




Innovation Lab High School 2024-25 Strategic Action Plan



ILHS is a place where *each* student's education is driven by their *passions* and *curiosity*:

- Mastery skill development across disciplines
- Deep, meaningful project-based learning
- Student voice and choice
- Community grounded in Crew

ILHS: A Catalyst for Change

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

At ILHS, community is a core value of our school and central to the work with students and families. We strive to build connections with our families so that we can partner together for the success of each student and our entire community. We have highly active family engagement groups such as our PTSA and the Guardians of the Flock. Both parent groups collaborate with staff and student leaders to co-construct our school culture. Within the first month of school, the following parent engagement activities occurred:

- PTSA Council - 8/12/2024 at 6:00 pm
- Parent Meet and Greet - 9/6/2024 at 8:00 am
- Curriculum Night - 9/26/2024 at 6:00 pm
- PTSA General Meeting - 10/10/2024 at 6:00

Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
D/F reports Mastery skills data SBAC Data Discipline records Attendance records	Student surveys Student forums	Student interviews Student observations

Equity Inventory

Staff will engage in individual self-reflection related to the REJ framework and select areas for growth. The areas with the greatest need will be selected for our area of focus. [Northshore School District Equity Handbook](#)

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Data Review & Analysis

Based on our comprehensive data review, we have identified four outcome gaps to focus on with the goal of improving student outcomes for our target group of students (students who received 1 or more Fs in second semester):

Access or Outcome Gap	Root Cause
Sense of belonging	Students don't feel a strong enough sense of connection to school.
Work quality	Students do not use feedback to improve their learning, so their work is not meeting the quality standard it could.
Critical thinking skills	Students' projects do not demonstrate high levels of critical thinking due to lack of the application of design thinking to their projects.
Mastery of transferable skills	Students do not use built in supports at school effectively to improve their learning 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 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>2.1 - Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.</p>



<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>3.3 Increased percentage of students who demonstrate mastery.</p>
<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>4.2 - Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.</p>
<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>5.3 - Increased percentage of students will demonstrate acquisition of practical skills and dispositions for life after high school.</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 2.1:

Theory of Action

Based on the data and root cause analysis, we believe that if we build community in Crew using discussion circles and address conflict using restorative circles, then students will have an increased sense of belonging because they feel connected to school.



SAP Goal 2.1

Between September 2024 to May 2025, students at Innovation Lab High school will participate in discussion circles in Crew (and possibly other classes) as well as restorative circles to resolve conflict when it arises, which will result in an increased perception of safety, fairness, inclusiveness at school as measured by student feedback surveys in fall, winter, and spring.

Instructional Practices & Equity Strategies

The following instructional practice(s) and equity strategy(ies) will help us achieve our objectives: building positive relationships, restorative practices, community building.

GOAL 3.3

Theory of Action

Based on the data and root cause analysis, we believe that if students receive clear, timely, and effective feedback on mastery skills, and they are taught to use and apply feedback, then students will demonstrate mastery of their transferable 21st century skills.

SAP Goal 3.3

Between September 2024 - June 2025, the percentage of students at ILHS who use the feedback they receive on submitted assignments to revise and resubmit work will increase, resulting in a greater percentage of students applying feedback to improve learning and demonstrate mastery.

Instructional Practices & Equity Strategies

The following instructional practice(s) and equity strategy(ies) will help us achieve our objectives: clear, timely, effective feedback, equitable grading practices, mastery skill building.

GOAL 4.2

Theory of Action

Based on the data and root cause analysis, we believe that if students learn about and practice design thinking in multiple contexts, then students' ability to solve real world problems in imaginative ways will improve.

SAP Goal 4.2

Between September 2024 to June 2025, students will demonstrate the ability to solve real-world challenges in imaginative ways using Design Thinking as demonstrated by every student submitting a project for Better World Day Showcase Day.

Instructional Practices & Equity Strategies

The following instructional practice(s) and equity strategy(ies) will help us achieve our objectives: Direct instruction about Design Thinking, formative practice with design thinking with feedback on both process and product, apply design thinking to group projects and schoolwide projects.



GOAL 5.3

Theory of Action

Based on the data and root cause analysis, we believe that if students receive direct coaching and guidance about how to effectively use the supports available to them during the school day, they will be able to use these opportunities and be more successful in mastering skills.

SAP Goal 5.3

Between September 2024 - June 2025, an increased percentage of students will demonstrate mastery skills in Agency by using their perseverance time productively to complete assignments, revise work, and deepen their learning.

Instructional Practices & Equity Strategies

The following instructional practice(s) and equity strategy(ies) will help us achieve our objectives: clear, timely, effective feedback, equitable grading practices, setting clear/high expectations, building positive relationships, knowledge of students.

OUR MEASUREMENTS OF PROGRESS

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 2: Responsible, Resilient, Empathetic Learners		
2.1 - Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.	<ul style="list-style-type: none"> ● Active participation in Crew ● Participation in discussion circles ● Involvement in restorative circles to resolve conflict. 	<ul style="list-style-type: none"> ● Fall/Winter/Spring student survey ● Attendance data quarterly ● Panorama data ● Student interviews

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	<ul style="list-style-type: none"> ● Involvement in student voice activities 	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
3.3 - Increased percentage of students who demonstrate mastery.	<ul style="list-style-type: none"> ● Submission of mastery skills evidence ● Students demonstrating proficient or exceeding on mastery skills 	<ul style="list-style-type: none"> ● Student feedback surveys fall/winter/spring ● Semester check on quantity of mastery transcript submissions. ● Semester check on quality (proficient or exceeds) of mastery transcript submissions
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.	<ul style="list-style-type: none"> ● Participation in design challenges. ● Successful completion of projects that require design thinking ● Successful participation in Better World Day project showcase 	<ul style="list-style-type: none"> ● Student survey self-perception of problem solving skills ● Submission of proficient or exceeding Mastery transcript evidence related to creativity and critical thinking
GOAL 5: Ready for Lifelong Success after Graduation		
Increased percentage of students will demonstrate acquisition of practical skills and dispositions for life after high schools	<ul style="list-style-type: none"> ● Submission of mastery skills evidence ● Students demonstrating proficient or exceeding on mastery skills 	<ul style="list-style-type: none"> ● Student feedback surveys fall/winter/spring ● Semester check on quantity of mastery transcript submissions. ● Semester check on quality (proficient or exceeds) of mastery transcript submissions

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Innovation Lab 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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- Project based learning
 - Restorative Practices
 - Design thinking
 - Effective feedback
 - Equitable grading practices
 - Competency based grading
 - Trauma informed practices

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:

- PTSA
- Community events
- Student led conferences
- Earth Day
- Better World Day
- Flex Wednesday guest speakers
- Volunteer opportunities
- Internship partners
- Partnership with Cascadia
- Partnership with industry

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