



L.E.A.D
 Lead POSITIVELY.
 Engage FULLY.
 Accept READILY.
 Decide RESPONSIBLY.

2020-21 Strategic Action Plan

At Northshore Middle School Mission/Vision Statement:

NMS Mission/Vision *The core remains the same*

Vision Statement:

Northshore Middle School strives to be a united community where each student becomes a lifelong learner, an innovative problem solver, and a positive contributor to our global society.

Mission Statement

At Northshore Middle School we provide a challenging, equitable, and empowering educational program that prepares each student for success in high school and beyond.

To achieve this mission, we are committed to:

- Implementing rigorous, engaging, and developmentally responsive instruction that cultivates academic growth and critical thinking.
- Fostering a caring, nurturing environment in which each student feels emotionally, intellectually, and physically safe and supported.
- Igniting a passion for knowledge and vision of success within each student.



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

In an effort to align our School Mission and Vision to the District Strategic Plan, we create annual School Action Plan goals that ensure we live into our words in an actionable and measurable way. This allows us to prioritize these goals as we continuously strive to refine and improve outcomes from all students. We begin by examining our school data, both quantitative and qualitative, to identify key areas of growth and revisit our data throughout the year to monitor our progress and reflect.

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 (1E. Educators evaluate and equitably improve their own discipline policies and practices, and educators continuously self-reflect about equity related issues) 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. To inform



this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

The NMS REJ team chose the following areas to focus:

	Domain Two: Climate, Culture, and Self Reflection		2D	Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.
2A	Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.			

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.

- Attendance Records
- Climate Surveys
- D/F Rates
- Discipline Data
- End of Course Grades
- iReady 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:

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.
- 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.



- Historically, these students have not received the timely, targeted, data-driven intervention necessary and with the level of urgency needed to build foundational skills and close gaps. For that reason, they struggle to keep up and become further and further behind.
- Struggling learners may not have been referred to Guidance Team for coordinated early intervention at the rate they should have been.
- For our students not at standard, tier 2 academic interventions are not robust and targeted enough.
- D/F Grades do not help students and parents understand the academic deficiencies of their students who are struggling.
- Multiple factors during the Spring of 2020 may have contributed to an increased regression.

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 2 Responsible, Resilient, Empathetic Learners	Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.	3. Increased percentage of students who model positive social skills and resiliency for a culturally diverse community
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.	2. 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

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 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

Based on the data and root cause analysis we completed, we believe that if we utilize our Homeroom SEL lesson time to teach pro-social skills with an emphasis on cultural awareness and competency, reiterate these school-wide lesson 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

By June 2021, 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 student surveys.

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
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on: <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>	The equity strategies we will employ: <ul style="list-style-type: none"> • Take time to get to know students and their families • Create pathways for students to voice their concerns and opinions, and take ownership over their own learning.



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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 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 3 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 implement UDL strategies tier 1 to ensure all students receive highly effective teaching, design effective tier two interventions for students who are not successful in tier one, and ensure tier three interventions are in place for students who need more intensive support.	Our instructional strategy relates to: <ul style="list-style-type: none"> • Inclusive practices/UDL
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on: <p>2D: Modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn by sharing strategies and resources to grow our practice.</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt</p>	The equity strategies we will employ: <ul style="list-style-type: none"> • Make school and classrooms a place that are physically and culturally inviting. • Challenge students but also meet them where they are at so they can grow.



<p>different instructional approaches until each child is reached.</p> <p>2 Educators have high expectations for all students regardless of their background or differences.</p>	<ul style="list-style-type: none"> Convey to students that you believe in them and that they can and should believe in themselves.
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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 3.2: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
iReady reading scores	Growth of one year for on level, more than one year for students 2 or more years behind.	October January May
iReady math scores	Growth of one year for on level, more than one year for students 2 or more years behind.	October January May
SBAC scores	Growth - students who are level 1 or 2 move up to next level.	May
Goal 2.2 Increased percentage of students who demonstrate healthy life-style choices, including nutrition, exercise, personal care and safety		
Pre-assessment of students knowledge of/ability to stand	Student survey	November/Dec.



up to racism and discrimination/being an upstander.		
Midpoint-assessment of students knowledge of/ability to stand up to racism/discrimination/being an upstander.	Student survey	February/March
Post-assessment of students knowledge of/ability to stand up to racism/discrimination/being an upstander.	Study survey	May

INDIVIDUAL STUDENT PROGRESS MONITORING

In an effort to better personalize our SAP goals, our admin. team chose 20 students we will monitor closely this year in regards to attempted interventions, their effectiveness, and their growth in relation to both goal 2.2 and 3.2. We will meet with each student at least three times to get their perspective on their progress and hear about their experience as students. This list of students is [here](#).

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 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:

- Distance Learning Playbook book study (optional)
- Using data to drive instruction - Monthly "data & instruction team meeting" by department or (other chosen grouping) in place of staff meeting
- UDL within the classroom strategies (Principal Day Focus)
- Intervention for struggling students
- Formative assessment/Effective feedback/Grading practices
- Culturally relevant teaching practices
- PBIS/MTSS/RTI
- Guidance Team



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IPP Grant

-UDL for all staff (MTSS Tier 1):

- Series UDL training on a P-days for all staff
- Admin attend PD regarding UDL and inclusionary practices
- Continue work on UDL as Tier 1 MTSS instructional practice during collaborative days and staff meetings.

-Co-Teach teams:

- Co-teach PLC for current co-teach teams including peer based labs (teach led)
- Provide release time to co-teach teams to plan together.
- Admin check ins with co-teacher teams for support.
- Intentional support and training for new co-teach teams.

-Inclusion:

- Pay staff additional hours for full inclusion training and planning meetings for NMS's first full-inclusion student.
- On-going collaboration with our District's inclusion specialist (Cassie Martin) to learn how to support this kiddo, as we build capacity around inclusion.

-IEP file review and program options:

- Review IEPs for minutes in SPED and use that data to consider program options within the master schedule.

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
- Videos sent in Spanish
- Mental Health Specialist
- SBIRT
- Financial Assistance Grants
- PTSA partnership



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- WatchDogs

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