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## 2025-26 Skyview Middle School Strategic Action Plan

This year, our goals at Skyview Middle School were selected after a thorough review of student data and community input. The table below highlights the priority areas we will focus on this year to support growth, equity, and success for all students.

### **Mission:**

*At Skyview Middle School, we believe in collaboratively educating and supporting students as they develop into lifelong learners by providing a nurturing environment where academic and personal excellence are achieved for all students.*

**School Pillars:** Respect, Integrity, Safety, Empathy (RISE)

- Respect
- Integrity
- Safety
- Empathy
- Collaboration / Teamwork
- Exploring Skills / Lifelong Learner
- Inspiring
- High Expectations

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.

We use three different lenses to better understand our students' experiences:

- **Satellite view** – looking at big-picture trends through surveys, attendance, achievement data, and program participation.
- **Map view** – zooming into specific groups of students, such as Latino/a learners, multilingual learners, and students with disabilities, to identify patterns and opportunities.
- **Street view** – listening directly to students and families about their day-to-day experiences, challenges, and successes.

This approach ensures that we not only review data but also hear and honor the voices of those most impacted. Our goal is to transform learning experiences so that every student feels known, challenged, and supported, while every family feels welcomed as a partner in the process.

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## Community Engagement

To guide our strategic planning process, Skyview will engage in:

- **Student Focus Groups (Fall, Winter, Spring):** Gather student voice and self-reports of students' school experiences
- **Family Interviews (3x/year):** Capture cultural, linguistic, and systemic barriers
- **Feedback from Family Engagement Specialist:** Focus on Latino/a and multilingual families
- **Extracurricular Participation Review:** Leverage inclusive programming such as Drama, Heritage Events, Intercultural Night, Math Club, Music, National History Day, Science Olympiad, and the Technology Student Association
- **Community Volunteer Tutoring:** Seek bilingual and culturally competent volunteers for during and after school support

## Examination of Student Data

We reviewed this set of data as part of our inquiry process because it gives us a comprehensive picture of how all students – and specifically our Latino/a learners – are experiencing school. Each data source provides a different lens:

- **Attendance (Skyview: 93.3%, Latino/a: 89.2%)** – Attendance is foundational to learning. Gaps in attendance highlight barriers to access and engagement that must be addressed before academic progress can be made.
- **Grade-Level Standards (D/F rates: Latino/a 2.8% vs. school-wide 1%)** – Course performance provides direct evidence of whether students are meeting grade-level expectations. The disparity signals a need to strengthen supports and equitable access to rigorous instruction.
- **iReady proficiency and Algebra 1 readiness** – Early indicators of math readiness help us track preparation for advanced coursework and graduation requirements. Monitoring these data points allows us to intervene before gaps widen.
- **Family and staff listening sessions, climate surveys (Healthy Youth, Panorama)** – Surveys and listening sessions provide critical insights into belonging, safety, and engagement. They reveal student and family perspectives that numbers alone cannot capture.
- **Student/family interviews, Round Tables, Cultural Nights, student shadowing** – These qualitative data sources help us understand the lived experiences behind the numbers. They highlight strengths to build on and barriers to remove, ensuring our inquiry is grounded in authentic voices.

Together, these measures allow us to see both the academic outcomes and the school experience of our learners. This balanced view helps us identify where targeted support,



professional learning, and family partnership are most needed to ensure each student experiences challenge and belonging at Skyview.

Quantitative Data (Numerical)	Qualitative Data (Descriptive, Non-numerical)	Experiential Data
<b>Attendance</b>  Overall attendance: <b>93.3%</b> ; Latino/a students: <b>89.2%</b> (lowest subgroup rate)  <b>Grade-Level Standards</b> <ul style="list-style-type: none"><li>• D/F rates – Latino/a: 2.8% vs school-wide 1%</li><li>• iReady proficiency</li><li>• Algebra 1 readiness</li></ul>	Family listening sessions highlight challenges with communication (language and system navigation). Teachers note inconsistent follow-up with chronically absent students.	Student/family interviews describe feeling “invisible” and disconnected. Round tables identified trust gaps between families and school.
WSIF Math final score: <b>1.55</b> (lowest subgroup); only <b>17%</b> of Latino/a students met math standard in 2024; D/F rate <b>2.8% vs. 1% school-wide</b>	Staff interviews: concerns around preparation for Algebra and differentiation. Counselors note low confidence in math skills.	Student shadowing shows withdrawal during math group tasks. Panorama survey: only <b>34%</b> of Latino/a students report belief in their own academic success.
Latino/a student enrollment in Algebra 1 & CTE: <b>32% baseline</b>	Family and staff feedback: systemic bias around placement into advanced courses, limited family awareness of options	Round tables: students and families report lack of encouragement to pursue advanced classes; cultural nights highlight importance of outreach in Spanish.
RISE reward redemption lower among Latino/a subgroup; lower rates of club/activity membership	Feedback from student/family focus groups: feelings of exclusion, identity-based tension, and low visibility in leadership roles	Shadowing and interviews show fewer participation attempts in collaborative settings; cultural event feedback highlights desire for more representation and recognition.



## 2024-27 Racial and Educational Justice Framework

As part of our equity work, we are aligning our school's inquiry process with the [Northshore School District's 2024-2027 Racial & Educational Justice Framework](#). In doing so, we used the Framework to guide which areas of focus would most meaningfully move equitable outcomes forward for all students. The Framework guided us in selecting areas of focus that will most meaningfully advance equitable outcomes for all students. For this 2025-26 school year, we have prioritized components from **Throughline Two: Identity-Affirming Environments and Experiences:**

- **Practices (2B):** Students experience environments and opportunities that affirm their identities.
- **Pedagogy (2D):** Students develop a deeper understanding of their own intersectional identities and those of their peers.

Additionally, we are drawing on Pedagogy (1D), which emphasizes inclusive instructional practices. By ensuring that curriculum and classroom experiences do not unintentionally reinforce bias or exclusion – and by proactively addressing microaggressions, representation, and culturally responsive approaches – we are working to create learning environments where every student sees themselves reflected, valued, and empowered.

### Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Latino/a, multilingual learners, and students receiving special education services that require our attention. These gaps are described below.

Access or Outcome Gap	Root Causes
<b>Attendance</b> <ul style="list-style-type: none"><li>● Latino/a students</li><li>● Multilingual students</li><li>● Students receiving special education services</li></ul>	<ul style="list-style-type: none"><li>● Limited sense of belonging</li><li>● Language barriers for families,</li><li>● Inconsistent communication/support structures</li></ul>
<b>Academic Performance (Math)</b> <ul style="list-style-type: none"><li>● Latino/a students</li><li>● Multilingual students</li><li>● Students receiving special education support in Pre Algebra 1 and 2</li></ul>	<ul style="list-style-type: none"><li>● Limited Algebra 1 readiness</li><li>● Lack of targeted supports prior to advanced coursework</li><li>● Inconsistent access to enrichment</li><li>● Systemic barriers: language access, cultural disconnect</li><li>● Academic support systems not fully responsive or accessible</li><li>● Limited culturally responsive pedagogy</li><li>● Family-school trust gap</li><li>● Peer/social identity challenges</li></ul>
<b>Access to Rigorous Courses</b> <ul style="list-style-type: none"><li>● Latino/a students</li><li>● Multilingual students</li></ul>	<ul style="list-style-type: none"><li>● Perceptions of who is “ready”</li><li>● Low self-confidence</li></ul>

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Access or Outcome Gap	Root Causes
<ul style="list-style-type: none"> <li>Students receiving special education services</li> </ul>	<ul style="list-style-type: none"> <li>Underrepresentation in advanced or HiCap classes</li> </ul>
<b>Engagement/Belonging</b> <ul style="list-style-type: none"> <li>Latino/a students</li> <li>Multilingual students</li> <li>Students receiving special education services</li> <li>Multiracial students</li> </ul>	<ul style="list-style-type: none"> <li>Experiences of bias/microaggressions</li> <li>Limited visible leadership opportunities</li> <li>Lack of culturally responsive programming</li> </ul>

## 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 2</b> 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 actively invested in and able to advocate for their educational goals, as well as the supports needed to achieve them.  <b>Measure:</b> Increased percentage of students who report engaging in clubs, sports, employment, or activities
<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 enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.  <b>Measure:</b> Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level (iReady Math and Reading → 1 year growth)
<b>Goal 4</b> Innovative, Creative, Critical Thinkers  <i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real-world learning, while</i>	Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.  <b>Measure:</b> Increased percentage of students who can justify a position with supporting evidence

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School Goals	Measure
<i>applying knowledge and skills in a variety of ways.</i>	and can solve real-world challenges in imaginative ways
<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 meets or exceeds Washington state's college-&amp;-career readiness graduation requirements.</i>	<p>Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.</p> <p><b>Measure:</b> Increased percentage of students meeting academic standards and on track to graduate on-time from grade 9 on (Enrollment in Algebra 1, CTE intro courses, and academic performance).</p>

### Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the changes 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.

### **Strategic Plan Goal 2: Increase student agency and engagement**

#### **Theory of Action:**

Based on the data and root cause analysis, we believe that if we foster a culture of belonging through proactive SEL supports, clear expectations (MTSS and RISE), and culturally responsive practices, then students will feel safe, respected, and valued, which will improve attendance, engagement and feelings of belonging.

**Objective:** By June 2026, at least 75% of Latino/a students will report active involvement in 1–2 school-based programs (measured via rosters and quarterly student survey).

- Increase percentage of students reporting a sense of belonging and safety on Panorama surveys
- Decrease rates of chronic absenteeism, particularly among Latino/a students
- Increase participation of historically marginalized students in clubs, activities, and leadership

#### **Instructional & Equity Strategies:**

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

- Implement restorative practices to strengthen relationships and reduce exclusionary discipline
- Integrate SEL instruction and embed community-building routines in classrooms



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- Provide staff professional development on microaggressions, bias, and culturally sustaining practices
  - Partner with families through bilingual communication and cultural nights
  - Culturally Responsive Teaching (CRT)
  - SIOP and UDL application in core classes
  - Co-designed student clubs and leadership projects
  - Inclusive recognition via RISE reward systems

### **Strategic Plan Goal 3: Student Growth & Success**

#### **Theory of Action:**

If we deliver high-quality Tier 1 instruction within an MTSS framework, using UDL, SIOP, and differentiated practices to meet students where they are, then all students – especially those historically marginalized – will demonstrate growth in literacy, math, and readiness for rigorous coursework.

**Objective:** By Spring 2026, 60% of Latino/a and multilingual students not at grade level will demonstrate at least one year's growth as measured by iReady, IXL, classroom-based common assessments, and district-established benchmarks.

- Grade-level PLC collaboration with disaggregated data review
- Academic peer mentoring
- Targeted intervention blocks with embedded language support
- Strategic master scheduling with inclusion models and para supports
- Algebra Prep cohort with summer bridge support
- Real-time progress tracking using MTSS meetings
- iReady and IXL implementation in all content areas

#### **Instructional & Equity Strategies:**

- Implement consistent use of formative assessment to inform instruction. Expand access to scaffolded enrichment and rigorous coursework.
- Use data cycles to monitor growth and provide targeted Tier 2/3 supports.
- Integrate culturally responsive pedagogy into all content areas.

### **Strategic Plan Goal 4: Innovative, Creative, Critical Thinkers**

#### **Theory of Action:**

If we design and deliver instruction that is culturally responsive, cognitively demanding, and accessible to all learners – anchored in project-based learning, UDL principles, and collaborative cross-disciplinary planning – then more students, especially those identifying as Hispanic/Latino and/or receiving special education services, will experience meaningful, relevant, and challenging learning. As a result, student engagement and perceptions of being challenged will increase, leading to deeper learning and more equitable outcomes.

**Objective:** By June 2026, increase the percentage of students – especially those identifying as Hispanic/Latino and/or receiving special education services – who report feeling challenged and engaged in meaningful, relevant learning by 10%, as measured by student perception surveys and classroom walk-through data.





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### Instructional & Equity Strategies:

- Implement project-based learning (PBL) units across all grade levels that include culturally relevant and real-world topics.
- Provide professional development on culturally responsive teaching and designing cognitively demanding tasks for diverse learners.
- Use student surveys to inform instructional design and ensure content relevance and rigor.
- Engage in regular collaborative planning to support cross-disciplinary instruction that emphasizes innovation and critical thinking.
- Use UDL (Universal Design for Learning) principles to ensure accessibility and cognitive engagement for all students.

### Strategic Plan Goal 5: Ready for Lifelong Success after Graduation

#### Theory of Action:

If we partner with families, guide students to create clear high school readiness plans, opportunities to explore college and career pathways, and offer them extra academic support, then students are more likely to take on challenging courses like Algebra 1 and CTE STEM courses, stay on track for graduation, and feel confident about their futures.

**Objective:** By June 2026, increase Latino/a enrollment in Algebra 1 and CTE from 32% to 50%; reduce D/F rate by 30%.

### Instructional & Equity Strategies:

- Personal High School Readiness Plans (PHRPs) / Post-secondary planning
- Spring Family Info Sessions (w/ translators)
- Teacher office hours & evening academic clinics
- Student-led goal setting conferences
- Expanded partnerships with Natural Leaders & North Creek HS
- Increase the percentage of students meeting or exceeding grade-level standards in literacy and math.
- Increase enrollment and success of historically marginalized students in Algebra 1 and CTE pathways.
- Ensure that each student demonstrates at least one year of academic growth annually.

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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.

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Measures	Metrics	Dates of Data Review
<b>GOAL 2:</b> 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><b>Metrics:</b> Club/leadership rosters, Student voice surveys</p> <p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Student Board</li> <li>• Student Justice Collaborative</li> <li>• Student Justice Conference</li> </ul> <p>Students see themselves represented in the curriculum and instructional materials</p>	<p>SDLT Days:</p> <ul style="list-style-type: none"> <li>• Nov. 4</li> <li>• Dec. 2</li> <li>• Jan. 6 or 29</li> <li>• Mar. 3 or 31</li> <li>• May 5</li> <li>• June 2</li> </ul> <p>End of Quarters:</p> <ul style="list-style-type: none"> <li>• Oct. 31</li> <li>• Jan. 23</li> <li>• April 3</li> <li>• June 17</li> </ul>
<b>GOAL 3:</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<p><b>Metrics:</b> iReady diagnostics, IXL diagnostics, Algebra enrollment, grade checks</p> <ul style="list-style-type: none"> <li>• Number of students participating in advanced course sequences, specialized programs</li> <li>• Number of students completing AP and/or IB exams</li> </ul>	<p>Fall/Winter/Spring diagnostics (i-Ready, IXL, Student Grades)</p> <p>Panorama scheduled for Oct. 21</p> <ul style="list-style-type: none"> <li>• Data review Oct. 31 (SDLT)</li> </ul> <p>i-Ready Scheduled for:</p> <ul style="list-style-type: none"> <li>• Sept. 15 &amp; 22</li> <li>• Jan. 30</li> <li>• June 8-9</li> </ul> <p>IXL</p> <ul style="list-style-type: none"> <li>• Nov. 4</li> <li>• Dec. 2</li> <li>• Jan. 6 or 29</li> <li>• Mar. 3 or 31</li> <li>• May 5</li> <li>• June 2</li> </ul>
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below	<ul style="list-style-type: none"> <li>• iReady scores Fall-Spring</li> <li>• SBA scores</li> </ul>	



Measures	Metrics	Dates of Data Review
grade level.		
<b>GOAL 4:</b> Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	<b>Metrics:</b> Panorama surveys, student advisory board, student perception surveys <ul style="list-style-type: none"><li>Participation in Enrichment Clubs such as Math/Science Olympiad, National History Day, Robotics, TSA, etc.</li></ul>	Quarterly End of Quarters: <ul style="list-style-type: none"><li>Oct. 31</li><li>Jan. 23</li><li>April 3</li><li>June 17</li></ul>
<b>GOAL 5:</b> Ready for Lifelong Success after Graduation		
Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.	<b>Metrics:</b> D/F tracking, Readiness Plan progress, Attendance <ul style="list-style-type: none"><li>Enrollment in Advanced Courses</li><li>Enrollment in CTE Courses</li></ul>	Ongoing (monthly), Semester End SDLT Days: <ul style="list-style-type: none"><li>Nov. 4</li><li>Dec. 2</li><li>Jan. 6 or 29</li><li>Mar. 3 or 31</li><li>May 5</li><li>June 2</li></ul> Semester Ends: <ul style="list-style-type: none"><li>Sem 1. Jan. 23</li><li>Sem 2 June 17</li></ul>

## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Skyview 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:

- Culturally Responsive Instructional Design
- Engaging Multilingual Learners Using UDL/SIOP
- Collecting Street Data: Using Student and Family Voices to Guide Change
- Equity in Grading & Feedback Practices
- Family Engagement for Secondary Success



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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:

- **Host Quarterly Community Round Tables** (Spanish-led and multilingual groups)
- **Offer Monthly Coffee with Admin** (parent feedback and school updates, PTSA-sponsored)
- **Invite Families to Curriculum Night** (September 24, 2025)
- **Celebrate Cultures at the Intercultural Festival** (family performances, food, and traditions)
- **Create a Community Mentor Program** (focus on 6th grade Latino/a males)
- **Provide a Parent Learning Series** (navigating school systems)
- **Establish a Family Advisory Board** (planning and feedback loop)
- **Implement a Family Feedback Form** (shared in the Family Bulletin)
- **Encourage Families to Join PTSA** (key partner in school initiatives)
- **Promote Natural Leaders Participation** (parent volunteer group building partnerships)
- **Invite Families to Share Expertise** (guest speakers and classroom volunteers)

## COMMUNICATION TOOLS

- **Share Weekly Staff Bulletin** (resources, ideas, professional readings, supports)
- **Publish The Perch Daily Announcements** (positive school culture and connections)
- **Send Weekly Eagle's Nest Family Bulletin** (school updates and opportunities)

## STUDENT RECOGNITION & CULTURE

- **Highlight Students in the Admin Eagle's Nest** (grades 6–8 focus group)
- **Celebrate Students with R.I.S.E. Awards** (MTSS/PBIS incentives)
- **Host Quarterly SOARing Eagle Breakfasts** (recognizing students based on SMS Pillars)
- **Support BIPOC Student Leadership** (monthly after-school student-created club)
- **Recognize Cultures Across Campus** (hallway decorations, newsletters, announcements, celebrations)

The 2025–26 SAP reflects Skyview's continued investment in equity-centered leadership and data-informed, student-affirming practice. Our Latino/a, Multilingual Learners, and Special Education students are resilient and brilliant – and through sustained

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collaboration with families, staff, and community – we aim to ensure that every student succeeds.

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