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## 2024-25 Strategic Action Plan

At Inglemoor High School we provide a safe, caring environment that fosters life-long learning and inspires students to develop their full potential as contributing members of a global society.

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.

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### 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**

We will continue utilizing family meetings, surveys, small group circle meetings, and other forms of feedback gathered from students and families. This will include multiple types of data formulated both quantitatively and qualitatively to help us identify how we can best support our students.

- Small group circles around attendance and engagement.
- Staffing meetings surrounding barrier identification and interventions that include input from student and family.
- Focused tier 3 support from teachers that includes outreach to parents as a part of our building-wide practice.
- Focused outreach on specific nights for families based on program, home language, grade of student or need(s) of student to help families navigate the high school education journey.
- Increased methods of communication to invite parents and families into the school.
- Culture Fest for our students, families and community.

#### **Examination of Student Data**

The data we are choosing to collect will revolve around various subgroups of students, including those frequently not-attending, regular attenders, those who didn't attend much the year before and have attended a lot this year, our Hispanic/Latino students, our AVID elective students, and other small groups based on demographics of race and socioeconomic status. This data will help us identify individual barriers to attending school, which is a complex challenge, which we are addressing in the classroom through a focus on engagement and relevance. Additionally, we will be focusing more deeply on students who are not attending and are also failing two or more classes.

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Quantitative Data	Qualitative Data	Experiential Data
Daily Attendance Rates Grades and on-track graduation status	1:1 meetings Small group discussions Guidance Team Meetings (include student and family) Impact of interventions	Survey-based data regarding feelings around school and culture. Adult feedback related to the issue we're working to solve.

**Equity Inventory**

Our focus the last few years has been on student climate and culture. We continue this work now, but it has improved and may not be the most needed focal point this year. Over the past couple of years, we've used the equity inventory to survey and then teach staff strategies and skills to better help staff connect with students in the classroom and ensure all students feel seen, heard, and valued.

This year, we are using the throughline from the Racial and Educational Justice Department at NSD and focusing on through line one, which focuses on eliminating Microaggressions. We recognize that microaggressions negatively impact the experiences of students at our school and on a student's feeling of safety. By arming staff with ways to respond to microaggressions, we can ensure that our students feel safe, seen, heard and valued on our campus.

**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Latino/a/x/e students and our students of low socioeconomic status who require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Attendance and on-time graduation success for students who identify as Latino/a/e/x	In and outside of school barriers including relevance and engagement, as well as mental health support and additional responsibilities outside of school.
Attendance and on-time graduation success for students who are identified as from low socioeconomic status.	In and outside of school barriers including relevance and engagement, as well as mental health support and additional responsibilities outside of school.
More students in our MLL (EL) program and Special Education programs are below grade level in math than students not in these programs.	As a system, we struggle to teach math to students who are learning English as a second language.

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## 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.

<b>School Goals</b>	<b>Measure</b>
<p><b>Goal 2</b> 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> <ul style="list-style-type: none"> <li>● Increase in student involvement in clubs and other extracurricular activities tied to IHS.</li> <li>● Increase of student voice shared with adults in the school community through a variety of mediums.</li> <li>● As a staff, work on engagement, relevance, and interaction as a way to keep students focused in the classroom.</li> <li>● As a staff, implementing a school-wide plan to limit distractions.</li> </ul>
<p><b>Goal 3</b> 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> <ul style="list-style-type: none"> <li>● Reduce disproportionality of LatinX students in on-track graduation.</li> <li>● Increase enrollment and success of traditionally under-represented student groups in advanced courses and specialized programs.</li> </ul>
<p><b>Goal 5</b> Ready for Lifelong Success after Graduation</p> <p><i>Equity Means: Each student receives equitable access to experiences crucial for success in college and beyond, and</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"> <li>● Increase the percentage of students who graduate on time.</li> <li>● Decrease High School Dropout Rates</li> </ul>

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<p><i>meets or exceeds Washington state's college-&amp;-career readiness graduation requirements.</i></p>	<ul style="list-style-type: none"> <li>• Increase students accessing career prep programs like WaNic or running start.</li> <li>• Increase students accessing post-secondary preparation programs like our AVID elective</li> </ul>
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**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 focus on relevance and engagement in the classroom as a primary portion of our professional development, then students will attend and engage in classes with more frequency because students will see the importance of school as it relates to the here and now as well as the direct correlation to their future goals.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: *By the end of the school year, 95% of IHS students will be actively engaged and passing at least 6 out of 7 of their courses.*

Instructional Practices & Equity Strategies

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

- 1b Developing a Knowledge of Students
- 3a Communicating with Students
- 3c: Engaging Students in Learning (Grouping & Lesson Activities)

**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 providing support for students through programs like AVID, then students will develop the academic skills and traits in order to find success and push themselves academically because students will see a clear pathway to meeting their post-secondary goals.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: *By the end of the 2024-25 school year, 91% of our LatinX students will be on track to graduate (not credit deficient).*

Instructional Practices & Equity Strategies



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

- 1b Developing a Knowledge of Students
- 1e: Designing Coherent Instruction (Grouping)
- 3c: Engaging Students in Learning (Grouping & Lesson Activities)
- 3b: Using Questioning and Discussion Techniques

**GOAL 5: Ready for Lifelong Success after Graduation**

Theory of Action

Based on the data and root cause analysis, we believe that if we continue to build a climate and culture in which students want to be,, then students will show up, try, learn, and succeed in school because students will see their future goals as attainable due to the guidance provided by adults in the building who show they truly care about each student.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5 is as follows: *By the end of the 2024-25 school year, 99% of IHS seniors will meet on-time graduation goals. All ATP students will meet transition goals.*

Instructional Practices & Equity Strategies

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

- 1b Developing a Knowledge of Students
- 3a Communicating with Students
- 3c: Engaging Students in Learning (Grouping & Lesson Activities)

**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
<b>GOAL 1:</b> Success in the Early Years		
<b>GOAL 2:</b> Responsible, Resilient, Empathetic Learners		

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<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> <li>• Clubs (during school day)</li> <li>• Student Climate Board</li> <li>• Student Justice Conference</li> <li>• Students see themselves represented in the curriculum and instructional materials</li> </ul>	<p>Quarterly</p>
	<ul style="list-style-type: none"> <li>• Student Attendance tracking list</li> <li>• Students not-engaged tracking list</li> <li>• Guidance Team</li> </ul>	<p>Weekly or bi-weekly</p>
	<ul style="list-style-type: none"> <li>• Relevance and Engagement focus in Professional Development</li> <li>• MTSS Bundle and focus on engagement strategies and relationships in Student Growth Goals</li> </ul>	<p>Monthly/MTSS Team Days and review with administrator at end of year.</p>
<p><b>GOAL 3:</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</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"> <li>• Number of students participating in advanced course sequences, specialized programs like AVID</li> <li>• Number of students completing AP and/or IB exams</li> </ul>	<p>Yearly</p>
<p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p>	<ul style="list-style-type: none"> <li>• Success of students below grade-level in Middle School Math completing and passing Algebra 1.</li> </ul>	<p>Quarterly</p>



<p>Our AVID Coordinator keeps a tracking guide for students and success in classes so we can meet the needs of our students.</p>	<ul style="list-style-type: none"> <li>• AVID Student Success Form</li> <li>• AVID Student Agency Survey</li> </ul>	<p>Monthly</p>
<p>We look yearly at the demographics of students choosing to take advanced level courses, and work with teachers to encourage under-represented students into our IB and AP class offerings.</p>	<ul style="list-style-type: none"> <li>• Registration Tracking</li> </ul>	<p>Yearly</p>
<p><b>GOAL 5: Ready for Lifelong Success after Graduation</b></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"> <li>• Enrollment in Advanced Courses</li> <li>• Enrollment in CTE Courses</li> </ul>	<p>Bi-Annually</p>
<p>List of students not on track to graduate broken down by alphabet/case load (last name). This form details what credits need to be recovered and timelines to meet graduation requirements.</p>	<ul style="list-style-type: none"> <li>• Student not on track list</li> <li>• NC's List</li> </ul>	<p>Monthly/Quarterly</p>
<p>We have set goals in departments for all students (T1), 15% most struggling (T2) and 1-2 most in need of further interventions (T3). Departments will meet to go over data, discuss students and interventions and make adjustments.</p>	<ul style="list-style-type: none"> <li>• MTSS Tier 1, 2, and 3 conversations and data reviews</li> <li>• Student Growth Goal setting and reflection forms.</li> </ul>	<p>Monthly in departments + annual review with administrator.</p>



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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Inglemoor 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:

- MTSS Bundle Work
- Tier 1 AVID Strategies chosen by departments
- Tier 3 students of focus with family communication element for goal setting and tracking
- Student Growth Goal form utilizing tier 1 and 3 strategies
- Relevance and Engagement strategies to be taught during professional development days.
- Teachers teaching strategies to teachers
- AVID Site Team push in-building and departments to move further toward meeting AVID Schoolwide Goals

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## 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:

- New to IHS Night in August
- Open campus day before school begins in August
- Open House in September
- Spanish Speaking Open House, FAFSA and Senior Night
- Senior Parent Information Session available virtually
- IB Informational Nights
- ForeFront Suicide Prevention Trainings
- Invitations for small group discussion sessions

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