2016-17 School Improvement Plan

Cascade High School
Cathy Woods , Principal

READING ACTION PLAN

2015-16 SBA Results

11th Grade (includes previously passed)

Overall: 75.5%	Below	At or Near	Above
Reading	10.8	45.1	44.1
Listening and Speaking	10.8	68.0	21.1
Writing	12.6	45.4	42.0
Research/Inquiry	9.3	47.2	43.6

Key Performance Outcome:

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

Strategic Plan Reference	Reading 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 measurable evidence of student learning?
TL 1.2.a TL 1.3.a	• Align Resource Language Arts (RLA) and English Language Learner (ELA) classes to the general education Springboard curriculum	• Embedded Assessment and Interim Block Assessment results for students in Resource Language Arts (RLA) classes and English Learner (ELA) classes
TL 1.3.a	• 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. These strategies include: text annotation, Socratic seminar, structured note-taking, summarizing, comparing multiple texts	• SpringBoard short cycle assessments in reading comprehension • SBA Interim Block Assessments results disaggregated by race, ethnicity, socio-economic status, and program
TL 1.3.a	• Increase opportunities for both guided and independent reading of complex texts (fiction & nonfiction) across all content areas	• Student participation in summer reading program • Library circulation

WRITING ACTION PLAN

2015-16 SBA Results

11th Grade (includes previously passed)

Overall: 75.5%	**Below**	**At or Near**	**Above**
Reading	10.8	45.1	44.1
Listening and Speaking	10.8	68.0	21.1
Writing	12.6	45.4	42.0
Research/Inquiry	9.3	47.2	43.6

Key Performance Outcome:

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

Strategic Plan Reference	**Writing 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 measurable evidence of student learning?
TL 1.2.a TL 1.3.a	• Develop a SpringBoard common writing rubric for resource students, aligned to Common Core State Standards (CCSS), to be used for a variety of writing purposes	• Student writing samples in Resource ELA as scored by developed rubric
TL 1.3.a	• 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	• Student work samples of Jane Schaeffer writing system • Common written assessment results in US History, World History, Government, and Biology • COE performance task completion and sufficiency reviews
TL 1.2.a TL 1.2.b	• Develop and implement Common Writing Assessments aligned with Common Core State Standards for Document Based, Long Essay, and Primary Source analysis prompts for both AP and core Social Studies courses	• Results of common Document Based Questions in Social Studies
TL 1.3.a	• Analyze Interim Block Assessment results, and Springboard Embedded Assessment writing results to modify ELA instruction and improve student learning and performance on SBA	• Student Embedded Assessment disaggregated by race, ethnicity, socio-economic status, and program • Interim Block Assessment disaggregated by race, ethnicity, socio-economic status, and program

MATH ACTION PLAN

Key Performance Outcome:

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

2015-16 SBA Results

11th Grade (includes previously passed)

Overall: 33.3%	**Below**	**At or Near**	**Above**
Concepts and Procedures	42.6	31.0	26.5
Problem Solving and Modeling & Data Analysis	17.0	61.3	21.7
Communicating Reasoning	16.7	61.6	21.7

Strategic Plan Reference	**Math 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 measurable evidence of student learning?
TL 1.1.a TL 1.2.a	• Implement targeted intervention courses (Intensified Algebra block, Sheltered English Language Learner (ELL) Instruction class, Principles of Math, Algebra II Support course, Bridge 2 College Math) for identified students	• Student results on common unit assessments • Interim Block Assessment result trends disaggregated by program and cohort • Student completion of COE performance tasks and sufficiency reviews
TL 1.3.a	• Utilize Advancement Via Individual Determination (AVID) and Guided Language Acquisition Design (GLAD) strategies department-wide (interactive notebooks, Cornell notes, WICOR, and tutorials)	• Student notes (interactive notebooks, Cornell-style) samples • Student Tutorial Request Forms (pre-work inquiry sheets) • Student performance data
TL 1.3.a	• Build procedural and conceptual understanding utilizing technology (Desmos, Bootstrap, TI-Smartview, etc.) to analyze functions using different representations, and build functions modeling relationships between quantities	• Student scores on the Interim Block Assessments disaggregated by race, ethnicity, socio-economic status, and program • Student Bootstrap projects • Unit success rates disaggregated by race, ethnicity, socio-economic status, and program
TL 1.2.b TL 1.3.a	• Develop and implement standards-based common assessments that are aligned with the rigor, format, and standards on the SBA	• Student achievement on subsequent "retake" assessments post instructional intervention • Interim Block Assessment result trends disaggregated by race, ethnicity, socio-economic status, and program

SCIENCE ACTION PLAN

2015-16 EOC Biology Results

Key Performance Outcome:

By grade 10, 100% of students will meet standard on the EOC exam in Biology

10th Grade (includes previously passed)

Overall: 74.2%	**Claim % Perf. Below**	**Claim % Perf. Similar**
Systems	26.7	73.3
Inquiry	35.1	64.9
Application	34.2	65.8
Processes Within Cells	26.7	73.3
Maintenance and stability of populations	25.2	74.8
Mechanisms of evolution	26.7	73.3

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 measurable evidence of student learning?
TL 1.2.b	• Increase use of the Next Generation Science Standards (NGSS) science and engineering practices within specific units of study o #2 Developing and using models o #3 Planning and carrying out investigations o #6 Constructing Explanations and designing solutions o #7 Engaging in argument from evidence	• Common formative and summative assessments in the following Biology units: Systems and Scale, Plants, and Animals
TL 1.2.b TL 1.3.a	• 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	• Common formative and summative assessments the following Biology units: Systems and Scale, Plants, and Animals • Student analysis of their own and peers' formative assessments • Unit success rates disaggregated by race, ethnicity, socio-economic status, and program
TL 1.2.a	• Extend learnings from sheltered biology class for ELL students to other classes including incorporation of vocabulary-specific visuals and graphic organizers and opportunities for collaboration	• Academic vocabulary in ELL student work samples from all science classes • Assessments disaggregated for ELL students from all science classes
TL 1.1.a TL 1.3.a	• Implement support courses in the classes of 2017 and 2018 who have not yet met Biology End of Course (EOC) state testing standards, including Integrated Life Sciences and Environmental Systems Design (ESD)	• Assessments of ESD students in Biology units • Student completion of Biology EOC prep tasks

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)

Strategic Plan Reference	**Challenging Options 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 measurable evidence of student learning?
TL 1.1.e	• Increase the numbers of students receiving Tech Prep and College in the High School credit in Career and Technical Education (CTE) courses	• Total College in the High School CTE and Tech Prep credits earned
TL 1.1.e III 2.1.a	• Plan for implementation and expansion of AP Capstone, growing AP Seminar and adding AP Research in 2017-2018	• Number of students who pre-register for AP Seminar and AP Research • Success rates of current students in AP Seminar • Formative assessment results for students in AP Seminar • Retention rate of students in AP Seminar to AP Research
TL 1.1.e TL 1.3.a	• Provide opportunities and strategies for students in all classes to respond to college level material, increasing use of collaborative strategies such as AVID tutorials, study groups, peer tutoring, and AP prompts	• Participation in after school and PAWS supports, including peer tutoring • Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels
TL 1.2.a	• Expand staff participation in recruiting efforts for underrepresented groups of students for AP, college in the high school, and other challenging option courses	• Pre-registration numbers disaggregated by race, ethnicity, gender, socio-economic status
TL 1.1.e TL 1.3.a	• Provide support systems for students new to college credit bearing courses, examples include peer study groups, practice exams, instruction in Cornell Notes, and AP jumpstart summer opportunities	• Quarter grades disaggregated by race, ethnicity, gender, and socio-economic status • Sign in sheets for support activities

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase % of parents who report that parents and families participate in important decisions about their child's education to 75% by fall of 2017 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 fall of 2017, as measured by the Educational Effectiveness Survey

Strategic Plan Reference	**Family Partnerships 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 measurable evidence of student learning?
SR 5.1.a	• Invite parents to participate in multiple school based teams	• Attendance of parents at Culture & Climate and other school based team meetings
SR 5.3.a	• Work with the Natural Leaders program to grow non-Spanish speaking family partnerships as well, specifically targeting our Russian-speaking population	• Sign in sheets for Natural Leaders meetings and volunteer activities
SR 5.1.a	• Support opportunities to foster increased family participation through Bruin Community Parents, Natural Leaders, and other parent community groups in school and community-sponsored activities	• Increase number of members in BCP and Natural Leaders. • Natural Leader volunteer sign-in sheets • Parent sign-in sheets for guest speakers and classroom volunteers • Monthly Natural Leader data
SR 5.1.a	• Host cohort-specific parent informational meetings as part of family evening events (Curriculum Night, Open House, etc.)	• Develop baseline parent attendance rates • Presenter feedback from parents

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 by spring of 2017

Decrease overall numbers of office referrals for disruptive behavior in classrooms (including disruptive behavior, defiance/insubordination, abusive/disrespect, failure to follow school rules, and electronic device violation) by 20% compared to the 2015-2016 school year

Increase in staff reporting that expected student behaviors are taught directly to 100% by spring 2017 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)

Strategic Plan Reference	**Welcoming Culture 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 measurable evidence of student learning?
TL 1.3.b	• Develop and implement a Link Crew mentoring program for 9th grade students	• Link Crew Mid-Year Survey Results • 9th grade attendance, grades, and discipline data comparing class of 2020 to previous cohorts
TL 1.3.a PSS 3.3.a	• 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	• Referrals of students to social/emotional supports and interventions • Panorama survey results • List of students identified as in need of support and assigned adult advocate
TL 1.3.b PSS 3.4.a	• Conduct school wide positive behavior promotions and publicly display “Be Bruin” tickets	• Numbers of Be Bruin tickets awarded • Trends in discipline referrals for targeted behaviors disaggregated by race, ethnicity, gender, socio-economic status

Strategic Plan Reference	**Physically, Emotionally, and Intellectually Safe 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 measurable evidence of student learning?
SR 5.1.a	• Provide a mental health care professional on campus to work with students experiencing mental/ emotional problems, in partnership with local agency	• Number of students receiving services through the on-site Mental Health Professional
PSS 3.4.c	• Implement social/emotional meetings and staff referral process and develop appropriate interventions	• List of students identified as in need of support and assigned adult advocate • Grade, attendance, and discipline for students identified as needing support

Strategic Plan Reference	**Physically, Emotionally, and Intellectually Safe 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 measurable evidence of student learning?
PSS 3.4.c	• Develop PRIDE lessons providing emotional safety including lessons on inclusivity and dignity	• Student feedback/survey embedded into PBIS PRIDE activities
TL 1.1.e PSS 3.3.a	• Develop and implement a Multi-Tiered System of Support (MTSS) that includes regular analysis of data in academics, attendance, discipline, social-emotional well being	• Student feedback/survey embedded into PBIS PRIDE activities • School wide grade, attendance and discipline trends

Strategic Plan Reference	**Equitable and Accessible Opportunities 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 measurable evidence of student learning?
TL 1.2.a	• Expand staff participation in recruiting efforts for underrepresented groups of students for AP, college in the high school, and other challenging option courses	• Pre-registration numbers disaggregated by race, ethnicity, gender, socio-economic status
TL 1.1.e TL 1.3.a	• Provide support systems for students new to college credit bearing courses, examples include peer study groups, practice exams, instruction in Cornell Notes, and AP jumpstart summer opportunities	• Quarter grades disaggregated by race, ethnicity, gender, and socio-economic status • Sign in sheets for support activities
III 2.3.a PSS 3.4.a	• Provide professional development for staff using the Culture & Climate team to address race, class, and gender interactions	• School wide grade, attendance, and discipline trends disaggregated by race, ethnicity, gender, socio-economic status, and program

ON-TIME GRADUATION

Key Performance Outcome(s):

100% of students graduate on time

Strategic Plan Reference	On-Time Graduation 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 measurable evidence of student learning?
TL 1.1.a	• Develop a graduation plan for all credit deficient students	• Number of students on track to graduate first and second semester • Number of additional credits students earn beyond 6 credits per year
TL 1.1.a	• Offer opportunities for credit recovery and additional ways for earning credit outside the traditional school day (including Work Experience, Career Choices, and Volunteer Credit), Summer School recovery classes, and online credit recovery options	• Number of additional credits earned through online credit recovery options • Number of credits earned in Work Experience, Career Choices, and Volunteer Credit
TL 1.1	• Provide after school intervention and support programs including Bruin Success Time for tutorial and enrichment, with emphasis on student in danger of failing courses	• Student participation in Bruin Success Time and individual teacher interventions • Intervention schedule/calendar
TL 1.1.a III 2.3.a	• Develop Summer School Coordination Plan	• Enrolled students successfully complete summer school • Number of credits earned in summer school
TL 1.1.e	• Instruct students on college and career planning tools in Naviance	• Naviance data reports
TL 1.1.a TL 1.1.e	• Develop and implement a Saturday school support for tutorial and enrichment	• Number of students attending Saturday school and their subsequent success in coursework
TL 1.1.a	• Offer School Success Seminar for identified 9th grade students failing or in danger of failing Algebra and/or Coordinated Science, and a School Success Seminar for 10th -12th graders needing credit recovery and academic skills and habits	• Grade and attendance trends for students enrolled in School Success Seminar • Number of credits recovered • Post-secondary plans entered into Naviance

ATTENDANCE

Key Performance Outcome(s):

20% decrease in average daily unexcused absences

Strategic Plan Reference	**Attendance 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 measurable evidence of student learning?
TL 1.1.e TL 1.3.b	• Build a positive culture by acknowledging classrooms that have met attendance goals through activities like Cookie Drops and other attendance recognitions	• Daily unexcused absence rates • Month by month trends of daily unexcused attendance rates
TL 1.1.e TL 1.3.b	• Develop and implement PRIDE lessons relating regular and prompt attendance to college and career readiness	• Daily unexcused absence rates • Month by month trends of daily unexcused attendance rates
TL 1.1.a	• Implement Tier III attendance supports (home visits, one to one intervention from administrative support para educator, monthly Becca meetings, Washington Assessment of the Risks and Needs of Students (WARNS) survey, Family & Student Support advocate, Drug & Alcohol support counselor)	• Attendance trends for students accessing Tier III supports

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

100% of students utilize instructional technology to increase college, career, and citizenship readiness

Strategic Plan Reference	**Instructional Technology 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 measurable evidence of student learning?
III 2.2a	• Explore potential tools and resources available to be used on the devices within the classroom	• A list of resources and tools which will be provided to staff
PSS 3.4.a	• Develop and implement digital citizenship lessons	• Trends in discipline referrals for “inappropriate use of electronics”
III 2.3.a PSS 3.3.a	• Provide professional development and collaboration including exploration of digital tools and resources, with staff to improve instruction using technology	• Evidence of student technology use in informal WICOR walkthrough sheets
TL 1.5.a III 2.2.a	• Provide opportunities for students to work with technology tools/chrome books to improve skills in online test taking.	• Student reporting of confidence in use of technology for assessments
TL 1.1.e	• Instruct students on college and career planning tools in Naviance	• Naviance data reports