



2024-25 Strategic Action Plan

At Northshore Middle School, we believe the following:

NMS Mission/Vision

Vision Statement:

Northshore Middle School strives to be a united community where each student becomes a lifelong learner, an innovative problem solver, and a positive contributor to our global society.

Mission Statement

At Northshore Middle School we provide a challenging, equitable, and empowering educational program that prepares each student for success in high school and beyond.

To achieve this mission, we are committed to:

- Fostering a caring, nurturing environment in which each student is known; has a sense of belonging; and feels emotionally, socially, intellectually, and physically safe and supported.
- Implementing rigorous, engaging, culturally and developmentally responsive instruction that cultivates academic growth and critical thinking.
- Igniting a passion for knowledge and vision of success within each student.



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

Throughout the 2023-2024 school year, our team, which includes NMS administrators and counselors, met with students to learn about their experiences



and to gather feedback. We met with parents and families to hear about their perceptions and needs. Our family engagement specialist regularly made contact with our families who primarily speak Spanish at home to support them and learn about their needs as well.

In addition to this our Administrative Team, Guidance Team and counselors met regularly to review data related to discipline, attendance, test scores, and grades. We collected information via surveys and anecdotal conversations about how students were doing and what they needed to be successful.

As we look to the future in the 2024-2025 school year, we will continue to engage with our community through our PTSA group, holding family engagement events, and family meetings to further our work in meeting the needs of each of our students.

Examination of Student Data

During the 2023-2024 school year we regularly used data as part of our work to re-establish expectations for a safe and positive learning environment. The sources were chosen specifically as we moved step by step through the year, in consultation with our SDLT and our staff.

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> ● Discipline Data from Secondary Dashboard ● Attendance Records from 2022-2023 and 2023-2024 ● TFI ● SBAC scores ● iReady Scores ● Grades 	<ul style="list-style-type: none"> ● Panorama Data ● Staff Perceptions of Student Behavior and Discipline Survey ● Staff Climate Survey ● TFI 	<ul style="list-style-type: none"> ● Student Voice Board ● Staffings ● Student Conferences ● Care-Giver Conferences

Revised March 2024



2024-27 Racial and Educational Justice Framework

Based on our work and experiences working with student disciplinary situations, we are going to focus on Throughline One: Anti-Discrimination And Microaggressions for the 2024-2025 school year, which is listed in Northshore School District 2024-2027 Racial & Educational Justice Framework. We believe that by focusing on this throughline, we will reduce conflict among students by educating and supporting students about the origins and impacts of discrimination and microaggressions.

The components from Throughline One what we will focus on include the following:

- POWER 1A: Students feel like they have the agency to tell an adult when discriminatory incidents occur. We want to equip students to have the skills to advocate for themselves and others when they see discriminatory behavior.
- PRACTICES 1B: Students have awareness about how to advocate for their self and their peers. This is related to the Power component in that we actively spend time teaching students the self-advocacy skills they are going to need to feel that they do, indeed, have agency.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students receiving special education services, those students who qualify for free and reduced means (FARM), and our students of color that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Disproportionate disciplinary practices	Lack of sense of belonging/connectedness to school; school and classroom practices
Attendance concerns	Lack of sense of belonging/connectedness to school

Revised March 2024



Reading/math scores and skills below grade level	They come to us not on grade level and we aren't able to close the gap; gap in reading instruction and math supports; attendance issues contribute to the widening of the gap
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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.

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 reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health</p> <p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them</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,</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced course sequences and specialized programs</p> <p>Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups.</p>

Revised March 2024



<i>targeted enrichment and intervention, and proactive social-emotional supports.</i>	
<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 meeting academic standards and on track to graduate on-time from grade 9 on</p> <hr/> <p>Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.</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: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we employ the use and application of the SEL strategies of Banking Time, Greetings at the Door, and Indirect Compliments, then students will report an increase in their sense of belonging at NMS because they believe they have caring and supportive adults at school who will help them be successful.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2025, students at Northshore Middle



School will report an increase in their sense of belonging as measured by the Panorama Surveys given at the start and end of the year.

Instructional Practices & Equity Strategies

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

- Every student will experience an adult at school doing one of the following: Greetings at the Door, Banking Time, and Indirect Compliments.
- Students will access SEL learning activities through their advisories.
- Staff will review data to determine the efficacy of the strategies and adjust practices accordingly.

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 employ the use and application of Tier 1 interventions, then students will improve their academic performance in their classes because they will receive the supports they need to be successful.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2025, students at Northshore Middle School will increase their scores as measured by iReady in Reading in Math. This will be measured by their performance on the iReady Diagnostics given over the course of the year.

Instructional Practices & Equity Strategies

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

- Helping Hands, an academic support club after school where students tutor each other
- Learning Labs twice weekly in Advisory
- Leveraging the math supports funding in our budget to create targeted supports to our struggling learners



- Piloting Phonics for Reading in our ELD classes

GOAL 5: Ready for Lifelong Success after Graduation

Theory of Action

Based on the data and root cause analysis, we believe that if we strategically employ interventions and build a sense of belonging, students will close the achievement gap, improve their attendance, and take more high school credit-bearing courses.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2025, students at Northshore Middle School will increase their attendance rates and reduce the number of failing, incomplete, or no credit scores.

Instructional Practices & Equity Strategies

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

- Counseling check ins
- Use of three SEL strategies
- Administrative check ins and conferences with students and families
- Leveraging family engagement specialist to contact families

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 reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> • Clubs • Student Board School-wide SEL lesson feedback School-wide adoption of three SEL strategies to promote sense of belonging Discipline Data Panorama Data	August September October December February April June
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them	Participation in clubs and other school activities Observational Data SEL Strategies Fidelity Data	August September October December February April June
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	Number of students participating in algebra or higher by 8th grade	August September October December February April

Revised March 2024



sequences and specialized programs.		June
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	iReady scores Fall-Spring SBA scores for Grades 6-8	August September October December February April June
Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups.	Discipline Data Isolation/restraint data Attendance Data	August September October December February April June
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.	Enrollment in CTE Courses Enrollment in higher level math classes at the middle school All student leave NMS having successfully met their WA State History requirement Enrollment in world language	August September October December February April June
Increased percentage of students who demonstrate acquisition of practical skills and	Panorama Data SBIRT Data Counseling programming	August September October December



dispositions for life after high schools (e.g., goal-orientation, self responsibility, time management, teamwork, finances, insurance and housing).		February April June
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PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Northshore Middle 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:

- LEAD team lessons at staff meetings and SDLT-directed early release time to support our SEL focused strategies.
- Book study with FSA team on behavior management
- Review and feedback gathered at staff meetings
- iReady trainings

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:

- Continued partnership with our PTSA community
- Building partnerships with our neighboring school, Woodmoor, through service learning
- Regular communication with families using ParentSquare so that families receive information in their preferred language



Northshore Middle School

- Parent informational nights in the fall and spring

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

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