

READING ACTION PLAN

2015-16 SBA Results

11th Grade (includes previously passed)

Overall: 89.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	5.1	39.3	55.5
Listening and Speaking	4.5	64.8	30.7
Writing	4.1	34.6	61.3
Research/Inquiry	3.7	41.2	55.1

Key Performance Outcome:

- By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).
- Reduce the gap between struggling low socioeconomic status (SES) and non-low SES learners by at least 3.4 percentage points (from 17% to 13.6% for students with D or F semester grades).

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 1.3.a	<ul style="list-style-type: none"> • CLAIM, EVIDENCE, REASONING: Implement tasks that require students to use evidence and reasoning to create written/oral arguments and explanations that support a claim. 	<ul style="list-style-type: none"> • SBA ELA Interim Block Assessments • Embedded assessments from SpringBoard (with common rubrics) • Grade checks every four weeks
TL 1.3.a	<ul style="list-style-type: none"> • CLOSE READING STRATEGIES: Model, teach, and provide opportunities for students to apply close reading strategies using a range of text-dependent questions and tasks that require students to read and reread challenging texts through the lens of critical and creative thinking. 	
TL 1.2.b	<ul style="list-style-type: none"> • COMMON ASSESSMENTS: Create common, formative and summative assessments that measure proficiency on unit standards measuring central ideas, word meanings, and text structures and features and give feedback to students. 	
PSS 3.3.a	<ul style="list-style-type: none"> • ANALYSIS OF ASSESSMENTS RESULTS: Analyze student results of common assessments as a team to inform and develop a targeted response for improvement. 	

WRITING ACTION PLAN

2015-16 SBA Results

11th Grade (includes previously passed)

Overall: 89.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	5.1	39.3	55.5
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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 1.3.a	<ul style="list-style-type: none"> • CLAIM, EVIDENCE, REASONING: Implement tasks that require students to use evidence and reasoning to create written/oral arguments and explanations that support a claim. 	<ul style="list-style-type: none"> • Baseline SpringBoard Argumentative Essay data vs. comparative essay spring results • SBA ELA Interim Block Assessments • Embedded assessments from SpringBoard (with common rubrics) • Grade checks every four weeks
TL 1.3.a	<ul style="list-style-type: none"> • STRATEGIC LESSON ADJUSTMENTS: Implement adjustments to respond to on-going checks of student understanding during a lesson. 	
TL 1.2.b	<ul style="list-style-type: none"> • COMMON ASSESSMENTS: Create common, formative and summative assessments that measure proficiency on unit standards measuring central ideas, word meanings, and text structures and features, and give feedback to students. 	
PSS 3.3.a	<ul style="list-style-type: none"> • ANALYSIS OF ASSESSMENTS RESULTS: Analyze student results of common assessments as a team to inform and develop a targeted response for improvement. 	

MATH ACTION PLAN

Key Performance Outcomes:

2015-16 SBA Results 11th Grade (includes previously passed)

- By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA).
- Reduce the gap between struggling low SES and non-low SES learners by at least 3 percentage points (from 15% to 12% for students with D or F semester grades).

Overall: 44.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	20.6	37.6	41.8
Problem Solving and Modeling & Data Analysis	7.8	56.8	35.4
Communicating Reasoning	7.8	54.3	37.9

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 1.3.a	<ul style="list-style-type: none"> • DISCOURSE: Create open-ended tasks, questions, and discussion prompts that facilitate rigorous academic discourse about content, texts, and ideas. 	<ul style="list-style-type: none"> • Grade checks every four weeks • SBA Math Interim Block Assessments • Classroom-based assessments that measure SBA math standards • Summative end-of-unit common assessments
TL 1.3.b	<ul style="list-style-type: none"> • ENGAGING LESSONS: Create authentic, relevant and challenging tasks that cognitively engage students on important concepts/learning of the unit. 	
TL 1.2.a	<ul style="list-style-type: none"> • REVISION and REFLECTION: Design and embed into units and assessment opportunities for students to revise and reflect on their work and thinking throughout the learning process. 	
TL 1.2.b	<ul style="list-style-type: none"> • COMMON CORE MATHEMATICAL PRACTICE STANDARDS: Application of CCSS Mathematical Practice standards. Possible areas of focus for students: <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Use appropriate tools strategically 	
TL 1.2.b	<ul style="list-style-type: none"> • COMMON ASSESSMENTS: Create common, formative and summative assessment questions that measure proficiency on unit standards and give feedback to students. 	
TL 1.2.b	<ul style="list-style-type: none"> • DEMONSTRATE UNDERSTANDING: Provide students multiple opportunities to reflect, revise, and demonstrate their understanding on learning standards including an emphasis in the area of “Concepts and Procedures.” 	

SCIENCE ACTION PLAN

2015-16 EOC Biology Results 10th Grade (includes previously passed)

Key Performance Outcomes:

- By the end of grade 10, 100% of students will meet standard on the EOC Biology exam.
- Reduce the gap between struggling low SES and non-low SES learners by at least 3 percentage points (from 15% to 12% for students with D or F semester grades).

Overall: %	Claim % Perf. Below	Claim % Perf. Similar
Systems	18.9	81.1
Inquiry	17.6	82.4
Application	21.4	78.6
Processes Within Cells	16.9	83.1
Maintenance and stability of populations	15.1	84.9
Mechanisms of evolution	12.3	87.7

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	<ul style="list-style-type: none"> • UNIT PLAN: Create and share unit plans with students listing the unit targets (standards) in student-friendly language. 	<ul style="list-style-type: none"> • Grade checks every four weeks (more frequent for struggling learners) • Common classroom-based assessments that measure Biology EOC standards disaggregated by race, ethnicity, socio-economic status, and program • Course success rates disaggregated by race, ethnicity, socio-economic status, and program
TL 1.3.a	<ul style="list-style-type: none"> • CLAIM, EVIDENCE AND REASONING: Implement tasks that require students to use evidence and reasoning to create written/oral arguments and explanations that support a claim. 	
TL 1.3.a	<ul style="list-style-type: none"> • DISCOURSE: Create open-ended tasks, questions, and discussion prompts that facilitate rigorous academic discourse about content, texts, and ideas. 	
TL 1.2.b	<ul style="list-style-type: none"> • COMMON ASSESSMENTS: Create common, formative, and summative assessments that measure proficiency on unit standards and give feedback to students. 	
TL 1.2.b	<ul style="list-style-type: none"> • DEMONSTRATE UNDERSTANDING: Provide students multiple opportunities to reflect, revise, and demonstrate their understanding on learning standards throughout the unit. 	

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Reduce the equity gaps among low SES students in all racial demographic groups by 10% by expanding opportunities for challenging options including Advanced Placement (AP) and College in the High School for the 2017-18 school year.

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 1.2.a	<ul style="list-style-type: none"> Conduct Equal Opportunity Schools Survey. Identify gap areas, meet with students to increase diversity in AP enrollment. 	<ul style="list-style-type: none"> Percent and diversity of students enrolled in AP Number of students piloting We Service project in AP Spanish, AP Art, AP Environmental Science and AP Human Geography Number of students participating in College in the High School credit through University of Washington for Astronomy Number of students participating in the new offerings Number of students participating in AP Research
TL 1.2.a	<ul style="list-style-type: none"> Expand new school or community service opportunities within AP classes. 	
TL 1.2.a	<ul style="list-style-type: none"> Expand College in the High School offering through University of Washington for Astronomy. 	
TL 1.2.a	<ul style="list-style-type: none"> Implement AP Human Geography, AP Environmental Science AP Computer Science Principles, and AP Research in the 2016-17 school year. 	

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

- Increase percentage of parents who report positively in the characteristic of *Parent and Community Involvement* from 56% to 65% by spring of 2017 as measured by the Educational Effectiveness Survey.
- Increase satisfaction data from School of Excellence survey from fall administration baseline results to spring.

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	<ul style="list-style-type: none"> • Our PTA and school will gain new ways to engage families in school decision-making, such as improvements to programs, practices and policies related to education, health, safety or the arts through participation in the School of Excellence program. 	<ul style="list-style-type: none"> • Parent attendance rates at school community events • PTSA membership numbers • Home visit logs • Presenter feedback • EES parent survey return rate • The development of a Natural Leaders program and the number of participants • Number of volunteers
SR 5.2 a SR 5.2.b	<ul style="list-style-type: none"> • Include parent/community involvement at events such as: AVID Parent Night, High School and Beyond Family Night, Curriculum Night, Freshman Orientation, 8th Grade Parent Night, and 8th Grade Transition Meetings. 	
SR 5.2.a SR 5.4.a	<ul style="list-style-type: none"> • Active parent participation on the Jackson Leadership Council (JLC) and SIP Team. 	
SR 5.1.a	<ul style="list-style-type: none"> • Develop a Natural Leaders program to increase partnership opportunities for our parents of color. 	
SR 5.2.a	<ul style="list-style-type: none"> • Coffee with the principal events to allow for organic, informal conversations in smaller groups with parents. 	
SR 5.2.a	<ul style="list-style-type: none"> • “Late night” counselor-parent meetings to accommodate parent work schedules. 	
SR 5.1.a	<ul style="list-style-type: none"> • Visits to homes on an as-needed basis to address family, social-emotional, student attendance, and/or graduation-related needs and concerns. 	

WELCOMING, SAFE, EQUITABLE AND ACCESSIBLE CULTURE ACTION PLAN

Key Performance Outcome(s):

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all as evidenced by a 10% increase (from 61% to 71%) in favorable student responses for “Supportive Learning Environment” in the CEE Survey administered this spring.

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?
PSS 3.4a	<ul style="list-style-type: none"> Provide mentors for identified academic and socially/emotionally struggling students. 	<ul style="list-style-type: none"> The academic gap for our low SES and Hispanic students is narrowed Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester Reduction in discipline among students of color
PSS 3.4a	<ul style="list-style-type: none"> Provide affinity group opportunities through after school clubs. 	
PSS 3.4a	<ul style="list-style-type: none"> Provide cultural competency and equity training to staff. 	
PSS 3.2a	<ul style="list-style-type: none"> Provide social opportunities for our large staff to build positive relationships with one another to improve communication and collaborative student 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 3.4a	<ul style="list-style-type: none"> Counselors and support specialists serve as liaisons between students on the mentor list and teachers mentoring them. 	<ul style="list-style-type: none"> Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester Efficiency and effectiveness of drills for Run, Hide, Fight situations Reduction in discipline incidents, particularly those involving physical aggression Reduction in discipline incidents, particularly those involving physical aggression
PSS 3.4a	<ul style="list-style-type: none"> All school focus on developing relationships with students. Use new security officer to develop relationships with students of color. 	
PSS 3.4b	<ul style="list-style-type: none"> Train all staff and students for all emergency response plans including Run, Hide, Fight and reunification. 	
PSS 3.4a	<ul style="list-style-type: none"> Social-emotional learning opportunities and groups provided for identified students. 	
PSS 3.4.a	<ul style="list-style-type: none"> JHS students will participate in the Youth Development Program (YDP) to provide minority students leadership opportunities. 	

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 1.2a	<ul style="list-style-type: none"> Counselors and Career Specialist provide additional support and education to College Bound Scholars (CBS). 	<ul style="list-style-type: none"> Four-week grade checks for College Bound Scholars (CBS) AP participation demographic data Increased participation of special education students in activities and clubs Increased participation by students and parents of color Increased participation of special education students in activities and clubs Increase in FAFSA completion rates (target: from 58% in 2016 to 65% by the end of 2017)
TL 1.2a	<ul style="list-style-type: none"> Promote rigorous course choices such as honors classes and AP courses to individual students in the gap. 	
	<ul style="list-style-type: none"> Increase FAFSA completion rates by offering additional FAFSA help sessions to parents at various times during the day for convenience. 	

ON-TIME GRADUATION

Key Performance Outcome(s):

By June, 2017

- The percentage of students earning a passing grade each semester will increase to 97 percent.
- 100 percent of seniors (class of 2017) will have a post-secondary plan.

By August, 2017

- We will increase our four-year graduation rate to 96.5 percent (class of 2017) and our 5-year graduation rate to 99 percent (class of 2016).
- We will increase the four-year graduation rate for low SES students (class of 2017) to 94 percent.

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.e	<ul style="list-style-type: none"> • Counselors will meet with all Red Seniors to develop a plan for graduation. Plan may include close monitoring with student, support group, counseling, support from Career Center, Family Advocate, Drug and Alcohol specialist, Success Coordinator. 	<ul style="list-style-type: none"> • Grade checks at mid-terms and semesters • Four-year plans • Individual student post-high school plans • Numbers of credits recovered by students • Graduation plans in eSchools Plus • Monthly Naviance participation reports • CDU reports • Red-Yellow list reductions from fall to spring • Attendance, discipline checks
TL 1.1.e	<ul style="list-style-type: none"> • Counselors will meet with Red and Yellow Juniors to develop a plan to move them to green. Provide academic support groups, close monitoring, working and consulting with teachers and specialists. 	
TL 1.1.e	<ul style="list-style-type: none"> • Implement Naviance with emphasis on post-secondary planning and a High School and Beyond Plan. 	
TL 1.1.a	<ul style="list-style-type: none"> • Implement pyramid of interventions for students including interventions during the school day and interventions after school. Interventions may include: <ul style="list-style-type: none"> ○ Peer tutoring ○ Academic interventions with staff after school ○ Saturday Breakfast Club • Academic support with success coordinator for struggling students. 	
TL 1.1.a	<ul style="list-style-type: none"> • Provide credit recovery options for students including: <ul style="list-style-type: none"> ○ Online options with support during school year ○ Fuel Education ○ Online options with support during school year ○ In-Time Credit Recovery prior to the end of the semester ○ Summer School 	
TL 1.1.a	<ul style="list-style-type: none"> • Monitor progress of each student not on-track to graduate and develop a plan for each student to recover credits and graduate. 	

ATTENDANCE

Key Performance Outcome(s):

The number of unexcused absences (AU/AUL) in 2016-17 will be reduced by 10% and narrow the gap between low income and non-low income students by 20% from the 2015-16 rates.

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.a	<ul style="list-style-type: none"> Implement “Excellence in Attendance” award program as positive incentive for strong attendance. 	<ul style="list-style-type: none"> Attendance checks every four weeks Number of parent/student attendance intervention meetings Number of BECCA petitions filed Number of students receiving “Excellence in Attendance” awards
TL 1.1.a	<ul style="list-style-type: none"> Send Blackboard Connect messages each day with attendance updates. 	
TL 1.1.a	<ul style="list-style-type: none"> Send BECCA letters home to students with two or more absences. 	
TL 1.1.a	<ul style="list-style-type: none"> Send BECCA letters and consent forms to administer the WARNS survey home to students with five or more absences. 	
TL 1.1.a	<ul style="list-style-type: none"> Hold monthly BECCA meetings with students and parents. Have students fill out the WARNS survey. Tailor interventions based on the results of the survey. 	
TL 1.1.a	<ul style="list-style-type: none"> File BECCA petitions for students with ten or more absences who are not making progress through interventions. 	
TL 1.1.a	<ul style="list-style-type: none"> Meet with students with more than five unexcused absences in any class and work with the student and their families to reduce truancy through best practices and progressive discipline. 	
TL 1.1.a	<ul style="list-style-type: none"> Apply tailored interventions and progressive discipline to students who are excessively late to their first period class. 	

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will increase their college and career readiness by:

- Gaining greater access to technology during the school day, enabling students to develop fluency and proficiency in different computer based technologies;
- Developing skills related to inquiry, research, reasoning, online collaboration, and web-based organization that support and enhance learning; and
- Demonstrating their learning via web-based assessments, thereby preparing them for web-based assessments like the SBA and those often taken at the college level.

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?
TL 1.2.a TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> • Use curriculum-based instructional technology resources to enhance instruction and assess student learning, deepening students' content knowledge and skills. • Use databases, statistical analysis tools, and web resources to find evidence to support or refute claims and develop arguments. • Prepare students for the SBA using SBA Interim Block Assessments. 	<ul style="list-style-type: none"> • Student performance on Springboard assessments • Student performance on assessments in which supporting or refuting claims and developing arguments is the focus • Student performance on interim block assessments and the SBA in ELA and Math
III 2.3.a PSS 4.1.a	<ul style="list-style-type: none"> • Develop a building plan which allows teachers the greatest possible access to Chromebook carts thereby maximizing the use of technology and exposing students to a meaningful learning experience through technology across disciplines. 	<ul style="list-style-type: none"> • Student usage of Chromebooks
TL 1.3.a III 2.2.a III 2.2.b III 2.3.a	<ul style="list-style-type: none"> • Use cloud-based resources (like Google cloud or OneDrive) to collaborate with peers and organize information. • Develop compelling presentations using web-based resources like Prezi. 	<ul style="list-style-type: none"> • Student collaboration via the cloud • Student presentations or products in which technology