



2020-21 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 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, including the following specific items from Domain 1 of the [Northshore School District Equity Handbook](#). (1E) Educators evaluate and equitably improve their own discipline policies and practices, (1F) Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results, and (1G) Educators continuously self-reflect while they learn more about equity related issues. We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. 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
- Family Inventories/Surveys
- Graduation Rates
- Individual Running Records
- SBAC Scores
- Student Interviews or Surveys
- Course Enrollment
- College Preparedness Data

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:

- Academic Achievement – Significant demographic disproportionalities in our credit deficient students.
- Student access to upper level classes and success in those classes – specifically Hispanic/Latino/LatinX students.

We believe this gap in student outcomes is 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.



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- 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.

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
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<ul style="list-style-type: none"> - Increase in student involvement in clubs and other extracurricular activities tied to IHS. - Increase of student voice shared with adults in the school community through a variety of mediums.



		<ul style="list-style-type: none">- Creation of an equitable and effective system for distance learning based on student feedback that keeps race and socioeconomic status at the forefront of the decision-making process.
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.	<ul style="list-style-type: none">- 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.
Goal 5 Ready for Lifelong Success after Graduation	Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.	<ul style="list-style-type: none">- Increased percentage of students who graduate on time.- Decreased High School Dropout Rates- Increased students accessing career prep programs like WaNic or running start.

[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.

[NOTE: On the subsequent pages, for Goal 3 and then your other chosen Goal, describe a Theory of Action, identify a specific SMART goal, and list strategies connected with Instructional Practices according to the provided prompts.]

GOAL 1: Success in the Early Years

Equity Means

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we [identify action], then students will [identify anticipated outcome] because [identify evidence that supports your theory].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*

Instructional Strategy	Instructional Practice
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<p>To make progress, toward our specific goal, we will [explain instructional strategy]. This means that [describe who will be taking action and what the action looks like].</p>	<p>Our instructional strategy relates to [CHOOSE your Instructional Practice and delete the others]:</p> <ul style="list-style-type: none">● Building and Maintaining Relationships● Setting Objectives● Providing Formative Feedback● Structuring Collaborative Learning Experiences● Encouraging Higher Order Thinking & Asking Higher Order Questions
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on [Based on your Equity Inventory CHOOSE your Domain Two Equity Focus and delete the others]:</p> <p>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2C Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p>	<p>The equity strategies we will employ [IDENTIFY your Domain Two Equity strategies. Sample strategies can be found in the Northshore School District Equity Handbook and delete the others]:</p>



<p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.</p> <p>2I Educators have high expectations for all students regardless of their background or differences.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	
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GOAL 2: Responsible, Resilient, Empathetic Learners

Equity Means

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.

Theory of Action

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SMART Goal

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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 we [identify action], then students will [identify anticipated outcome].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*



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GOAL 4: Innovative, Creative 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 we [identify action], then students will [identify anticipated outcome].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*



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GOAL 5: Ready for Lifelong Success after Graduation

Equity Means

Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we [identify action], then students will [identify anticipated outcome].

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By (when?), (what?) will (increase, decrease, etc.) among (grade, subject, etc.) by (specific number) for (which students) as measured by (assessment, standard, etc).*



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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 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 Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Goal [IDENTIFY the Strategic Plan Goal by Name and Number]		

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 [SCHOOL NAME] 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:

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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:

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