



Northshore Middle School 2023-24 Strategic Action Plan

At Northshore Middle School, we strive to live out our school's mission daily:

NMS Mission/Vision

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| <p><u>Vision Statement:</u> 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.</p> | <p><u>Mission Statement</u> At Northshore Middle School we provide a challenging, equitable, and empowering educational program that prepares each student for success in high school and beyond.</p> <p>To achieve this mission, we are committed to:</p> <ul style="list-style-type: none"> • 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. |
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This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

NMS staff will collaborate with our family engagement specialist to gather input from our Natural Leader parent group at the first Natural Leader meeting of the 2023-24 school year.



Examination of Student Data

| Quantitative Data | Qualitative Data | Experiential Data |
|--|--|---|
| <ul style="list-style-type: none"> D/NC grades Attendance data | <ul style="list-style-type: none"> Interviews with students Interview with parents Classroom observations of students | <ul style="list-style-type: none"> Student voice surveys |

Equity Inventory

Staff participated in self-reflection and selected areas they would like to focus on for continued growth.

Northshore School District Equity Handbook

- 3G: I am knowledgeable about creative, innovative, and equitable instructional approaches.
 - This domain focused on the culturally responsive and relevant instructional practices teachers implement in the classroom that directly impact student learning outcomes.
- 3D: Students and families have the opportunity to be experts in the classroom, school, and district.
 - This domain will center on our partnership with families of diverse backgrounds which is essential to our equity work.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for **our Hispanic and Latinx students** who require our attention. The gaps are described below.

| Access or Outcome Gap | Root Cause |
|---|---|
| Disproportionate D/F grades | It is unclear whether the root cause is a “can’t do” or a “won’t do.” Students have either not gotten the support they deserve and need to successfully meet the academic requirements, or they do not feel a sense of relevance or interest. |
| Disproportionate iReady scores at 2 or more grade levels below. | It is unclear whether the root cause is a “can’t do” or a “won’t do.” Students have either not |

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| Access or Outcome Gap | Root Cause |
|---|---|
| | gotten the support they deserve and need to successfully meet the academic requirements, or they do not feel a sense of relevance or interest. |
| Disproportionate SBAC scores below standard | It is unclear whether the root cause is a “can’t do” or a “won’t do.” Students have either not gotten the support they deserve and need to successfully meet the academic requirements, or they do not feel a sense of relevance or interest. |

OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school’s level to focus on during the current school year. The goals and measures are described below.

| School Goals | Measure |
|---|--|
| <p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p><i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p> | <p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p>2.2 - Increased percentage of students with 95% attendance rate.</p> |
| <p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p> | <p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>3.3 - Increased percentage of students achieving mastery in their classes.</p> |



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 LEAD POSITIVELY.
 ENGAGE FULLY.
 ACCEPT READILY.
 DECIDE RESPONSIBLY.

| School Goals | Measure |
|--|---|
| <p>Goal 5 Ready for Lifelong Success after Graduation</p> <p>Equity Means: <i>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.</i></p> | <p>Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.</p> <p>5.3 - Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high school (e.g., goal-orientation, self responsibility, time management, teamwork, etc.)</p> |

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL: 2.2 - Increase percentage of students with 95% attendance rate.

Theory of Action

Based on the data and root cause analysis, we believe that if we proactively partner with students' families when they have greater than 2 unexcused absences or greater than 6 excused absences, then students and families will better understand the negative impacts of missing school and overall attendance rates will improve.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2.2 is as follows:

By June of 2024, student absence rates will improve by 10% from the previous school year.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Motivational interview of students
- Partnership with parents
- Attendance success contract
- Nudge letters

3.3 - Increased percentage of students achieving mastery in their classes.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3.3 is as follows:

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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, utilize Learning Lab to set goals and teach student skills for organization and work completion, 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, and 1st semester to 2nd semester.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Sheltered Instruction Observation Protocol (SIOP)
- Universal Design for Learning (UDL)
- Student voice
- Multi-Tiered System of Support (MTSS)/ Positive Behavior Intervention Support (PBIS)

5.3 - Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high school (e.g., goal-orientation, self responsibility, time management, teamwork, etc.)

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5.3 is as follows:

Theory of Action

If we utilize Learning Lab to focus on reducing missing work, with the goal of zero missing assignments, and proactively teach goal setting and study skills, students will improve their responsibility, time management, and goal orientation, reducing their overall missing assignments.

SMART Goal

By June 2023, students will reduce the number of missing assignments across all of their classes during 1st semester to second semester.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- MTSS/PBIS
- Study skills lessons
- Goal setting to reduce missing assignments

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OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed 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 our strategies appear to be working, we will continue to execute our plan 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.

| Measures | Metrics | Dates of Data Review |
|---|---|--|
| GOAL 2: Responsible, Resilient, Empathetic Learners | | |
| 2.2 - Increase percentage of students with 95% attendance rate. | <ul style="list-style-type: none"> Attendance rate check | 10/15/23 12/15/23 2/1/23 3/15/23 5/1/23 6/15/23 |
| GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps | | |
| 3.3 - Increased percentage of students achieving mastery in their classes. | <ul style="list-style-type: none"> D/F Grade Checks | 10/15/23 12/15/23 2/1/23 3/15/23 5/1/23 6/15/23 |
| GOAL 5: Ready for Lifelong Success after Graduation | | |
| 5.3 - Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high school (e.g., goal-orientation, self responsibility, time management, teamwork, etc.) | <ul style="list-style-type: none"> Number of missing assignments across all classes. | 10/15/23 12/15/23 2/1/23 3/15/23 5/1/23 6/15/23 |

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PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Northshore Middle School, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- SIOP, UDL, Culturally Relevant Pedagogy, Street Data

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- Natural leaders
- PTSA
- WatchDogs
- Cultural celebrations

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