

ELA ACTION PLAN	
Key Performance Outcome: 90% of all students will meet standard by 2028; students receiving ML services will improve their proficiency as measured by the SBA at least 20% over the next three years. 75% of all students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) in spring of 2025	
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 measure of student learning that would predict strand level proficiency performance on the SBA?
All classes and subjects will model, instruct, and use common literacy strategies with students to develop language and to comprehend and analyze texts for key ideas and details.	<ul style="list-style-type: none"> • Literacy strategies in all content areas • Increasing number of SIOP practices being adopted across subject areas, including pre-teaching vocabulary in all content areas • Common reading assessments in humanities courses including embedded assessments, Pre-AP learning checkpoints, DBQs, etc.
Analyze diagnostic reading assessments throughout the year for achievement gaps for racial and socio-economic groups and implement classroom interventions to address the gaps.	<ul style="list-style-type: none"> • Shrinking achievement gaps in the following assessments over the year: <ul style="list-style-type: none"> ○ <i>Common reading assessment</i> ○ <i>Springboard embedded assessment</i> ○ <i>Pre-AP learning checkpoints</i> ○ <i>Performance Matters Recovery Diagnostics</i>
ELA classes leading schoolwide independent reading effort for every student and on a weekly basis utilize student reading to model and reinforce analytical strategies such as close reading.	<ul style="list-style-type: none"> • Library circulation numbers • Department wide silent sustained reading (SSR) and student driven tracking • Common reading assessments • Pre-AP performance tasks
Consistently utilize Professional Learning Communities (PLC) time to develop common assessments. Assess student progress against common rubric tools. Analyze the data from formative checks to determine next steps, interventions, or extensions needed to assist students in understanding of essential learning targets.	<ul style="list-style-type: none"> • Examples of commonly used rubrics • Samples of student formative data points • Student progress toward standard on essential learning targets • Improving case management and ML monitoring

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 measure of student learning that would predict strand level proficiency performance on the SBA?
Focus writing instruction on improving students' writing structure through all writing tasks.	<ul style="list-style-type: none"> • Common writing assessments • Springboard embedded assessments • Document-based questions (DBQs) • Lab reports • Classroom-based formative assessments
Focus on improving writing well supported, well-structured multi paragraph essay responses applied to content areas in preparation for post high school options such as college or career.	<ul style="list-style-type: none"> • Common writing assessments • Springboard embedded assessments • DBQs • Lab reports • Classroom-based formative assessments
Consistently utilize PLC time to develop common assessments. Assess student progress against common rubric tools. Analyze the data from formative checks to determine next steps, interventions, or extensions needed to assist students in understanding of essential learning targets.	<ul style="list-style-type: none"> • Examples of commonly used rubrics • Samples of student formative data points • Student progress toward standard on essential learning targets • Improving case management and ML monitoring

MATH ACTION PLAN Key Performance Outcome: The percentage of students meeting standard on the Smarter Balanced Assessment (SBA) in Math in the spring of 2028 will increase by 30% from current numbers (will see a 10% gain of students meeting standard from current numbers by spring 2025).	
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 measure of student learning that would predict strand level proficiency performance on the SBA?
Continue to refine and implement regular short-cycle data reviews throughout the year in subject-level PLCs, using common assessments to analyze results by individual student groups and topics/standards, and then provide targeted interventions and tiered support to address specific student learning needs.	<ul style="list-style-type: none"> • Common assessment results (modified IM assessments, Interim Assessment Blocks (IABs), etc.) • PLCs establishing clarity around direct student learning gaps as identified by common assessment results (by associated standards) and plans to meet those needs • Review/Pre-teach (Embed prerequisite skills into lessons) • Math Interventionist data
Increase student engagement and student discourse with adopting common strategies and common higher-level thinking questions aligned with the National Council of Teachers of Mathematics (NCTM) and Common Core State Standards (CCSS), specifically utilizing Illustrative Math (IM) materials and Sheltered Instruction Observation Protocol (SIOP) planning concepts.	<ul style="list-style-type: none"> • Increase regular use of instructional strategies that require student-to-student collaboration and multiple modalities (building thinking classrooms model, Advanced Via Individual Determination (AVID) strategies/Desmos, visualization, SIOP, etc.) • Teachers provide examples of modified questions in the SBA format (i.e., exit tickets, warm-ups, extra test questions) • Adoption of common SIOP practices
In Algebra 1, Geometry, and Algebra 2 courses, classes will co-develop and establish class charters as a tool for students to regularly reflect, self-assess, and develop common expectations for the way their community provides feedback about learning experiences.	<ul style="list-style-type: none"> • Walkthrough evidence of PLC/team common language and expectations • Student growth goal data identifies team-based plans and actions around regular and consistent student self-reflection, self-assessment, etc.

SCIENCE ACTION PLAN Key Performance Outcomes	
<p>More than 60% of tested 11th graders will meet standard on the Washington Comprehension Assessment of Science (WCAS) in spring of 2025 (90% of will meet standard by 2028).</p> <p>90% of students will complete a graduation pathway that achieves the 3-year requirements for science with a grade of C or better for on time graduation (100% will meet the pathway by 2028).</p>	
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 WCAS?
Consistently utilize PLC time to develop common assessments. Assess student progress against common rubric tools. Analyze the data from formative checks to determine next steps, interventions, or extensions needed to assist students in understanding of essential learning targets.	<ul style="list-style-type: none"> • Examples of commonly used rubrics • Samples of student formative data points • Student progress toward standard on essential learning targets
Continued focus on the increased implementation of scientific vocabulary strategies to help close achievement gaps between groups of students (such as Frayer models, drawings, color coding and guided notes, and word walls).	<ul style="list-style-type: none"> • Professional development for Tier 1 instructional strategies around improving vocabulary • Growth of students who receive Multilingual Learner (ML) and special education services in Science coursework – measured by formal and informal checks • Samples of student formative data points • Samples of academic vocabulary building activities used across PLCs

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

Key Performance Outcome(s):

Welcoming Culture: Increase student positive reporting of student climate in school by at least 20% favorable as measured by the Panorama Education Survey by spring 2028, with an increase of percent reporting favorable by at least 8% by spring of 2025.

Physical, Emotional and Intellectual Safety: Increase student positive reporting of safety in school by at least 20% favorable as measured by the Panorama Education Survey by spring 2028, with an increase of percent reporting favorable by at least 5% by spring of 2025.

Equitable and Accessible Opportunities: Increase the percentage of ML students enrolled in dual credit course options to over 50% by the 2027-28 school year.

Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Welcoming Culture	
Continue Tier 1 strategies: positive greetings at the door for every period. Include student name, short positive interaction, and direct to first (Do-Now) activity.	<ul style="list-style-type: none">• Panorama survey responses in sense of belonging and teacher-student relationship• Student input gathered in creation of charter creation• Schoolwide charter created and posted in multiple areas of the school• Attendance numbers at parent events• Discovering student interests (through surveys/projects/activities) and incorporating these into our daily lessons
Staff and students will create and implement a schoolwide charter based on our RULER training.	
Develop programming for Parent Engagement events (fall and spring) focusing on parent engagement needs for supporting student academic and life.	
Physically, Emotionally, and Intellectually Safe Environment	
Improvement of standard Positive Behavioral Interventions and Supports (PBIS) systems across all school spaces.	<ul style="list-style-type: none">• Collaboratively developed class norms displayed in classrooms and revisited throughout the year• Students will regularly engage in RULER lessons to increase emotional intelligence through PAWS• Expectations reviewed with staff through bulletin and staff meeting information• Consistent visual reminders in common spaces and classrooms
Developing systems and structures for the implementation of improved safety measures including student-facing information.	<ul style="list-style-type: none">• Review changes to lockdown procedures and continue developing understanding of Run, Hide, Fight scenario conversations with staff and students• Increase visibility and accessibility of security and administration throughout campus• Parking lot maps and signage including family and student friendly communication• Safety Committee meeting notes

	<ul style="list-style-type: none"> Plan developed for implementation of fences and key card access prior to roll out with students
Equitable and Accessible Opportunities	
Expand program and pathway promotional opportunities to recruit for underrepresented groups of students for Advanced Placement (AP), College in the High School, and other challenging option courses.	<ul style="list-style-type: none"> Pre-registration numbers for AP, College in the High School, and challenging option courses Quarter grades in college credit bearing courses

ATTENDANCE

Key Performance Outcome(s):

From September of 2024 to the launch of the 2027-2028 school year, we will improve our percentage of students attending 90% or more of school days from 54% to 70% (regular attendance rate).

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Implement strong Tier 1 attendance incentives and communicate correlation impact of absences on student success with families and students regularly.	<ul style="list-style-type: none">• Establish attendance and tardy incentives at the department and/or grade level and communicate it to students, families and staff• Schoolwide absences and rate by month (include overall attendance rates and disaggregate data by race/ethnicity, socioeconomic status (SES), special education/ML, and program qualification) shared regularly• Weekly attendance and tardy reports will be used to determine if attendance increases because of individual incentives, calls, and/or home visits
Improve Tier 2 attendance processes.	<ul style="list-style-type: none">• Strengthen Community Engagement Board (CEB)<ul style="list-style-type: none">○ Overall number of CEB meetings○ Attendance rates of students whose families engage in CEB meetings○ Percentage of students whose attendance improves following a CEB• Number of petitions needed, and stays lifted/orders to abate set• Examine data of attendance and grades to determine outliers who would benefit from increased academic support
Reinforce existing systems that address grade level absences and tardies, providing interventions to reduce the number of student tardies throughout the school day.	<ul style="list-style-type: none">• Implementation of student conductor program and kiosks• Tardy data by period trends throughout the school year. Regularly share data in newsletter

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase the number of parents participating in the spring school climate survey to over 600 by the spring of 2028 from the numbers participating in the spring 2024.

Family Partnerships Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Increase ML parent participation in campus-wide events (Culture Night, Future Bruin Night, etc.) through developing greater partnerships with Natural Leaders, BCP, and more fully broadening parent communication with ParentSquare.

Continuing implementation of Student Conductor for tracking student tardies and notifying parents in real time and increasing frequency and effectiveness of parental involvement in improving regular student attendance.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Increased communication with families of multilingual students
- Numbers of family members attending campus events

- Decreased number of student tardies
- Decreased number of student absences in various periods throughout the day

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase the percentage of students enrolled in a dual credit course to over 80% by the 2027-28 school year.

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 measure will you use to determine the success of your action items?
Create a building wide understanding of registration options focusing on dual credit courses.	<ul style="list-style-type: none">• Develop and implement commonly used promotional materials for challenging options courses• Examples of outreach to students who show interest in content of dual credit courses• Targeted dual credit registration invitations for underrepresented demographic groups
Provide extracurricular activities and enrichment options that expose students to dual credit course content in first semester.	<ul style="list-style-type: none">• Classroom content in common pathway classes that specifically connects to dual credit options and clearly identifies the connection for students• PAWS activities aligned to dual credit content exploration

ON-TIME GRADUATION

Key Performance Outcome(s):

95% of all and every subgroup will graduate within four years by 2028.

80% of all ninth-grade students will pass all credits attempted by 2028

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 measure will you use to determine the success of your action items?
Continued implementation of various academic and community-building strategies such as class meetings, PAWS lessons to support through the Ninth Grade Success Team, Link Crew mentorship, and other groups.	<ul style="list-style-type: none">• Grade, attendance, and disciplinary trends for all ninth-grade students throughout the year• Additional climate survey measure trends (teacher-student relationships, cultural awareness and action, social awareness, etc.) as measured by the Panorama Survey
Having a graduation plan for all credit deficient students, with monthly reviews for twelfth grade credit deficient students, quarterly reviews for tenth and eleventh grade credit deficient students, semester reviews for ninth grade credit deficient students.	<ul style="list-style-type: none">• Number of students on track to graduate first and second semester• Number of additional credits students earn beyond six credits per year

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Increase student reporting favorably to academic needs questions on the Panorama Survey regarding use of technology to increase college and career readiness skills to 88% by all student demographic groups as measured by the Panorama Education Survey by spring 2025, with a 3-percentage point increase yearly to reach or surpass 95% favorable responses by spring 2028.

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 measure will you use to determine the success of your action items?
Use curriculum-based instructional technology resources to enhance instruction and assess student learning, deepening students' content knowledge and skills.	<ul style="list-style-type: none"> • STEMscopes • Springboard embedded assessments • Staff use of Class Policy, Canvas/Google Classroom, Office 365, Performance Matters, etc. • Imagine Learning – Language & Literacy (MLs - newcomer only)
Provide professional development in the Substitution, Augmentation, Modification, Redefinition (SAMR) model of technology integration, including the daily use of interactive panels by instructional staff to improve instruction using technology.	<ul style="list-style-type: none"> • Number of Learning Learning and Information Technology Services (LITS) professional development (PD) given • Staff surveys • Number of new staff accessing Northwest Council for Computer Education (NCCE) PD • Number of staff regularly using interactive panels in instruction
Provide a school-issued device to all students at the start of the school year or enrollment while ensuring that devices are ready for use.	<ul style="list-style-type: none"> • Work with Cascade's LITS to create efficient ways to distribute and collect devices, have them reimaged, and updated