



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Westhill Elementary

Year: 2026-27

The Central Vision: (North Star) 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.

Focus Population: (Who is the furthest from racial and educational justice?) Our Multilingual Learners and Hispanic/Latino learners

Learning Problem: (Big Picture) Our instructional practices and support systems are not yet consistently providing the access and learning experiences needed to ensure equitable reading achievement and growth, particularly for Multilingual Learners and Hispanic/Latino learners. We need greater coherence across classrooms and content areas in explicit academic vocabulary instruction, access to grade-level informational text, structured student talk, and responsive scaffolds. This need becomes increasingly important in the intermediate grades as language and text demands increase, calling us to strengthen both academic access and students' confidence as capable learners.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

Our data suggests a need for greater instructional coherence in how students access and make meaning from increasingly complex text. Students need consistent access to explicit vocabulary instruction, grade-level informational text, structured academic discussions, and responsive scaffolds across classrooms and content areas. As language and text demands increase across grade levels, inconsistent access to these practices may contribute to differences in reading achievement and growth, particularly for Multilingual Learners and Hispanic/Latino learners.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	• Reading performance has remained relatively stable over time, while mathematics performance has shown greater growth. • Informational-text comprehension is the lowest reading domain, with 67% of students demonstrating grade-level performance. • Multilingual Learners demonstrate lower reading achievement and slower growth than their non-Multilingual peers. • Reading growth shows increased areas of

	<i>need in the intermediate grades, particularly Grades 4–5.</i>
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	<i>Our data suggests a need for greater instructional coherence in how students access and make meaning from increasingly complex text. Students need consistent access to explicit vocabulary instruction, grade-level informational text, structured student talk, and responsive scaffolds across classrooms and content areas. Student experience data also indicates a gap between effort and self-efficacy, suggesting that students may persist with learning without consistently seeing themselves as capable and successful learners. Together, these patterns point to the need for learning environments that strengthen both academic access and students' confidence, agency, and perseverance.</i>

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If Westhill educators consistently provide explicit vocabulary instruction, access to rigorous grade-level informational text, structured student talk, and responsive scaffolds through UDL, while creating learning environments that strengthen student agency, perseverance, and academic confidence, then we believe our students will strengthen their ability to make meaning from complex text and see themselves as capable learners. We believe these practices will particularly increase access and accelerate reading growth for Multilingual Learners and Hispanic/Latino learners while strengthening literacy instruction for all Westhill students.

SYSTEMIC GOAL: *Increase students' ability and confidence to make meaning from grade-level informational text through explicit vocabulary instruction, structured student talk, and responsive scaffolds, resulting in stronger reading growth and increased self-efficacy, particularly for Multilingual Learners and Hispanic/Latino learners.*

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	Activity: <i>Explicitly teach, model, and provide opportunities for students to apply academic vocabulary within meaningful grade-level content.</i>	Resources: <i>UDL and evidence-based Tier 1 instructional practices</i> <i>PLC/data-cycle collaboration</i> <i>i-Ready and</i>

	• <i>Provide regular opportunities for students to read, discuss, and make meaning from grade-level informational text.</i> • <i>Use structured student discussions so all learners regularly explain, question, clarify, and build on one another's thinking.</i> • <i>Use formative assessment and flexible small-group instruction to provide responsive scaffolds while maintaining grade-level expectations.</i>	<i>curriculum-based assessment data</i> • <i>Collaboration with Multilingual Learner, LAP, and Special Education staff</i> • <i>Professional learning focused on vocabulary, informational-text comprehension, and structured student discourse</i>
Culture (Cultural & Emotional)	Activity: • <i>Create predictable learning environments where students feel safe taking academic risks, making mistakes, and asking for support.</i> • <i>Provide students with opportunities to explain their thinking, make choices in how they access or demonstrate learning, and reflect on their growth.</i> • <i>Use feedback that helps students understand where they are, where they are going, and what they can do next.</i> • <i>Explicitly reinforce perseverance, self-advocacy, and productive struggle as part of learning.</i>	Resources: • <i>Westhill's belonging and identity work</i> • <i>Our Students collective-responsibility commitment</i> • <i>Westhill Way expectations</i> • <i>Student voice and feedback</i> • <i>Panorama/self-efficacy data</i>
Structure (Structural & Policy)	Activity: • <i>Protect core literacy instruction and intervention/acceleration time.</i> • <i>Use collaborative planning</i>	Resources: • <i>Master schedule</i> • <i>PLC and collaborative planning time</i> • <i>MTSS/data cycles</i> • <i>Specialist staffing and</i>

	and data cycles to identify students' current needs and adjust instruction. • Coordinate classroom, Multilingual Learner, LAP, and Special Education supports around shared instructional goals.	collaboration • Common assessment information
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SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
<i>Staff may experience the literacy focus as another new initiative.</i>	<i>Integrate the work into existing Tier 1, UDL, PLC, and curriculum structures rather than adding a separate program or meeting.</i>	<i>Culture & Structure - Builds coherence and reduces implementation fatigue.</i>
<i>Increased scaffolding could unintentionally reduce rigor or student independence.</i>	<i>Maintain grade-level learning goals and texts while using temporary, responsive scaffolds that increase access.</i>	<i>Instruction & Culture - Supports both access and student agency.</i>
<i>Students receiving intervention or specialist services could experience fragmented instruction.</i>	<i>Strengthen collaboration among classroom teachers and ML, LAP, and Special Education staff around shared goals, vocabulary, and instructional strategies.</i>	<i>Instruction & Structure - Creates greater continuity across learning environments.</i>

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?)	<i>Evidence through learning walks/observations of explicit vocabulary instruction, student discourse, grade-level informational</i>	<i>Monthly</i>

	<i>text, and responsive scaffolds.</i>	
The Experience Metric <i>(How does it feel?)</i>	<i>Student perception data related to academic confidence/self-efficacy, perseverance, belonging, and ability to seek support when learning is challenging.</i>	<i>Quarterly</i>
The Outcome Metric <i>(Did it work?)</i>	<i>Growth in informational-text comprehension and vocabulary, with progress monitored for all students and disaggregated for Multilingual Learners and Hispanic/Latino learners.</i>	<i>i-Ready diagnostic windows + curriculum-based assessments</i>

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)