



Bear Creek Campus 2022-23 Strategic Action Plan

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 and 2** of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of Domain 1 and 2 in mind while also 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](#).

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 Student Interviews or Surveys

- Course Enrollment
- Attendance Records
- Classroom Based Assessment Results
- Demographic Information
- Discipline Data
- Advisor anecdotal information
- Tracking Intervention plans for all students
- Graduation rates for all students



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)

- Develop structures and systems for supporting struggling students
- Understand the backgrounds and learning needs of at-risk learners
- Understand the historical influences that are relevant to understanding all of our learners

(Students)

- All struggling learners meeting standards expectations
- Providing classrooms that relate to the students backgrounds and diverse cultures
- Receive interventions that target the needs of at-risk learners
- See historical influences from their cultures history being part of ongoing learning experiences

(Parents)

- Support for accessing culturally responsive materials and curriculum that supports all learners
- Have a more robust collection of lessons that relate to historical influences that are relevant to understanding all of our learners

We believe this gap in student outcomes is 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.
- Staff do not always have a shared understanding of our diverse learners' backgrounds and cultural history.

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	3F Educators are knowledgeable about the histories of diverse groups. Student and family voice is incorporated into decision making.	Increased percentage of students who have a sense of belonging and personally meaningful experiences in schooling that relates and connects to all of them.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	School-wide development and implementation of MTSS structures and strategies.	Increased understanding of Tiers, 1, 2, and 3 for identifying specific supports that increase the percentage of students meeting standards in core subjects.

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 their own voice, accepts ownership of their 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 2022-23 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.

Instructional Strategy	Instructional Practice
<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. Staff will develop shared understandings of the historical influences that are relevant to understanding all of our learners.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> - Take the time to get to know students' racial, cultural, and ethnic backgrounds and provide them with opportunities to talk or write about them in lessons, activities, prompts, and discussions (if they wish to share) - Learn and teach about how historically marginalized groups and people have always maintained forms of resistance - Learn and teach through a lens that humanizes historically marginalized groups and people - Hang posters and teach lessons about historical scientists, mathematicians, writers, inventors, and leaders from marginalized groups <p>Resources:</p> <ul style="list-style-type: none"> - Black Lives Matter Week of Action in Schools resource website by D.C. Area Educators for Social Justice *provides resources for intersectionality diverse groups - Since Time Immemorial: Tribal Sovereignty in Washington State curriculum for elementary, middle, and high school students - Seattle Civil Rights and Labor Project by the



	University of Washington
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on: 3F Educators are knowledgeable about the histories of diverse groups.	Take the time to get to know your students and draw explicit connections between instructional content, their own backgrounds and historical influences for all students.

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 powerful school to home partnerships have a significant impact on student progress.

SMART Goal

During the 2022-23 school year, all staff will increase their understanding and implementation of our school-wide development of MTSS structures and strategies.

Staff will focus on alignment and refinement of MTSS strategies and practices to address:

- Calibration of reporting practices
- Development of intervention strategies and plans
- Enhancement of school support for parents as primary educators
- Revision of handbook and other parent education structures
- Identification of equity issues and needs in supporting learners
- Allocating resources and supports that effectively support students

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		
Development of MTSS structures and strategies	Completion of MTSS structure	2/11/23
Calendar of MTSS meetings and tracking of supports for students	Calendar for MTSS student support Meetings with next steps action items	1/11/23 and 6/14/23
Goal 2: 3F Educators are knowledgeable about the histories of diverse groups.		
Interactive activities that build community.	Participation review.	12/01/22 3/1/23 6/1/23
Monthly Equity Committee Meetings and Staff completion of Equity Inventory	Review Equity Inventory and Analyze growth and next step needs	11/15/22 3/1/23 6/1/23
Create Community celebration for sharing history and contributions of diverse groups	School-wide event for celebrating history and contributions of all cultures within school	May 2023



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 NFP 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 the following professional development as part of our work:

- Attend WALA conferences for ALE requirements and best practice strategies
- Racial and Educational Justice: Professional development, All Year
- Racial and Educational Justice: Book Study and Discussion; "Culturally Responsive Teaching and the Brain"

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:

- Invite you to participate in monthly progress reporting meetings
- Invite you to be a part of our PTSA
- Invite you to volunteer in our classrooms and our school
- Invite you to share our diverse cultures at school celebrations

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:

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