



2020-21 Strategic Action Plan

At Innovation Lab High School, we are a community where teachers fulfil their highest aspirations and students achieve more than they think possible, together becoming innovative contributors to building a better world.

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 launch Innovation Lab High School with a deliberate focus on equity, as guided by the [Northshore School District Equity Handbook](#). We will pay attention to key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our staff 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.

As Innovation Lab High School opened its doors for the first time in September, 2020, we do not yet have any of the below listed data sources to draw from.

- Attendance Records
- BEISY Inventories
- 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
- iReady Data in Math or Reading



- SBAC Scores
- Star Data in Math or Reading
- Student Interviews or Surveys
- Course Enrollment

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

- The Crew model for student support and character development is an engine for equity and provide a mechanism to build connections for students that increase their sense of agency in their own education, positioning them to become leaders of their own learning. Students will be able to demonstrate this through the projects they complete and use to build their digital portfolios, and through the critical skills they master in their classes and in Crew.

We believe this opportunity to improve student outcomes is the result of the following root cause(s):

- A lack of formal structure for both integrating students' learning across the curriculum and attending to the positive development of their character is the root cause of disconnection, and the absence of a sense of agency among students.

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 actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>In the EL Education Model (Formerly Expeditionary Learning), Crew is cited as an engine of equity-- providing each and every student with a mentor from among the staff whose job is to get to know that student. Crew provides an avenue of support for each student in maximizing their academic potential. The Crew Design</p>



		<p>Team uses materials from the EL Education community, as well as other available sources to intentionally design curriculum focused on positive character development, self-assessment, and self-improvement for delivery to students during Crew. In 9th grade, students explore ideas of identity through their Crew, asking and seeking to answer the question "who am I?". In 10th grade, students explore their place in their community and the world around them, asking the question "Where am I?"</p> <p>We believe that implementation of the Crew model for supporting each and every student will be the primary driver of our collective focus on building a school grounded in equity and committed to anti-racist practices.</p> <p>We anticipate that the use of the Crew model will result in an increased sense of agency by our students that will result in:</p> <ul style="list-style-type: none">• Higher rates of attendance, as measured by % of students present at least 90% of the time• Fewer behavioral problems, as measured by office referral rates, classroom exclusion rates, and school exclusion rates.• Higher Academic Performance as measured by classroom based assessments of learning and by standardized tests such as SBA and other exams.
--	--	--



<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Minimum annual academic growth rate of one year for students at or above grade level, and more than one year for students below grade level. Increased enrollment and completion rates for students from traditionally underrepresented groups in advanced courses and specialized programs.</p>	<p>Innovation Lab High School has the highest percentage of students receiving Special Education services of any High School in the district. It also has the highest percentage of students with HiCap designation of any High School in the district. The guiding question for this year is how to ensure that we are meeting the needs of all students in a full-inclusion environment? Toward this end, we are: Monitoring the academic growth of all students with Special Education services by pushing in our Special Education teacher and paraeducators, rather than pulling students out of classes. The teacher co-teaches with many of her colleagues and assures that any accommodations or modifications are made in ways that are invisible to other students. We are currently working to help our teachers solve the problem of differentiating in both directions.</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p>	<p>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</p>	<p>The charges of Innovation Lab High School are; first, to identify promising practices and implement them in a way that allows us to verify their efficacy, and second, to help our students learn the critical skills of innovators, the “4C’s”—Communication, Collaboration, Critical Thinking, and Creative Problem Solving. To that end, we have joined EdLeader 21, through which we have gained access to rubrics designed to assess the 4C’s. We have also partnered with</p>



		<p>the Mastery Transcript Consortium to begin using their 21st century transcript focused on skills mastered. Lastly, we have applied for and received a waiver from the State Board of Education from the Credit-Hours graduation requirement, which allows us to make full use of both the 4C's rubrics and the Mastery Transcript.</p> <p>We anticipate that using these strategies will allow our students to demonstrate their abilities as Innovative, Creative, Critical Thinkers in the following ways:</p> <ul style="list-style-type: none">• As they work on interdisciplinary projects that have meaning to them and to their community. The students will place the focus of their energy on their learning and on mastery of critical skills, rather than on a grade.• Through accumulation of artifacts for their portfolios, students will place a high value on refining their work in iterative steps until it demonstrates their very best work.• Public celebrations of learning will allow students to show off their creativity, their innovation, and the high quality of their work.
--	--	---

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 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 implement the Crew model for student support, then students will feel an increased sense of agency, resulting in better attendance, fewer behavioral problems, and higher academic performance.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By May, 2021, students at Innovation Lab H.S. will report an increased sense of connectedness and support because of the implementation of the Crew Model, as evidenced by student climate survey data.*

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will implement the Crew model of student support. This means that All teachers will utilize the common curriculum designed by the Crew Design Team to focus on student character growth and support.	Our instructional strategy relates to: <ul style="list-style-type: none">● Building and Maintaining Relationships● Structuring Collaborative Learning Experiences
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies



<p>Because Crew is an engine of equity, by implementing this model we will be engaged in intentional and simultaneous work on all of the components from the Equity Inventory listed below:</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>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</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</p>	<p>The equity strategies we will employ:</p> <p>The Crew model provides every student with a small group of peers who become their mutual support network, and a staff member as their Crew Advisor, who will become their go-to person at the school.</p> <p>The Crew Advisor also functions as a family liaison. At the beginning of the second quarter, Crews will begin scheduling student-led conferences for all students as a way to deepen the school-family relationship and highlight for families the work their students are doing.</p> <p>Intentional focus is being given to helping students identify areas of passion within the curriculum, with resultant opportunities for students to demonstrate their learning through those passions.</p>
---	--



<p>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>	
--	--

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 implement the Crew model for student support, then students will feel an increased sense of agency, resulting in better attendance, fewer behavioral problems, and higher academic performance.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By May, 2021, students with special education services will be making progress toward their IEP goals and on pace to achieve a minimum annual academic growth rate of more than 1 year growth.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will implement the Crew model of student support. This means that All teachers will utilize the common curriculum designed by the Crew Design Team to focus on student character growth and support.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Minimum Annual Academic Growth Rate of 1 year for students at or above grade level, and more than 1 year for students below grade level. ● Increased enrollment and completion rates for students from traditionally underrepresented groups in advanced courses and specialized programs.
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>



<p>Because Crew is an engine of equity, by implementing this model we will be engaged in intentional and simultaneous work on all of the components from the Equity Inventory listed below:</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>The equity strategies we will employ:</p> <p>At Innovation Lab High School, all special education services are being delivered in a full inclusion model. Our Special Education case manager is listed as a co-teacher on all academic courses, and “pushes in” services to students within a general education setting, rather than “pulling out” students for specialized services. Examples of this are finding materials that match students’ reading levels, arranging for accommodations and modifications to be delivered in a way that is invisible to the student’s peers, and scheduling check in meetings with each student on their caseload during asynchronous learning times to provide support in organization and study skills.</p>
--	---



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 intentionally teach and assess the “4C’s skills” of Communication, Collaboration, Critical Thinking and Creativity, then students will master the skills to become innovators.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By May, 2021, assessments of student skill in the areas of Communication, Collaboration, Critical Thinking, and Creativity will demonstrate growth among all students at Innovation Lab, as measured by the EdLeader21 4C’s rubrics.*

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will implement use of the 4Cs rubrics across courses and Expeditions. This means that students’ initial skills in Communication, Collaboration, Critical Thinking, and Creativity will be measured using the EdLeader21 4C’s rubrics, and then growth relative to these rubrics will be tracked.	Our instructional strategy relates to: <ul style="list-style-type: none">● Providing Formative Feedback● 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: 2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.	The equity strategies we will employ: The practice of self-reflection is built into all four of the 4C’s rubrics used by staff across the school for assessing student growth. Reflective and iterative processes are intentionally designed for students to support building habits of continuous reflection and improvement.



<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>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>	<p>The use of the 4C’s rubrics gives our staff a common language to use with students about what we want them to be able to do, leading to a higher degree of equity in our feedback conversations and assessment practices.</p> <p>The use of common rubrics promotes the premise that “all students can learn”, because every student can make progress in their skills as measured by the rubrics. Furthermore, the rubrics publicly set a high bar for mastery, avoiding the “subtle demon of low expectations” for certain students.</p>
--	---

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 2: Responsible, Resilient, Empathetic Learners		



Through Crews, we have engaged students in self-reflection and goal setting to establish a baseline for student connection and agency.	Crew Design Team will continue to focus the Crew curriculum on character growth, building positive habits of work and learning, self-reflection, and development of student agency.	Continuous
In October, we have solicited feedback from families about the experiences of their students so far at Innovation Lab, and intend to use that feedback to make improvements to the student experience.	We will continue to solicit feedback quarterly.	Quarterly
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Through our full inclusion model, students with Special Education Services are fully included in General Education classrooms with their peers.	Our Special Education Case Manager is a co-teacher on all academic classes and “pushes in” to provide support—supporting the course instructor in providing materials that meet each student’s needs, and in making sure that accommodations and modifications are made invisible to the student’s peers.	Continuous
Goal 4: Innovative Creative Thinkers		
Throughout early coursework, teachers have begun to use the 4C’s rubrics to assess students mastery of skills to set a baseline for comparison to measure growth.	Teachers will continue to use the 4C’s rubrics to measure students’ skill growth over the course of the year. The focus on iterative learning, including feedback, reflection, and use of input to improve the quality of work, will support continuous student growth in the 4C skills.	Continuous

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 Innovation Lab 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:

- The Crew Design Team is using the book “We Are Crew,” by Ron Berger, et.al., as a guiding reference for their work this year in designing curriculum for our Crew Leaders to deliver in Crews, and for developing the model of how our Staff Crew runs.
 - Administration is using the book “Leaders of Their Own Learning,” also by Ron Berger, et.al., as well as a number of other sources to help staff understand and implement the EL Education (formerly Expeditionary Learning) model with fidelity across the school.
 - Due to the small size of the school this year, the SDLT is effectively the entire staff. The SDLT has requested by unanimous vote a weekly Staff Crew meeting on Mondays from 3:00-3:45 pm for
-



the purposes of addressing emerging issues and continuing their learning on the EL Education Model.

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:

- In October, we reached out to all families to solicit feedback on their students' experiences at Innovation Lab thus far. We plan to continue soliciting feedback from our community on a quarterly basis, to stay on top of the needs of the community.
- Student Voice has taken a central role at Innovation Lab High School, with students becoming responsible for the planning of the All School Meetings on Wednesday afternoons. The students have formed a "Crew Council" with representation from every crew to handle this business, with meetings open to all members of the school community.
-

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