



School Action Plan

SECTION 1: THE BACKGROUND

School Name: North Creek High School

Year: 2026-27

The Central Vision: (North Star) *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.*

Focus Population: (Who is the furthest from racial and educational justice?) *Latino/a students*

Learning Problem: (Big Picture) *Latino/a students do not have the same opportunities and outcomes that other students have at North Creek with respect to academics, discipline, and extracurricular activities.*

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	<i>Latino/a students have lower course grades across the board, higher discipline rates, lower CADR fulfillment and participate in fewer extracurricular activities</i>
The Systemic Root (What are the causes? Are they interconnected and how?)	<i>Inside the building the root is the classroom. Where Latino/a students have no real role in establishing the culture of the room, disengagement shows up as behavior and passivity shows up as grades. Outside the building, the immigration enforcement climate and generational poverty shape what students believe school can do for them. Those are conditions we plan around, not causes we assign to families.</i>

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If staff fully focus on building respectful, welcoming, inclusive environments where each and every student feels like they belong, and if teachers make their classes more relevant to the lives of their students, especially

their Latino/a students, and if teachers use interventions early and often, then we will see improved attendance, decreased discipline and improved learning for all students and especially for our Latino/a students.

SYSTEMIC GOAL:

Increase Latino/a students' agency and belonging in every classroom so that engagement, discipline, participation and academic outcomes move together.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	Activity: <i>e.g., Training staff on "Universal Design for Learning" (collaborative problem solving).</i> <i>Focus PD on Domain 2 of Danielson, specifically:</i> <i>2b: Fostering a Culture for Learning - Students play an active role in establishing a culture that consistently fosters dialogue, joyful inquiry, reflection, and growth, allowing all students to flourish.</i> <i>2a: Cultivating Respectful and Affirming Environments - Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.</i> <i>2d: Supporting Positive Student Behavior - Members of the classroom community consistently and independently display positive behavior and seek opportunities to build a better classroom and school community.</i> <i>2e: Organizing Spaces for Learning - Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.</i>	Resources: <i>e.g., Professional Development Days, Math Coach time.</i> <i>Professional Development time in:</i> <i>August</i> <i>Monthly Staffulty Meetings</i> <i>Wednesdays PD</i> <i>Observations (formal and drop by)</i> <i>Panorama Data</i> <i>Student Surveys</i>

Culture (Cultural & Emotional)	Activity: e.g., Advisory lessons on "Growth Mindset" & Student-Led Conferences. <i>Reimagine all classrooms (especially Algebra I, English and Biology) as joyful classrooms where every student feels they belong in the classroom community.</i> <i>Sponsor more Spanish-language events and do more interventions in Spanish</i> <i>Invigorate Latinos Unidos and empower them to lead</i> <i>Empower each and every Latino/a student to get involved in at least one club/activity or sport on by name.</i>	Resources: e.g., SEL Curriculum, Scheduling time for conferences. <i>SEL Strategies from "4 @ the Door + 1 more" (Character Strong) to Classroom Charters (CASEL), to shifts in scope & sequence in September & October to focus more on SEL and less on HW & compliance</i> <i>Summer Leadership Camp</i> <i>Mayela Martinez</i> <i>Melton Jefferson, Naudia Bosch</i> <i>Coaches and Advisors</i>
Structure (Structural & Policy)	Activity: e.g., Changing the Master Schedule to create longer blocks for deep work; Revising the grading policy. <i>Change the structure of Advisory so that there are built-in intervention times so that we proactively support students so that they do not struggle later.</i> <i>Provide explicit training on grading and how to create clear grades for students</i>	Resources: e.g., Scheduling Committee, School Board approval. <i>SDLT approval of restructuring Advisory, new Librarian as an MTSS Specialist in ELA/ELL</i> <i>In-building specialists on grading and gradebooks</i>

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
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e.g., If we pull students for intervention, they might miss "fun" electives and lose a sense of belonging. If we pull students for Intervention Time during Advisory, they may miss the opportunity to retake quizzes, etc. or go to other tutorials	e.g., Interventions will be scheduled during "WIN Time" (What I Need) so no electives are missed. We may need a schedule (in the Staffulty Toolbox) with student names to know who is getting pulled when We may need to re-think the "when" of retakes etc. What we can't do is take them out of Clubs & Activities as involving them in those groups is a huge goal	Which multi-dimensional system does this connect to? How and what is the implication? This connects to Tier 1 supports and helps to support collegial partnerships through floor, grade level, and department teaming structures. When teachers and paras start to see all students as "our" students, the students start to feel supported across the school.
e.g., Teachers may feel overwhelmed by new "Student Agency" demands. Teachers may feel overwhelmed and unprepared for "joyful inquiry" and "joyful spaces" expectations	e.g., We will REMOVE two distinct duties from teacher plates before adding this new one. Admin will need to work individually with teachers to help them with concrete strategies We will want to shine a spotlight on strategies that do work and people making a difference	Which multi-dimensional system does this connect to? How and what is the implication? For staff focusing on any of the components in Domain 4, this will provide ample opportunities to be proficient to distinguished while shifting the culture of the school from doing "it" on your own to working as a team in service of students.
Naming Latino/a students as the focus population can land on students and families as a label, and subgroup data shared with staff can identify individual students in small groups.	Asset-based language throughout (students' strengths lead; "our community"). Students co-design the Latinos Unidos work rather than being recruited for it. Any subgroup figure shared beyond the admin team follows the district's small-cell disclosure rules.	Culture and Structure. The REJ framework's "student and family co-design" throughline; protects the trust the family-partnership work depends on.

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric (Are we doing it?)	Deliver professional learning focused on Domain 2 and specifically 2a, 2b, 2d or 2e. Empower Latinos Unidas club Partner with Latino/a families via	Monthly

	<i>Co-Designed Family Engagement Evenings</i> <i>Identify struggling 9th graders early and intervene before it's too late</i>	
<i>The Experience Metric (How does it feel?)</i>	<i>Use Panorama data to get a sense of</i> <i>• Belonging and inclusion at NCHS</i> <i>• Relevance of schooling</i> <i>• Caring adults</i> <i>Connect with Latino/a families on Family Engagement Evenings and check in on how welcome do they feel, and how much do their students feel like they belong</i> <i>Continue student listening sessions where we act on what students tell us</i>	<i>Quarterly, at each survey administration</i>
<i>The Outcome Metric (Did it work?)</i>	<i>Review of:</i> <i>• Improvement in Grades</i> <i>• Reduction in Discipline</i> <i>• Increased Attendance</i> <i>• Increased 4 Year of Math</i> <i>• Increased CADR fulfillment</i> <i>• Improved Panorama data</i> <i>• Increased Extra curricula participation</i> <i>• Increased Advanced coursework enrollment</i>	<i>Semester or yearly, as noted</i>

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)

The work articulated in the NCHS School Action Plan will fundamentally shift the learning experience for Latino/a students from one characterized by isolation and passive compliance to one defined by joyful belonging, proactive support, and high student agency.

- From Compliance to Joyful Belonging:*** *By centering professional development on Danielson Domain 2 and implementing SEL frameworks (like Character Strong and CASEL Charters), the daily classroom environment changes. Latino/a students stop feeling like passive observers and become active co-designers of a secure, affirming classroom culture.*
- From Reactive Remediation to Proactive Intervention:*** *The structural overhaul of Advisory removes the burden from the students in seeking out help after they have already struggled in the*

classroom. Instead, built-in intervention times - supported by the MTSS specialist - provide a structured safety net that protects their access to clubs, sports, and electives. This also gives them a broader spectrum of trusted adults.

- ***From Cultural Isolation to School-Wide Leadership:*** By systematically lowering barriers to extracurricular activities and actively elevating *Latinos Unidos*, the school experience will expand beyond academics. Spanish-language events and targeted outreach validate students' cultural identities, transforming the school into a space where they hold genuine social capital and leadership roles.