

## Northshore Networks 2020-21 Strategic Action Plan

Each year at Northshore Family Partnership, 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** 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](#).

#### 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
- Demographic Information
- Discipline Data
- Graduation data
- iReady Data in Math and Reading

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:

- (Teachers) Disrupting and dismantling inequitable practices that create learning gaps
- Provide access to common core expectations balanced with differentiation (Accommodations and Modifications)
  - Understand the backgrounds and learning needs of at-risk learners

(Students)

- All struggling learners meeting standards expectations

(Parents)

- Support for accessing culturally responsive materials and curriculum that supports all learners

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

- While modifications and accommodations based on student skill levels are a priority, not all students have access to curriculum that relates and connects to them.

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.

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<b>School Goals</b>	<b>Equity Means</b>	<b>Measures of Success</b>
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners	2H Educators work from the premise that “all” children can learn” and continue to attempt different instructional approaches until each child is reached.	Increased percentage of students who have a sense of belonging and personally meaningful experiences in schooling that relates and connects to all of them.
<b>Goal 5</b> <b>Ready for Lifelong Success after Graduation</b>	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 graduating

### 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 when we actively learn about the theory and practice associated with MTSS/PBIS and Racial and Educational Justice, then the students' sense of safety and belonging will increase.

SMART Goal

During the 2020-21 school year, all staff will increase their understanding and implementation of positive teacher and student relationships and school-wide expectations associated with Racial and Educational Justice. Success will be measured by the increased percentage of students who feel safe, have a sense of belonging, have meaningful friendships and believe their school is inclusive with rules that are fair and equitable.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<p>To make progress toward our specific goal, we will implement Racial and Educational Justice strategies. This means that we will continue to learn about racial and educational justice philosophies, values, and means for implementing instructional strategies.</p>	<ul style="list-style-type: none"> <li>- Make school and classroom spaces and structures physically and culturally inviting</li> <li>- 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</li> <li>- Ask and observe the class to see what students’ strengths are and think about ways to capitalize on those skills in lessons</li> <li>- Connect student names, interests, and backgrounds to instructional material</li> <li>- Bring diverse guest speakers into the school and classrooms</li> <li>- Create learning stations in the classroom to help students learn content in different and creative ways</li> </ul>

	<ul style="list-style-type: none"> <li>- Turn lessons into games to make the content fun and engaging</li> <li>- Allow students to have a voice in deciding the types of projects and assignments they will do</li> <li>- Create opportunities for family and community Participation</li> </ul>
<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Equity Strategies</b>
<p>To ensure equity focus to our work on this goal, we will focus on:</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>	Take the time to get to know your students and draw explicit connections between instructional content and their own backgrounds

## GOAL 5: Ready for Lifelong Success after Graduation

Students coming in to Northshore Networks with a credit deficit will increase credits earned by .25 credits per semester as measured by grades posted to transcript.

<b>Milestone</b>	<b>Date</b>
Registrar runs a schoolwide list of 10 <sup>th</sup> to 12 <sup>th</sup> graders deficient in credits to determine which students are in this group.	TBD
When registrar runs a schoolwide list of 10 <sup>th</sup> to 12 <sup>th</sup> graders deficient in credits at beginning of 2 <sup>nd</sup> semester, a higher percentage of students will be on track for graduation.	TBD
When registrar runs a schoolwide list of 10 <sup>th</sup> to 12 <sup>th</sup> graders deficient in credits after 2 <sup>nd</sup> semester, a higher percentage of students will be on track for graduation than at beginning of semester.	TBD
<b>Milestone</b>	
Registrar runs a schoolwide list of all grades to identify students who have 2 or more F's (1's for elementary).	TBD
At the end of second semester, registrar will determine if students identified in first semester have no failing grades.	TBD

To work on this goal, we have chosen the following instructional strategies that are culturally responsive, high leverage, and adhere to universal design for learning. These strategies will be used in Northshore Networks classrooms, one-on-one meetings, and throughout all learning environments. These strategies we have chosen are based on best practices and have been shown to make a positive impact on student learning.

- Teachers will try to find out what issues are preventing students from being on track by forming deep connections and building trust during the one-on-one meetings. (MTSS)

- We will initiate monthly grade-level meetings that will include identifying students with academic shortfalls and developing whole-student strategies to help them succeed. (MTSS)
- Once students are identified as “not succeeding,” staff will employ a number of strategies to include: meetings with students and parents, meetings with principal, requiring attendance at study lab, etc. (MTSS)
- Begin middle school classes on Social Emotional Learning and Student Skills so that students will come to high school prepared to succeed. (MTSS)

## **PROFESSIONAL DEVELOPMENT**

Identifying goals, mapping out milestones, and selecting instructional strategies are all important parts of our strategic work this year. However, without each of the adults at Northshore Networks 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 learning about the following topics as part of our work toward our chosen goals:

- Cultural diversity
- Cultural responsive classroom
- Educating the whole child (SEL)
- Trauma sensitive classrooms
- Strategies to help kids deal with anxiety
- Current brain research about teenagers' brains

## **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:

- One-on-one meetings with parents, teachers, and students
- Informative websites
- Increased two-way communication with our learning community via student and parent teams

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