



## 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, 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](#). Additionally, we have the following equity goals: (1) Dismantle the institutionalized systems that have negatively impacted our students of color. (2) Create a new system that builds an educational environment where ALL students feel safe, seen, heard and challenged to be their best selves. (3) Teach race-related issues in every classroom.

#### 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.

We will continue to review 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, to best serve the needs of individuals furthest from educational justice, we have focused on:

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

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.
  - 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. We believe by focusing on these three goals and the identified categories, we can make a substantial impact on the academic achievement of our students most in need of support.

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



<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<ul style="list-style-type: none"> <li>- Reduction of disproportionality of LatinX students in on-track graduation.</li> <li>- Increased enrollment and success of traditionally under-represented student groups in advanced courses and specialized programs.</li> </ul>
<p><b>Goal 5</b> Ready for Lifelong Success after Graduation</p>	<p>Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&amp;-career readiness graduation requirements.</p>	<ul style="list-style-type: none"> <li>- Increased percentage of students who graduate on time.</li> <li>- Decreased High School Dropout Rates</li> <li>- Increased students accessing career prep programs like WaNic or running start.</li> </ul>

**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 contributions of others.

**Theory of Action**

Based on the data and root cause analysis we completed, we believe that if we focus on building and maintaining relationships, tracking and staying in constant communication with those not engaging (and their families) and by learning about our students as individuals, tailoring their online education to their



needs, then students will stay engaged during online learning and make as much academic progress as possible.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *By the time we return to school in-person (or the end of the school year, whichever occurs first), 95% of IHS students will be actively engaged and passing at least 6 out of 7 of their courses.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on building positive relationships with students and track engagement school-wide. Students can share who they are as learners and individuals with teachers, so teachers can identify needs and help students on an individual basis.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> <li>• Building and Maintaining Relationships</li> </ul>
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</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>The equity strategies we will employ include sharing PD resources with staff to help with meaningful and respectful student and family interactions, and utilizing our diverse array of multi-lingual staff and our Spanish Speaking Liaison to improve the quality of our communication outreach.</p> <p>We will increase opportunities for students and families to use their voice, share what they need, and we actively listen and will be responsive to what we hear.</p> <p>We have tied AVID in with our IB program to ensure underrepresented students have the skill and confidence to take higher level classes.</p> <p>We will continuing our outreach to families in our community, including summer food deliveries for our families in need.</p>



	<p>We will work to open up access to clubs during remote learning and encourage our under-represented students to actively participate. We will also work with students to develop a LatinX club.</p> <p>We will be providing resources and guidance to help staff meet their call to action for the year, which is to bring issues of race into the curriculum for every subject. We will also be working with departments to intentionally create and share lessons and units that incorporate racial justice and racial consciousness within each subject area.</p>
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### **GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps**

#### Theory of Action

Based on the data and root cause analysis we completed, we believe that if we focus on building positive relationships, gathering information, and tailoring our instruction and assessment to the needs of each student, we can achieve our goal.

#### Instructional Practices and Strategies

- Focus on school climate and community to make IHS a place where everyone wants to be every day.
- Increase in targeted supports for struggling students
  - On Time Graduation Specialist (contracted hours)
    - Continuing with a 35 hour per week Mental Health Specialist to serve students with mental health challenges during the school day.
    - Continue our AVID program to the second year of an AVID elective.
- Continuing in-building interventions like Viking Time, which is targeting struggling students.
- Intentional focus on struggling students and interventions by counseling and administrative teams.
- Shift in school discipline strategies to focus on restoration and education in order to keep students who commit behavioral violations in school.
- Continued promotion of Marine Biology class added to serve students who have completed Biology, but have not attained the mathematics knowledge to be successful in Chemistry.
- Increasing on-level mathematics options for Special Education students with gaps in knowledge.
- 2nd year of a 7 period day for all students.
- Survey students and parents regarding distance learning workload, screen time and homework expectations.



SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By the end of the 2020-21 school year, 85% of our LatinX students will be on track to graduate (not credit deficient).*

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
To make progress, toward our specific goal, we will focus on curriculum alignment without removing rigor, but by providing support. This means that the English Department will build aligned curriculums and will communicate clearly with our Topics teacher. Our Topics Teachers will be providing targeted support for struggling students.	Our instructional strategy relates to <ul style="list-style-type: none"><li>● Building and Maintaining Relationships</li><li>● Understanding the whole student and what they bring into the classroom.</li><li>● Tailoring assessment strategies to meet the needs of individuals.</li><li>● Considering time and out-of-school impacts on homework and grading strategies.</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>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>The Equity Strategies we will employ include:</p> <ul style="list-style-type: none"> <li>· Utilizing knowledge of our students and families regarding what impacts has the education system had on them so far to actively listen and respond to individual needs.</li> <li>· Working with our Spanish Speaking Liaison to increase dialogues with our Spanish-speaking families in order to meet the needs of their students.</li> <li>· Actively go into the community (summer) to connect with families in need of support.</li> <li>· Work with staff to bring race into the curriculum as a part of our call to action.</li> <li>· Increased work with the AVID program to build academic skills and prepare students to engage in higher level courses.</li> </ul>
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**GOAL 5: Ready for Lifelong Success after Graduation**

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we increase in-school interventions and supports then students will achieve at higher levels and meet on-time graduation goals.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 5 is as follows: *By the end of the 2020-21 school year, 98% of IHS seniors will meet on-time graduation goals.*

<p><b>Instructional Strategy</b></p>	<p><b>Instructional Practice</b></p>
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<p>To make progress, toward our specific goal, we will focus on making strong use of in-building interventions and targeted supports for students. This means that teachers will utilize targeted supports to ensure students can show mastery of content. Our graduation specialist will focus on academic contracts and other interventions to help struggling underclass students.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"><li>● Building and Maintaining Relationships</li><li>● Reconsidering homework and assessment and tailoring these requirements to the needs of students.</li></ul>
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<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> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ include:</p> <ul style="list-style-type: none"><li>● A focus on mastery of content rather than time taken to complete the work.</li><li>● A focus on removing behavior from grades.</li><li>● School-wide discussions on assessment strategies and effective uses of time for interventions.</li><li>● Targeted movement toward ensuring student dignity in order to encourage students that show avoidance strategies back into the classroom.</li><li>● Creating a safe and equitable learning environment for all students.</li></ul>



### 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
<b>Goal 2:</b>		
Student not-engaged tracking list	Goal of 100% engaged, follow up efforts with all of those not engaged.	Daily.
Students of Concern Spreadsheet	Updated Google Sheet where teachers can enter information on students not succeeding and what interventions have been tried.	Weekly
Special Services tracking Sheet	Combined Special Services tracking form for students who are struggling including interventions tried and ideas for future follow-up.	Bi-quarterly
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
Student not-on-track lists	List of students not on track to graduate broken down by alphabet/case load (last name). This form details what credits need to be recovered and timelines to meet graduation requirements. We look deeply at demographics and investigate reasons for disproportionalities with a lens on how to change those disproportionalities.	Monthly-Quarterly



AVID Student Success Form	Our AVID Coordinator keeps a tracking guide for students and success in classes so we can meet the needs of our students.	Monthly
Registration Tracking	We look yearly at the demographics of students choosing to take advanced level courses, and work with teachers to encourage under-represented students into our IB and AP class offerings.	Yearly.

Goal 5:		
Student not-on track list	List of students not on track to graduate broken down by alphabet/case load (last name). This form details what credits need to be recovered and timelines to meet graduation requirements.	Monthly/Quarterly
I's list.	Early in the school year, we will work with all students that received an I in a course and guide them toward backfilling the credit they missed.	End of first quarter.
Surveys	Survey students/parents/staff on workload expectations, screen time and homework balance.	Once per semester.

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## 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 Inglemoor 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 2019-20 school year, we will participate in the following professional development as part of our work:



- Culturally responsive Teaching and teaching strategies
- Equity work Year of Action - Bringing issues of race into all subjects and curriculums with resources and guidance.
- Restorative justice and behavioral education
- Collaborative work within departments and with counselors/case managers
- Using Viking Time for effective student interventions (Asynchronous work time and office hours)
- MTSS
- PBIS
- Individual Student interventions
- Breaking Down the walls training for culture and community (likely will hold on this for one year)
- Culturally responsive relationship building and assessment discussions.
- Presenting at our South Region Principals meeting around college readiness and impacts of elementary, middle and high schools on the results.
- Individual outreach to all who are struggling.

## **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:

- New to Inglemoor Night (Virtual)
- Open House (Virtual)
- Senior Parent Information Night (Virtual)
- Spanish Speaking Parent Nights surrounding our timeline of events (Virtual)
- PTSA Meetings (Virtual)
- IB/AP nights
- Culture Fest
- Community Serve Day (N/A during Covid)
- Regular electronic communication surrounding events and activities
- Including community members in clubs and mentorships (prospective)

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