



2023-24 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.

North Creek's 4 Pillars are: Respect, Inspire, Serve, and Empower (RISE)

This Strategic Action Plan is the summary of the process we used to identify our 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

Over the course of the 2022-23 school year, the North Creek Administration and Family Liaison met with students, including and especially Latino/a students, met with families and listened to their feedback.

Specifically, our Family Liaison worked with numerous Latino families on learning how to navigate the US school system. Our Guidance Team reviewed discipline, attendance and grade data for NCHS students, including our Latino/a students. Additionally, the Administrative Team gathered data through conversations with Latino/a students throughout the year.

This year, during 2023-24, we plan on continuing to learn, from our families and students, how North Creek can change to meet the needs of each and every student in our care, especially our Latino/a students.

We have many different community engagement activities that we will conduct in 2023-24 that will help us refine our plan to make sure that North Creek is a school where all children, especially Latino/a children, feel welcome, included and successful.



Examination of Student Data

We reviewed grades, attendance and discipline data for all students. Based on this review of many types of data, we have identified that the way North Creek currently operates is not conducive to the success of some students, especially Latino/a students.

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> Grades Attendance Discipline Enrollment history 	<ul style="list-style-type: none"> Panorama Survey Group discussions & information 	<ul style="list-style-type: none"> Student interviews Family interviews

QUANTITATIVE

The data tables below show several important areas of school life broken down by race. The review of these data sets led us to the conclusion that schooling, as we have been doing at North Creek, is not working for some students.

Demographics by Self-Identified Race:

Resolved Race/Ethnicity	All Grades	Percentage
American Indian or Alaska Native	1	0.1%
Asian	852	44.6%
Black or African American	50	2.6%
Hispanic	221	11.6%
Native Hawaiian or Other Pacific Islander	1	0.1%
Two or More	146	7.6%
White	640	33.5%
TOTAL	1911	

It's important to note for the data sets yet to come that our Latino/a population is just roughly 12% of our student population.



Attendance Data by Self-Identified Race:

Resolved Race/Ethnicity	Avg % Attended	9	10	11	12
Asian	88.5	92.1	88.7	85.8	86.6
Black or African American	85.4	87.4	88.9	82.0	80.7
Hispanic	80.6	82.4	83.9	78.6	76.6
Native Hawaiian or Other Pacific Islander	86.0	79.0	N/A	N/A	89.5
Two or More	85.4	89.2	88.1	79.9	84.8
White	84.6	87.2	85.0	84.0	82.1

It's clear that our Latino/a students do not attend school with the same regularity as their peers, especially in 12th grade.

Discipline by Self-Identified Race:

	Count by Incident	Percent of Total Incidents	Count by Student	Percent of Total Students
Asian	205	22%	112	29%
Black or African American	28	3%	13	3%
Hispanic	237	25%	64	17%
Native Hawaiian or Other Pacific Islander	4	0%	1	0%
Two or More	95	10%	42	11%
White	375	40%	148	39%
TOTAL:	944		380	

From these data sets, you can see that Latino/a students receive discipline disproportionate to their percentage of the student population - both by incident and by student count.



Course Grades by Self-Identified Race:

Count	A	A-	B+	B	B-	C+	C	C-	D+	D	F	NC	N/A	P	CR
A	2470	656	432	347	207	143	174	105	76	96	64	1	313	461	8
B	87	16	18	32	30	17	23	15	10	25	24	0	23	34	1
H	393	101	100	119	89	84	74	69	49	120	139	0	107	111	2
P	4	0	0	1	2	0	2	0	1	4	1	0	0	0	0
2+	340	91	91	75	60	52	55	46	33	52	44	1	52	84	1
W	1693	423	329	357	248	195	230	165	111	197	162	1	269	361	10

%	A	A-	B+	B	B-	C+	C	C-	D+	D	F	NC	N/A	P	CR
A	44%	12%	8%	6%	4%	3%	3%	2%	1%	2%	1%	0%	6%	8%	0%
B	25%	5%	5%	9%	8%	5%	6%	4%	3%	7%	7%	0%	6%	10%	0%
H	25%	6%	6%	8%	6%	5%	5%	4%	3%	8%	9%	0%	7%	7%	0%
P	27%	0%	0%	7%	13%	0%	13%	0%	7%	27%	7%	0%	0%	0%	0%
2+	32%	8%	8%	7%	6%	5%	5%	4%	3%	5%	4%	0%	5%	8%	0%
W	36%	9%	7%	8%	5%	4%	5%	3%	2%	4%	3%	0%	6%	8%	0%

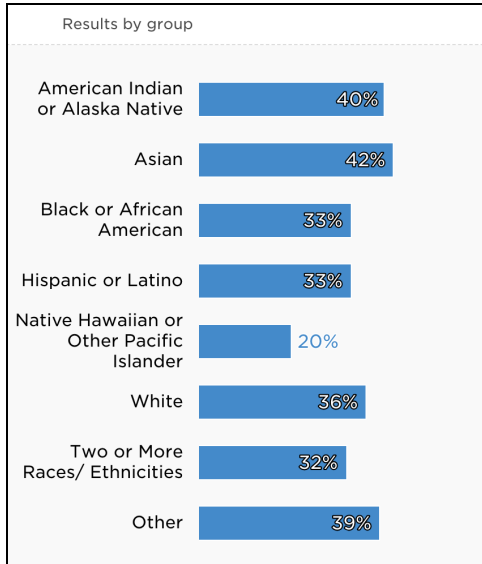
As you can see, Latino/a students earn fewer "A" grades and more "F" grades than their peers.



QUALITATIVE

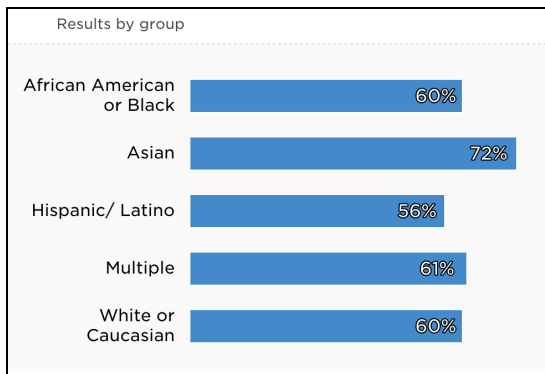
In the Winter of the last school year, almost 1,000 students took a survey from Panorama that explored many areas of school life. Some of those results are below.

Questions about feeling like you belong at school (numbers are the percent who responded favorably):



Note that Latino/a students had one of the lowest favorable percentages.

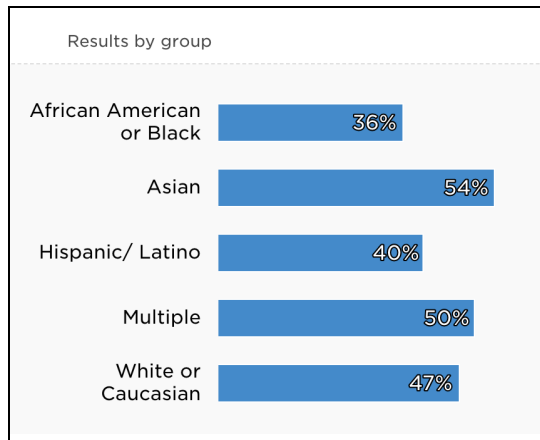
How much effort students exert in key behaviors that correspond to successful learning and course performance (numbers are the percent who responded favorably):



Note that Latino/a students had the lowest favorable percentage.



How much students believe they can succeed in achieving academic outcomes (numbers are the percent who responded favorably):



Note that Latino/a students had one of the lowest favorable percentages.

EXPERIENTIAL

We will gather student and family voice by:

- Hosting a group of 9th and 10th grade Latino/a students - facilitated by a former Latino/a student
- Hosting a group of 11th and 12th grade Latino/a students - facilitated by a former Latino/a student
- Hosting family groups - facilitated by our Family Liaison

In all three cases, participants will know their feedback will be shared with the NCHS Administration and that feedback will be anonymous unless they choose to add their name(s). The NCHS Admin Team will review all feedback and will then reach out to willing participants to co-create the next steps or solutions.

We will also:

- Improve Latinos Unidos (a student-led club at NCHS)

Our goal is for Latinos Unidos to be a powerful student organization like the NCHS Black Student Union (BSU) and we will reach out to the BSU for thoughts on how to make that happen.

Additionally, to learn more and share information, we will:

- Go to Sunday Mass at St. Elizabeth
 - Post a monthly flier in Spanish co-created by Latinos Unidos

Revised October 2023



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- Post the ParentSquare flier in Spanish
 - Be available to families for questions, concerns or to hear their dreams for their children

The goal of this effort is to meet families where they are so we do not burden them with additional meetings or events.

Finally, we will:

- Shine light on the bright spots -
 - Latino/a students who are excelling academically, socially, emotionally or any combination thereof
- Provide professional development on Latino/a culture for all NCHS staff (which will be dedicated by what we learn from the students and families with whom we meet)

Equity Inventory

Starting in the 2020-21 school year we focused on Domain 1 from the [Northshore School District Equity Handbook](#). Each year we have progressed to the next Domain. Therefore, for the 2023-24 school year, we will focus on **Domain 4: Family and Community Engagement and Self Reflection**. Through analysis of quantitative, qualitative, and experiential data we assessed that our Latino/a students are furthest from racial and educational justice. Our goals are to improve communication with Latino/a families, listen to and value their ideas and concerns, utilize our family liaison in this work, and co-create changes at North Creek that will benefit these students, their families and all students and families. Based on these goals we selected the following components from the [Northshore School District Equity Handbook](#):

- 4B - Schools and departments have developed an effective ongoing communication system with families and the community
 - because true partnership starts with effective communication
- 4D - Families and community members from diverse backgrounds are listened to and their opinions are valued
 - because we cannot improve schooling for students, especially Latino/a students, if we don't listen to and value their thoughts and opinions
- 4G - Educators mobilize liaisons to help families navigate the school system
 - because it's our job to help families learn how to navigate the US educational system while simultaneously protecting and valuing their home culture(s) - as Ralph Ellison stated: "If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then I will not only drop my defenses and my hostility, but I will sing your praises and help you to make the desert bear fruit." — Ralph Ellison "What These Children Are Like" (1963), in *The Collected Essays*, ed. John F. Callahan (New York: Modern Library, 1995), p. 555.



Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Latino/a students that require our attention. These gaps are described below.

Access or Outcome Issue	Root Cause
Consistent exposure to content and instructional activities.	Based on attendance data: Latino/a students have the highest absentee rates.
Consistent engagement in classes.	Based on quantitative survey results and a qualitative student focus group: classes are lacking relevance and meaning.
Participation in extracurricular activities.	Based on experiential data and team discussions: it is theorized that family obligations (such as sibling care or the need to have a job to contribute to the family economy) lead to lower participation rates.
Partnerships with families and a sense of being on the same team.	Based on conversations with the family liaison: a combination of ineffective communication systems and not feeling included are the contributing factors.

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>Equity Means: <i>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> <ul style="list-style-type: none"> ● Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health ● Increased percentage of students with at least 95% average school attendance and minimizing



School Goals	Measure
	<p>the loss of instruction due to mandated testing</p> <ul style="list-style-type: none"> ● Increased percentage of students who report engaging in clubs, sports, employment, or activities
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>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> <ul style="list-style-type: none"> ● Increased equitable access to social-emotional supports and services (e.g. counseling, mental health and psychological) regardless of location, circumstance, or student characteristic ● Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level ● Increased percentage of students achieving mastery in their classes ● Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>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> <ul style="list-style-type: none"> ● Increased equitable access and enrollment across student subgroups in the arts, social sciences, sciences, and technology classes ● Increased percentage of students who demonstrate the ability to critically analyze, interpret and responsibly use data and information ● Increased percentage of students who access technology/digital tools in innovative learning spaces to enhance student learning and expand personalization (e.g. adaptive



School Goals	Measure
	technology, collaborative learning, and critical thinking projects)
<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> <ul style="list-style-type: none"> ● Increased percentage of students who have support in the transition to life after high school (e.g. support in the college application process, access to alternative career prep programs and apprenticeships) ● Increased percentage of students meeting academic standards and on track to graduate on-time from grade 9 on ● Increased percentage of high school graduates entering college without need for remedial classes

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: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we make schooling more relevant, both for now and for the future and explain that relevance to students, then students will have increased attendance rates since Christenson, Sinclair, Lehr, & Hurley (2000) show that relevance of curriculum is a key factor in getting students to attend and stay in school.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2024, Latino/a students will have average attendance rates that are similar to other affinity groups and are greater than 85% as measured by daily attendance data from Synergy. We will monitor progress of our interventions through our Guidance Team process and will make adjustments accordingly.



Instructional Practices & Equity Strategies

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

- Universal Design for Learning (UDL)
- Sheltered Instruction Observation Protocol (SIOP)
- Making relevance explicit during instruction
- Culturally responsive and relevant practices
- Co-created projects w/ family members and the community

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 focus on preventative and restorative practices, then students will be disciplined in proportion to their percentage of the student population since Gonzalez (2015) shows "the systemic implementation of restorative justice at the school and district levels, coupled with the reform of discipline policies, can play a key role in addressing disproportionality in discipline outcomes."

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By June 2024, Latino/a students will have discipline rates that are proportional with respect to their percentage of the student population as measured by entries into Synergy. We will monitor progress of our interventions through our Guidance Team process and will make adjustments accordingly.

Instructional Practices & Equity Strategies

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

- Restorative practices
- Preventative practices like "[4 @ the Door + 1 more](#)"
- Use of discipline that does not exclude students from class or learning

GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis, we believe that if we implement UDL, SIOP and collaborative practices with fidelity, then students will engage more with the curriculum as it will be both rigorous and relevant, and will improve academically because of full inclusion since McGuire, Scott, & Shaw (2006) show that UDL increases student engagement.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows: We will see students, especially our Latino/a students, more engaged in learning (at [various levels](#)), achieving more and expressing that they belong at school because UDL/SIOP and collaborative learning strategies are being employed in 100% of classrooms as measured by both teacher surveys and administrator informal data gathering.



Instructional Practices & Equity Strategies

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

- UDL
 - SIOP
 - Collaborative learning
 - Problem-based learning (PBL)
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GOAL 5: Ready for Lifelong Success after Graduation

Theory of Action

Based on the data and root cause analysis, we believe that if NCHS teachers, counselors & administrators continue to learn about and implement collaborative learning experiences that focus on higher order thinking and problem solving skills, the curriculum is culturally relevant and cognitively challenging, and students focus on justifying their positions and explain their reasoning, then students will experience annual academic growth rates of one year for students at/above grade level, and more than one year for students below grade level, meet standards in core subjects at greater percentages than in the past, and enroll in and complete advanced courses and specialized programs in ways that are not identifiable by background characteristics, especially for Latino/a students. Additionally, we will see an increased percentage of 9th grade students on-track for graduation, an increased percentage of students who graduate on time and a decreased high school dropout rate. Shore & Shore (2009) discuss recommendations for increasing graduation rates include credit recovery programs, strengthening data systems, increasing engagement in learning, access to tutoring, a stable school environment for mobile students, services for specific disabilities, and a variety of educational media.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5 is as follows: By June 2024, each and every student not currently on track to graduate (*all students known by name, strength and need*) will:

1. access one or more interventions designed to help them get back on track as defined by completing required courses,
2. accumulate necessary credits, and
3. pass mandated exams.

Instructional Practices & Equity Strategies

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

- UDL
- SIOP
- Collaborative learning
- PBL
- Restorative and preventative practices
- Our nationally-recognized ASCA RAMP Counseling Department



OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress 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		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> • Clubs • Post-Secondary Field Trips • Building Climate and Culture Committee • Student Justice Conference 	<ul style="list-style-type: none"> • Every two months, collect participation data on clubs, field trips and BCC • Collect participation data after the Student Justice Conference • Collect data on whether or not students see themselves represented in the curriculum and instructional materials
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"> • Number of students participating in advanced course sequences, specialized programs • Increased percentage of students achieving mastery in their classes • Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups • Increased enrollment and completion rates for traditionally underrepresented 	<ul style="list-style-type: none"> • Collect enrollment history data, and track data from past, present, and future registration requests each semester/year • Collect Street Data from individual students • Collect grade data each quarter/semester • Collect and analyze discipline referral data each quarter/semester



Measures	Metrics	Dates of Data Review
	student-groups in advanced courses and specialized programs	
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	<ul style="list-style-type: none"> Enrollment in Ethnic Studies Enrollment in AP Seminar & AP Research Participation in Enrichment Clubs such as HOSA, Math/Science Olympiad, National History Day, Robotics, TSA, etc. 	<ul style="list-style-type: none"> Collect enrollment history data, and track data from past, present, and future registration requests each semester/year Every two months, collect participation data on clubs, field trips and BCC Experiential data like student surveys, student interviews, teacher observations, administration observations, etc.
GOAL 5: Ready for Lifelong Success after Graduation		
Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.	<ul style="list-style-type: none"> Enrollment in Advanced Courses Enrollment in CTE Courses 	<ul style="list-style-type: none"> Collect enrollment history data, and track data from past, present, and future registration requests each semester/year

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at North Creek High 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:



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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 2023-24, and specifically around learning about students of color and culturally relevant and responsive curriculum and practices
 - Culturally Relevant, High Leverage and Inclusive 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 Latino/a students 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
 - Belonging - North Creek staff will continue to intentionally use strategies to enhance belonging for all affinity groups
 - Relevance - North Creek staff will be explicit in sharing the relevance of the subject they teach and each lesson they've prepared

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 especially for our Latino/a students. We:

- Invite you to participate in North Creek High School's annual Curriculum Night on September 21, 2023
- Encourage you to communicate regularly with NCHS teachers and staff (if you need interpreters, we'll be sure to get them!) and help them understand your family's needs and desires
- Urge you to be guest speakers and volunteers in our classrooms as families are the holders of much expertise and we value the expertise in our community
- Hope you become a part of the NCHS PTSA as this group already has a partnership with the school
- Welcome you to come to our Homecoming Community Dinner on October 18 so that you can build bonds with other families through shared experiences
- Ask that you become a tutor for our AVID program so that you can have a direct impact, as community members, on the education of students at North Creek
- Encourage you to participate in our annual Intercultural Festival so that every family and culture knows they have a space at North Creek and that they belong
- 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!