

**READING ACTION PLAN**

**Key Performance Outcome:**

**2017-18 SBA Results**

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

**10th Grade**

<b>Overall: 70.7%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	13.0	39.6	47.4
Listening and Speaking	12.3	52.3	35.4
Writing	13.0	37.3	49.7
Research/Inquiry	8.8	44.5	46.8

<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 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Build students' academic and content-specific vocabulary through explicit instruction and use in context in all disciplines</li> <li>Engage reciprocal reading strategies that focus on academic vocabulary</li> <li>Model, teach, and provide opportunities for students to apply metacognitive marker strategies that target unfamiliar terms that are key academic terms associated with specific disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Student criterion scores in use of language for embedded writing assessments in Springboard</li> <li>SpringBoard short-cycle assessments</li> <li>Academic vocabulary assessments in CTE courses</li> <li>Performance on close reading of non-fiction and fiction texts on SBA</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Model, teach, and provide opportunities for students to apply close reading strategies with attention and care 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</li> <li>Engage students in summer reading program through specific classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced Interim Assessment Blocks</li> <li>SpringBoard short-cycle assessments</li> <li>Zinc CCSS skill assessments</li> <li>Growth in student participation in summer reading</li> <li>Number of students participating in small-group teacher-led summer reading groups</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?
	<ul style="list-style-type: none"> <li>Engage reciprocal reading strategies that promote development of student-centered close reading skills</li> <li>Engage staff in LID day close reading workshops designed for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Performance on close reading of non-fiction and fiction texts on practice SBA assessments</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Build students ability to make an inference or draw a conclusion about a text or make an inference or draw a conclusion using literary text</li> <li>Teach reciprocal reading strategies that focus on accurate summarization</li> </ul>	<ul style="list-style-type: none"> <li>Student scores on SAT practice items from Khan Academy and/or practice items from SBAC</li> <li>SpringBoard short-cycle assessments</li> <li>Interim Assessment Blocks (monitor subgroups by name)</li> <li>Zinc CCSS skills assessments</li> </ul>
TL 1.1.d	<ul style="list-style-type: none"> <li>Unpack SpringBoard unit assessments to plan scaffolding and differentiation into units of study</li> <li>Unpack unit assessment with students to create on-going visible learnings targets.</li> <li>Meet 95% threshold for students taking state SBA by implementing the following actions: <ul style="list-style-type: none"> <li>✓ Provide early notification to students and parents about SBA testing requirements</li> <li>✓ Monitor assessment sign in sheets</li> <li>✓ Complete home visits for any student who did not show up during the first days of testing</li> <li>✓ Schedule multiple make-up testing opportunities for students who miss the original testing window</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Gradebook (monitor subgroups by name)</li> <li>Interim Assessment Blocks (monitor subgroups by name)</li> <li>95% plus SBA participation rates</li> <li>Students co-construct unpacked imbedded assessments and maintain personal on-going copy</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Instruct students in how to analyze informational and artistic historical sources and break down the key components of the source or historical visual</li> </ul>	<ul style="list-style-type: none"> <li>Social studies common unit assessment data</li> <li>Fine arts common language, including historical terms in context, used in assessments</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Instruct students on summarization strategies within CTE informational text lessons</li> <li>Instruct students in evaluation and analysis of artist statements</li> </ul>	<ul style="list-style-type: none"> <li>Interim Assessment Blocks (monitor subgroups by name)</li> <li>Student generated original artist statements</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure 95% SBA participation in each specific subgroup <ul style="list-style-type: none"> <li>✓ Monitor daily and testing date attendance closely</li> <li>✓ Make personal calls to families of non-attending students</li> <li>✓ Home pick-up transportation for students who are absent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participation rate increase on 2018-19 SBA in each subgroup</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

### 2017-18 SBA Results

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

#### 10th Grade

Overall: 70.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	13.0	39.6	47.4
Listening and Speaking	12.3	52.3	35.4
<b>Writing</b>	13.0	37.3	49.7
Research/Inquiry	8.8	44.5	46.8

<b>Strategic Plan Reference</b>	<b>Writing 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.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement embedded assessments in the argumentative mode that require students to use claim, evidence and reasoning to create written arguments and explanations that support the claim</li> <li>Implement the high leverage strategy Claim-Evidence-Reasoning (CER) to build student capacity in constructing explanations with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Student criterion scores in Ideas and Structure for Argumentative Mode embedded assessments grades 9-12 in Springboard</li> <li>SpringBoard short-cycle assessment</li> <li>Scores on formative assessment student CER Responses and common unit assessments (monitor subgroups by name)</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement embedded writing assessments in the expository mode that require students to provide an evidence-based explanation of a concept or idea</li> <li>Calibrate common assessment writing data in developing anchor essays for department teams</li> </ul>	<ul style="list-style-type: none"> <li>Student criterion scores in ideas and structure for expository mode common embedded assessments grades 9-12 in Springboard</li> <li>SpringBoard short-cycle assessment</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Design and embed into units and assessment opportunities for students to revise and reflect on their work and thinking throughout the writing process in social studies, English, and World History</li> <li>Teach students to incorporate written and visual text in a research paper</li> </ul>	<ul style="list-style-type: none"> <li>Student progress in the rubric strands of ideas, structure, and language on two consecutive grade-level-team determine common SpringBoard ELA</li> <li>Students will monitor and self-assess own learnings through interactive notebooks which will be evidence of their writing skills improvements</li> <li>World Language students will improve by at least one point in proficiency on their WL standards</li> <li>Student will improve by at least one level in their arts-based research paper</li> </ul>

<b>Strategic Plan Reference</b>	<b>Writing 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 1.1d	<ul style="list-style-type: none"> <li>• Unpack SpringBoard unit assessments to plan scaffolding and differentiation into units of study</li> </ul>	<ul style="list-style-type: none"> <li>• Gradebook (monitor subgroups by name)</li> <li>• Interim Assessment Blocks (monitor subgroups by name)</li> <li>• SpringBoard assessments</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>• Instruct students in how to apply the RACE (restate, answer, cite, explain) strategy to analyze informational sources to break down the key components of the source and synthesize in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Social studies common unit assessment data</li> <li>• Scores on formative assessment student CER Responses and common unit assessments (monitor subgroups by name)</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure 95% SBA participation in each specific subgroup               <ul style="list-style-type: none"> <li>✓ Monitor daily and testing date attendance closely</li> <li>✓ Make personal calls to families of non-attending students</li> <li>✓ Home pick-up transportation for students who are absent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate increase on 2018-19 SBA in each subgroup</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.

### 2017-18 SBA Results

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

Overall: 35.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	47.9	29.2	22.9
Problem Solving and Modeling & Data Analysis	21.0	54.6	24.4
Communicating Reasoning	17.1	61.9	21.0

Strategic Plan Reference	Math 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 1.1.a TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement high leverage mathematical practices:                             <ul style="list-style-type: none"> <li>✓ Discovery:</li> <li>✓ Self-assessment including reflection</li> <li>✓ Academic language- both verbal and written</li> <li>✓ Problem solving which allows multiple entry points and honors varied solution strategies</li> </ul> </li> <li>Reassessment policy which includes a reflection</li> <li>Students know the learning targets/outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Student INB (Interactive Notebooks)</li> <li>Gradebook (monitor subgroups by name)</li> <li>Gradebook (D &amp; F rates)</li> </ul>
TL 1.1.a TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Administer common formative assessments which will then inform future instruction</li> </ul>	<ul style="list-style-type: none"> <li>Concept formative assessment scores (monitor subgroups by name)</li> <li>Common summative math assessments</li> </ul>
TL 1.1.a TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Calendar dates for interim assessing based on the instructional map of each content area (algebra 1, algebra 2, pre-calculus, geometry)</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim assessment results (monitor subgroups by name)</li> <li>Common summative math assessments</li> </ul>
TL 1.1.a TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Focus on instruction directed at student implementation of common core mathematical practice standards</li> <li>Build modified content for students receiving special education services so that it aligns with CCSS</li> </ul>	<ul style="list-style-type: none"> <li>Student scores on SBA interim assessments (monitor subgroups by name)</li> </ul>

<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.c TL 1.3.a	<ul style="list-style-type: none"> <li>• Maintain the 100% of students taking state SBA by implementing the following actions:               <ul style="list-style-type: none"> <li>✓ Provide early notification to students and parents about SBA testing requirements</li> <li>✓ Monitor assessment sign in sheets</li> <li>✓ Complete home visits for any student who did not show up during the first days of testing</li> <li>✓ Schedule multiple make-up testing opportunities for students who miss the original testing window</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Senior lists (met/not met graduation requirements)</li> <li>• Gradebook (monitor subgroups by name)</li> <li>• 100% plus SBA participation rates</li> </ul>
TL 1.3 a.b TL 3.2 a TL 3.3 a	<ul style="list-style-type: none"> <li>• Use LIF time to unpack common unit assessments and plan scaffolding and differentiation for subgroups</li> </ul>	<ul style="list-style-type: none"> <li>• Gradebook (monitor subgroups by name)</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure 95% SBA participation in each specific subgroup               <ul style="list-style-type: none"> <li>✓ Monitor daily and testing date attendance closely</li> <li>✓ Make personal calls to families of non-attending students</li> <li>✓ Home pick-up transportation for students who are absent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate increase on 2018-19 SBA in each subgroup</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 11 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

#### 11th Grade

Overall: 36.4%	Claim % Perf. Below	Claim % Perf. Similar
Physical Science	45.2	54.8
Life Science	43.7	56.3
Earth and Space Science	52.9	47.1

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 WSAC?
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement the high leverage strategy Claim-Evidence-Reasoning (CER) to build student capacity in constructing explanations with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Scores on formative assessment student CER Responses (monitor subgroups by name)</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Look at data from engaging students in arguments based on responses from CERs create an action plan to address areas of weakness and then administer a final assessment</li> </ul>	<ul style="list-style-type: none"> <li>Scores on final CER assessment (monitor subgroups by name)</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement high-level strategy of reciprocal teaching which includes the four processes transformation, synthesis, evaluation, summarization, and questioning</li> </ul>	<ul style="list-style-type: none"> <li>Student scores on final CER common assessments (monitor subgroups by name)</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement the high leverage strategy of developing and using models to analyze and interpret data using mathematical and computational thinking</li> </ul>	<ul style="list-style-type: none"> <li>Student scores from multiple assessments (monitor subgroups by name)</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure 95% WCAS participation in each specific subgroup                             <ul style="list-style-type: none"> <li>✓ Monitor daily and testing date attendance closely</li> <li>✓ Make personal calls to families of non-attending students</li> <li>✓ Home pick-up transportation for students who are absent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participation rate increase on 2018-19 WCAS in each subgroup</li> </ul>

## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

Increase the number of students enrolled in AP classes who will take AP exams by 10%.

All current grade 9 students will have taken at least one Advanced Placement or college level course by the time they graduate.

<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) How will you know if this action is effective?
TL 1.2 b	<ul style="list-style-type: none"> <li>Participate in Equal Opportunity Schools Study and follow up</li> </ul>	<ul style="list-style-type: none"> <li>Survey results including Panorama, EOS, and SIBS/SEBS</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Increase participation in AP</li> <li>Increase participation in AP exams</li> </ul>	<ul style="list-style-type: none"> <li>Registration and course offering data</li> <li>Total number of exams taken compared to total number of students enrolled</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Increase participation in College in the High School and increase College in the High School offerings</li> </ul>	<ul style="list-style-type: none"> <li>Registration data</li> <li>Using EOS data to refine how the program is delivered to ensure equity and access for all students</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Survey current AP Students to determine areas of needs and provide additional academic support, and differentiation of instruction within AP courses</li> </ul>	<ul style="list-style-type: none"> <li>Insight and College Board reports</li> <li>EOS survey results identifying areas of growth and overall program strength</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Increase the number of academic elective course sections in robotics, Anatomy and physiology, and other STEM courses</li> </ul>	<ul style="list-style-type: none"> <li>Number of STEM course sections</li> <li>Student participation numbers in Robotics Club compared to previous year</li> </ul>



## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Increase the number of parents involved in school activities by 20%.

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) How will you know if this action is effective?
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Provide additional ways for parents to participate at the school               <ul style="list-style-type: none"> <li>✓ Increase membership and participation in PTA by 10 percent</li> <li>✓ Conduct parent conferences arena style.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Conference night schedule</li> <li>• PTA membership numbers compared to 2017-18</li> <li>• Number of parents in attendance compared to 2017-18</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Host parent and student trainings for FAFSA/College services</li> <li>• Increase number of after school and evening support sessions for completion of FAFSA</li> </ul>	<ul style="list-style-type: none"> <li>• Sign- in sheets for attendance</li> <li>• FAFSA completion percentage</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<p>Strengthen spring transition meetings:</p> <ul style="list-style-type: none"> <li>• 8th Grade Parent Information Night</li> <li>• Private School Registration</li> <li>• 8th Grade Transition meetings</li> <li>• AP Road Show Night</li> <li>• Latino Family Information Night</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets comparisons from previous years</li> <li>• Sign-in sheets comparisons from previous years</li> <li>• Sign-in sheets from the middle school</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Administer parent survey</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey results</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Reduce barriers to accessing school information for non-English speaking families</li> <li>• Utilize family engagement specialist to connect students of color to school culture</li> <li>• Host Latino Family engagement night</li> <li>• Increase home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Language Link data</li> <li>• Interpreters at evening events</li> <li>• Home visit 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):**

Students will communicate their perception of feeling safe based on Everett’s EES student data in response to the following prompt: “I feel safe at this school.” In 2017-18, 55% of the students responded almost always true or almost often true. We will increase this response by 10% for the 2018-19 school year.

Students will communicate their perception of feeling a sense of belonging based on Everett’s EES student data in response to the following prompt: “This school respects student differences.” In 2017-18, 74% of the students responded almost always true or almost often true. We will increase this response by 5% for the 2018-19 school year.

<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) How will you know if this action is effective?
TL 5.1.a	<ul style="list-style-type: none"> <li>• Professional development for all departments directed at Trauma Informed Practices</li> <li>• Implement three Tier 1 MTSS interventions               <ol style="list-style-type: none"> <li>1. Positive greeting at the door</li> <li>2. Student recognition (peer to peer and adult to student)</li> <li>3. Consistent schoolwide expectations</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Agenda for LID activity</li> <li>• Common language and understanding</li> <li>• Percent of staff engaging in the shared SEL practices</li> <li>• SIBs and SEBs data</li> <li>• EOS data</li> <li>• Panorama data</li> </ul>
TL 1.3.b	<ul style="list-style-type: none"> <li>• Student leadership has an active role in creating a positive school climate</li> <li>• Freshmen Orientation (assembly, tours, parent meeting, family dinner, and dance)</li> <li>• Implement specific interventions for transitioning students into EHS</li> </ul>	<ul style="list-style-type: none"> <li>• ASB sponsored guest speakers</li> <li>• Redesign of student assemblies to be inclusive of all aspects of the student community</li> <li>• Meetings with feeder middle school administrator</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>• Build stronger, more positive relationships between students and staff through implementation of Tier 1 strategies</li> <li>• Teach mindfulness in all Yoga classes</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• EES survey</li> <li>• Panorama survey</li> <li>• Participation in mindfulness reflected in Gradebook</li> <li>• Discipline data</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>• Welcome warmly all guests, including guest teachers, into the main office upon arrival</li> <li>• Be responsive to email and phone queries within 48 hours of receipt during school work days</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Time stamp of emails and phone messages</li> <li>• Daily walk-through</li> <li>• Sub 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) How will you know if this action is effective?
	<ul style="list-style-type: none"> <li>• Survey of substitutes reflecting their experience here</li> <li>• Focus on appearance of facility, with special attention to entrance</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) How will you know if this action is effective?
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Administer monthly safety drills for students and staff to practice in the event of an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Debriefing notes</li> <li>Drill reports</li> </ul>
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Hold a minimum of three Safety Committee Meetings and hold security debrief meetings following every drill performed during the year</li> <li>Hold a community safety meeting</li> </ul>	<ul style="list-style-type: none"> <li>Safety meeting notes</li> <li>Sign-in sheets</li> </ul>
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Administer staff trainings on LID days regarding school culture and creating a welcoming environment</li> </ul>	<ul style="list-style-type: none"> <li>EES and EOS survey results</li> <li>Use of Safe Schools Alert Hotline</li> </ul>
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Connect students with at least one caring adult with whom they have a positive relationship</li> <li>Create a TILT team that meets monthly to develop a MTSS system</li> <li>Integrate PBIS into our MTSS system</li> </ul>	<ul style="list-style-type: none"> <li>Student and staff EOS survey data</li> <li>Google docs identifying needs and possible connections</li> <li>Students EOS and Panorama Survey Results, SIBs and SEBs teacher survey results across time assessing levels of intervention</li> <li>Reduction in student discipline referrals</li> <li>Increased attendance</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) How will you know if this action is effective?
SR 5.1.b	<ul style="list-style-type: none"> <li>Provide FAFSA during the day</li> </ul>	<ul style="list-style-type: none"> <li>Sign- in sheets and FAFSA completion data</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Actively inform and promote AP opportunities for students of color and low SES</li> </ul>	<ul style="list-style-type: none"> <li>Registration data</li> <li>Number of conversations with student candidates</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Host college application day with counselor and college admission officer support</li> <li>Provide support at Seagull Saturdays and for after school academics</li> </ul>	<ul style="list-style-type: none"> <li>Sign- in sheets and Naviance College application data</li> <li>Total number of students accessing after-school support</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Work with Equal Opportunity Schools to identify and remove any barriers of opportunity within the system and/or perceived by our students</li> </ul>	<ul style="list-style-type: none"> <li>Registration data</li> </ul>

## ON-TIME GRADUATION

### Key Performance Outcome(s):

By grade 12, 100% of eligible students will 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) How will you know if this action is effective?
TL 1.1.e	<ul style="list-style-type: none"> <li>Hold 1:1 registration meetings between students and counselors to personalize registration plans and identify early needs for credit recovery</li> </ul>	<ul style="list-style-type: none"> <li>Increased numbers of students in all grades taking summer school credit recovery options and in school SOAR and dual credit numbers</li> </ul>
TL 1.1.e	<ul style="list-style-type: none"> <li>Develop a graduation plan with each senior in the Red Zone grades 9-12. Plans will be reviewed on a monthly basis</li> </ul>	<ul style="list-style-type: none"> <li>Counselor updates of graduation plans and monthly data analysis</li> <li>Building OTG meetings on a monthly basis</li> </ul>
TL 1.1.e	<ul style="list-style-type: none"> <li>Identify red and yellow zone students in grades 9-11 and meet with students to develop graduation and post-secondary plans.</li> <li>Review lists and identify level of interventions for yellow and red students.</li> </ul>	<ul style="list-style-type: none"> <li>Increased numbers of green student in 9-11</li> <li>Increased number of red and yellow juniors in career choices and work based learning</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Teachers with a failure rate &gt;10% will receive statistics and be asked to discuss interventions and what can be done to help them reduce the failure rate with administrators</li> </ul>	<ul style="list-style-type: none"> <li>F list reports</li> <li>Student progress tracked bi-weekly</li> <li>Course fail rate tracked bi-weekly</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Implement second year of 24 Credit pilot for credit recovery for identified high fail rate classes Algebra 1 and World History</li> <li>Roll in/roll out 7th period credit recovery</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of plan</li> <li>Grade recover data after pilot</li> <li>Credit recovery data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

100% of our students will arrive to class on time or have an excused absence.

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) How will you know if this action is effective?
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>• Implement attendance tracking system, and meet with administration and security team to develop year-long plan</li> <li>• Implement daily lunch attendance make-up sessions for unexcused absences</li> <li>• Create an online shared document for admin, support staff and certificated staff to clearly communicate which students have been assigned and served attendance make-up</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of sweeps</li> <li>• Attendance Make-up lists</li> <li>• Lunch and After-School attendance make-up data</li> <li>• Shared document</li> </ul>
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>• Administer tickets to tardy students.               <ul style="list-style-type: none"> <li>✓ Based on results, administration and security will modify the frequency and timing of use</li> </ul> </li> <li>• Surprise rewards intermittently for classes with 100% on-time attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Tardy data</li> <li>• Reward drop</li> </ul>
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>• Implement attendance roundups to decrease the number of students skipping classes during the day</li> <li>• Meeting one-on-one with students who have single unexcused absences</li> </ul>	<ul style="list-style-type: none"> <li>• Tardy and unexcused absentee rates</li> <li>• Lunch attendance make-up data</li> </ul>

## 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?
1.2a 1.3a 1.3b	<ul style="list-style-type: none"> <li>• Use curriculum-based instructional technology resources to enhance instruction and assess student learning, deepening students' content knowledge and skills.</li> <li>• Use databases, statistical analysis tools, and web resources to find evidence to support or refute claims and develop arguments.</li> <li>• Prepare students for the Smarter Balanced Assessments (SBA) using SBA Interim Block Assessments</li> <li>• Utilize heart-rate technology for time feedback to improve overall cardiac performance</li> <li>• Utilize social studies and world language leverage cloud-based resources in curriculum for better access</li> </ul>	<ul style="list-style-type: none"> <li>• Employ strategies learned at whole staff technology PD sessions from the 2017-18 school year</li> <li>• Student performance on Springboard assessments</li> <li>• Student performance on assessments in which supporting or refuting claims and developing arguments is the focus</li> <li>• Student performance on interim block assessments and the Smarter Balanced Assessments in ELA and Math</li> <li>• Student performance on Social Studies common assessments and Pearson online assessments</li> <li>• Student performance on Science common assessments</li> <li>• Performance tracked in PE classes</li> </ul>
2.3a 4.1a	<ul style="list-style-type: none"> <li>• Use LIF Days to provide building level professional development, focusing on instructional technology skills.</li> <li>• LID day professional development session on using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Student usage of Toshiba 1 to 1 devices</li> <li>• Staff use of lass Policy, Google Drive, and OneDrive</li> <li>• Student Usage Survey</li> <li>• Increased use of technology focused on the SAMR model</li> </ul>
1.3a 2.2a 2.2b 2.3a	<ul style="list-style-type: none"> <li>• Use cloud-based resources (like Google cloud or OneDrive) to collaborate with peers and organize information</li> <li>• Develop compelling presentations using web-based resources like Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Student collaboration via the cloud</li> <li>• Student presentations or products in which technology</li> </ul>