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Northshore Middle School 2019-20 Strategic Action Plan (DRAFT)

At Northshore Middle School, we strive to foster a safe and welcoming school community where each student thrives in their learning and all Titans L.E.A.D.

Each year, we 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
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>3. Increased percentage of students who model positive social skills and resiliency for a culturally diverse community.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>2. By the end of the year 2019-2020, at least 5% of current level one students and current level two students rise to meet the next level, with an overall increase of 5% for all students at or above standard. Additionally, there will be a 5%</p>



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	decrease in the difference between the Latinx scores and the overall scores at both level 1 and level 4.
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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 [Northshore Middle School](#) we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student.

During the 2019-20 school year, our Equity Team will focus on:

- Professional development regarding implicit bias, racial literacy, and culturally responsive teaching practices.
- Track data related to race and equity and analyze with staff to improve outcomes.
- Focus in on our disproportionate outcome data and determine steps for how to reduce inequities.
- Apply the district focus on policy and governance to analyze our own school policies that may be contributing to inequities in our school

Staff Equity Work

- Analyze discipline, attendance, academic data with an equity lens
- Conduct home visits to increase cross-cultural connections and understanding
- Continue to grow PBIS/MTSS systems
- Advisory lessons tied to equity and diversity
- Learn about and apply culturally responsive practices

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
- Climate Surveys
- D/F Rates
- Discipline Data
- End of Course Grades
- iReady Data in Math or Reading
- SBAC Scores
- Student Interviews or Surveys

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

Goal 2.3

- Pro-social skills that promote cultural competency

Goal 3.2

- Reading proficiency at or above grade-level
- Math proficiency at or above grade-level

We believe these areas for improvement are the result of the following root cause(s)

2.3

- Early adolescence is a complex social time for teens developing their relationship skills and personal identities.
- Social media and technology make navigating their social world more challenging.
- Students need explicit instruction in cultural diversity and opportunities to practice cultural awareness.

3.2

- Some students come to us with deficits in reading and math.



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- These students do not receive timely, targeted, data-driven intervention to build foundational skills with the necessary level of urgency they should. For that reason, they struggle to keep up and become further and further behind.
- They are not referred to Guidance Team for coordinated team early intervention at the rate they should be.
- For our students not at standard, tier 2 academic interventions are not robust enough.
- D/F Grades do not help students and parents understand the academic deficiencies of their students who are struggling.

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 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we utilize our Advisory SEL lesson time to teach pro-social skills with an emphasis on cultural awareness and competency, reiterate these school-wide lessons in other classes, and create opportunities for students to practice and reflect upon their learning in these areas, an increased percentage of students will model positive social skills and resiliency for a culturally diverse community.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

By June 2020, an increased percentage of students in Advisory in all grades will model positive social skills and resiliency for a culturally diverse community as measured by pre and post data on social skills/cultural competency assessments and journal entries in advisory.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will build and maintain positive relationships. This means that maintaining positive relationships between staff and students, peer to peer, staff to families, and staff to staff will be of high importance, as relationships are the foundation of everything.	Our instructional strategy relates to <ul style="list-style-type: none"> • Building and Maintaining Relationships



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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 we identify students two or more grade-levels behind in reading and math using iReady data, implement timely and targeted tier two intervention, monitor growth data monthly, and utilize guidance team when interventions are not showing desired results, then students will experience a minimum annual growth rate in reading and math of one year for students at/above grade level, and more than one year for students below grade level.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

By June 2020, students who are identified as two or more grade-levels behind in reading and math will increase their proficiency by more than one year as measured by iReady assessments.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will utilize iReady data. Specifically, we will implement data chats and conference with students about their iReady results, setting growth goals, progress monitoring, and reflection.	Our instructional strategy relates to Building and Maintaining Relationships ● Providing Formative Feedback

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 Northshore Middle School meeting regularly to learn together, review data, and make



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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:

- Using data to drive instruction - Monthly "data & instruction team meeting" by department or (other chosen grouping) in place of staff meeting
- Differentiation strategies
- Formative assessment/Effective feedback/Grading practices
- Culturally relevant teaching practices
- PBIS/MTSS
- Guidance Team
- SIOP/GLAD strategies
- Accommodation/modification/SPED 101
- Onward Book Study

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:

- Family Liaison
- Home visits
- Mental Health Specialist
- SBIRT
- YMCA
- PTSA volunteers
- WatchDogs

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