



2024-25 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 varied and essential perspectives and ideas are considered and valued when making decisions about our strategic action plan. Members of our community have unique insights, cultural knowledge, and experiences that will contribute to goal setting and the development of effective improvement strategies. Engaging families in the planning process ensures that decisions are inclusive and representative of the diverse needs and interests of our school community. In an effort to more meaningfully engage our school community, the Northshore Learning Options team:

- Collected and extrapolated experiential data from 1:1 family conferences as part of the WSLP two way communication process
- Facilitated and reviewed data from SEL surveys conducted by our internal counselor team as well as data gathered from the Panorama Survey
- Established an Advisory Team comprised of parents and community members of the Northshore Family Partnership program for the explicit purpose of collaborative planning and program improvement
- Held family and community professional development and shared learning forums predicated on family interest and feedback
- Provided ongoing forums for families centered on volunteer opportunities
- Partnered with PTSA to host family enrichment events such as a STEAM fair, Multicultural night, and orientation/support events for all three programs
- Held monthly information sessions (in-person and online) with administration for feedback and Q&A
- Worked with community partners to host family led clubs and enrichment opportunities on campus

During the 24-25 school year, we plan to engage the community in the following ways:

- Family engagement remains central to our school and respective programs. We will continue to honor each of the items listed above. In addition, the Northshore Learning Options team will:
- In partnership with PTSA, we will hold virtual forums for our online students and families dedicated to eliciting their feedback regarding how they would like to engage with organizations such as the PTSA.
- The NLO SEL team will engage families directly to provide shared learning opportunities through events, newsletters, and in-person learning regarding our tier1 strategies, at-home alignment, and feedback pertaining how these concepts can be furthered at home

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- In addition to the schoolwide Panorama survey, our counseling team will provide a series of surveys centered on highlighting student voice as it relates to feelings of safety, inclusion, and representation. These surveys will be utilized to inform our SEL/REJ efforts and will be formatted in a manner that families can access and learn of the results
- The NFP advisory team format will transition from a select group of families and stakeholders meeting with staff members in a collaborative setting to multiple whole school forums centered on family engagement, feedback, information sharing, programmatic improvement
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Examination of Student Data

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 • Review of students enrolled in advanced high school classes or career and technical education classes • 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

2024-27 Racial and Educational Justice Framework

The Northshore Learning Options Racial and Educational Justice team is integral to the work we do and will serve as the 'red thread' for our instructional, operational, and cultural practices detailed in our Strategic Action Plan. For the 2024-25 school year, our team will focus on the following components to guide and inform our work: Throughline 3: Student and Family Co-Design.



3A: Students and families have opportunities to be a part of brainstorming, planning, and implementation processes about justice- and education-related topics that directly impact them

3B: Students and families have opportunities to collaborate with classroom, school, and district level adults about justice- and education-related topics that directly impact them

3C: Students and families have access to influence student-related protocols at the school level and policies at the district level

3D: Students and families have a deepened understanding about how to enact their own advocacy around justice- and education- related topics that are important to them

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 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. During the 23-24 school year, as a result of our analysis of data along with understanding past practices for reach program, we recognized the need to develop a more clear, aligned process for identifying the criterion that would initiate an intervention plan along with the specific next steps and supports, roles and processes to address the antecedent for the intervention plan.

The clear and transparent criteria for an intervention plan, the alignment across the respective teams, along with the MTSS processes to address the intervention plan was critical as it was the first step in ensuring our intervention process was effective on the individual level, however we are now at the stage in which we will move toward a more robust, systems approach to this work.

To ensure this works moves to the next stage of efficacy, we will be introducing a more robust intervention tracker that includes features such as 1) antecedent pertaining the intervention plan 2) explicit interventions and steps to address said antecedent 3) outcome/results of interventions and 4) next steps depending upon the outcome (further interventions, removal from intervention plan, etc.) These steps are important as it will create a more comprehensive, digestible understanding of our students' experience as our students move through our grade level continuum along with providing data to inform our Guidance Team process.

Access or Outcome Gap	Root Cause
While students who have been identified as in need of an intervention plan have clear and	Our current systems do not elicit explicit details regarding the antecedent, specific

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aligned language regarding the 'why' and the 'now what', the implementation of interventions have been managed by individual case managers as opposed to the systemic utilization of our MTSS structures.	interventions, and outcomes. Similarly, our Guidance Team has operated separately from our ALE intervention plan process.
Students at NLO are not provided with an aligned and systematized SEL approach. While some curricular alignment is the standard, tier 1, 2, and 3 interventions vary greatly depending upon teacher aptitude and discretion	The absence of a PBIS team and uniform agreements regarding tier 1, 2, and 3 strategies have not been developed.
Seniors at NLO have minimal avenues of support and accountability outside of their immediate advisor and counselor. As a result, not all are taking advantages of high level courses and enrichment opportunities that are available to them	The absence of a unified senior portfolio that is frequently references by the student, family, instructional staff, counselor, and administration has not been developed.

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>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students reporting a perception of safety, connection, inclusiveness and supports for emotional, behavioral, mental, and physical health.
<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>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	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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<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> <p>Each senior at NLO, will be provided with a senior portfolio. The portfolio will be a comprehensive view of the student's school experience with mechanisms to collect and highlight student voice. Each portfolio will include demographic information, enrollment history, credits earned as well as credits needed, grad track, goals post high school, colleges/careers they are looking at. For accountability and transparent knowledge for staff in order to assist the student in graduation success. Families and students will have access to this document and will be asked to engage with it throughout the year.</p> <p>Importantly, we will measure the tangible, action items the seniors engage in throughout the year that indicate that they are making steps and action items toward their stated post secondary goals.</p>
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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 completed, we believe that if we focus our collective efforts on specific domains of Social Emotional Learning across our three programs and K-12 continuum, with specific emphasis and supplemental lessons, instructional practices that focus on emotional regulation and attention, and if we explicitly embed these skills across the school day, and if we increase tiered interventions for identified focus students, we will see increased social, emotional and behavior growth.

Objective

Between September and June, identified focus students will show growth in social, emotional, and behavior skills as measured by student surveys, and intervention data.

Instructional Practices & Equity Strategies

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



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- We will implement Tier 1 strategies for PBIS. Staff agree to:
 - Positive Greetings at the Door
 - Visual Schedule
 - Use of positive recognitions system
 - EMR - Establish, Maintain and Restore Strategies
 - 5 to 1
 - Regularly reflect on which students you need to work on establishing, maintaining, and restoring relationships.
 - We will teach the *Second Step* Curriculum lessons to all students in K-5.
 - We will focus on the following character traits: empathy, resilience, persistence, flexibility and optimism. This means that teachers will utilize the SEL curriculum and other resources, such as picture books, to teach lessons on the character traits and embed them into learning throughout the week/month. Our student leadership will participate in this work.
 - When we analyze fall and mid-year student data, we will identify individual students and groups of students who need tiered interventions for social, emotional, or behavior. We will implement interventions for these 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 2024-25 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.

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 5: Ready for Lifelong Success after Graduation

Theory of Action

Based on the data and root cause analysis, we believe that if we develop a detailed and comprehensive portfolio for each of our senior, then students will be provided with a teaming structure and mechanism of accountability to ensure they achieving their goals for graduation

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and beyond because our staff will have a systemic of check-ins, support, resource mapping, and communication to support each student to this end.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5 is as follows: Each senior will engage in a tailored and personalized portfolio building process that includes a good deal of demographic and academic information, specific goals and measures to track graduation progress, along with information pertaining to their goals and ambitions beyond high school

Instructional Practices & Equity Strategies

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

- Advisors, counselor, case managers, administration, students and families will come together to develop a senior portfolio for each student
- The portfolio will be an ongoing, evolving document that is developed and referenced throughout the school year to track progress toward graduation and goals
- The portfolio will reflect the students achievements and will include 'street data' as a means to highlight information well beyond what a simple academic measure can provide

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">• Increased participation and enrollment in clubs, student council, and schoolwide leadership opportunities	This metric will be reviewed in early October as well as at the beginning of each quarter

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<p>Increase of positive responses from in student and family climate survey centered on inclusivity, safety, and connection</p>	<ul style="list-style-type: none"> • Baseline response from initial student and family climate surveys • Panorama Survey 	<p>The baseline diagnostic will be initiated in early November. The results will be reviewed by the PBIS team in the same month.</p> <p>A follow-up survey will be reviewed in the interest of tracking growth and the efficacy of supports in the winter and spring of 2025</p>
<p>GOAL 3: 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"> • Enrollment data 	<p>A review will be conducted in the fall (October) as well as at the change of each quarter during the academic school year</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"> • iReady scores Fall-Spring • SBA scores • Course/Class Grades 	<p>Fall, Winter and Spring testing periods</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.</p> <p>When on an intervention plan, progress toward outcomes will be an important facet in measuring success.</p>	<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
<p>GOAL 5: Ready for Lifelong Success after Graduation</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"> • Enrollment in Advanced Courses • Enrollment in CTE Courses • Seniors are enrolled in appropriate and relevant courses that not only satisfy their specific graduation pathway, but are in line with their stated post secondary goals • Students are engaging in specific action items directly related to their post secondary goals (researching career opportunities, universities, job fairs, etc.) 	<ul style="list-style-type: none"> • We will quarterly provide questionnaires and surveys for students to complete that will help populate their steps toward their post secondary goals • During regular 1:1 and WSLP meetings, our mentor teachers will use the portfolios as a reference and guide to log progress and action steps taken by our seniors
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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:

- Racial and Educational Justice training and support
- 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

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- 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!