



## 2025-26 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. Our PTSA was recognized as a National School of Excellence for their outstanding Collaboration with staff and student leaders to co-construct our school culture. Within the first month of school, the following parent engagement activities occurred:

- PTSA Planning meeting- 8/28/2025
- Parent Meet and Greet - 9/6/2025
- PTSA Leadership/Principal check-in - 9/18/2025
- Curriculum Night - 9/25/2025
- PTSA Leadership/Principal check-in - 10/9/2025
- PTSA National School of Excellence Recognition at the NSD School Board Meeting - 10/13/2025
- PTSA General Meetings - 10/16/2025

### Examination of Student Data

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

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Attendance records		
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### Equity Inventory

Staff will engage in professional development related to throughline #2, as well as revisit learning related to throughline #1. Staff will engage in self-reflection to set personal goals related to our REJ work. [Northshore School District Equity Handbook](#)

### Data Review & Analysis

Based on our comprehensive data review, we have identified three 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 do not feel a strong enough sense of connection, inclusion, safety, and fairness at school.
Meeting standard in classes	Students who are not passing classes need specific, targeted interventions to help them pass classes they are failing. The school has a responsibility to provide the tier 2 and tier 3 supports to help students meet standard.
Mastery of future-ready skills	11th grade students need meaningful, authentic opportunities to demonstrate mastery of their future ready skills, as well as clear, timely feedback on their progress towards mastery of future-ready skills.

### **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
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners  <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>	2.1 - Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps  <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>	3.3 Increased percentage of students who demonstrate mastery.
<b>Goal 5</b> Ready for Lifelong Success after Graduation  <i>Equity Means: Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&amp;-career readiness graduation requirements.</i>	5.3 - Increased percentage of students will demonstrate acquisition of practical skills and dispositions for life after high school.

### **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 are seeking. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

### **SAP GOAL 2.1:**

Revised October 2025



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**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.

**Goal (2.1) -Fostering belonging through restorative practices**

Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.

**SMART GOAL:**

*Between September 2025 to May 2026, students at Innovation Lab High school will participate in greeting circles, discussion circles, and conflict resolution circles (when needed); and, students will have the opportunity to be trained to be circle facilitators. These restorative practices will result in an increased perception of safety, fairness, inclusiveness at school as measured by student feedback surveys in fall, winter, and spring and Panorama data.*

**Equity Means:**

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.

**Instructional practices:**

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

**SAP GOAL 3.3****Theory of Action:**

Based on the data and root cause analysis, we believe that if students receive effective tier 2 and tier 3 interventions through direct coaching in Crew and supported study time during the school day, they will be able to use these opportunities to meet standard and pass their classes. With teachers teaming to support their grade-level Crew Teams, we will ensure that no student falls through the cracks.

**Goal (3.3) - MTSS tier 2 and 3 interventions**

Increased percentage of students who demonstrate mastery.

**SMART GOAL:**



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*Between September 2025 - June 2026, students who are identified as failing one or more classes on weekly D/F reports will receive Tier 2 or Tier 3 interventions that improve academic outcomes. Students with 1-2 failing grades will receive academic coaching from their Crew teacher, while students who are failing 3 or more classes will be assigned Study Club to receive targeted supports during the school day. Data will be monitored monthly in grade-level PLC meetings.*

Equity Means:

*Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.*

Instructional Practices:

The following instructional practice(s) and equity strategy(ies) will help us achieve our objectives: clear, timely, effective feedback, equitable grading practices, targeted, strength-based, personalized interventions.

**SAP GOAL 5.3**

**Theory of Action:**

Based on the data and root cause analysis, we believe that if students are given meaningful, authentic opportunities to demonstrate mastery of their future ready skills, as well as clear, timely feedback on their progress towards mastery of the future ready skills, then students will successfully demonstrate mastery of their future-ready skills, which will be visible in the MTC progress tracker and MLR.

**Goal (5.3): Implementation of future ready skills through PBL**

Increased percentage of students will demonstrate acquisition of practical skills and dispositions for life after high school.

**SMART Goal:**

*Between September 2025 - June 2026, 11th grade students will demonstrate mastery of future-ready skills by engaging in project-based learning that is relevant, rigorous, culturally responsive, and identity affirming. Future-ready skills achievement will be documented in the MTC progress tracker, and by the end of the school year, at least 70% of students will have demonstrated mastery in at least 80% of their foundational future-ready skills.*

Equity means:

*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.*

Revised October 2025



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### Instructional Practices:

The following instructional practice(s) and equity strategy(ies) will help us achieve our objectives: Competency-based grading, setting clear/high expectations, knowledge of students, student voice, UDL, project-based learning

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## OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least three 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
<b>GOAL 2:</b> 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"><li>• Active participation in Crew</li><li>• Participation in discussion circles</li><li>• Involvement in restorative circles to resolve conflict.</li><li>• Involvement in student voice activities</li></ul>	<ul style="list-style-type: none"><li>• Fall/Winter/Spring student survey</li><li>• Attendance data quarterly</li><li>• Panorama data</li><li>• Student interviews</li></ul>
<b>GOAL 3:</b> 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"><li>• Students passing classes.</li><li>• Students receiving targeted supports when they are not passing classes.</li></ul>	<ul style="list-style-type: none"><li>• Weekly D/F reports</li><li>• Monthly grade-level PLC meeting to review student data and ensure students are receiving adequate interventions when</li></ul>

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Measures	Metrics	Dates of Data Review
	<ul style="list-style-type: none"><li>Academic coaching in Crew.</li><li>Study club attendance when 3 or more Fs</li></ul>	needed.
<b>GOAL 5:</b> 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"><li>Submission of mastery skills evidence</li><li>Students demonstrating proficient or exceeding on mastery skills</li><li></li></ul>	<ul style="list-style-type: none"><li>Student feedback surveys fall/winter/spring</li><li>Semester check on quantity of mastery transcript submissions.</li><li>Semester check on quality (proficient or exceeds) of mastery transcript submissions</li></ul>

### 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:

- Future-ready Skill Peer Feedback cycle
- Restorative Practices
- PLC Grade-level teaming
- REJ Throughline #2 - Identity-Affirming Environments
- Revisit REJ Throughline #1 - Anti-discrimination and micro-agressions
- Project Bases Learning
- Defining Rigor

### 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

Revised October 2025



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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 College in the High School Partners
- Partnership with Project Lead the Way
- Partnerships for Flex Wednesday speakers

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