



## 2025-26 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.

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### 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
- For the 2024-25 school year, the family advisory team transitioned from its original format of a small group of families working in tandem with the NLO instructional staff to a series of ongoing information/collaboration sessions centered on familial engagement, collecting feedback, and making programmatic decisions based on family/parent data
- Multiple community professional development opportunities were held at NLO based on family interest and feedback. These sessions allowed our instructional staff to learn alongside our families in areas of shared interest. Topics included school readiness, online safety, supporting reluctant writers, SEL and growth mindset, etc.
- 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 25-26 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.

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- A theme in the 2025-26 NLO Strategic Action Plan will be centered on ensuring readiness for students for the most relevant transition in their academic journey (Kindergarten readiness, elementary to middle school, middle school to high school, high school to college/career readiness) Accordingly, the NLO team will host multiple forums and workshops for families to engage in shared learning, best practices, and information that will inform and support the next step in their child's educational journey
- As the 2025-26 school year will see the next step in NLO's PBIS work, we will partner with families as we introduce and promote our PBIS pillars: SOAR. The nature of our programmatic models provide a unique opportunity to engage and partner with families in terms of reinforcing common vocabulary, engagement with our token economy system to reaffirm desired behaviors, as well as engage in shared learning centered on social/emotional learning.

### 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"><li>• Attendance data</li><li>• Frequency of two-way communication pertaining to ALE requirements</li><li>• Discipline data</li><li>• Academic data from i-Ready diagnostic and SBAC results</li><li>• Academic data collected via monthly family reporting protocol</li><li>• Graduation results and pathways</li><li>• Post-secondary enrollment and opportunities</li><li>• Review of students enrolled in advanced high school classes or career and technical education classes</li><li>• Frequency, duration and assignment of intervention plans</li></ul>	<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"><li>• Observations of students</li><li>• Feedback on prior SAP goals and measures</li><li>• Efficacy of interventions utilized for students on intervention plans</li><li>• Student specific feedback on items pertaining to schedule and classroom experience</li><li>• Belonging and climate survey geared toward students</li><li>• Feedback and ongoing conferences with student leadership team</li></ul>	<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"><li>• Grade level team meetings</li><li>• Administrative observations and instructional focused feedback cycles</li><li>• PLC and student focused intervention meetings</li><li>• Student interviews and ongoing cycles of communication in order to determine academic and social barriers</li><li>• Family conferences</li></ul>

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## **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 2025-26 school year, our team will focus on the following components to guide and inform our work: Throughline 2: **IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES**

### **POWER**

**2A:** Students feel like they can share about their intersecting identities in classroom and school settings

### **PRACTICES**

**2B:** Students get to experience environments and opportunities that affirm their identities

### **POLICY**

**2C:** Students have the access to inform and shape identity-affirming protocols at the school level and policies at the district level

### **PEDAGOGY**

**2D:** Students have a deepened understanding about their own intersectional identities and that of their peers

## **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.

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As a result of identifying the need to further refine and strengthen NLO's MTSS model, the 2024-25 school year saw a good deal of efforts that specifically addressed the barriers listed above. This involved 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 created 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.

The 2024-25 IPS tracker provided a good deal of insight pertaining to the efficacy of our MTSS model and along with highlighting opportunities for further improvement from an implementation and operational perspective. Overall, we did see a reduction in the amount of IPS' across programmatic offerings and a slight decrease in the duration of time the majority of students being served with an IPS remained qualified for an intervention plan for any particular reason. However, there were still a small number of students that remained on an IPS for common/reoccurring reasons. This was most apparent in the secondary model of the Northshore Online Academy. During the 2024-25 school year, 70 students in NOA secondary were identified for an Intervention plan of support. Of these 70 students, 35 students had an intervention plan in place for a duration of 3 or more sequential months. Among the 35 students who had an intervention plan for 3 or more sequential months, 7 left the program midyear, and 9 had demonstrated adequate progress that would effectively satisfy the IPS process.

In an effort to address the need to further refine our MTSS process, the 2025-26 NLO Strategic Action Plan details continued efforts geared toward further strengthening the NLO MTSS model for all programs and grade levels.

Access or Outcome Gap	Root Cause
As a result of the NLO staff's continued efforts to respond to and provide robust support for students identified for an IPS, students did demonstrate positive responses to the IPS/MTSS model. While the tier 1 and 2 practices solidify, there is still a percentage of students that account for a longer duration of IPS designation, as, despite the team's efforts, their response has not yielded the desired outcome.	The nature of an ALE model, as a feature, provides flexible and unique methods of attendance and engagement. While this is a key factor for some students, it also provides a set of limitations and challenges in terms of our ability to provide a comprehensive MTSS model that a student might experience in a comprehensive classroom. In some cases, students may enroll in one of the programs at NLO having not responded to the comprehensive model's tiered avenues of support. Accordingly, while the flexible methods of attendance and engagement provide the necessary and needed accommodation for some, it can further existing complications, such as cycles of communication, academic supports in a controlled environment, and the ability to fully oversee an intervention with the fidelity provided at a comprehensive school

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	(elementary, middle, or high school)
The 24-25 school year saw a tremendous degree of intentionality pertaining to the SEL efforts across the academic models and programs at NLO. Through formal and formative avenues of soliciting student feedback pertaining to well-being, social emotional security, and feelings of inclusivity (Panorama, AMLE family surveys, primary belonging survey), we observed overall trends of positive student engagement and feelings of connectivity to school. An area of improvement for the 2025-26 year and beyond is centered on developing common and shared methods of teaching/reinforcing/promoting desired behaviors and connection among our student body.	The 24-25 school year saw the initial steps of the NLO PBIS team take shape. While the efforts were substantial in the internal capacity building realm, there was little in the way of developing and reinforcing pillars and shared vocabulary synonymous with a PBIS structure. In other words, tier 2 and 3 practices were developing for our students who demonstrated the most immediate need, however the tier 1, whole-school approach, vocabulary, and systems for recognition had yet to be realized.
In 2024-25, the NLO team engaged in a goal centered on college/career readiness for our graduating seniors. These efforts took the shape of 'senior portfolios' which were intended to serve as a comprehensive resource and tool for the NLO staff to utilize when supporting a student with timely graduation and planning for steps/actions post-high school. While we will continue to calibrate levers for supporting our upcoming graduates, the same degree of transitional support for students across the K-12 continuum was not evident in a systematized, goal oriented manner.	The concept of readiness and transitional support is more readily evident when considering students who are preparing to engage in life beyond their high school experience. As NLO serves a K-12 population across three unique ALE models, the specific and relevant supports geared toward transitional support and readiness (academic, social/emotional, and familial opportunity to gain needed information) has been occurring in silos and through the best efforts of staff. An aligned, forward-facing approach to provide transitional support had not taken shape prior to the 25-26 school year across all models and programs.

## 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	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.

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<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, connection, inclusiveness and supports for emotional, behavioral, mental, and physical health.</p>
<p><b>Goal 3</b> 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>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><b>Goal 5</b> 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-&amp;-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 student an NLO will be provided with guidance, support, and tangible opportunities to engage in relevant and tiered support to support their respective transition and school readiness.</p> <p>In the elementary realm (NOA and NFP), the team will focus their efforts on providing student and families tailored support, resources and instruction centered on readiness for middle school.</p> <p>In the middle school realm (NOA and NFP), the team will focus their efforts on providing student and families tailored support, resources and instruction centered on readiness for high school.</p> <p>For our high schoolers and seniors, we will continue our focus on developing unique and individualized portfolios to track progress toward graduation along with emphasizing connections and action steps toward career/college/life beyond their high school career.</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.

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## **GOAL 2: Responsible, Resilient, Empathetic Learners**

### Theory of Action

Based on the data and root cause analysis we completed, we believe that if we teach, practice, promote, and reinforce the intentional implementation of NLO's PBIS pillars, students at NLO will demonstrate a sense of belonging and connection to Northshore Learning Options.

### 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:

- Implement schoolwide PBIS pillars (SOAR) that are co-created with students and staff, ensuring they reflect the shared values of 1 )successful scholars 2) outstanding citizens 3) accountable and 4) resilient
- Introduce and provide positive recognition systems that celebrate both individual and group contributions to the school culture
- Offer professional learning for staff on trauma-informed practices, restorative approaches, and culturally responsive strategies to strengthen relationships and foster inclusion
- Use student feedback tools (surveys, focus groups, reflection activities) to monitor belonging and inform ongoing PBIS strategies and efficacy
- Create events and shared experiences that build community and affirm students' place in the school community
- Analyze fall and mid-year student data. Staff will identify individual students and groups of students who need tiered interventions for social, emotional, or behavior. We will implement interventions for these students consistent with our MTSS process

## **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 2025-26 school year, the NLO team will continue to refine and strengthen the foundational MTSS model that has been instrumental to student success. As a result of this process, we will reduce the number of students who have been identified for an Intervention Plan of Support, and, most importantly, through clear parameters of resource mapping, purposeful interventions, and collaboration with students and families, we will reduce the duration of time a student would qualify for an Intervention Plan of Support.

### Instructional Practices & Equity Strategies

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

- The NLO team will focus on instructional strategies synonymous with 3e, 4b, 4c, and 4f of the Danielson Framework
- The NOA secondary team will develop a new family contract and orientation resources for students and families to be embedded in the earliest weeks of school
- The NOA secondary team will engage in an ongoing cycle of PLC structures centered on early intervention and support for students who have demonstrated challenges in previous years and/or have fallen behind in classes during the first few weeks of school. Students who fit this category will engage in an intervention/support team consisting of their mentor teacher, counselor, administrator, family members, and support staff
- The NFP team will engage in a data collection process that extrapolates baseline and growth metric from their monthly family reporting intended to provide data that will inform specific interventions, professional development for staff/families, along with academic measures that will inform their advising and/or guidance team structures
- The NFP team will introduce a revamped process for teaming and collaboration during their PLC process that will pair students and families with specific and timely interventions
- Students and families are provided clear and ongoing communication regarding methods of engagement and support to address specific goals identified in an intervention plan

## **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, tiered process to intentionally support and guide transitions and school readiness across all programs and grade levels in NLO, students will demonstrate academic success, increased positive responses from SEL surveys and metrics, along with improved attendance across the K-12 continuum.

### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5 is as follows: Each team at NLO will engage in innovative and intentional strategies and actions geared toward building student and family engagement, capacity, and understanding pertaining to relevant transitions and readiness for the next step in their educational journey. This will involve a focus on Elementary to Middle School for NFP and NOA, Middle School to High School for NFP and NOA, and college and career readiness for NOA and Networks. The success of these efforts will be measured through intervention plan data (see goal 3), academic success in the areas of math and reading for students transitioning from elementary to middle school as well as middle to high school in the 2026-27 school year. The data collection will span beyond NLO, as we will partner with Innovation Lab, SAS, and respective comprehensive middle/high schools to determine the efficacy of our efforts for NLO students who will transition to one of these school options following the 25-26 school year.

### Instructional Practices & Equity Strategies

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

- The NLO team will focus on instructional strategies synonymous with 3e, 4b, 4c, and 4f of the Danielson Framework
- Each team at NLO (NFP, Networks, and NOA) will engage in specific and tailored approaches to provide students and families at NLO with resources, guidance, instruction, and support that will directly influence the success of their most applicable

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transition (Elementary to middle school, middle to high school, high school to college/career readiness)

- All families at NLO will be invited to engage with ongoing family forums centered on topics such as 'HS 101', career/college fairs, informational sessions regarding HS choice options in NSD, specific academic forums (Math, writing, ela, etc.)
- The NFP team are hosting a series of family forums centered on specific topics of school readiness and transitions, such as 1) academic rigor and learning behaviors, 2) credit and graduation requirements, and 3) choice options in NSD
- The WSLP process will be tailored to include family input regarding their plan for middle and/or high school
- NFP students in middle school will engage in the NSD High School and Beyond plan along with their middle school counterparts
- We will continue to refine and expand the senior portfolios to include all levels of high school. This portfolio will follow students across their high school journey and include more student involved options that will work in tandem with their high school and beyond plan
- The portfolio will be an ongoing, evolving document that is developed and referenced throughout the school year to track progress toward graduation and goals

## 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
<b>GOAL 2:</b> Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"><li>• Increased participation and enrollment in clubs, student council, and schoolwide leadership opportunities</li><li>• Participation in PBIS assemblies and events</li><li>• NLO PBIS pillars will be measured by the data collected from the token</li></ul>	This metric will be reviewed at the end of each quarter

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	economy system introduced in the 25-26 school year	
Increase of positive responses from in student and family climate survey centered on inclusivity, safety, and connection	<ul style="list-style-type: none"> <li>Evidence of consistent PBIS practices observed in classrooms and common spaces</li> <li>Baseline response from initial student and family climate surveys</li> <li>Panorama Survey</li> </ul>	<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 2026</p>
<b>GOAL 3:</b> 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"> <li>Enrollment data</li> </ul>	A review will be conducted in the fall (October) as well as at the change of each quarter during the academic school year
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> <li>iReady scores Fall-Spring</li> <li>Baseline and growth data collected from family WSLP reporting</li> <li>SBA scores</li> <li>Course/Class Grades</li> </ul>	Fall, Winter and Spring testing periods
<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"> <li>Measure the duration (by month) of intervention plans</li> <li>Track students who demonstrate progress on intervention plans</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly review of Intervention Plan trends</li> <li>Guidance Team review for students with ongoing intervention plans</li> </ul> <p>Every month:</p> <ul style="list-style-type: none"> <li>Staff review efficacy of intervention plans and their ability to address the needs of the individual student</li> <li>Staff evaluates intervention plans for potential referral to SPED or Guidance Team</li> </ul>

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<b>GOAL 5:</b> 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.	<ul style="list-style-type: none"><li>• Enrollment in Advanced Courses</li><li>• 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</li><li>• Students and family engagement with ongoing learning forums</li><li>• Students are engaging in specific action items directly related to their post secondary goals (researching career opportunities, universities, job fairs, etc.)</li></ul>	<ul style="list-style-type: none"><li>• We will quarterly provide questionnaires and surveys for students to complete that will help populate their steps toward their post secondary goals</li><li>• 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</li></ul>

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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

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## 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:

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- 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
  - 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!**