



2026–2027 School Action Plan

Section 1: The Background

School Name:	Northshore Learning Options
Year:	2026-27
The Central Vision (North Star):	Northshore Learning Options is home to two unique and dynamic Alternative Learning Programs in the Northshore School District. Located at the Bear Creek Campus, NLO provides a K-12 continuum of services centered on choice, flexibility, creative academic models, family partnership, and student need. Whether it be the Northshore Online Academy (5th-12th grade) or the Northshore Family Partnership (Kindergarten-8th grade) students, families, and staff strive to provide exceptional opportunities for social/emotional and academic growth tailored to the diverse students in our learning community. NFP Mission Statement: Northshore Family Partnership exists because we believe every student deserves equitable access to a high-quality, personalized education built on strong partnerships between families and educators. We support family-led learning through academic advising, shared accountability, and enrichment opportunities that help students achieve academic excellence, connect with peers, and thrive in an environment that works best for them. NOA Mission Statement: To deliver a high-quality, technology-based education that provides the skills and knowledge students need for success. Flexible and personalized instruction sets students on the course of a lifelong practice of self-motivated learning, in an environment that prepares them for a successful life in the global 21st century.
Focus Population (Who is further from Racial and Educational Justice?):	Northshore Learning Options students (NFP/NOA) in grades Kindergarten-12th grade who have been identified as receiving special services (Special Education/EL services)
Learning Problem (Big	NLO's Alternative Learning Environment model provides students

Picture):	with a unique educational experience that requires flexibility in scheduling, high levels of familial engagement and academic partnership, alternative instructional delivery, and student support. While these features are strengths of our school, it also creates distinct challenges in ensuring students who receive support through special education and English Language services. Our focus on supporting students with IEPs/EL services is intended to bring greater coherence, structure, and consistency to our special services models while maintaining the flexibility and programmatic fidelity of NLO's ALE framework.

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>e.g., Low math scores AND high suspension rates for 8th grade boys.</i> - Finding common data to inform a Strategic Action Plan for NLO has been a historical challenge. As a K-12 with two unique programs, it is imperative that we identify areas of improvement and focus that have relevance to all students, staff, and family. Accordingly, we have approached our Strategic Action Plan work to emphasize and improve systems that impact students and families. This work has led to tremendous benefits, academic growth, and coherence across our ALE continuum. For the 2026-2027, we have identified our special services model due to identifiable surface symptoms: - One common data set available at NLO is our Intervention Plan of Support tracker. While not to an alarming degree, students who receive special education/ELD supports have been disproportionately represented as qualifying for an IPS - IEP/ELD services are generally provided outside the general education structure for students in both NFP and NOA. This has provided barrier to a whole-team approach in supporting students receiving services - When developing an intervention plan of support for students who receive special services, teams have not had collaborative structures to consider all aspects of the students day when developing interventions and support plans - Service schedules have historically been created in isolation and have been unique to the service provider.

	This has impaired our ability to resource map
The Systemic Root <i>What are the causes? Are they interconnected and how?</i>	<i>e.g., A lack of student agency and belonging in the classroom is causing both disengagement (behavior) and passivity (academics).</i> • While there has been great work happening for our students who receive special services in silos, the nature of our ALE programs come with systemic barriers to consistency, alignment, and in some cases, what is considered 'best practices' for providing students with special services. • Schedule: No two students at NLO have the same schedule. Accordingly, it can be a challenge when designing services to be supported in groups. The NLO team prioritizes working with families in creating schedules unique to their students' academic schedules. This requires a good deal familial support, which can be a challenge if a student receives services in multiple areas and/or if their capacity and availability does not align with part-time staff. • Delivery method: Our ALE programs, by design, have unique instructional models that do not align with the traditional comprehensive school structure. Whether it be the advising aspects of NFP (families are the first educator) or the use of Edgenuity in NOA, SDI/ELD supports have barriers to what is commonly considered best practices. (EX: A student in NFP receives academic SDI, however they are not taking an in-person class that aligns with a qualifying area. A student in NOA receives SEL SDI, however the remote programming does not align with in-person or group interactions) • Continuity with comprehensive schools: Students who enroll with NLO who have an existing IEP/ELD plan undergo a transition, not only in instructional programming, but special services as well. Goals, accommodations, LRE and service minutes need to be adjusted, sometimes in ways that feel entirely different than the models they are accustomed to. • Alignment with curriculum/instructional models: As services should never take away from the general education instruction, our special services team strives to align with the grade level content for each student. That said, there is a vast curriculum scope at NLO. In NFP, families have a good deal of agency and choice pertaining to curriculum. In NOA, while there may be common classes, the pacing is unique to the student. This presents challenges when aligning SDI/ELD services with the general education content

Section 3: The Interconnected Action Map

Systemic goal: (e.g., Increase Student Agency to drive Academic Mastery)

Theory of Action: We believe a schoolwide focus on our models, delivery, alignment, and teaming structures pertaining to special services (special education and English language services) is the most pertinent work for Northshore Learning Options for the 2026-27 school year. If general education staff take a more intentional role in understanding and supporting students who receive special education and/or English language services, including supporting their scheduling process, areas of qualification, explicit goals, and accommodations beyond their immediate academic setting, then our students will experience greater consistency, coherence, and shared ownership across their educational programming, resulting in stronger academic progress, increased engagement and belonging, and improved social emotional well-being.

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> -Co-led professional development for all staff centered on SDI, inclusive scheduling, and English Language services in an ALE model -Gen ed staff collaborate with the special services team to build student profiles for each student who receives special services. The profiles highlight areas of service, schedule, accommodations, as well as provide added detail regarding students strengths and areas of growth. The profiles will also track MTSS interventions from all staff and relevant data (i-Ready, family reporting, -Certificated staff align their student growth goals with students who receive special services -NFP staff include monthly reporting data from families in a shared file that the Sped/ELD team can access to collect data and inform goals/progress -Students/families in NOA are provided information sessions pertaining to accommodations in the Edgenuity platform	Resources: <i>e.g., Professional Development Days, Math Coach time.</i> -OSPI's ALE framework for supporting students who receive special education/ELD services -Danielson Framework for teaching and Learning -

	-NFP/NOA staff utilize a new intervention worksheet to be completed in collaboration with students and families. This will support the process of creating record of timely interventions (to work in conjunction with guidance team structure) to ensure robust data sets are considered in the event of an evaluation referral	
Culture <i>Cultural & emotional</i>	Activity: <i>e.g., Advisory lessons on "Growth Mindset" & Student-Led Conferences.</i> -Host special services information night for all NLO families -All special service providers attend WSLP meetings and have access to review monthly reporting data -Ongoing communication cycles include all relevant team members to promote collaboration and visibility -Special education/ELD staff attend and engage with existing teaming structures: NFP/NOA PLCs, Imagine Learning leadership meetings, etc. -The NLO Special Education team now facilitate a bi-weekly PLC to discuss student progress, engage in resource mapping, and refining of service schedule -The NLO LC and ELD teams now have forward facing service schedules for all staff to view -SDLT and Principal directed Wednesdays are structured to promote professional development centered on best practices in delivering special services as well as prioritize collaborative experiences where all staff are wrapping around students receiving services	Resources: <i>e.g., SEL Curriculum, Scheduling time for conferences.</i> -Bi-weekly Special Education PLCs -Shared template for communication that includes all relevant team members -Dedicated time for general education staff to work in collaboration with the special services team to update profiles, share data, and plan strategies of support -Shared master schedule of special services for all staff

	-Students in NOA are offered more in-person opportunities to receive SDI and ELD services	
Structure <i>Structural & policy</i>	Activity: <i>e.g., Changing the Master Schedule to create longer blocks for deep work; Revising the grading policy.</i> -A monthly audit of our Intervention Plan of Support tracker (IPS) will be conducted to highlight and extrapolate data pertaining to students who receive special services -Every intervention plan meeting, regardless of antecedent for the intervention, will include all team members (special services, gen ed staff, family, etc.) -Special services team will regularly update a forward facing special services schedule for all staff to view. This will be an ongoing resources as we seek to resource map -The NFP PLC will have a dedicated SAP time in which staff collaborate with their team members to update their student profiles	Resources: <i>e.g., Scheduling Committee, School Board approval.</i> -SDLT engages in regular data audits of NLO's IPS tracker with a special consideration for students identified for receiving services -Common IPS meeting format that ensures all team are in attendance -Common SDI and ELD services tracker for gen ed staff to view when submitting monthly progress to OSPI and/or building an IPS

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>e.g., If we pull students for intervention, they might miss "fun" electives and lose a sense of belonging.</i> -This work requires vulnerabilities for our special services team as they are now opening their schedules, considering new data points	<i>e.g., Interventions will be scheduled during "WIN Time" (What I Need) so no electives are missed.</i> -Frontloading expectations of a whole-team approach. This is reinforced by schoolwide messaging and norm building of shared ownership and	<i>Which multi-dimensional system does this connect to? How and what is the implication?</i> -Teams (gen ed and special services) are provided more collaborative time to partner and plan for students who are provided special services

from gen ed staff, as well as engaging in more transparency regarding service goals, strategies, and areas of need -By focusing on our students who receive special services, there is a risk of viewing these students with a deficit mindset	viewing our supports for students as a holistic method of service -Through shared learning and team building, staff conduct a review of the structure/systems of an ALE that lead to barriers. This work will prioritize focusing on systems of service as opposed to the assumption that a student who receives special services may not be thriving	-
-NLO has historically not had the benefit of a clear, common data-set to gauge our students' success. While this work will empower staff to consider comprehensive data in novel manners, data sets vary depending upon grade, program, available common data sets, etc.	-The student profiles have been created in a way that honors the unique nature of our ALE programs. The PLC focus for our students will include degrees of quantitative, qualitative, and anecdotal data in an effort to capture our students' entire school experience	-Student profiles will not be done in isolation, rather ample teaming time will be built into our schoolwide professional development calendar and ongoing team structures (PLCs, GT, etc.)

Section 5: Monitoring the Whole

Lead indicators — don't just measure the test score (lagging). Measure the health of the change (leading).

We will use a **6-week review cadence** to monitor progress.

Metric Type	Indicator Description	Frequency Of Review
The Process Metric <i>Are We Doing It?</i>	<i>e.g., % of classrooms observed using student-collaboration strategies.</i> -Student profiles are created for students receiving special services. These profiles are updated collaboratively on a weekly basis in the PLC teams -Forward facing services schedules are created and updated monthly	<i>Weekly/Monthly</i>

The Experience Metric <i>How Does It Feel?</i>	<i>e.g., Student survey results on "My voice matters in this class."</i> -Students' experience will be captured via the Panorama survey	<i>Fall/Spring</i>
The Outcome Metric <i>Did It Work?</i>	<i>e.g., Reduction in failing grades; Increase in standardized test proficiency.</i> As a result of this shared work, student success will be measured via: -Panorama data -Common academic measures: i-Ready, SBAC, Edgenuity grades, monthly reporting standards -ELD plans and IEP goals will be a strong point of consideration for our students' success	<i>Semester/Yearly</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?