Inglemoor High School
2019-20 Strategic Action Plan

At Inglemoor High School we provide a safe, caring environment that fosters life-long learning and inspires students to develop their full potential as contributing members of a global society.

Each year, we review our student data and identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, 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.

School Goals	Measures of Success
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	- Reduction of disproportionality of LatinX students in on-track graduation. - Increased enrollment and success of traditionally under-represented student groups in advanced courses and specialized programs. - Reduction of disproportionality in discipline and suspensions of under-represented student groups.
Goal 5 Ready for Lifelong Success after Graduation	- Increased percentage of students who graduate on time. - Decreased High School Dropout Rates - Increased students accessing career prep programs like WaNic or running start.

EQUITABLE SCHOOL ENVIRONMENT

Our vision at Inglemoor High School is to provide an environment that is committed to building and sustaining a school community where students, staff, parents, and community members intentionally embrace the knowledge, skills, and attitudes that value and focus on inclusiveness, equity, and awareness.

At Inglemoor High School our Equity Team's goal is to **increase the overall level of comfort and belonging in our school for all students through culturally responsive teaching practices.** Specific actions our school will take toward this goal include:

- Give teachers resources and tools for them in the classroom such as: culturally responsive curriculum; encouraging courageous conversations and helping support those conversations.
- Recognize that all students, staff and parents are valuable members of the community- tell stories.
- Create true equity of access for all students to every opportunity at Inglemoor High School.
- Add students'/parents' voice to our team.
- Obtain data on detention/discipline.
- Pursue professional development.
- Take action.

In addition, as an administrative team, through partnership with SDLT, we will:
- Focus on relationship building with staff and share strategies to ensure all students feel welcome at IHS.
- Give time and space for staff members of color to share their stories about the culture at IHS, and how it can improve.
- Focus on 'Breaking Down the Walls' as a way to ensure we productively build student-to-student relationships.
- Support the newly formed BSU and ensure they have time/space/platform to meet and to use their voice.
- Give students of color a platform to share their stories about their experience at IHS with staff (via a video on SDLT day – to be shared in August 2019).
- Encourage staff to look at their classroom and their content. If students aren't seeing themselves represented, challenge teachers to make those changes.
- Utilize PD to continue pushing culturally responsive practices and strategies to staff.
- Look at discipline as a system and make adjustments to ensure that discipline is proportional, education-based, and focuses on restoration.
- Give students ownership of the campus through art – by painting the pillars.

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:
- ❏ BEISY Inventories

- ❏ Classroom Based Assessment Results
- ❏ Climate Surveys
- ❏ Demographic Information
- ❏ D/F Rates
- ❏ Discipline Data
- ❏ End of Course Grades
- ❏ Family Inventories/Surveys
- ❏ Graduation Rates
- ❏ iReady Data in Math or Reading
- ❏ Star Data in Math or Reading
- ❏ Student Interviews or Surveys

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:
- Academic Achievement – Significant demographic disproportionalities in our credit deficient students.
- Student discipline – specifically demographic disproportionality in discipline.
- Student access to upper level classes and success in those classes – specifically Hispanic/Latino/LatinX students.

We believe these areas for improvement are the result of the following root cause(s):
- Lack of connection between our Latino/LatinX students and our school community here at Inglemoor High School.
  - We need to do a better job of ensuring all students feel welcome in our school and in our classrooms.
  - We need to ensure that students feel like they are being treated equally and equitably.
  - We need to ensure that students feel seen, heard and valued on a daily basis.
  - Our behavioral violations need to reflect our student body, not be demographically disproportionate – especially in subjective discipline.
- Lack of access for our Hispanic/LatinX students to our upper level classes.
  - Our data last year showed that our Hispanic/LatinX students are successful in higher level courses when given the access and support to succeed in these courses.
  - Our Hispanic/LatinX students do not sign up for advanced courses at the rate of students of other races.
  - Our Hispanic/LatinX students may be lacking confidence in abilities, or hope academically and need to be given additional opportunities to succeed in our upper level courses.

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. Our strategies include:

- Teachers will focus on relationship-building with all students to help learn about their students as individuals, including elements that impact their lives outside of school in order to help meet their specific needs.
- Teachers will engage in deep and thoughtful professional development focusing on systemic factors that impact students' abilities to find success academically. Teachers will work to unravel the impacts of those systems on individual students.
- MTSS focus with data and information coming from students, families, counselors, administrators, and teachers to help find successful strategies for struggling students.
- Teachers will be asked to focus on PBIS in lieu of punitive discipline. Specifically, teachers will try to focus on a 5:1 ratio of positive interactions to negative interactions for each student. A building goal is to keep students in class
- Teachers are asked to look at their curriculum to determine whether their content is representative of the students in their classroom. If not, they will be asked to come up with some content that will be more applicable to their students who are not represented.
- Teachers are asked to utilize culturally responsive teaching strategies in their classroom. These strategies will be taught/modeled by administrators, SDLT, and guest speakers at PD sessions.
- Administrators will focus on culturally responsive practices when looking at Criterion 5 of the Danielson model for eVAL.
  - Specifically, we will be looking at criterion 3 and what teachers are doing to support individual struggling students.
- Targeted support classes to identify and eliminate gaps in knowledge.
- First AVID elective is aimed at closing the achievement gap as well.
- Full time Mental Health Counselor
- On-Time Graduation Specialist
- Classified staff to manage In-School Suspension
- Awareness and promotion of current systems and resources.
- Opportunities for students to connect to school (especially in light of potentially-reduced clubs)
- Opportunities to celebrate cultures
  - Culture night
  - "Ric Videos" (student voices)
  - Lunches with Spanish-speaking students
  - Equity Team
- Opportunities for student voice increased
- Review during SDLT afternoons our LatinX students who are struggling and connect with other teachers on successful strategies. Staff held accountable with each other
  - AVID
- Targeted support for individual students
  - Topics Classes
  - On-Time Graduation Specialist
- PD around discipline referral options (Restorative Justice)
- Culturally-responsive PD
- Sharing data with staff for purpose! Why is this important.
- SDLT: Improved communication with staff

- Increased / more effective parent communication and parent workshops

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps
<u>Theory of Action</u>
Based on the data and root cause analysis we completed, we believe that if we open the doors to all students for Pre-IB English 9 then students will choose to take higher level courses in the future.

<u>Instructional Practices and Strategies</u>
- Focus on school climate and community to make IHS a place where everyone wants to be every day.
- Increase in targeted supports for struggling students
  - o Topics Classes
  - o On Time Graduation Specialist
- Addition of a Full-Time Mental Health Specialist to serve students with mental health challenges during the school day.
- Increasing in-building interventions like Viking Time, which is targeting struggling students.
- Intentional focus on struggling students and interventions by counseling and administrative teams.
- Shift in school discipline strategies to focus on restoration and education in order to keep students who commit behavioral violations in school.
- Addition of an ISS (In-School Suspension) coordinator who will create educational opportunities and coordinate make-up opportunities for students who are suspended (in-school).
- Additional Science course added to serve students who have completed Biology, but have not attained the mathematics knowledge to be successful in Chemistry.
- Increasing on-level mathematics options for Special Education students with gaps in knowledge.
- Move to a 7 period day for all students.

<u>SMART Goal</u>
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By March 2020, 85% of our LatinX students will be on track to graduate (not credit deficient).*

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on curriculum alignment without removing rigor, but by providing support. This means that the English Department will build aligned curriculums and will communicate clearly with our Topics teacher. Our Topics Teachers will be providing targeted support for struggling students.	Our instructional strategy relates to • Building and Maintaining Relationships • Understanding the whole student and what they bring into the classroom. • Tailoring assessment strategies to meet the needs of individuals. • Considering time and out-of-school impacts on homework and grading strategies.

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 we increase in-school interventions and supports then students will achieve at higher levels and meet on-time graduation goals.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 5 is as follows: *By the end of the 2019-20 school year, 97% of IHS seniors will meet on-time graduation goals.*

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on making strong use of in-building interventions and targeted supports for students. This means that teachers will utilize targeted supports to ensure students can show mastery of content. Our graduation specialist will focus on academic contracts and other interventions to help struggling underclass students.	Our instructional strategy relates to - Building and Maintaining Relationships - Reconsidering homework and assessment and tailoring these requirements to the needs of students. - A focus on mastery of content rather than time taken to complete the work. - A focus on removing behavior from grades. - School-wide discussions on assessment strategies and effective uses of time for interventions. - Targeted movement toward ensuring student dignity in order to encourage students that show avoidance strategies back into the classroom. - Creating a safe and equitable learning environment for all students.

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.

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 Inglemoor 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:

- Culturally responsive Teaching and teaching strategies
- Equity work
- Restorative justice and behavioral education
- Collaborative work within departments and with counselors/case managers
- Using Viking Time for effective student interventions
- MTSS
- PBIS
- Individual Student interventions
- Breaking Down the walls training for culture and community
- Culturally responsive relationship building and assessment discussions.

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:

- New to Inglemoor Night
- Open House
- Senior Parent Information Night
- Spanish Speaking Parent Nights surrounding our timeline of events
- PTSA Meetings
- IB/AP nights
- Culture Fest
- Community Serve Day
- Regular electronic communication surrounding events and activities
- Including community members in clubs and mentorships

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