



2022-23 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](#). (3E) Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms, (3F) Educators are knowledgeable about the histories of diverse groups. We will continue to keep key aspects of Domain 3 in mind while also incorporating strategies related to Domains 1+ 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 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 2022, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Climate Surveys



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- 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:

- Academic Achievement – Significant demographic disproportionalities in our credit deficient students.
- Student access to upper level classes and success in those classes – specifically Hispanic/Latino/LatinX students.
- Correlation between high absence rates and students struggling in classes.

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 LatinX students are not signing 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 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
Goal 2 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">- Increase in student involvement in clubs and other extracurricular activities tied to IHS.- Increase of student voice shared with adults in the school community through a variety of mediums.- Focus on response to trauma and individual needs as the primary focus of all school staff during the transition back to in-school learning.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	<ul style="list-style-type: none">- Reduction of disproportionality of LatinX students in on-track graduation.- Increased enrollment and success of traditionally under-represented student groups in advanced courses and specialized programs.



<p>Goal 5 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-&-career readiness graduation requirements.</p>	<ul style="list-style-type: none"> - Increased percentage of students who graduate on time. - Decreased High School Dropout Rates - Increased students accessing career prep programs like WaNic or running start.
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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 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 is possible.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: *By the end of the school year, 95% of IHS students will be actively engaged and passing at least 6 out of 7 of their courses.*

Instructional Strategy	Instructional Practice
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<p>To make progress toward our specific goal, we will focus on building positive relationships with students and track engagement school-wide. This means that students will know their teachers and IHS staff cares about them as individuals, and will go to extra lengths to make sure they can succeed.</p> <p>We will also be tracking high levels of absenteeism and working with students and families to identify barriers, create interventions, and get students back onto campus.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships
<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>3E -Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</p> <p>3F - Educators are knowledgeable about the histories of diverse groups.</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 will monitor and support our students who have enrolled in upper level courses when they may not have previously to ensure each and every student has what they need to be successful.</p> <p>We will work together with teachers to educate about intersectionality and histories of diverse groups.</p> <p>We will be providing resources and guidance to help staff meet their call to action for the year, which is to bring celebrations or topics related to race into the curriculum for every subject at least once a month in order to ensure representation for each and every student in each and every class.</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 each student wants to be every day.
- Increase in targeted supports for struggling students
 - On Time Graduation Specialist
- Continuation of a Full-Time Mental Health Specialist to serve students with mental health challenges during the school day.
- Increasing in-building interventions like Study Time, which is targeting each student, encourages focus on struggling students, and maintains campus health and safety goals.
- Intentional focus on struggling students and interventions by counseling and administrative teams.
- Continuing our shift in school discipline strategies to focus on restoration and education in order to keep students who commit behavioral violations in school and engaged.
- Utilizing ISS (In-School Suspension) to create educational opportunities and coordinate make-up opportunities for students who are suspended (in-school).
- Additional Science course 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 foundational skills and/or knowledge.
- Addition of an IB math class that is accessible for students who began 9th grade in Algebra 1. This will open up the IB diploma to all students, regardless of where they are in math.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By the end of the 2022-23 school year, 85% of our LatinX students will be on track to graduate (not credit deficient).*

Instructional Strategy	Instructional Practice
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	Our instructional strategy relates to <ul style="list-style-type: none"> • Building and Maintaining Relationships • Understanding the whole student and what they bring into the classroom.



<p>aligned curriculums and will communicate clearly with our Topics teacher. Our Topics Teachers will be providing targeted support for struggling students.</p>	<ul style="list-style-type: none"> ● Tailoring assessment strategies to meet the needs of individuals. ● Considering time and out-of-school impacts on homework and grading strategies. ● Staff understanding of intersectionality that impact a student's performance in school.
<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>3E -Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</p> <p>3F - Educators are knowledgeable about the histories of diverse groups.</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 will monitor and support our students who have enrolled in upper level courses when they may not have previously to ensure each and every student has what they need to be successful.</p> <p>We will work together with teachers to educate about intersectionality and histories of diverse groups.</p> <p>We will be providing resources and guidance to help staff meet their call to action for the year, which is to bring celebrations or topics related to race into the curriculum for every subject at least once a month in order to ensure representation for each and every student in each and every class</p>

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 2022-23 school year, 98% of IHS seniors will meet on-time graduation goals. All ATP students will meet transition goals.*

Instructional Strategy	Instructional Practice
<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"> ● Building and Maintaining Relationships ● Reconsidering homework and assessment and tailoring these requirements to the needs of students. ● Focusing on student needs and trauma response as students transition back to school.

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>3E -Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</p> <p>3F - Educators are knowledgeable about the histories of diverse groups.</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 will monitor and support our students who have enrolled in upper level courses when they may not have previously to ensure each and every student has what they need to be successful.</p>



	<p>We will work together with teachers to educate about intersectionality and histories of diverse groups.</p> <p>We will be providing resources and guidance to help staff meet their call to action for the year, which is to bring celebrations or topics related to race into the curriculum for every subject at least once a month in order to ensure representation for each and every student in each and every class</p>
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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 2:		
Student not-engaged tracking list	Goal of 100% engaged, follow up efforts with all of those not engaged.	Weekly
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	Bi-quarterly



	interventions tried and ideas for future follow-up.	
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
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



NC'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.	Monthly.
MTSS Tier 1, 2, and 3 conversations and data reviews.	We have set goals in departments for all students (T1), 15% most struggling (T2) and 1-2 most in need of further interventions (T3). Departments will meet to go over data, discuss students and interventions and make adjustments.	Monthly

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

- Culturally responsive Teaching and teaching strategies
- Equity work
- Restorative justice and behavioral education
- Collaborative work within departments and with counselors/case managers
- Using Study Time for effective student interventions (Asynchronous work time and office hours)
- MTSS
- SIOP
- PBIS
- Individual Student interventions
- ForeFront Suicide Prevention Education
- Breaking Down the walls training for culture and community (likely in Winter if able to do assemblies at that point).
- Culturally responsive relationship building and assessment discussions.
- 3rd Year of action – Celebrating and focusing on race and marginalized communities in all subjects on a monthly basis and curriculums with resources and guidance.



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- 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
- Open House
- Senior Parent Information Night
- Spanish Speaking Parent Nights surrounding our timeline of events
- PTSA Meetings
- IB/AP nights
- Culture Fest
- Community Serve Day (Hoping to re-start Summer '23)
- Regular electronic communication surrounding events and activities
- Including community members in clubs and mentorships (prospective)
- Maintaining full transparency in communication with students, families and staff.

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