



North Creek High School 2019-20 Strategic Action Plan

The mission of North Creek High School is to inspire and develop students and staff to become stewards of innovation, collaborative problem solvers, creative thinkers, caring and compassionate citizens, environmental champions, servant leaders and social justice activists in service toward making a positive impact on our local and global community.

This aspirational statement, together with our twin goals of a 100% on-time graduation rate and 100% of students growing a minimum of one year for students at/above grade level, and more than one year for students below grade level, guide us in our daily work and on our journey towards equity and excellence.

Each year, we identify specific goals to ensure each of our students learns at high levels and, ultimately, is prepared for success in college, career, and life.

Our goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore’s Strategic Plan and apply to the entire school. While working with all students, North Creek will focus efforts on **students who had 2 more discipline incidents and/or who are off track with respect to credits earned** in order to improve their outcomes and to learn what works in hopes of replicating that work with other student subgroups.

School Goals	Measures of Success
<u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps	<input type="checkbox"/> Increased percentage of students meeting standards in core subjects <input type="checkbox"/> Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups



	<input type="checkbox"/> Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced courses and specialized programs
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Goal 5 Ready for Lifelong Success after Graduation	<ol style="list-style-type: none"> 1. Increased percentage of 9th grade students on-track for graduation 2. Increased percentage of students who graduate on time 3. Decreased high school dropout rates
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EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At North Creek High School, equity means that each and every student is known by name, strength and need and each student who needs more, gets more.

Our equity goals target both opportunity/access and outcome levels. For example, in English, all incoming 9th graders who do not qualify for a replacement English class will be placed in our “Pre-AP” English 9 class so that each student, regardless of the characteristics of their background, has access to higher level, rigorous curriculum and instruction. Additionally, North Creek’s English Department (and Administration) will be working to develop and implement interventions and supports so that each student is successful in Pre-AP English 9 and can access Pre-AP English 10 (and high level courses in future grades).

Similarly, in Mathematics, students who struggle will given extra supports including an extra math support class so that each and every student has access to future higher level math courses. The Mathematics Department is committed to developing and implementing these support courses so that North Creek can keep each student who does not qualify for replacement mathematics on track to reach at least Pre-Calculus by 12th grade.

Finally, North Creek’s equity goals will continue to target the instructional core where we examine the content of what students learn as well as what both teachers and students do as they encounter that content. This includes looking at culturally relevant curriculum (e.g. which novels we use in English) as well as



culturally competent instruction (how do we ensure all students feel valued in the classroom?).

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- D/F Rates
- Discipline Data
- End of Course Grades
- Graduation Rates
- SBAC Scores

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Boys receive far more discipline than girls based on their percentages of the population
- Students do not receive discipline in the same proportion as their share of the population



- Low income, special education, and ELL students do not meet standard in core subjects at the same rates as their peers who do not have these background characteristics

As mentioned previously, this data has led us to focus our efforts in 2019-20 on low income boys at NCHS.

We believe these areas for improvement are the result of the following root cause(s), identified by area of the instructional core:

Teacher(s)/Administrators:

- Implicit bias impacts the rates of discipline for both boys and students of color
- Classroom instructional practices impact both boys and students who are low income or receive Special Education/ELL services and especially impact boys who happen to be low income, or receive Special Education or ELL services

Content:

- Students (especially low income, ELL and students of color) seldom see themselves, their families or their cultures reflected in the curriculum

Students:

- Support mechanisms are insufficient for students who are low income and who might receive Special Education and/or ELL services

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.



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

Theory of Action

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

- Teachers & Administrators continue to learn about and implement Positive Behavior Interventions and Supports, focus on building positive relationships with students, learn more about different cultures and races, focus more on interrupting our implicit biases, and use restorative practices instead of punitive discipline;

Then students will be disciplined (when necessary) at rates proportional to their demographics. The result is positive for all students and helps North Creek strive towards its mission and goals as researchers believe a punitive environment causes anxiety and poor relationships for all students in a school.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2020, we will see no discernable differences in discipline rates between different sub-groups of students as measured by disaggregated discipline data from our student data management system. Specifically, we will show that low income boys (who we will know by name, strength and need) are not disciplined at any rate higher than their percentage of the population.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on equity and the implementation of PBIS strategies. This means that all staff will continue to learn about equity and non-racist practices, will learn more about implicit bias and how to interrupt it, and will implement PBIS strategies based on the training of the PBIS team.	Our instructional strategy relates to: <ul style="list-style-type: none"> • Building and Maintaining Relationships

GOAL 5: Ready for Lifelong Success after Graduation

Theory of Action

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



- Teachers & Administrators continue to learn about and implement collaborative learning experiences that focus on higher order thinking and problem solving skills,
- The curriculum is culturally relevant and cognitively challenging, and
- Students focus on justifying their positions and explain their reasoning,

Then students will experience annual academic growth rates of one year for students at/above grade level, and more than one year for students below grade level, meet standards in core subjects at greater percentages than in the past, and enroll in and complete advanced courses and specialized programs in ways that are not identifiable by background characteristics, especially for low income boys. Additionally, we will see an increased percentage of 9th grade students on-track for graduation, an increased percentage of students who graduate on time and a decreased high school dropout rate.

SMART Goal

Between September 2019 and June 2020, each and every student not currently on track to graduate (*all students known by name, strength and need*) will access one or more interventions designed to help them get back on track as defined by completing required courses, accumulated necessary credits, and passing mandated exams. Additionally, all staff will engage in Professional Development designed to help them keep all students on track.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on extending our learning about collaborative experiences. Year-long PD will focus on content-specific examples in classrooms so as to make the learning concrete for teachers. Additionally, we will begin to pivot towards helping all our students become innovative, creative, and critical thinkers. This means that all teachers will engage in PD designed throughout the year and</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Structuring Collaborative Learning Experiences



the Admin team will bring in resources to make this PD powerful and positive.	
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Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three 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 selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

OBJECTIVES AND KEY RESULTS.....

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at [North Creek High School](#) meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- MTSS (RTI & PBIS) - North Creek is part of Cohort 3 and will continue working on learning about Tier I and Tier II interventions and supports
 - This will manifest itself in 2019-20 in increased focus on both the idea of MTSS and specific Tier I practices defined below
- Equity - North Creek staff will continue to engage in PD sessions revolving around equity in 2019-20, and specifically around learning about students of color and culturally relevant and responsive curriculum and practices
- CR, HL and I instructional practices - North Creek staff will continue learning about culturally responsive, high-leverage and inclusive practices



throughout the year. Specifically, we will continue to focus on collaborative learning as a means to improve the outcomes for low income boys and we will learn about culturally responsive practices to impact all students

- Engagement - North Creek staff will learn about and understand [Philip Schlechty's](#) Framework for Engagement ([Working on the Work](#)). This work is focused on the connection between students and teachers (a side of the instructional core triangle) and targets both what teachers and students do during lessons.

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year (among others):

- Invite you to participate in North Creek High School's annual Curriculum Night on September 26, 2019
- Invite you to communicate regularly with NCHS teachers and staff
- Invite you to become a part of the NCHS PTSA
- Invite you to come to regular "Coffee with the Principal" meetings
- Invite you to come to our Homecoming Community Dinner
- Natural Leaders, a parent volunteer group, will continue to build community partnerships
- Continue to grow our established relationship with the UofW Community-Based Learning and Research partnerships
- Other broader and bolder initiatives developed throughout the year

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