



2024-25 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 2023-24 school year, the North Creek Administration and Family Liaison met with students, focusing on Latino/a students, and families and listened to their feedback.

Specifically, our Family Liaison worked with numerous Latino/a 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 as outlined below:

- On September 26, Administrators met with students in the Ethnic Studies class
- On October 23, our Family Liaison met with Latino/a families
- On November 29, December 6, January 31, and February 1, non-Administrative personnel met with students and provided information to Administrators

This year, during 2024-25, 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, specifically our Latino/a students.

We have many different community engagement activities that we will conduct in 2024-25 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, specifically 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

Demographics:

Resolved Race/Ethnicity	Count	Percent
American Indian or Alaska Native	1	0.1%
Asian	866	45.3%
Black or African American	56	2.9%
Hispanic/Latino(a)	214	11.2%
Native Hawaiian or Other Pacific Islander	1	0.1%
Two or More	143	7.5%
White	631	33.0%
	1912	

Discipline (by incident):

Race/Ethnicity	Count	Percent
Asian	188	27.2%
Black or African American	28	4.1%
Hispanic/Latino(a)	156	22.6%
Two or More	64	9.3%
White	255	36.9%
	691	

Discipline (by individual student)

Race/Ethnicity	Count	Percent
Asian	124	36.9%
Black or African American	16	4.8%
Hispanic/Latino(a)	59	17.6%
Two or More	28	8.3%
White	109	32.4%
	336	

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Grades (2nd Semester 2023-24):

Race/Ethnicity	A's	B's	C's	D's	F's
Asian	68.5%	19.6%	7.4%	3.0%	1.4%
Black or African American	34.7%	24.9%	20.1%	14.6%	5.7%
Hispanic/Latino(a)	36.9%	25.8%	19.1%	12.4%	5.8%
Two or more	51.4%	24.1%	13.7%	7.1%	3.8%
White	51.3%	23.0%	14.4%	7.3%	3.9%

Panorama Data:

How much effort do you put into your homework for this class? Data is the percentage of students who said "A great deal of effort" or "Quite a bit of effort."

Race/Ethnicity	North Creek	Northshore District
Asian	69	76
Black or African American	47	NA
Hispanic/Latino(a)	42	59
Two or more	49	62
White	50	65

How useful do you think school will be to you in the future? Data is the percentage of students who said "Extremely useful" or "Quite useful."

Race/Ethnicity	North Creek	Northshore District
Asian	65	70
Black or African American	63	NA
Hispanic/Latino(a)	49	52
Two or more	58	62
White	52	58

2024-27 Racial and Educational Justice Framework

Being a staff member at North Creek High School requires us to ensure that each and every student feels valued, included, and affirmed as they move through their educational experiences. We must focus on increasing the knowledge and skills of the people working with and for students to disrupt the institutional oppressions that minoritized groups of students experience based on their intersecting identities. As such, we will focus on building the cultural competence of educators through practices and pedagogy. North Creek High School staff will "nurture the 'everydayness' of educational justice in our school, classrooms, and departments."

[Northshore School District 2024-2027 Racial & Educational Justice Framework](#)

- **1A Power:** Students feel like they have the agency to tell an adult when discriminatory incidents occur.
- **1D Pedagogy:** Students have a deepened understanding about microaggressions and identity-based slurs.



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.
Ongoing school avoidance and attendance issues (excessive tardies and absences).	Students are seeking connection with peers. When students don't have peers they feel connected with in class, they find it in transitions, sometimes to the detriment of arriving to class on time.
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.
Ongoing peer conflicts/distractions	Social emotional barriers - strategies to deal with and manage conflicts. Low self-esteem and feelings of belonging.
Seeing themselves reflected in our staff as well as in their classrooms and curriculum (Black and Brown Influential Presence)	Some Latino/a students see a successful high school experience as one where they find "their people" or those they want to maintain relationships with for life, those that share their values.
Latino/a students are underrepresented in STEM (Science, Technology, Engineering, and Mathematics) fields.	Students are seeking connection with peers, and students not seeing/understanding relevance and meaning in these courses.
Empowerment of staff in all areas to utilize translation devices and improve communication with students and their families.	Several of our Latino/a students are multilingual learners, which impacts academic performance due to the additional challenges of mastering academic content in their non-native language.

OUR GOALS & MEASURES

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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> <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 the loss of instruction due to mandated testing ● 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><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"> ● 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

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<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 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 2025, 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 teaching 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 2025, 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)

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 2025, 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

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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 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		
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 	<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

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	<p>disproportionalities in discipline, suspension and expulsion rates across student-groups</p> <ul style="list-style-type: none"> Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced courses and specialized programs 	<ul style="list-style-type: none"> Collect grade data each quarter/semester Collect and analyze discipline referral data each quarter/semester
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"> 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		
<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"> 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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- August 26, 2024, Cultural Awareness Forum: Parents of non-dominant cultures will present as experts on their culture to develop and grow practices and pedagogy within the classroom in being more culturally competent in support of student engagement and learning.
 - Monthly in-person staffulty meetings focused on increasing inclusion by focusing on relevancy in all courses
 - Regular in-person professional development focused on racial and educational justice, relevancy and inclusion
 - Teachers will be participating in 8-hours of synchronous/asynchronous professional development focused on racial and educational justice, relevancy and inclusion

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:

- Invite you to participate in North Creek High School's annual Curriculum Night on September 19, 2024
- 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 10, 2024 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!