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2022-23 Strategic Action Plan

At Northshore Middle we...

NMS Mission/Vision

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:

- Fostering a caring, nurturing environment in which each student is known; has a sense of belonging; and feels emotionally, socially, intellectually, and physically safe and supported.
- Implementing rigorous, engaging, culturally and developmentally responsive instruction that cultivates academic growth and critical thinking.
- 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

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, specifically our focus on 3D (students and families and experts) and 3I (self-reflection) of the [Northshore School](#)



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[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 our NMS Equity Inventory data, NMS will focus on 3b (well-informed of the diverse backgrounds and cultures of students and families) and 3g (knowledgeable about creative, innovative, and equitable instructional approaches). Staff will participate in monthly professional development activities related to these areas of focus, specifically cultivating belonging, student voice, humanizing data, and SIOP strategies.

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 Voice Surveys
- Classroom Based Assessment Results
- Demographic Information
- SBAC Scores
- Family interviews
- Student interviews
- Humanizing data collection

NMS SMART Goals:

Based on our data review, we have identified the following areas for improvement in student outcomes: 2.1 & 3.3.

Our specific, measurable, attainable, relevant, and time-bound goal to address goal are:

Goal 2.1

By June 2023, NMS will increase the percentage of students in Advisory in all grades reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health as measured by schoolwide student voice and belonging surveys and classroom based student voice check-ins.



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Goal 3.3

By June 2023, NMS will increase the percentage of students demonstrating mastery in their classes as measured by a reduction in the number of D/NC grades at each grade level by at least 3% from first quarter to 1st semester, 3rd quarter to 2nd semester grades, and 1st semester to 2nd semester.

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

2.1

- Early adolescence is a complex social time for teens developing their relationship skills and personal identities.
- Students need to build positive relationships with adults and peers at school to feel they belong.
- Students need to feel heard, seen, and valued at school to feel safe.
- Student need a trusted adult at school.

3.3

- Some students come to us with deficits in academic skills, study skills, motivation to complete work, and outside factors that impact their ability to fully engage in school.
- Our school system has not met the academic intervention needs of some students. For that reason, they struggle to keep up and become further and further behind.
- Some students may be lacking connection to school, which negatively impacts their ability to succeed and desire to engage.
- Struggling learners may not have been referred to Guidance Team for coordinated early intervention.
- For our students not at standard, tier 2 academic interventions have not been systemic, robust, and targeted enough.

We know that students have needs when they come to us...

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
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<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>1. Increased percentage of students who report a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.</p>
<p>Goal 3 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>	<p>3. Increased percentage of students who demonstrate mastery in their classes.</p>

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 Advisory SEL lesson time to teach pro-social skills with an emphasis on belonging, acceptance, and connection, reiterate these school-wide lessons 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 2023, NMS will increase the percentage of students in Advisory in all grades reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health as demonstrated by student voice survey data. We plan to administer our first



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survey in November with a minimum of two additional additional surveys throughout the year. Our stretch goal is to increase 5% over time.

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: 2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds. 2B Students and families from diverse backgrounds are listened to and their opinions are valued.	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.

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 who are struggling to demonstrate mastery in their classes early, implement timely and targeted intervention, monitor growth data monthly, and utilize guidance team when interventions are not showing desired results, then students will demonstrate mastery in their classes.

SMART Goal

By June 2023, NMS will increase the percentage of students demonstrating mastery in their classes as measured by a reduction in the percentage of D/NC grades at each grade level by at least 3% from first quarter to 1st semester, 3rd quarter to 2nd semester grades, and 1st semester to 2nd semester.

Instructional Strategy	Instructional Practice
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<p>To make progress toward our specific goal, we will implement SIOP, UDL, and high-leverage, culturally relevant 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.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • SIOP Strategies • UDL • High leverage practices • Culturally relevant pedagogy • MTSS
<p>Domain Two: Climate, Culture, 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>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 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> <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. • Convey to students that you believe in them and that they can and should believe in themselves.

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
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GOAL 3.3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps - Demonstrating mastery in classes.		
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
D/NC grades	Grade C or higher	<ul style="list-style-type: none"> • Weekly grade checks in Advisory • Quarterly grades • Semester grades
SBAC scores	Growth - students who are level 1 or 2 move up to next level.	May
Goal 2.1 Perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.		
Pre-assessment of students knowledge of/ability to stand up to racism and discrimination/being an upstander.	Student survey (Panorama)	January
Midpoint-assessment of students knowledge of/ability to stand up to racism/discrimination/being an upstander.	Student survey (Panorama)	March
Post-assessment of students knowledge of/ability to stand up to racism/discrimination/being an upstander.	Study survey (Panorama)	May

INDIVIDUAL STUDENT PROGRESS MONITORING

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In an effort to better personalize our SAP goals, each member of our admin. team will choose 5 students each who we will monitor closely this year in regards to attempted interventions, their effectiveness, and their growth in relation to both goal 2.1 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, conduct interviews with families, and shadow students.

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 2022-23 school year, we will participate in the following professional development as part of our work:

- REJ Anti-racism PD (Domain three)
- Culturally relevant teaching practices
- SIOP
- MTSS

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
- Increased use of translation and interpretation services.
- PTSA partnership
- WatchDogs

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