

SCHOOL ACTION PLAN

Northshore School District · 2026–2027
Maywood Hills Elementary · Principal: Sonja Hoeft



SECTION 1: THE BACKGROUND

School Name: Maywood Hills

Year: 2026–2027

Principal: Sonja Hoeft

The Central Vision (North Star)

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 among our community, students, and staff, and by empowering students with the tools they need to become lifelong learners.

Focus Population (Who is furthest from racial and educational justice?)

Our students furthest from academic and educational justice are our English-learner and Hispanic students in grades 4–5 who need additional support in academic-vocabulary-rich comprehension of informational text.

Learning Problem (Big Picture)

All students need access to Tier 1 instruction each day, with interventions responsive to their individual needs. As students move through the grades, growth slows, and after 3rd grade our data begins to dip. How do we continue the growth that starts in K–3 through our 4th and 5th grade classrooms? Of specific concern is the decline in vocabulary, followed by (and closely related to) informational-text comprehension. This problem is not isolated to grades 4–5: what shifts are needed to ensure our intermediate students have the tools they need to succeed?

SECTION 2: THE SYSTEMIC NARRATIVE

Root Cause — the central node that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	Informational-text comprehension is the weakest reading strand across every upper grade. Grade 4 illustrates it most clearly, with proficiency declining steadily over four years: 55% → 54% → 51% → 47%. This trails literature comprehension by 8–12 points (Grade 4: 59% literature vs. 47% informational), pointing to the added content-knowledge and academic-vocabulary demands nonfiction places on readers. Vocabulary is the strongest predictor. Among students in grades 4–5, those below standard in vocabulary are also below in comprehension 81% of the time, versus just

The Holistic Inquiry	Response
	16% of students whose vocabulary is at standard. A cohort followed from grade 2 to grade 5 shows vocabulary and comprehension declining in tandem. This surfaces an equity concern: academic vocabulary is a gatekeeper for multilingual learners, whose grades 3–5 vocabulary averages 38% (vs. 71% schoolwide) and comprehension 31%. Hispanic students show similar patterns.
The Systemic Root (What are the causes? Are they interconnected, and how?)	Our analysis points to a systemic root in instructional design and collaborative infrastructure. Current supports are well-intentioned, but there are clear opportunities to strengthen Tier 1 whole-group instruction — particularly the vocabulary and comprehension strategies that benefit all students before they need intervention. Building this capacity at the core is essential to closing the informational-text gap. Alongside the instructional shift, we need to deepen collaboration between classroom teachers and support staff. Dedicated, protected time for grade-level and support teams to meet will let us discuss student data with consistency, so interventions align with identified needs rather than working in isolation from core instruction. Finally, our data cycles are the mechanism for that alignment. By reviewing and sharing data across all four cycles, we keep conversations anchored in real evidence of learning and adjust instruction and supports in time — rather than waiting until gaps have widened.

SECTION 3: THE INTERCONNECTED ACTION MAP

Theory of Action — viewed through three systems (Instruction, Culture, Structure) to ensure it is holistic.

IF we teach academic vocabulary and informational-text comprehension within grade-level-and-beyond tasks in the 60-minute core, target the specific strand needs in WIN and the math intervention block, and blend and braid our specialist expertise around shared reading goals — **THEN** intermediate comprehension, mathematical reasoning, and the student confidence that comes with them will rise — **BECAUSE** we will be acting directly on the binding constraint (the vocabulary-and-meaning-making demand) rather than on symptoms.

Systemic Goal

Goal: By June 2027, all students at Maywood Hills Elementary will receive high quality Tier 1 instruction alongside targeted intervention and enrichment support designed to strengthen vocabulary knowledge and reading comprehension. Staff will collaborate consistently around this support, using shared data to align instruction and intervention so that the number of students requiring additional support decreases over time.

Goal: By June 2027, grades K–5 students at standard in Vocabulary will rise from 48% to 75%, and the English-learner/Hispanic gap will narrow by 15 percentage points.

Goal: By June 2027, grades K–5 students at standard in Comprehension: Informational Text will rise from

43% to 75%, and the English-learner / Hispanic gap will narrow by 15 percentage points.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction (Instructional & Academic)	Grade-level informational text and academic vocabulary in flexible groups. Small-group instruction for pre-teaching and re-teaching vocabulary. Explicit modeling and reinforcing of habits that promote self-efficacy.	Inclusive Practice Checklist (Herring Center); Wed. professional-development time; staff meetings. Team meetings
Culture (Cultural & Emotional)	Develop a clear culture of small-group instruction and collaboration structures that support braiding and blending around shared goals — grouping by skill, not label.	Collaboration meetings 16× a year with each team that supports a grade level. PLC meetings within grade level or program teams
Structure (Structural & Policy)	30-min WIN ELA blocks 4×/week; 30-min math intervention 2× or 3×/week; 60 min dedicated to Tier 1 reading and math instruction; 30 min dedicated to writing.	Common daily schedule at each grade level; schedule for collaboration times.

SECTION 4: THE RIPPLE EFFECT SCAN

Systems thinking — before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
WIN time does not fit into a schedule for staff who move around the school during the day.	Build a schedule that allows transition time so students receive 30 min of WIN ELA 4× a week.	Structure. The schedule is the binding constraint; if it can't deliver the minutes, no instructional or cultural gain downstream can happen.
Collaboration time will not be effective for all staff.	Set procedures for this time and for data cycles to drive the discussion.	Structure → Culture. The time is structural, but the honest data conversation inside it runs on trust.
Staff teach the core blocks the way they always have.	Implement PD to support best practices for core instructional time.	Instruction → Culture. PD only changes practice when teachers believe

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
		the new moves serve their students better than what they already do.
"The test scores do not impact my grade level."	Shift the mindset from a 3–5 problem to a K–5 build; look at the vocabulary throughline and informational-text comprehension.	Culture → Structure. A K–5 ownership shift holds only if vertical time exists for K–2 and 3–5 to see the throughline together.
"I need to teach the kids that I serve."	Support blending and braiding through PD, cross-collaboration with service groups, and un-labelling.	Culture + Structure. Separate schedules and labels hold the belief in place; blending/braiding and un-labelling have to move together.

SECTION 5: MONITORING THE WHOLE

Lead Indicators — don't just measure the test score (lagging); measure the health of the change (leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric (Are we doing it?)	Each classroom runs a schedule aligned with the building schedule; every protected block (core, WIN, math intervention) is in place.	Walkthroughs to identify successes and points that may need adjusted SDLT check in on schedule
The Experience Metric (How does it feel?)	Collaboration meetings with teams to refine and adjust; grade-level PLCs; Panorama assessment.	16 Wednesdays; every 6 weeks. PLC meetings every 6-8 weeks
The Outcome Metric (Did it work?)	Data cycles (i-Ready placement & growth; SBA proficiency, grades 3–5; annual Panorama).	4× a year formally; leading checks ~ every 2-6 weeks.

Summary of the Changes (How has the work changed the learning experience for your focus population? What are the next logical steps?)

