



2023-24 Strategic Action Plan

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

Engaging families from our school community ensures that multiple perspectives and ideas are considered when making decisions about our strategic action plan. Members of our community may have unique insights and experiences that can contribute to goal setting and the development of effective improvement strategies. Including families in the planning process ensures that decisions are inclusive and representative of the diverse needs and interests of our school community. In the 22-23 school year, we engaged in the following activities to collect feedback from our community.

- Qualitative and experiential data collected during 1:1 family WSLP conferences during the 22-23 school year
- Qualitative and experiential data collected during individualized meetings with high leverage stakeholders (PTSA leaders, family conferences, etc.)
- Experiential feedback collected during parent engagement forums, individual meetings, 1:1 and orientation events
- Experiential and qualitative data collected from our students during 1:1 conference cycles, in-person classes, and advisory forums

During the 23-24 school year, we plan to engage the community in the following ways:

- Collect experiential data at 1:1 family conferences as part of the WSLP two way communication process
- Quantitative, experiential and qualitative data will be collected from student belonging surveys
- Development and reinforcement of community advisory teams
- Family and community professional development and shared learning forums predicated on family interest and feedback
- Training and involving families in volunteer opportunities
- We will partner with our PTSA to host a Culture Night and a STEAM fair
- Ongoing engagement forums for families in all programs (bi-monthly)

Examination of Student Data

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Quantitative Data	Qualitative Data	Experiential Data
<p>Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and summative assessments</p> <ul style="list-style-type: none"> ● Attendance data ● Frequency of two-way communication pertaining to ALE requirements ● Discipline data ● Academic data from i-Ready diagnostic and SBAC results ● Graduation results and pathways ● Post-secondary enrollment and opportunities ● Frequency, duration and assignment of intervention plans 	<p>Qualitative data is the descriptive and conceptual findings collected through questionnaires, interviews, or observation. Analyzing qualitative data allows us to explore ideas and further explain quantitative results</p> <ul style="list-style-type: none"> ● Observations of students ● Feedback on prior SAP goals and measures ● Efficacy of interventions utilized for students on intervention plans ● Student specific feedback on items pertaining to schedule and classroom experience ● Belonging and climate survey geared toward students 	<p>Experiential data is Information gathered via listening, observation, and the study of artifacts (i.e. student work). Analyzing experiential data allows us to honor the authentic voice of stakeholders, explore ideas, and further explain quantitative results</p> <ul style="list-style-type: none"> ● Grade level team meetings ● Administrative observations and instructional focused feedback cycles ● PLC and student focused intervention meetings ● Student interviews and ongoing cycles of communication in order to determine academic and social barriers ● Family conferences

Equity Inventory

The Northshore Learning Options staff engages in the equity inventory annually with staff. We use this information for our strategic planning. [Northshore School District Equity Handbook](#) Focus for 23-24:

- Component 4B: Schools and departments have developed an effective ongoing communication system with families and the community.
- Component 4E: Schools and departments obtain membership in or affiliation with organizations and programs that promote equitable education, access, and opportunity.
- Component 4G: Educators mobilize liaisons to help families navigate the school system

Data Review & Analysis

Based on our comprehensive data review, we have identified gaps in student access and/or outcomes for students who are not making adequate progress according to the standards and criteria as described by OSPI's mandated WSLP process. As NLO is a K-12 school that hosts three programs with unique models of instruction, attendance, and engagement, we have

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developed a universal identification process to serve each student in our Family Partnership, Networks, and Online Academy as part of our formal intervention plan.

When a student is identified as not making adequate progress in academic, behavioral or social aspects of their school experience, they are presented with an intervention plan that is intended to serve as a formal plan describing specific areas of need, measurable interventions and specific mechanisms for how the school team will support the student and family to meet the required goals. Our analysis of data and past practice this fall indicates a need for a more aligned set of practices, procedures and mechanisms that this plan addresses.

Aligned to the district MTSS guidelines, we will develop a common set of criteria that will necessitate the initiation of an intervention plan. For each intervention plan, we will identify highly specific intervention goals, determine and initiate actions of the school team to address needs and barriers, and provide meaningful and understandable methods of engagement the student and family can take to support the identified goals. Sustaining an ongoing cycle of tracking and communicating progress will provide our team the necessary tools to address and counter the various academic, social and behavioral gaps that serve as barriers to student opportunity and achievement.

Access or Outcome Gap	Root Cause
Students are not provided with an equitable or aligned process of support when an intervention plan is initiated.	The intervention plan process has not been standardized across programs.
Families are not provided with a coherent or equitable plan for how they can support their student when an intervention plan is initiated.	As the intervention process has not been aligned across each program nor have clear standards and criteria leading to an intervention plan been communicated, students and families have experienced a fluctuating, misaligned level of support when presented with an intervention plan.
Staff is not provided with an equitable or aligned process of support to a student when an intervention plan is initiated.	In the absence of a coherent intervention process, the school team has not been able to fully utilize the collective resources of the school and district to address and confront gaps in achievement and outcomes

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 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>An increased percentage of students who demonstrate adequate progress on their intervention plans leading to a decreased duration of time for any given intervention plan. When on an intervention plan, progress toward outcome will be an important facet in measuring success.</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p><i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>Decreased number of students who are placed on an Intervention Plan as they are provided with innovative and creative instruction and learning outcomes that promote critical thinking and are synonymous with principles of Universal Design of Learning.</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 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Theory of Action

Based on the data and root cause analysis, we believe that if we establish and clearly communicate an equitable, standardized process for an intervention plan, then students will utilize supports and interventions to make adequate monthly progress.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows:

In the 2023-24 school year, the NLO team will establish and clearly communicate an equitable, standardized process for student intervention plans. The development of this practice will lead to an increased percentage of students who demonstrate adequate progress on their intervention plans leading to a decreased duration of time for any given intervention plan.

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Instructional Practices & Equity Strategies

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

- Specific and common criteria that lead to the initiation of an intervention plan are developed and communicated among staff, students and families
- Specific and timely interventions are identified for students who are placed on an intervention plan
- Students and families are provided clear and ongoing communication regarding methods of engagement and support to address specific goals identified in an intervention plan
- The guidance team is utilized to determine appropriate interventions when a student is on an intervention plan for a sustained time and existing interventions are not effective

GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis, we believe that if we implement strategies that foster innovative, creative instruction and learning outcomes that promote critical thinking using UDL practices, then students will be less likely to be placed on an Intervention Plan as they are provided with innovative, creative instruction synonymous with principles of Universal Design of Learning.

Objective

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By June 2024, students will be provided intentional opportunities to demonstrate their understanding in creative and innovative ways, as measured by opportunities to participate in innovative and creative activities that allow students to demonstrate mastery of content in a manner that is conducive to their individual strengths and aptitude for learning. We believe that being able to demonstrate their learning and mastery in multiple ways will directly lead to improved academic performance (See goal 3), attendance and behavior.

Instructional Practices & Equity Strategies

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

- Connection of student learning through creative and innovative involvement with the community
- Students will be given options to demonstrate understanding across multiple mediums and given opportunities to make their thinking visible.
- Students will be empowered with voice & choice of how they learn and demonstrate their learning
- Staff will intentionally engage in instructional strategies to promote critical thinking, relevance and representation in student learning

OUR MEASUREMENTS OF PROGRESS

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We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 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 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<ul style="list-style-type: none"> Enrollment data 	December, March, June ?
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> iReady scores Fall-Spring SBA scores Course/Class Grades 	Fall, Winter and Spring testing periods
An increased percentage of students who demonstrate adequate progress on their intervention plans leading to a decreased duration of time for any given intervention plan. When on an intervention plan, progress toward outcomes will be an important facet in measuring success.	<ul style="list-style-type: none"> Measure duration (by month) of intervention plans Track students who demonstrate progress on intervention plans 	<ul style="list-style-type: none"> Quarterly review of Intervention Plan trends Guidance Team review for students with ongoing intervention plans <p>Every month:</p> <ul style="list-style-type: none"> Staff review efficacy of intervention plans and their ability to address the needs of the individual student Staff evaluates intervention plans for potential referral to SPED or Guidance Team
Measures	Metrics	Dates of Data Review

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GOAL 4: Innovative, Creative, Critical Thinkers

<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p>	<ul style="list-style-type: none">• Track participation in Enrichment Clubs such as STEAM Fair, etc.• Multiple Means of engagement, instruction, and representation where a range of strategies to engage the interests and motivations of all students is implemented• Measure student ownership of learning as reflected in conference questions based on motivation for learning• Track qualitative data based on classroom learning• Event or presentation of material connected to club	<ul style="list-style-type: none">• After UDL staff training, teachers will obtain student feedback about how students use class content to solve real world, relevant challenges in imaginative ways. (survey students after an example of a specific real-world activity)<ul style="list-style-type: none">◦
<p>Decreased number of students who are placed on an Intervention Plan as they are provided with innovative and creative instruction and learning outcomes that promote critical thinking and are synonymous with principles of Universal Design of Learning.</p>	<ul style="list-style-type: none">• Use survey data to measure staff implementation of UDL based learning strategies in the classroom• Measure efficacy of intervention plans by identifying multiple means of targeted intervention and supports that account for learner variability and needs of individual students. Revise intervention plans that were not successful• Track percentage of students placed on intervention plans	<ul style="list-style-type: none">• Staff UDL Monthly Survey Will need to develop link to ideas of how to measure• Quarterly review of Intervention Plan trends• Guidance Team review for students with ongoing intervention plans <p>Every month:</p> <ul style="list-style-type: none">• Staff review efficacy of intervention plans and their ability to address the needs of the individual student• Staff evaluates intervention plans for potential referral to SPED or Guidance Team



PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Northshore Learning Options, 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:

- REJ
- MTSS
- Discipline
- UDL
- Intervention Plan Framework

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:

- 1:1 family conferences as part of the WSLP two way communication process
- Student belonging surveys
- Community advisory teams
- Family and community professional development
- Shared learning forums predicated on family interest and feedback
- Training and involving families in volunteer opportunities
- PTSA to host a Culture Night and a STEAM fair
- Ongoing engagement forums for families in all programs (bi-monthly)

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