



2022-23 Innovation Lab High School Strategic Action Plan

At Innovation Lab High School, we develop students to be articulate, empathetic, thoughtful, reflective learners who are ready to go forth into the world as leaders and innovators.

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 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, and 3. During the 2021-2022 school year, Innovation Lab focused on component 3D of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#). Based on survey data from a survey of staff, parents, and students, it is clear that the components of domain 3 most in need of focus for the 2022-23 school year are components 3A and 3B. These two components consistently had the lowest two scores amongst all three groups surveyed.

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 2022, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- D/F Rates
- Discipline Data
- End of Course Grades



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- Family Inventories/Surveys
- SBA/WCAS Scores

The spring 2022 administration of the SBA and WCAS were the first full administrations of on-grade testing in Innovation Lab High School history. Due to the Coronavirus pandemic, the SBA was not administered during the 2020-21 school year. As a new school administering the tests for the first time, we chose to administer the tests at the beginning of the testing window in April, 2022. It can be speculated that had we waited until closer to the end of the testing window, as did most of the other high school programs in the district, that a few more students might have achieved scores of 3 or higher—benefitting from a few extra weeks of instruction. Combining that with a smaller number of students testing, we might have seen a significantly higher rate of students passing the test, especially in mathematics. In 2022-23, we will test this theory by moving our school's testing period later in the testing window generally used by the other schools in the district.

An analysis of the data from the Spring 2022 administration of the Smarter Balanced Assessments in ELA and Math, as well as the Washington Comprehensive Assessment of Science yielded the following results according to the State Report Card Data on the website of the Office of the Superintendent of Public Instruction:

	State	NSD			Innovation Lab High School		
		All Students	IEP	Non-IEP	All Students	IEP	Non-IEP
10th Grade ELA	62.2%	72.0%	35.6%	77.7%	88.4%	63.2%	94.0%
10th Grade Math	30.8%	59.6%	28.9%	64.5%	52.2%	36.8%	58.0%
11th Grade Science	38.5%	55.8%	30.8%	59.5%	95.5%	100.0%	90.0%

What is clear from the data above is that while our students as a whole outperformed the state and district averages in ELA and Science, our students lagged a bit behind district average in Mathematics. When looking at the performance of our students with Special Education services, we see that there is a significant gap with respect to their peers who do not receive Special Education services. We are proud that our students outperformed the district average for students with Special Education Services and the state average for all students. However, the existence of gaps in excess of 20% between our students with and without Special Education Services in both ELA and Math stands out as a significant gap that must be addressed. When asked to identify the students furthest from educational justice, this data cannot be ignored.

Additionally, in a meeting with school administration at the end of the 2021-22 school year, a group of students who had been passionate advocates for the mental health needs of the Innovation Lab High School community referenced data in former Superintendent Michelle Reid's Thursday Thoughts regarding the incidence of mental health concerns in various racial and ethnic subgroups. They pointed out the statistic from Dr. Reid's message that 47% of LGBTQ

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adults suffer from some form of mental illness. They then cited sources that indicate the incidence in LGBTQ teens is even larger than that of adults and another source indicating that the incidence of mental health concerns in students with Special Education services is thought to be equal to that of the LGBTQ community. Their passionate plea to the Innovation Lab administration was to increase the hours of availability of a mental health counselor in the building for the 2022-23 school year, and to secure training for staff on how to work with students dealing with trauma. This direct advocacy from students cannot be ignored, especially because it adds an area of focus on a group already identified through other 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:

- Math learning for students who receive special education services.
 - According to data from the spring 2022 administration of the SBA, our students receiving special education services passed the assessment at a rate 15.4% lower than the population as a whole and 21.2% lower than their general education peers.
- ELA learning for students who receive special education services.
 - According to data from the spring 2022 administration of the SBA, our students receiving special education services passed the assessment at a rate 25.2% lower than the population as a whole and 30.8% lower than their general education peers.

We believe this gap in student outcomes is the result of the following root cause(s):

- In addition to having disabilities that impact their learning in Reading/Writing and/or Mathematics, students who receive special education services have frequently experienced pull-out classes in their elementary and/or middle school educational path that have moved at a slower pace, contributing to the student starting their high school career further from grade level standard than their general education peers.

The analysis of our school data leads us to the development of our goals for the 2022-23 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 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.</p>	<ul style="list-style-type: none"> ● Increase in rate of students achieving proficiency in their classes ● Classroom-Based Assessments, including measurement of growth

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	Students and families will have continued opportunities to serve as experts in the classroom and in the school.	toward mastery of skills. ● SBA results
Goal 4 Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	<ul style="list-style-type: none"> ● Student Course Marks ● Student Progress on Mastery Transcript Skills ● SBA results

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 provide students with certain scaffolds and supports, 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 instructional strategies 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 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 engage in intentional learning and application of trauma-informed practices as well as increase the availability of and equitable access to mental health counseling services within the school, then students will increase their academic performance due to increased feelings of belonging, agency, and support.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By June, 2023, 100% percent of students with Special Education services will achieve a score 3 or higher on the SBA exams of ELA and Math.*



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Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will engage in intentional learning about and application of trauma-informed practices. This means that students who have experienced significant childhood trauma will be more supported in our school and thus be better able to perform.</p>	<p>Our instructional strategy relates to :</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships with secondary connections to: ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions <p>Our Crew Model already provides a basis for forming Safe, Supportive, Nurturing Relationships (SSNR); a research-based mitigating factor for childhood trauma.</p> <p>We will continue to explore and implement other Trauma-informed teaching practices as the year progresses.</p> <ul style="list-style-type: none"> ● Trauma can slow down or completely stop a student's ability to learn. ● Trauma-informed teaching considers how trauma impacts learning and behavior. ● Much like other research-based strategies such as Universal Design for Learning and SIOP (both also in use at Innovation Lab), Trauma-informed teaching is good for all students, but especially important for students who come from Trauma. <p>As part of our Grant from State Board of Education (SBE) to be part of the Mastery-Based Learning Collaborative (MBLC), and in response to the student request in spring 2022 to increase availability of Mental Health Counseling resources to the building, we have designated funds to increase the number of hours per week we have access to an in-building mental health counselor. This will increase the equitable access for students who need these services.</p>
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p>	<p>The equity strategies we will employ:</p>

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<p>3A Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.</p> <p>3B Educators are well informed of the diverse backgrounds of students and families.</p>	<p>One of the intersectional identities of many students has to do with the trauma in their backgrounds. By utilizing trauma-informed practices, we make school a more safe place for students to overcome their trauma and resume making forward progress.</p> <p>Students who identify as part of the LGBTQ+ community and students who receive Special Education Services are more likely to have experienced trauma (especially connected to their membership in those groups) than peers who do not have those identities.</p> <p>By increasing feelings of belonging, we will help students to develop a sense of Agency, which is positively correlated to increased academic performance, decreased absenteeism, and development of growth mindset.</p>
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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 fully implement a mastery-based learning model, then students will increase the rate at which they achieve proficient marks in their courses, increase the rate at which they achieve marks on their Mastery Transcript, and increase the rate at which they achieve summative scores of 3 or higher on the Smarter Balanced Assessment in Math and English.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: *By June, 2023, 100% percent of students with Special Education services will achieve marks of proficient or better in their classes as measured by ILHS Mastery Rubrics and course summative grades.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will fully implement a mastery-based learning model, including a full inclusion model for special education service delivery. This means that all staff members have agreed to use a common mastery-based assessment scale for all student assignments,</p>	<p>Our instructional strategy relates to :</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions



projects, and assessments. Teachers will embed elements of the rubrics for our mastery skills within their student learning rubrics to make assessment of those skills more seamless.

Mastery Based Learning is often cited as a means for closing gaps because it shifts the focus of the learning cycle. Learning becomes the constant and time becomes the variable. In a traditional model in which the opposite is true (time is the constant and learning a variable) students with disabilities frequently fall behind because the class moves on before the student can demonstrate and solidify their learning.

Innovation Lab High School's staff has voted unanimously to adopt an assessment scale in which students receive marks on assignments, assessments, or projects of:
E - Exceeds Expectations
P - Proficient
N - Not Yet
U - Unassessable.

With each mark of E, P, or N, students receive detailed feedback of why their work is where it is. Students at "Not Yet" receive feedback about how they can get to proficient and are then encouraged to engage in another iteration of the learning cycle. Students at "Proficient" receive specific feedback about what makes their work proficient so that they can utilize that learning in future work, and feedback about how they could deepen and extend their learning if they want to reach "exceeds expectations."

Every student has the tools and opportunities to engage in as many cycles of learning as needed to reach proficiency on every learning task, along with the support and feedback to continuously move their learning forward.

Additionally, as part of our Grant to be part of the MBLC, we are field testing the math learning program ALEKS as a supplemental resource in our Algebra 1 and Geometry classes. ALEKS operates using Mastery-Based Learning principles, with students advancing upon demonstrated mastery of the content. Teachers of these courses can set students up



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	<p>with an assessment of prerequisite skills for their particular course. The program will identify any skill gaps in the students' background knowledge and then provide lessons and practice targeting those skill gaps. The intent is to use ALEKS as nightly practice at home to close background knowledge skill gaps while the teacher focuses on grade-level content in class.</p>
<p>Domain Three: Teaching, Learning, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3A Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.</p> <p>3B Educators are well informed of the diverse backgrounds of students and families</p>	<p>The equity strategies we will employ:</p> <p>In August 2022, the NSD Equity Inventory for domain 3 was given to staff, parents and students of the Innovation Lab H.S. community. Elements 3A and 3B were consistently identified by all three groups as the areas in which the most work was needed.</p> <p>We will work with the District's REJ department to design and offer opportunities for our educators to examine and understand the ways in which intersectional diversity impacts and influences school and departmental data reports. We will then have open discussions about how we can use that learning to guide how we fully implement Mastery-Based Learning (MBL) in a more just and equitable way.</p> <p>As our staff builds community with their students, especially through the Crew feature of our Expeditionary Learning model, they will use principles of Culturally Responsive and Sustaining Education (CRSE) to create opportunities for students to authentically use their voice in sharing about their families' backgrounds.</p> <p>As part of our Grant from the SBE because of our membership in the MBLC, we have granted 0.4 FTE Release Time to one staff member to act as the Mastery Based Learning Coordinator for the year. This employee will work in a coaching role, helping all teachers</p>

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	to achieve a fidelity of implementation in our Mastery Learning work. They will also work in an expert role, helping administration to design learning experiences for staff that they can then use in turn to improve the learning experiences for students in their classes.
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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		
Student Belonging Survey	Set a baseline for students receiving special education services who report a feeling of belonging. Measure change from baseline as year progresses.	Baseline: 9/19/22 Mid-Year: 12/19/22 End of Year: 6/5/22
Classroom based assessments	Measure progress of students using mastery rubrics	Monthly
Innovation Lab Interventions Team process	Use of Guidance Team process to identify and track students not making progress toward standard	Weekly
GOAL 4: Innovative, Creative Thinkers		
Data from ALEKS field test	Set baseline of students prerequisite skills in Math	Quarterly
Classroom based assessments	Measure progress of students using mastery rubrics	Monthly
Innovation Lab Interventions Team process	Use of Guidance Team process to identify and track	Weekly

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	students not making progress toward standard	
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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 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 2022-23 school year, we will participate in the following professional development as part of our work:

- In August, 2022, Innovation Lab High School used our grant funding as part of the MBLC to pay staff to attend two workshops related to our SAP goals.
 - Teaching and Assessing Transferrable Skills, by Great Schools Partnership
 - Forefront in the Schools LEARN (suicide prevention) training.
- As part of our membership in the MBLC, the schools Mastery Learning Team receives regular professional development on topics related to MBLC goals, including Culturally Responsive, Sustaining Education, Community Partnerships, Mastery Grading, etc.
- Our Mastery Learning Coordinator is offering bi-weekly "just-in-time, bite-sized" PD sessions for our staff to learn about Mastery-Based Learning concepts as they relate to what is going on in classrooms at that time.
- We will continue to work with the MBLC to identify high-quality sources of Professional Development around Trauma-informed practice that we can use throughout the year.

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Innovation Lab has a strong and active partnership with our PTSA, including monthly meetings between administration and PTSA Board. We are leveraging that relationship to grow our network of parent volunteers who are willing to come help in the school.
- We received a grant from the Northshore Schools Foundation in 2021-22, and will continue to partner with them in 2022-23.
- We are reaching out to our parent community to identify potential community partners who can send guest speakers to the school and explore possibilities for future student job shadowing opportunities and/or internship opportunities.
- We are working with the MBLC and School's Out Washington to grow our capacity in this area. As a new school, we are at the beginning of our journey in growing community partnerships.

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