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# North Creek High School 2022-23 Strategic Action Plan

*The mission of North Creek High School is to inspire and develop students and staff to become stewards of innovation, collaborative problem solvers, creative thinkers, caring and compassionate citizens, environmental champions, servant leaders and social justice activists in service toward making a positive impact on our local and global community.*

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 on Domain 1 – 1A, 1C, 1D, 1E, and 1G and Domain 2 - 2E, 2H, and 2J of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of Domains 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 the 2021-22 school year, we reviewed the following data:

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

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Based on our data review we have identified the following issues that require our attention:

- Boys receive far more discipline than girls based on their percentages of the population
- Students do not receive discipline in the same proportion as their demographic share of the population
- Students who are from low income homes, and/or who receive special education and/or ELD services do not meet standard in core subjects at the same rates as their peers who do not have these background characteristics (and our goal is that 100% of all students meet standard)

We believe these areas for improvement are the result of the following root cause(s), identified by area of the instructional core:

*Teacher(s)/Administrators:*

- Implicit bias impacts the rates of discipline for both boys and students of color
- Classroom instructional practices negatively impact both boys and students who are low income or receive Special Education/ELD services and especially impact boys who happen to be low income homes, and receive either Special Education services, ELD services, or both.
- Students (especially those who are low income, multilingual and students of color) seldom see themselves, their families or their cultures reflected in the makeup of the staff.

*Content:*

- Some students (especially low income, ELD and/or students of color) seldom see themselves, their families or their cultures reflected in the curriculum

*Students:*

- Support mechanisms (such as paraeducator support, transportation to school events, etc.) are insufficient for students who are low income and who might receive Special Education and/or ELD services

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><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. UDL and SIOP are specific instructional frameworks that</p>	<ul style="list-style-type: none"> <li>▪ Increased percentage of students achieving mastery in their classes</li> <li>▪ Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups</li> </ul>

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	will be utilized to support students.	<ul style="list-style-type: none"> <li>▪ Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced courses and specialized programs</li> </ul>
<p><b>Goal 4</b> Innovative, Creative, Critical Thinkers</p>	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"> <li>▪ Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways</li> <li>▪ Increased equitable access and enrollment across student subgroups in the arts, social sciences, sciences, and technology classes</li> <li>▪ Increased percentage of students who access technology/digital tools in innovative learning spaces to enhance student learning and expand personalization (e.g. adaptive technology, collaborative learning, and critical thinking projects)</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 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:

Teachers & Administrators:

- continue to learn about and implement Positive Behavior Interventions and Supports,
- utilize UDL and SIOP to increase access to content and ways to demonstrate learning,
- focus on building positive relationships with students,
- work towards becoming an actively anti-racist school,
- support the full inclusion of students in general education,
- focus more on interrupting our implicit biases, and
- use restorative practices instead of punitive discipline;

Then students will:

- receive formal discipline (when necessary or required) at rates proportional to their demographics,
- will engage more with the curriculum as it will be both rigorous and relevant, and
- will improve academically because of full inclusion.

Focusing on this goal will help North Creek to take major steps towards becoming a fully anti-racist and fully inclusive school.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2023, we will see no discernable differences in discipline rates between different sub-groups of students as measured by disaggregated discipline data from our student data management system. Specifically, we will show that low income boys (who we will know by name, strength and need) are not disciplined at any rate higher than their percentage of the population.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on equity and the implementation of MTSS strategies. This means that all staff will continue to learn about equity, anti-racist & inclusionary practices, will learn more about implicit bias and how to interrupt it, and will implement positive behavior supports based on MTSS	Our instructional strategy relates to: <ul style="list-style-type: none"> <li>• Building and Maintaining Relationships</li> <li>• Structuring Collaborative Learning Experiences</li> </ul>



<b>Domain Three: Teaching, Learning, 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>3B Educators are well informed of the diverse backgrounds of students and families</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"><li>❖ Look for ways to bring students' stories into lessons and activities</li><li>❖ Look for ways to bring families and their voices into the classroom (ie: they can come in to be a guest speaker, students can record their family member's voice or take a video of them to bring into class, etc.)</li><li>❖ Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom throughout the school year (ie: in-class surveys, take-home surveys, conversations, etc.)</li><li>❖ Find out which religious and cultural observances students and their families celebrate throughout the school year and recognize them in class</li><li>❖ Find out which national diversity days/months students and their families celebrate throughout the school year and recognize them in class</li></ul>
<p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</p>	<ul style="list-style-type: none"><li>❖ Allow students to have opportunities to teach each other during lessons and activities</li><li>❖ Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities</li><li>❖ Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class</li><li>❖ Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies</li><li>❖ Make space for students and families to have opportunities to help organize and be on the planning team for district-wide functions and events</li></ul>

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<p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<ul style="list-style-type: none"> <li>❖ Make connections between curriculum content and local and global happenings</li> <li>❖ Give students opportunities to share local and global knowledge</li> <li>❖ Make connections to students' identities and cultures</li> <li>❖ Build community and sense of belonging in the classroom</li> <li>❖ Foster empathy in the classroom through discussions, activities, and lessons</li> <li>❖ Break down stereotypes AND promote acceptance of diverse identities</li> <li>❖ Bring people, organizations, and programs from the community into the classroom, and bring students into the community</li> </ul>
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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:

Teachers & Administrators:

- focus on learning more about and implementing UDL, SIOP, and AVID strategies school-wide,
- continue implementing high-leverage practices like collaborative learning,
- work towards becoming an actively anti-racist school,
- support the full inclusion of students in general education, and
- focus more on interrupting our implicit biases,

Then students will:

- be disciplined (when necessary) at rates proportional to their demographics,
- will engage more with the curriculum as it will be both rigorous and relevant, and
- will improve academically because of full inclusion.

Focusing on this goal will help North Creek to take major steps towards becoming a fully anti-racist and fully inclusive school.

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SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By June 2023, we will see UDL/SIOP and collaborative learning strategies being employed in 100% of classrooms as measured by both teacher surveys and administrator informal data gathering.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will focus on UDL/SIOP and the implementation of collaborative learning strategies. This means that all staff will continue to learn about equity, anti-racist &amp; inclusionary practices, will learn more about implicit bias and how to interrupt it, and will implement UDL/SIOP to provide students multiple avenues of access and expression.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>● Setting Objectives</li> <li>● Providing Formative Feedback</li> <li>● Structuring Collaborative Learning Experiences</li> <li>● Encouraging Higher Order Thinking &amp; Asking Higher Order Questions</li> </ul>
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>3B Educators are well informed of the diverse backgrounds of students and families</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>❖ Look for ways to bring students' stories into lessons and activities</li> <li>❖ Look for ways to bring families and their voices into the classroom (ie: they can come in to be a guest speaker, students can record their family member's voice or take a video of them to bring into class, etc.)</li> <li>❖ Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom throughout the school year (ie: in-class surveys, take-home surveys, conversations, etc.)</li> <li>❖ Find out which religious and cultural observances students and their families celebrate throughout the school year and recognize them in class</li> <li>❖ Find out which national diversity days/months students and their families celebrate throughout the school year and recognize them in class</li> </ul>

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3D Students and families have the opportunity to be experts in the classroom, school, and district.

- ❖ Allow students to have opportunities to teach each other during lessons and activities
- ❖ Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities
- ❖ Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class
- ❖ Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies
- ❖ Make space for students and families to have opportunities to help organize and be on the planning team for district-wide functions and events

3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

- ❖ Make connections between curriculum content and local and global happenings
- ❖ Give students opportunities to share local and global knowledge
- ❖ Make connections to students' identities and cultures
- ❖ Build community and sense of belonging in the classroom
- ❖ Foster empathy in the classroom through discussions, activities, and lessons
- ❖ Break down stereotypes AND promote acceptance of diverse identities
- ❖ Bring people, organizations, and programs from the community into the classroom, and bring students into the community

### 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

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assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data (both quantitative and qualitative), 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.

<b>Leading Data we will collect to monitor our efforts</b>	<b>Measure we will use to inform our work going forward</b>	<b>Date of Data Review</b>
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
Office Referrals	Demographic breakdown of Office Referrals (includes student voice as all Office Referrals involve meeting with students)	the final Friday of each month
1st Q Report Card grades	Demographic breakdown of those grades	End of 1st Quarter
Frequency of students skipping class	Demographic breakdown of students skipping	Monthly
BCC Data (student voice)	Student voice feedback	Monthly review
<b>GOAL 4: Innovative, Creative, Critical Thinkers</b>		
TPEP lesson pre-observation conferences	Number of lessons incorporating UDL/SIOP	Monthly
TPEP lesson pre-observation conferences	Number of lessons incorporating collaborative learning	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 [North Creek 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:



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- MTSS (RTI & PBIS) - This is the District focus for the next three years
  - Racial and Educational Justice - North Creek staff will continue to engage in PD sessions revolving around REJ in 2022-23, and specifically around learning about students of color and culturally relevant and responsive curriculum and practices
  - CR, HL and I instructional practices - North Creek staff will continue learning about culturally responsive, high-leverage and inclusive practices throughout the year. Specifically, we will continue to focus on collaborative learning as a means to improve the outcomes for low income boys and we will learn about culturally responsive practices to impact all students
  - UDL/SIOP – North Creek staff will continue to learn about and implement UDL/SIOP practices in all classrooms
  - Inclusion – All NCHS Staff will learn more about inclusion, and the specific inclusionary co-teachers will learn about co-teaching through the Inclusionary Practices Program grant

## **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:

- Invite you to participate in North Creek High School's annual Curriculum Night on September 22, 2022
- Invite you to communicate regularly with NCHS teachers and staff (if you need interpreters, we'll be sure to get them!)
- Invite you to be guest speakers and volunteers in our classrooms as families are the holders of much expertise
- Invite you to become a part of the NCHS PTSA
- Invite you to come to our Homecoming Community Dinner so that you can build bonds through shared experiences
- Invite you to become a tutor for our AVID program
- Become part of Natural Leaders, a parent volunteer group, who will continue to build community partnerships

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