North Creek High School
2020-21 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.*

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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory
All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 – 1A, 1C, 1D, 1E, and 1G - of the Northshore School District Equity Handbook. We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2, specifically 2E, 2H and 2J. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the Northshore School District Equity Inventory.

Understanding Our Students' Needs
Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, 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
- LRE Data
- Course Enrollment Patterns (re: Steven Gering's work)

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- 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 demographic share of the population
- Students who come from low income homes and/or who receive special education or ELL services do not meet standard in core subjects at the same rates as their peers who do not have these background characteristics
- Students who come from low income homes and/or who receive special education or ELL services do not have the same "college preparatory" course taking patterns as their peers according to Gering's work

This data has led us to focus our efforts in 2020-21 on boys living in poverty 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 (such as a heavy focus on individual achievement, a lack of built-in movement into the lesson, reactive classroom management/discipline, , teacher-centered instruction, etc.) negatively 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 BIPoC students) seldom see themselves, their families or their cultures reflected in the curriculum
- Students (especially low income, ELL and BIPoC students) seldom see the curricula they are learning as relevant to their lives and interests

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

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	▪ Increased percentage of students meeting standards in core subjects ▪ Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups ▪ Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced courses and specialized programs
Goal 4 Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	▪ Increased percentage of students who can justify a position with supporting evidence ▪ Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways ▪ Increased percentage of students who use appropriate technology/digital tools to facilitate classroom instruction, projects, collaborative learning, and informed decision making.

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). These are outlined below.

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
Equity Means
Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

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,
- work towards becoming an actively anti-racist school,
- support the full inclusion of students in general education,
- 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,
- will engage more with the curriculum as it will be both rigorous and relevant, and
- will improve academically because of full inclusion.

Focusing on this goal will help North Creek to take major steps towards becoming a fully anti-racist and fully inclusive school.

SMART Goal
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2021, we will see no discernable differences in discipline rates between different sub-groups of students as measured by disaggregated discipline data. Specifically, we will show that boys who come from low income homes (who we will know by name, strength and need) are not disciplined by either teachers or administrators at any rate higher than their percentage of the population.

Instructional Strategy	Instructional Practice

	Our instructional strategy relates to:
To make progress, toward our specific goal, we will focus on equity and the implementation of PBIS, UDL, and inclusive strategies. This means that all staff will continue to learn about equity, anti-racist & inclusionary practices, will learn more about implicit bias and how to interrupt it, will implement PBIS strategies based on the training of the MTSS team, and will learn more about how to implement UDL across all courses.	● Building and Maintaining Relationships ● Structuring Collaborative Learning Experiences
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on	The equity strategies we will employ:
2E Educators relate instructional content and strategies to the diverse backgrounds of their students.	2E ● Take the time to get to know our students and draw explicit connections between instructional content and their own backgrounds ● Make connections between instructional content and topics that are relevant to students' interests (ex: draw parallels between content material and music, art, dance, food, technology, social media, movies, books, and leaders/influencers that are relevant to students)
2H Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.	2H ● Learn about students' learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes ● Allow students to have a voice in deciding the types of projects and assignments they will do

2J	2J
Educators continuously self-reflect while they learn more about equity related issues.	Think about: ● The ways that your classroom, building, or department can continue to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals) ● Why it is important for your classroom, building, or department to build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities ● Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen

GOAL 4: Innovative, Creative, Critical Thinkers

Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

Theory of Action

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

Teachers & Administrators:

- focus on learning more about and implementing UDL,
- continue implementing high-leverage practices like collaborative learning,
- work towards becoming an actively anti-racist school,
- support the full inclusion of students in general education, and
- focus more on interrupting our implicit biases,

Then students will:

- be disciplined (when necessary) at rates proportional to their demographics,
- will engage more with the curriculum as it will be both rigorous and relevant, and
- will improve academically because of full inclusion.

Focusing on this goal will help North Creek to take major steps towards becoming a fully anti-racist and fully inclusive school.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By June 2021, we will see UDL strategies being employed in at least 50% of classrooms

and collaborative learning strategies in at least 85% of classrooms as measured by both teacher surveys and administrator informal data gathering.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on UDL and the implementation of collaborative learning strategies. This means that all staff will continue to learn about equity, anti-racist & inclusionary practices, will learn more about implicit bias and how to interrupt it, and will implement UDL to provide students multiple avenues of access and expression.	Our instructional strategy relates to: ● Setting Objectives ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on	The equity strategies we will employ:
2E Educators relate instructional content and strategies to the diverse backgrounds of their students.	2E ● Take the time to get to know our students and draw explicit connections between instructional content and their own backgrounds ● Make connections between instructional content and topics that are relevant to students' interests (ex: draw parallels between content material and music, art, dance, food, technology, social media, movies, books, and leaders/influencers that are relevant to students)
2H Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.	2H ● Learn about students' learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes

	● Allow students to have a voice in deciding the types of projects and assignments they will do
2J Educators continuously self-reflect while they learn more about equity related issues.	2J Think about: ● The ways that your classroom, building, or department can continue to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals) ● Why it is important for your classroom, building, or department to build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities ● Why it is important to identify strengths in each student, and what the consequences are if that doesn't happen

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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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.

Leading Indicator we will use to monitor our efforts	Data we will collect to inform our work going forward	Date of Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Office Referrals	Demographic breakdown of Office Referrals	the final Friday of each month
1st Q Report Card grades	Demographic breakdown of those grades	End of 1st Quarter

GOAL 4: Innovative, Creative, Critical Thinkers		
Pre-observation conferences with teachers	Number of lessons incorporating UDL	Monthly
Pre-observation conferences with teachers	Number of lessons incorporating inclusive collaborative learning	Monthly
SDLT reports of UDL lessons	Qualitative data reported at SDLT meetings	Monthly

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 2020-21 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
  - o This will manifest itself in 2020-21in 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 2020-21, 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 boys who come from low income homes and we will learn about culturally responsive practices to impact all students
- UDL – North Creek staff will continue to learn about and implement UDL practices in all classrooms
- Inclusion – All NCHS Staff will learn more about inclusion, and the specific inclusionary co-teachers will learn about co-teaching through the Inclusionary Practices Program grant

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 17, 2020
- 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!