

**READING ACTION PLAN**
**Key Performance Outcome:**
**2016-17 SBA Results**

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

**11th Grade (includes previously passed)**

<b>Overall: 80.1%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	6.6	50.8	42.6
Listening and Speaking	6.1	61.9	32.0
Writing	5.3	46.2	48.5
Research/Inquiry	4.3	47.5	48.2

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3.a	<ul style="list-style-type: none"> <li>Model and instruct students in the use of close reading strategies and academic discourse to analyze complex texts related to core content across the curriculum including the following strategies: text annotation, Socratic seminar, structured note-taking, summarizing, and accountable talk protocols</li> </ul>	<ul style="list-style-type: none"> <li>SpringBoard short cycle assessments</li> <li>SBA interim assessments</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Increase opportunities for both guided and independent reading of complex texts (fiction and nonfiction) across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Student participation in summer reading program</li> <li>Library circulation</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Disaggregate SpringBoard short cycle assessment and Smarter Balanced Assessment (SBA) interim assessment results by race, ethnicity, socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets</li> </ul>	<ul style="list-style-type: none"> <li>SpringBoard short cycle assessments</li> <li>SBA interim assessments</li> </ul>

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.a TL 1.3.a	<ul style="list-style-type: none"> <li>Implement Language Live curriculum in Resource Language Arts, Achieve Language Arts, and English Learner Language Arts classes</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim assessments</li> <li>Language Live assessments</li> </ul>

## WRITING ACTION PLAN

### Key Performance Outcome:

### 2016-17 SBA Results

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

#### 11th Grade (includes previously passed)

Overall: 80.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	6.6	50.8	42.6
Listening and Speaking	6.1	61.9	32.0
<b>Writing</b>	5.3	46.2	48.5
Research/Inquiry	4.3	47.5	48.2

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3.a	<ul style="list-style-type: none"> <li>Provide frequent opportunities for students to write and speak using evidence from texts to develop well-defended claims, present careful analyses, and provide clear information and accurate summaries in social studies, English language arts, and science classes</li> </ul>	<ul style="list-style-type: none"> <li>Student written work samples</li> <li>Common written assessments in US History, World History, Government, Coordinated Science, and Biology</li> </ul>
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> <li>Implement common writing assessments aligned with Common Core State Standards (CCSS) for document-based, long essay, and primary source analysis for Advanced Placement (AP) and core social studies courses</li> </ul>	<ul style="list-style-type: none"> <li>Common Document Based Questions (DBQs) in AP and core social studies classes</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Analyze SBA interim assessment results and Springboard embedded assessment writing results to modify English Language Arts (ELA) instruction and improve student learning and performance on SBA</li> </ul>	<ul style="list-style-type: none"> <li>SpringBoard embedded assessments</li> <li>SBA interim assessments</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Disaggregate SpringBoard embedded assessments and SBA interim assessment results by race, ethnicity, socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets</li> </ul>	<ul style="list-style-type: none"> <li>SpringBoard embedded assessments</li> <li>SBA interim assessments</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in Mathematics.

### 2016-17 SBA Results

#### 11th Grade (includes previously passed)

Overall: 36.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	39.5	33.8	26.7
Problem Solving and Modeling & Data Analysis	24.0	48.7	27.3
Communicating Reasoning	16.6	64.1	19.3

<b>Strategic Plan Reference</b>	<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.a TL 1.2.a	<ul style="list-style-type: none"> <li>Implement targeted intervention courses (Intensified Algebra block, Sheltered Instruction Algebra for English Learners, Bridge 2 College Math, Algebra II support) for identified students</li> </ul>	<ul style="list-style-type: none"> <li>Common unit assessments</li> <li>SBA interim assessments</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Utilize Advancement Via Individual Determination (AVID) and Guided Language Acquisition Design (GLAD) strategies (interactive notebooks, Cornell notes, vocabulary visuals) and accountable talk protocols (number talks, notice and wonder, number strings) in Geometry classes</li> </ul>	<ul style="list-style-type: none"> <li>Student work samples (interactive notebooks, Cornell notes)</li> <li>Common unit assessments</li> </ul>
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>Build procedural and conceptual understanding using technology (e.g., Desmos, Bootstrap, TI-Smartview, etc.) to analyze functions using different representations, and build functions modeling relationships between quantities</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim assessments</li> <li>Common unit assessments</li> </ul>
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement standards-based common assessments aligned with the rigor, format, and standards on the SBA</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim assessments</li> <li>Common unit assessments</li> </ul>
TL 1.1.a TL 1.5.a	<ul style="list-style-type: none"> <li>Disaggregate common unit assessments and SBA interim assessment results by race, ethnicity, socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets</li> </ul>	<ul style="list-style-type: none"> <li>Common unit assessments</li> <li>SBA interim assessments</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2016-17 EOC Biology Results

By grade 11, 100% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

#### 10th Grade (includes previously passed)

Overall: 78.3%	Claim % Perf. Below	Claim % Perf. Similar
Systems	25.2	74.8
Inquiry	25.5	74.5
Application	24.5	75.5
Processes Within Cells	28.9	71.1
Maintenance and stability of populations	20.6	79.4
Mechanisms of evolution	26.5	73.5

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the End of Course (EOC)?
TL 1.2.b	<ul style="list-style-type: none"> <li>Increase use of the Next Generation Science Standards (NGSS) science and engineering practices within specific units of study across science courses:                             <ul style="list-style-type: none"> <li>#2 Developing and using models</li> <li>#3 Planning and carrying out investigations</li> <li>#6 Constructing explanations and designing solutions</li> <li>#7 Engaging in argument from evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Common unit assessments in Coordinated Science, Biology, and Chemistry classes</li> </ul>
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement standards-based common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Common unit assessments in Coordinated Science, Biology, and Chemistry classes</li> <li>Student reflection sheets</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Disaggregate common unit assessment results by race, ethnicity, socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets</li> </ul>	<ul style="list-style-type: none"> <li>Common unit assessments in Coordinated Science, Biology, and Chemistry classes</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Extend learnings from sheltered Biology class for English Learner (EL) students to other classes including incorporation of vocabulary-specific visuals and graphic organizers and opportunities for collaboration</li> </ul>	<ul style="list-style-type: none"> <li>EL student academic vocabulary work samples</li> <li>Common unit assessments</li> </ul>

# CHALLENGING OPTIONS ACTION PLAN

## Key Performance Outcome(s):

By graduation, 100% of students will have successfully completed a college credit bearing course (AP, College in the High School, Tech Prep, etc.)

Decrease differential among subgroups of students in AP classes to zero for access and outcomes (grades and AP exam scores)

<b>Strategic Plan Reference</b>	<b>Challenging Options Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1.d TL 1.2.a	<ul style="list-style-type: none"> <li>Increase the number of students receiving Tech Prep credit in Career and Technical Education (CTE) courses and College in the High School credit across the school</li> </ul>	<ul style="list-style-type: none"> <li>Number of Tech Prep credits earned in CTE courses</li> <li>Number of College in the High School credits earned</li> </ul>
TL 1.1.d III 2.1.a	<ul style="list-style-type: none"> <li>Fully implement Advanced Placement (AP) Capstone, growing AP Seminar and AP Research in 2018-19 school year</li> </ul>	<ul style="list-style-type: none"> <li>Number of students who pre-register for AP Seminar and AP Research</li> <li>Grades and AP Exam scores of students in AP Seminar and AP Research</li> <li>Retention rate of students in AP Seminar to AP Research</li> </ul>
TL 1.1.d TL 1.3.a	<ul style="list-style-type: none"> <li>Provide opportunities and strategies for students in all classes to respond to college-level material, increasing the use of collaborative strategies such as AVID tutorials, study groups, peer tutoring, and AP prompts</li> </ul>	<ul style="list-style-type: none"> <li>Participation in after school and Productive Academic Work Session (PAWS) supports, including peer tutoring</li> <li>Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Expand staff participation in recruiting efforts for underrepresented groups of students for AP, College in the High School, and other challenging option courses, disaggregating enrollment numbers by race, ethnicity, gender, and socio-economic status</li> </ul>	<ul style="list-style-type: none"> <li>Pre-registration numbers for AP, College in the High School, and other challenging option courses</li> </ul>
TL 1.1.d TL 1.2.a	<ul style="list-style-type: none"> <li>Provide support systems for students new to college credit bearing courses including peer study groups, practice exams, instruction in Cornell notes, and AP jumpstart summer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Quarter grades in college credit bearing courses</li> <li>Sign-in sheets for support activities</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Increase % of parents who report that parents and families participate in important decision about their child's education to 75% by spring 2018, as measured by the Educational Effectiveness Survey (EES)

Increase % of parents who report that this school has activities to celebrate different cultures, including mine to 75% by spring 2018, as measured by the Educational Effectiveness Survey (EES)

<b>Strategic Plan Reference</b>	<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1.a	<ul style="list-style-type: none"> <li>• Include parents and families to participate in the Culture and Climate team and refining of Positive Behavior Interventions and Supports (PBIS) matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of parents at Culture &amp; Climate team meetings</li> </ul>
SR 5.3.a	<ul style="list-style-type: none"> <li>• Work with the Natural Leaders program to grow non-Spanish speaking family partnerships, specifically focusing on Russian-speaking families</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets for Natural Leaders meetings and volunteer activities</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>• Support opportunities to foster increased family participation through Bruin Community Parents (BCP), Natural Leaders, and other parent community groups in school and community-sponsored activities</li> </ul>	<ul style="list-style-type: none"> <li>• Number of members in BCP and Natural Leaders</li> <li>• Natural Leaders sign-in sheets</li> <li>• Parent sign-in sheets for guest speakers and classroom volunteers</li> <li>• Monthly Natural Leaders data</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>• Analyze membership numbers in BCP and Natural Leaders to compare to baseline numbers from 2016-17</li> </ul>	<ul style="list-style-type: none"> <li>• Membership lists for BCP and Natural Leaders</li> <li>• Sign-in sheets for Natural Leaders meetings</li> <li>• Monthly Natural Leaders data</li> </ul>

## Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

### Key Performance Outcome(s):

Increase student reporting of students exhibiting respectful behavior towards others to 75% as measured by the Educational Effectiveness Survey (EES) by Spring 2018

Increase student reporting of positive sense of belonging in school to 50% as measured by the Panorama Education Survey by spring 2018

Decrease overall numbers of office referrals for disruptive behavior in classrooms (including disruptive behavior, defiance/insubordination, failure to follow school rules, and electronic device violation) by 20% compared to 2016-17 school year

Increase in staff reporting that expected student behaviors are taught directly to 100% by spring 2018 as measured by the Positive Behavior Interventions and Support (PBIS) survey

Decrease differential among subgroups of students in AP classes to zero for access and outcomes (grades and AP exam scores)

<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3.a PSS 3.3.a	<ul style="list-style-type: none"> <li>Through the Trauma-Informed Leadership Team (TILT), develop and implement school-wide culturally relevant, trauma-informed practices aligned with Positive Behavior Interventions and Support (PBIS) framework</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively developed class norms displayed in classrooms</li> <li>Numbers of staff greeting students in hallways</li> <li>Trends in discipline referrals for targeted behaviors</li> </ul>
TL 1.3.a PSS 3.3.a	<ul style="list-style-type: none"> <li>Develop a responsive system to address needs of students impacted by trauma including professional development, systems of referrals, relationship building strategies, identification of advocates, and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Referrals of students to social-emotional supports and interventions</li> <li>Panorama survey results</li> <li>List of students identified as in need of support and assigned adult advocate</li> </ul>
TL 1.3.b	<ul style="list-style-type: none"> <li>Conduct school-wide positive behavior promotions through Professionalism, Responsibility, Integrity, Dignity, and Engagement (PRIDE) lessons and visual displays of data</li> </ul>	<ul style="list-style-type: none"> <li>Trends in discipline referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status</li> </ul>
TL 1.3.b TL 1.3.c	<ul style="list-style-type: none"> <li>Develop and implement outreach activities to increase student participation in athletics and activities</li> </ul>	<ul style="list-style-type: none"> <li>Participation rates in clubs, sports</li> </ul>
PSS 3.2.a	<ul style="list-style-type: none"> <li>Develop internal information trees describing how information is shared with internal stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Documents published</li> <li>EES survey results</li> </ul>



<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
PSS 3.5.a	<ul style="list-style-type: none"> <li>Engage students, staff, and parents on a campus walkthrough to determine additional signage needs and order signs and banners</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly campus walk results</li> <li>Survey for substitutes new to school</li> <li>Survey of students new to school during school year in month after enrollment (February through May)</li> </ul>
<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3.a	<ul style="list-style-type: none"> <li>Provide professional development on building a learning community in the classroom throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>Panorama survey responses in sense of belonging and teacher-student relationship</li> <li>Trends in discipline referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Provide a mental health care professional on campus to work with students experiencing mental/emotional difficulties, in partnership with local agency</li> </ul>	<ul style="list-style-type: none"> <li>Number of students receiving services through the on-site mental health professional</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Implement social-emotional meetings and staff referral process and develop appropriate interventions</li> </ul>	<ul style="list-style-type: none"> <li>List of students identified as in need of support and assigned adult advocate</li> <li>Grade, attendance, and discipline for students identified as needing support</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Develop and implement PRIDE lessons on social-emotional safety</li> </ul>	<ul style="list-style-type: none"> <li>Student feedback/survey embedded into PBIS PRIDE activities</li> <li>School-wide grade, attendance, and discipline trends</li> </ul>
<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.2.a	<ul style="list-style-type: none"> <li>Expand staff participation in recruiting efforts for underrepresented groups of students for AP, College in the High School, and other challenging options courses, disaggregating pre-registration numbers by race, ethnicity, gender, and socio-economic status</li> </ul>	<ul style="list-style-type: none"> <li>Pre-registration numbers for AP, College in the High School, and other challenging options courses</li> </ul>

<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1.e TL 1.3.e	<ul style="list-style-type: none"> <li>Disaggregate quarter grades in college credit bearing courses by race, ethnicity, gender, and socio-economic status and analyze to determine next steps to close gaps</li> </ul>	<ul style="list-style-type: none"> <li>Quarter grades in college credit bearing courses</li> <li>Sign-in sheets for support activities</li> </ul>
TL 1.1.e TL 1.3.e	<ul style="list-style-type: none"> <li>Provide support systems for students new to college credit bearing courses including peer study groups, practice exams, instruction in Cornell notes, and AP jumpstart summer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Quarter grades in college credit bearing courses</li> <li>Sign-in sheets for support activities</li> </ul>
III 2.3.a PSS 3.4.a	<ul style="list-style-type: none"> <li>Provide professional development for staff using the Trauma Informed Leadership Team to address race, class, and gender interactions as well as trauma-informed practices</li> </ul>	<ul style="list-style-type: none"> <li>School-wide grade, attendance, and discipline trends</li> <li>Panorama survey results</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Disaggregate discipline data by race, ethnicity, gender, socio-economic status and program and analyze to determine next steps to close gaps</li> </ul>	<ul style="list-style-type: none"> <li>School-wide discipline trends</li> <li>Panorama survey results</li> </ul>

## ON-TIME GRADUATION

### Key Performance Outcome(s):

100% of students graduate on time.

<b>Strategic Plan Reference</b>	<b>On-Time Graduation Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1.a	<ul style="list-style-type: none"> <li>Develop a graduation plan for all credit deficient students</li> </ul>	<ul style="list-style-type: none"> <li>Number of students on track to graduate first and second semester</li> <li>Number of additional credits students earn beyond 6 credits per year</li> </ul>
TL 1.1.a	<ul style="list-style-type: none"> <li>Offer opportunities for credit recovery and additional ways for students to earn credit both inside and outside the traditional school day (School Success Seminar classes, Work experience, Career Choices, and volunteer credit), summer school recovery classes, and online credit recovery options</li> </ul>	<ul style="list-style-type: none"> <li>Number of additional credits earned through online credit recovery options, summer school, and school day Student Success Seminar classes</li> <li>Number of credits earned through Work Experience, Career Choices, and Volunteer Credit</li> </ul>
TL 1.1.a	<ul style="list-style-type: none"> <li>Provide after school interventions and support programs including Bruin Success Time for tutorial and enrichment, with emphasis on students in danger of failing courses</li> </ul>	<ul style="list-style-type: none"> <li>Student participation in Bruin Success time and individual teacher interventions</li> <li>Intervention schedule/calendar</li> </ul>
TL 1.1.a III 2.3.a	<ul style="list-style-type: none"> <li>Further develop and implement summer school coordination plan</li> </ul>	<ul style="list-style-type: none"> <li>Number of enrolled students who successfully complete summer school</li> <li>Number of credits earned in summer school</li> </ul>
TL 1.1.d	<ul style="list-style-type: none"> <li>Instruct students on college and career planning tools in Naviance</li> </ul>	<ul style="list-style-type: none"> <li>Naviance data reports</li> </ul>
TL 1.1.a	<ul style="list-style-type: none"> <li>Implement a monthly Saturday Academy support for tutorial and enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Number of students attending Saturday Academy each month and their subsequent success in coursework</li> </ul>
TL 1.1.a	<ul style="list-style-type: none"> <li>Implement programs designed to increase the sense of belonging of ninth grade students including Link Crew mentorship program, Summer Jumpstart with academic and community-building focus, and a leadership class for freshmen</li> </ul>	<ul style="list-style-type: none"> <li>Grade and attendance trends for all ninth-grade students</li> <li>Grade and attendance trends for ninth graders who participate in jumpstart and leadership class</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Maintain an average daily attendance rate of 95%, and a tardy rate of less than 3%.

<b>Strategic Plan Reference</b>	<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1.a	<ul style="list-style-type: none"> <li>Reengage students in transition who have multiple absences</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Implement local Community Truancy Board process to connect students and parents with supports allowing school engagement</li> </ul>	<ul style="list-style-type: none"> <li>Number of BECCA petitions filed</li> <li>Monthly Certificate, Dropout, or Unknown (CDU) report</li> </ul>
TL 1.1.a	<ul style="list-style-type: none"> <li>Develop common practices to communicate student absenteeism to parents</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> <li>Monthly CDU report</li> </ul>
TL 1.1.d TL 1.3.b	<ul style="list-style-type: none"> <li>Implement September Attendance Campaign to increase stakeholder awareness of the importance of attendance, and integrate attendance expectations into classrooms</li> </ul>	<ul style="list-style-type: none"> <li>September Year-to-Year Average Daily Attendance</li> </ul>
TL 1.1.a	<ul style="list-style-type: none"> <li>Implement Tier II and III attendance supports including home visits, one-to-one interventions from administrative support, para educator, family and student support advocate, or intervention specialist, monthly Becca meetings, Washington Assessment of the Risks and Needs of Students (WARNS) survey</li> </ul>	<ul style="list-style-type: none"> <li>Attendance trends for students accessing Tier II and III supports</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

100% of students utilize instructional technology to increase college and career readiness skills.

<b>Strategic Plan Reference</b>	<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
III 2.1.a PSS 3.3.c	<ul style="list-style-type: none"> <li>Provide professional development in the Substitution, Augmentation, Modification, Redefinition (SAMR) model of technology integration, including exploration of digital tools and resources, for all instructional staff to improve instruction using technology</li> </ul>	<ul style="list-style-type: none"> <li>Staff reporting of confidence using technology tools before and after professional development</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Implement digital citizenship lessons</li> </ul>	<ul style="list-style-type: none"> <li>Trends in discipline referrals for “inappropriate use of electronics”</li> </ul>
TL 1.5.a III 2.2.a	<ul style="list-style-type: none"> <li>Provide multiple opportunities for students to work with technology tools, including Chromebooks, to improve skills in online test taking</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim assessment reports</li> </ul>
TL 1.1.d	<ul style="list-style-type: none"> <li>Instruct students on college and career planning tools in Naviance</li> </ul>	<ul style="list-style-type: none"> <li>Naviance data reports</li> </ul>