, where we are now, and where we want to be in the future. This information will shape how we communicate and partner with families to achieve positive outcomes for students.

2024-27 Racial and Educational Justice Framework

Our intention at Hollywood Hill 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, especially through Universal Design for Learning. With this in mind and after reviewing [Northshore's 2024-27 Racial and Educational Justice Framework](#), we believe that

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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

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students serviced through English Language Development (ELD) program that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Based on Panorama data, overall, students expressed a lower sense of belonging in:</p> <ul style="list-style-type: none">• Sense of belonging• Positive Feelings• School Climate <p>In addition, students served within our ELD program also expressed lower response than their peers around questions of:</p> <ul style="list-style-type: none">• Feeling respected and belonging at school• Feeling loved and cared for within the last week• The positive energy that is part of our school culture <p>Therefore we need to focus on inclusive practices and social emotional learning to increase opportunities for students, especially students of focus, in these areas.</p>	<p>School-wide practices that elevate student voice and include it within the decision making process are emerging in our shared practice and time is needed to further develop these practices so we can continue to come alongside students and let them know their voices matter.</p> <p>Only having students receiving related services go to other settings in all grades but second, may be causing some students to feel othered.</p> <p>We continue to seek ongoing improvement of our Tier 1 practices and systems related to social and emotional learning. We will strengthen these by focusing on the teaching of social and emotional standards through explicit instruction and through our Monday Morning Announcements. Our school-wide language has focused more our spaces outside of the classroom versus across all learning spaces. When adults use common language and respond in common ways across learning spaces, it supports students in feeling a sense of fairness which impacts belonging as well.</p> <p>There is a need to teach into REJ Throughline Two by talking more about respect for various cultures and identities within our Tier 1 practices such as Monday Morning</p>

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Access or Outcome Gap	Root Cause
	<p>Announcements.</p> <p>There is a need to continue to grow and adapt our Universal Design for Learning to support voice and choice for the students in front of us to best support their sense of belonging and feelings aligned to the value of school.</p>
<p>Our overall i-Ready outcomes for both math and reading show similar patterns. Last year, we intentionally focused on math and began to see student progress for our students of focus—particularly those served through ELD, and identifying as Hispanic/Latino who are not yet performing at grade level, a key Northshore priority.</p> <p>This year, we aim to build on what we learned in 2024–25, especially around aligning resources to student needs, to continue closing gaps and expanding opportunities in math. Our data points us toward continued focus on number sense and fact fluency—foundational skills that underpin all other mathematical understanding.</p> <p>To support this, we will keep refining our Equity-Based MTSS structures through inclusive practices, strong Professional Learning Communities, and the use of evidence-based strategies tailored to mathematics instruction.</p>	<p>To more effectively support learner variability and personalized learning (strengths, needs, learning preferences) in math, we must continue strengthening our Equity-Based MTSS systems. This includes fully integrating WIN (What I Need) Time into our schedule and ensuring that professional learning equips staff to use data purposefully—for resource matching, flexible grouping, and making the most of this dedicated intervention and enrichment time.</p> <p>We will also continue to build our school-wide coherence around evidence based practices related to number sense by aligning instructional practices, assessment strategies, and Tiered supports. This kind of consistency is essential for building foundational math skills in every grade.</p> <p>Intentional collaboration between classroom teachers and related service staff will be key. Teams need structured time to plan together and align Tiered instruction that is responsive to student needs.</p> <p>Additionally, we need to continue to utilize Universal Design for Learning to support voice and choice for the students in front of us to best support their sense of belonging and feelings aligned to the value of school. We know this is impacted by how we structure learning opportunities for students.</p> <p>And while math remains a focus, we must continue to sustain strong, high-quality reading instruction. Literacy is foundational—not only for academic success overall—but also for students' ability to</p>

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Access or Outcome Gap	Root Cause
	access and engage with math content, including interpreting directions and word problems.

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 English Language Arts and Mathematics by the end of grade 3.
	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
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.
	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental, and physical health.
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.

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GOAL 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis, we believe that if we focus on strengthening student number sense and fact fluency in grades K-2, then we will increase the number of students at grade level standard by the end of second grade. These efforts will ensure students have a strong foundation in math so they can be successful in math as they move into third grade where these skills are essential in understanding multiplication, division, and fractions.

Objective

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

*By June of 2026, **students served within our English Language Development program** in grades K-2 not yet at grade level will increase their math skills related to number sense by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, specific fact fluency assessments, summative math assessment (pre/post), student work samples, and conferring anecdotal records.*

Instructional Practices & Equity Strategies

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

Growing Our Inclusionary Practices

Students of Focus Staff will be asked to identify three students of focus that may align to our school-wide SMART goal. Staff will identify a student below grade level, on grade level, and above grade level that are not yet meeting their greatest potential in learning. This will allow staff to get to know the strengths, needs, and stories of these individuals. They will also hold these students at the center of their planning to ensure access to learning for individuals through the lens of Universal Design for Learning with the understanding of the ripple effect of this work on all students.

Inclusive Master Schedule Make sure all students have access to core math instruction so they can be exposed to models and modeling that develops conceptual understanding as well as to hear the thinking shared by peers as they engage in this work.

- **Tier 1 Instruction** Ensure math routines and quick practices that align to growing number sense are part of Tier 1 instruction on an ongoing basis.
- **WIN Time** Ensure students receive differentiated instruction at their just right level aligned to learner variability and personalized learning through flexible groups and resource matching.
- **Flexible Service Delivery** Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our system of personnel mapping as we engage in and carry out our work related to resource mapping to align interventions to student needs throughout the year.
- **Collaborative Planning** Create opportunities for shared planning among teams with all or some members of their team each day so they can take a team approach through a tiered lesson when planning instruction.

Universal Design for Learning

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Utilize Universal Design for Learning to support voice and choice for the students in front of us to best support their sense of belonging and feelings aligned to the value of school. We know this is impacted by how we structure learning opportunities for students.

Evidence-Based Practices In Math

Math Genius Squad In addition to the district training being provided for teachers teaching 3rd grade math content, we will use this resource to engage all staff in PD related to the planning and implementation of math strategies to support a tiered approach to serving students in the area of mathematics.

Resource Matching Continues to learn how we can best align the resources in which we have available to the needs of students. In addition, create ready made materials that would allow the teacher, other staff, or volunteers to implement targeted instruction individualized for the student.

Math Committee Develop a math committee to improve:

- **Curricular Alignment** Conduct curricular alignment in math across grade levels so students can come prepared with strong foundations skills in math from the previous grade level.
- **Developing a Data System** Developing our assessment system to determine progress explicitly in number sense and fact fluency and to better monitor student growth.
- **Vocabulary** - Determine the essential Tier 3 vocabulary to be taught at each grade level

Vocabulary Ensure key Tier 3 vocabulary is being taught and reinforced through use by the teacher and through student practice

Interweaving with other Goals

Look for opportunities to embed the other work of Goal 1 and Goal 2 to strengthen our mathematical practices and instruction.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

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

- providing intentional tiered instruction and supports around school-wide expectations and social and emotional learning,
- respecting various cultures and identities,
- implementing positive and restorative practices,
- engaging students of focus and other student leaders within listening sessions to support the Equity Transformation Cycle,

then students will experience a stronger sense of belonging as they develop student agency, self-awareness and regulation, and positive relationships. We believe that when students experience a sense of belonging at school, then they are more likely to take on academic challenges and seek out opportunities to personalize their learning and experience academic and social and emotional success.

Objective



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

*By June of 2026, **students served within our English Language Development program** demonstrating they feel disconnected from school will have an increased sense of belonging to school, and engagement in personalized learning as measured by Northshore School District's Panorama Survey, student interviews, and ongoing exit tickets. We will specifically look at the area of sense of belonging, positive feelings, and school climate in the Panorama Survey*

Instructional Practices & Equity Strategies

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

Intentional Instruction and Support Around Social and Emotional Development

Tiered Counseling Support- collaboration and partnership between counselors, teachers and parents provides targeted instruction of social and emotional skills through Second Steps and Kelso's Choice, and Zones of regulation building self efficacy, self-regulation empathy and contributes to a sense of belonging.

- **Whole Class** Counselors rotate through classrooms and focus instruction on social/emotional themes such as friendship, empathy and anti-bullying embedded in their core curriculum.
- **Small Group Instruction** Students are referred by teachers or by parents for small group targeted instruction and skill development based on students' strengths, needs and story.
- **Individual Student Support** Counselors provide one on one student support for identified students in order to strengthen social-emotional skills, building trusting relationships and increasing a sense of belonging. The counselor will refer students to see our Mental Health Specialist as needed.

School Wide Programs Social-Emotional learning will be the focus of student centered programming with an emphasis on culturally responsive awareness and appreciation, and aligned with the school's positive behavior expectations of being kind, safe, and responsible.

- **Student Voice** Continue to use Student Council, the Student Growth Goal Process, and 1:1 conversations with students to support student agency and to adjust learning and school-wide systems and the learning process based on this experience.
- **Exit Tickets** Utilize the feedback loop with students and learn more about the student experience by gathering information through the use of exit tickets that students in grades 3-5 will complete once per trimester. Questions will relate specifically to areas in Panorama in which we are seeking more information to better understand the student experience.
- **STAR Tickets** Use these to positively reinforce our school-wide pillars
- **Weekly Announcements and STAR Assemblies** Weekly announcements will:
 - highlight the school's PBIS systems of positive reinforcements aligned with positive school-wide pillars of behavior expectations.
 - teach into our diverse culture and honoring each individual for their unique self.
 - build a common language around strategies and practices related to self regulation
- **Intentional Pairing of Students**
 - **Buddy Classrooms** Pair students within intermediate and primary classrooms to increase cross school connections and improve a sense of belonging.

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- **Affinity Groups** Use before school programs as a way to connect students across grade levels that identify in similar ways when opportunities arise.

Social-Emotional Learning and Support Within School Wide Systems

- **PBIS** Be intentional about utilizing PBIS strategies that form relationships by utilizing strategies that build, maintain, and restore relationships over time. Positively reinforce appropriate behavior aligned to school-wide expectations.
 - **Classroom Meetings** Build in consistent classroom meeting times within the master schedule to support engagement in conversations to support student voice within the classroom, to create opportunities for students to learn about one another's strengths and learning styles, develop problem solving strategies, and to gain knowledge of students related to their strengths, interests, talents, and cultures beyond the classroom.
 - **Calming Kits** Build consistency practices around the use of calming kits in the classrooms that students can use to support self regulation. Use school-wide systems to explicitly teach into the use of the materials to support students in using them effectively.
- **Explicit Teaching of Second Step** Teachers will provide direct instruction of Social and Emotional Learning Standards during flex time designated in the school schedule to provide Second Step lessons on opposite weeks from the counselor instruction to build a common language across the school to support students with self regulation and solving problems.
- **Intensive Student Guidance Team** Utilize the Tlered Matrix of Support for Social and Emotional Learning and interventions in support of teachers meeting the needs of students referred to the team.
- **Review Panorama Data** SDLT along with counselors, our dean, and administrative team will look to create cogenerative dialogue with students based on results as we explore Equity Transformation Cycle to reimagine shifts in systemic practices that would further support students, especially students furthest from racial and educational justice.

Interweaving with other Goals

Look for opportunities to embed the other work of Goal 1 and Goal 3 to strengthen social-emotional learning and instructional practices.

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

Theory of Action

Based on the data and root cause analysis, we believe that if we continue to strengthen our Equity-Based MTSS models through the implementation of inclusive practices, Professional Learning Communities, and evidence based practices specific to mathematics, we will be able to close academic gaps and create opportunity for our students, especially those furthest from educational justice. We also believe these efforts will have a positive ripple effect on the academic achievement of all students.

Objective

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



By June of 2026, **students served within our English Language Development program** and identified students of focus as a result of not yet meeting their greatest potential will increase their mathematical skills related to number sense by making one year or more of growth as measured by trimester i-ready diagnostic data, i-ready progress monitoring data through individual lessons, specific fact fluency assessments, summative math assessment (pre/post), student work samples, and conferring anecdotal records.

Instructional Practices & Equity Strategies

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

Further our Equity-Based MTSS Model By:

Growing Our Inclusionary Practices

Students of Focus Staff will be asked to identify three students of focus that may align to our school-wide SMART goal. Staff will identify a student below grade level, on grade level, and above grade level that are not yet meeting their greatest potential in learning. This will allow staff to get to know the strengths, needs, and stories of these individuals. They will also hold these students at the center of their planning to ensure access to learning for individuals through the lens of Universal Design for Learning with the understanding of the ripple effect of this work on all students.

Inclusive Master Schedule Make sure all students have access to core math instruction so they can be exposed to models and modeling that develops conceptual understanding as well as to hear the thinking shared by peers as they engage in this work.

- **Tier 1 Instruction** Ensure math routines and quick practices that align to growing number sense are part of Tier 1 instruction on an ongoing basis.
- **WIN Time** Ensure students receive differentiated instruction at their just right level aligned to learner variability and personalized learning through flexible groups and resource matching.
- **Flexible Service Delivery** Our related service staff including - special education, LAP, and English Language Development will partner together to strengthen our system of personnel mapping as we engage in and carry out our work related to resource mapping to align interventions to student needs throughout the year.
- **Collaborative Planning** Create opportunities for shared planning among teams with all or some members of their team each day so they can take a team approach through a tiered lesson when planning instruction.

Universal Design for Learning

Utilize Universal Design for Learning to support voice and choice for the students in front of us to best support their sense of belonging and feelings aligned to the value of school. We know this is impacted by how we structure learning opportunities for students.

Growing our Professional Learning Communities

Asset-Based Approach Implement systems to assist staff in remaining focused on using students' stories, strengths, and needs within their planning. Engage staff in PLC practices through the cycle of "Plan, Do, Study, and Act" paired with resources in which they engage in intentional



planning around one of their three students of focus using quantitative, qualitative, and experiential data.

Protected PLC Time Ensure protected time is included in the professional development plan for staff so they are reviewing data of students of focus every four weeks and planning for Tiered instructional accordingly with a special focus on supporting the planning of WIN Time.

Alignment to Universal Design for Learning Use PLC to support the planning of next steps around a student of focus by considering student voice in their preferred methods of learning or how they best show what they know.

Evidence-Based Practices In Math

Math Genius Squad In addition to the district training being provided for teachers teaching 3rd grade math content, we will use this resource to engage all staff in PD related to the planning and implementation of math strategies to support a tiered approach to serving students in the area of mathematics.

Resource Matching Continues to learn how we can best align the resources in which we have available to the needs of students. In addition, create ready made materials that would allow the teacher, other staff, or volunteers to implement targeted instruction individualized for the student.

Math Committee Develop a math committee to improve:

- **Curricular Alignment** Conduct curricular alignment in math across grade levels so students can come prepared with strong foundations skills in math from the previous grade level.
- **Developing a Data System** Developing our assessment system to determine progress explicitly in number sense and fact fluency and to better monitor student growth.
- **Vocabulary** - Determine the essential Tier 3 vocabulary to be taught at each grade level

Vocabulary Ensure key Tier 3 vocabulary is being taught and reinforced through use by the teacher and through student practice

Interweaving with other Goals

Look for opportunities to embed the other work of Goal 1 and Goal 2 to strengthen our mathematical practices and instruction.

Connection to Providing High Quality Literacy Instruction

The instructional practices outlined in Hollywood Hill's math plan—such as the use of Universal Design for Learning (UDL), collaborative planning through Professional Learning Communities (PLCs), and data-driven tiered instruction directly support high-quality instruction in reading and writing as well. These structures promote equity-based, inclusive teaching by centering instruction around each student's strengths, needs, and learning preferences. When teachers engage in flexible grouping, resource matching, and shared planning, they refine their ability to differentiate instruction and scaffold literacy skills just as effectively as mathematical ones.

The focus on vocabulary development, student voice, and evidence-based practices strengthens comprehension and communication across content areas. In addition, the integration of social-emotional learning and belonging work enhances classroom relationships,

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increasing student engagement and willingness to take academic risks in all subjects. Altogether, these math-aligned systems cultivate a consistent, responsive instructional approach that benefits students' growth in reading, writing, and mathematics alike.

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.	SBA for Grade 3 (2025)	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2025-26 school year prior to fall testing.
	WaKIDS for Kindergarten	Review in the fall to determine students needing LAP and ELD services.
	K-2 i-Ready Data - Specifically in: <ul style="list-style-type: none">• Number Sense in Math• Phonological Awareness and Phonics in Reading	Trimester Basis: Use i-Ready to track progress based on diagnostic information. As Needed: Use this tool to support progress monitoring through individual lessons.
	Qualitative, Summative (Pre/Post) Anecdotal, and Experiential Data From Small Groups	Teachers will use this data to plan for ongoing instruction as needed
	Data specific to number sense and fact fluency	Use on a monthly basis when teachers meet in PLCs to track progress within our school-wide data tracking sheet for students of focus.

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	Monitor Related Service and Before School Programs	Track progress of specific intervention programs every six weeks to determine progress of students as well as to adjust our flexible delivery model.
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.	Gather data connected to students' school experience tied to inclusion and belonging to be used within the Equity Transformation Cycle	Trimester Basis: Talk with Student Leaders on the student council and work with SDLT to learn more about the student experience and adjust school systems and classroom learning accordingly
	Student Panorama Survey	Semester Students in grades 3-5 take this online survey.
	Student Exit Tickets	Trimester Basis Students in grades 3-5 will complete once per trimester. Questions will relate specifically to areas in Panorama in which we are seeking more information to better understand the student experience.
	Student Growth Goal Process	Ongoing Discuss with the teachers how they are adapting classroom systems and instruction based on student voice and the student experience.
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.	SBA for Grade 3 and 4 (2025)	Review prior to the start of the school year to determine students needing immediate LAP or ELD services as students transition into the 2024-25 school year prior to fall testing.



	K-5 i-Ready Data	Prior to the Start of School - determine students needing immediate LAP or ELD services as students transition into the 2024-25 school year prior to fall testing. Trimester Basis: Use i-Ready to track progress based on diagnostic information. As Needed: Use this tool to support progress monitoring through individual lessons.
	Qualitative, Summative (Pre/Post) Anecdotal, and Experiential Data From Small Groups	Teachers will use this data to plan for ongoing instruction as needed
	Data specific to number sense and fact fluency	Use on a monthly basis when teachers meet in PLCs to track progress within our school-wide data tracking sheet for students of focus.

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Hollywood Hill, 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:

Equity-Based MTSS

We will continue to hold the lens for equity as we engage in professional learning aligned to strengthening our MTSS practices by engaging in the following professional development to support Equity-Based MTSS:

Universal Design for Learning We will continue to go deeper in learning about UDL guidelines by learning more about what they look like in action to improve our implementation of this inclusive practice. When engaging in work as a professional learning community, we will plan around the strengths, needs, and stories of students of focus to ensure access to learning for individuals through the lens of Universal Design for Learning and hold an understanding of the ripple effect of this work on all students.

Social and Emotional

- **Student Voice** Provide specific professional development aligned to elevating student voice through classroom meetings and the Student Growth Goal Process.
- **SEL Standards** Ensure conversations about Social and Emotional learning standards are part of ongoing conversations and professional development.

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- **School-Wide Expectations** Continue to incorporate conversations connected to maintaining school-wide expectations to build consistency and fairness for students across settings.

PLC Work/Multi-Tiered Systems of Support

- **Tiered Approach** Provide time for staff to engage in collaborative discussions around PLC practices specifically around our focus students furthest away from educational justice to support tiered instruction.
- **Resource Matching** Ensure specific time is set aside to collaborate on flexible groups for WIN time by asking staff to bring data connected to fact fluency so they can best match resources for instruction to the individual students of students.
- **Student Centered** Incorporate a whole child data approach into our PLC practices and conversations by focusing on students stories, strengths, and needs.
- **Learning About Evidence Based Practices/Resources** Continue to learn about evidence based practices such as Math Genius Squad, Achieve the Core, etc support best practices (systematic delivery of standards, strong visuals, various methods, etc) in math.

See Hollywood Hill's 2025-26 Professional Development Plan (to be linked once finalized)

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:

Listening and Learning/Principal Chats

- Engage families in Live Listening Sessions/Principal Chats on a trimester basis. These conversations will help us listen and learn about family experiences and will specifically focus on improving communication and engagement.
- Staff create opportunities within the classroom for parents to share about their family and child, supporting the gathering of experiential data during times such as November conferences.
- Conduct individual parent interviews and or hold conversations to be intentional in learning about the families' experiences in school both proactively and in response to incidents impacting the students of specific families.

Intentional Communication Be intentional with our community that their voice matters by letting them know the next steps we will take with the information provided as well as the outcomes that have occurred as they share their experiences through Listening Sessions/Principal Chats . If conflict arises, we will be intentional to reach out to families to learn more about their experience and perspective as well as maintain dignity for all in exploring resolutions and steps forward.

Building a Common Language

- **Social and Emotional Learning** Grow our common language around enacting school-wide expectations for students within the classroom and throughout our campus within the Monday Morning Announcements and whole-school assemblies.

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- **Academics** Support families in understanding strategies and methods used to support academic instruction at school through the sharing of games to play at home, family nights, and other strategies.

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