



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Northshore Middle School

Year: 2026-2027

The Central Vision: (North Star) Every Northshore Middle School student feels a strong sense of belonging, grows academically, and leaves prepared for lifelong success after graduation.

Focus Population: (Who is the furthest from racial and educational justice?) Students receiving special education services, students who qualify for free and reduced meals (FRM), and students of color.

Learning Problem: (Big Picture) Disproportionate disciplinary practices, attendance concerns, and reading/math scores below grade level are converging for our focus population, driven by gaps in reading instruction, math supports, and a lack of sense of belonging and connectedness to school.

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 <i>(What data points are flashing red?)</i>	<i>Disproportionate disciplinary referrals, chronic attendance concerns, and reading/math scores below grade level, concentrated among students receiving special education services, FRM-eligible students, and students of color.</i>
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	<i>A lack of sense of belonging and connectedness to school — reinforced by school and classroom practices — is driving both disengagement (showing up as discipline and attendance concerns) and disconnection from instruction (showing up as gaps in reading and math outcomes).</i>

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

This section asks you to view your strategy through three multidimensional systems (Instruction, Culture, Structure) to ensure it is holistic.

SYSTEMIC GOAL:

Strengthen every student's sense of belonging and agency to drive gains in attendance, behavior, and academic growth, while closing outcome gaps for our focus population.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction (Instructional & Academic)	Activity: <i>Tier 1 interventions including Helping Hands peer tutoring, twice-weekly Learning Labs in Advisory, targeted math supports funded through our budget, focus on academic vocabulary alignment across all departments</i>	Resources: <i>Math supports funding, creating supports with academic vocabulary activities , and Advisory time for Learning Labs.</i>
Culture (Cultural & Emotional)	Activity: <i>SEL strategies of Banking Time, Greetings at the Door, and Indirect Compliments in every classroom; SEL learning activities delivered through Advisory; and staff training on the Racial & Educational Justice Framework's Throughline One (Anti-Discrimination and Microaggressions).</i>	Resources: <i>SEL curriculum and Advisory time, staff training time on Throughline One, and Panorama Survey data to monitor sense of belonging</i>
Structure (Structural & Policy)	Activity: <i>Counseling check-ins, administrative check-ins and conferences with students and families, and our family engagement specialist proactively contacting families — paired with continued PTSA partnership, ParentSquare communication in families' preferred languages, and fall/spring parent informational nights.</i>	Resources: <i>Counseling and administrative staff time, our family engagement specialist, the ParentSquare platform, and our PTSA and feeder elementary school community partnerships.</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
<i>Staff may feel overwhelmed layering new SEL strategies (Banking Time, Greetings at the Door, Indirect Compliments) and family-contact expectations on top of existing responsibilities.</i>	<i>Embed SEL strategies into existing routines (Advisory, greetings already happening at the door) rather than adding stand-alone tasks, and use LEAD team time and early-release days to build the skills instead of asking staff to learn them unsupported.</i>	<i>Connects Culture to Structure: staff capacity and schedule design determine whether relationship-building strategies are sustainable or become one more unsupported mandate.</i>

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 <i>(Are we doing it?)</i>	<i>Continued focus on school-wide adoption of the three SEL strategies (Banking Time, Greetings at the Door, Indirect Compliments) and student engagement in clubs, Student Voice Board, and other opportunities.</i>	<i>At each of our data-review checkpoints (Aug, Sept, Oct, Dec, Feb, Apr, June)</i>
The Experience Metric <i>(How does it feel?)</i>	<i>Panorama Survey results on students' sense of belonging, safety, fairness, and inclusiveness</i>	<i>Fall and spring (start- and end-of-year Panorama Survey administrations)</i>
The Outcome Metric <i>(Did it work?)</i>	<i>iReady Reading and Math growth, SBA scores for grades 6-8, attendance rates, discipline/suspension disproportionality, and reduction in failing, incomplete, or no-credit grades.</i>	<i>Fall-to-spring iReady diagnostic windows, with semester and end-of-year review of grades, attendance, and discipline data</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?)