

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

Overall: %	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	12	49	39
Listening and Speaking	10	63	27
Writing	12	43	46
Research/Inquiry	11	47	42

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Define common course outcomes, unit goals, and daily learning targets aligned to Common Core Literacy Standards (CCLS) and district instructional maps; establish common success criteria at the course, unit, and daily levels; and use common summative and formative measures to assess student learning 	<ul style="list-style-type: none"> Common assessments, including SpringBoard short cycle assessments; Language Live unit assessments Classroom-based formative assessments
TL 1.3.a	<ul style="list-style-type: none"> Communicate learning targets, purpose, learning progression, and success criteria to students and families; frequently monitor student responses to these questions: What are you learning, why is it important, how will you know that you've learned it, where are you going next? 	<ul style="list-style-type: none"> Walkthrough documents with student answers to the questions
TL 1.3.a	<ul style="list-style-type: none"> Model and instruct students in the use of close reading strategies and academic discourse to analyze complex texts related to core content across the curriculum, including the following strategies: direct 	<ul style="list-style-type: none"> Common assessments, including SpringBoard short cycle assessments and IABs Classroom-based formative assessments

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 measure of student learning that would predict strand level proficiency performance on the SBA?
	academic vocabulary instruction, text annotation, structured notetaking, Socratic Seminar, and reading across documents	
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> • Disaggregate SpringBoard short cycle assessments, Smarter Balanced Interim Assessment Blocks (IABs), and other common assessments by race, ethnicity, socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets 	<ul style="list-style-type: none"> • Common assessments, including SpringBoard short cycle assessments and IABs
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> • Develop and implement supplemental (Tier 2) in-class interventions for students not meeting success criteria 	<ul style="list-style-type: none"> • Common assessments of those students identified for Tier 2 interventions
TL 1.1.a TL 1.3.a	<ul style="list-style-type: none"> • Implement Language Live curriculum with fidelity in Resource Language Arts, Achieve Language Arts, Extended Resource Language Arts, and English Learner Language Arts classes 	<ul style="list-style-type: none"> • SBA interim assessments • Language Live assessments
	<ul style="list-style-type: none"> • Ensure 95% SBA participation in each specific subgroup <ul style="list-style-type: none"> ○ Monitor daily and testing date attendance closely ○ Make personal calls to families of non-attending students ○ Home pick-up transportation for students who are absent 	<ul style="list-style-type: none"> • Participation rate increase on 2018-19 SBA in each subgroup

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: %	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	12	49	39
Listening and Speaking	10	63	27
Writing	12	43	46
Research/Inquiry	11	47	42

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Define common course outcomes, unit goals, and daily learning targets aligned to CCLS and district instructional maps; establish common success criteria at the course, unit, and daily levels; and use common summative and formative measures to assess student learning 	<ul style="list-style-type: none"> Common assessments, including SpringBoard embedded assessments Classroom-based formative assessments
TL 1.3.a	<ul style="list-style-type: none"> Communicate learning targets, purpose, learning progression, and success criteria to students and families; frequently monitor student responses to these questions: What are you learning, why is it important, how will you know that you've learned it, where are you going next? 	<ul style="list-style-type: none"> Walkthrough documents with student answers to the questions
TL 1.3.a	<ul style="list-style-type: none"> Model and instruct students to write and speak using evidence from texts to develop well-defended claims, present careful analysis, provide clear information and accurate summaries in social studies, English language arts, and science classes; provide the students frequent opportunities to practice writing, including the following strategies: brain storming, outlining, drafting, editing, and publishing for multiple authentic audiences 	<ul style="list-style-type: none"> Common assessments, including SpringBoard embedded assessments, document-based questions (DBQs), lab reports Classroom-based formative assessments
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> Disaggregate SpringBoard embedded assessments, Document Based Questions (DBQ), and other common assessments by race, ethnicity, 	<ul style="list-style-type: none"> Common assessments, including SpringBoard short cycle assessments and IABs

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 measure of student learning that would predict strand level proficiency performance on the SBA?
	socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets	
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> • Develop and implement supplemental (Tier 2) in-class interventions for students not meeting success criteria 	<ul style="list-style-type: none"> • Common assessments of those students identified for Tier 2 interventions
	<ul style="list-style-type: none"> • Ensure 95% SBA participation in each specific subgroup <ul style="list-style-type: none"> o Monitor daily and testing date attendance closely o Make personal calls to families of non-attending students o Home pick-up transportation for students who are absent 	<ul style="list-style-type: none"> • Participation rate increase on 2018-19 SBA in each subgroup

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

10th Grade

Overall: %	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	46	32	22
Problem Solving and Modeling & Data Analysis	24	55	22
Communicating Reasoning	17	64	19

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Define common course outcomes, unit goals, and daily learning targets aligned to Common Core Mathematics Standards (CCMS) and district instructional maps; establish common success criteria at the course, unit, and daily levels; and use common summative and formative measures to assess student learning 	<ul style="list-style-type: none"> Common assessments, including Interim Assessment Blocks Classroom-based formative assessments
TL 1.3.a	<ul style="list-style-type: none"> Communicate learning targets, purpose, learning progression, and success criteria to students and families; frequently monitor student responses to these questions: What are you learning, why is it important, how will you know that you've learned it, where are you going next? 	<ul style="list-style-type: none"> Walkthrough documents with student answers to the questions
TL 1.3.a	<ul style="list-style-type: none"> Elicit and use evidence of student thinking by facilitating meaningful mathematical discourse among students including the use of effective mathematical routines, rich math tasks, and daily summative and reflective practices 	<ul style="list-style-type: none"> Common assessments, including IABs Classroom-based formative assessments
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> Disaggregate Smarter Balanced Interim Assessment Blocks (IABs), and other common assessments by race, ethnicity, socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets 	<ul style="list-style-type: none"> Common assessments, including IABs

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> • Develop and implement supplemental (Tier 2) in-class interventions for students not meeting success criteria 	<ul style="list-style-type: none"> • Common assessments of those students identified for Tier 2 interventions
TL 1.1.a TL 1.3.a	<ul style="list-style-type: none"> • Implement targeted intervention courses (Intensified Algebra block, sheltered instruction in Algebra and Geometry, Algebra II support, Bridge 2 College Math, and Principles of Math) for identified students 	<ul style="list-style-type: none"> • SBA interim assessments • Common unit assessments
	<ul style="list-style-type: none"> • Ensure 95% SBA participation in each specific subgroup <ul style="list-style-type: none"> o Monitor daily and testing date attendance closely o Make personal calls to families of non-attending students o Home pick-up transportation for students who are absent 	<ul style="list-style-type: none"> • Participation rate increase on 2018-19 SBA in each subgroup

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: %	Meet or Exceeding
Practices & Crosscutting Concepts in Physical Sciences	51
Practices & Crosscutting Concepts in Life Science	51
Practices & Crosscutting Concepts in Earth & Space Science	44

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 WCAS?
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Define common course outcomes, unit goals, and daily learning targets aligned to Next Generation Science Standards (NGSS) and district instructional maps; establish common success criteria at the course, unit, and daily levels; and use common summative and formative measures to assess student learning 	<ul style="list-style-type: none"> Common unit assessments Classroom-based formative assessments
TL 1.3.a	<ul style="list-style-type: none"> Communicate learning targets, purpose, learning progression, and success criteria to students and families; frequently monitor student responses to these questions: What are you learning, why is it important, how will you know that you've learned it, where are you going next? 	<ul style="list-style-type: none"> Walkthrough documents with student answers to the questions
TL 1.3.a	<ul style="list-style-type: none"> Implement the Engage, Explore, Explain, Elaborate, Evaluate (5 E) model of science inquiry instruction in the 9th and 10th grade Biology and the Environment course 	<ul style="list-style-type: none"> Common unit assessments Classroom-based formative assessments
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> Disaggregate STEMScopes (Biology and the Environment), Chemistry, and AP Environment Science common assessments by race, ethnicity, socio-economic status, and program to determine next steps to close achievement gaps and meet equity targets 	<ul style="list-style-type: none"> Common unit assessments

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 WCAS?
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> • Develop and implement supplemental (Tier 2) in-class interventions for students not meeting success criteria 	<ul style="list-style-type: none"> • Common assessments of those students identified for Tier 2 interventions
	<ul style="list-style-type: none"> • Ensure 95% WCAS participation in each specific subgroup <ul style="list-style-type: none"> o Monitor daily and testing date attendance closely o Make personal calls to families of non-attending students o Home pick-up transportation for students who are absent 	<ul style="list-style-type: none"> • Participation rate increase on 2018-19 WCAS in each subgroup

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

By graduation, 100% of students will have successfully completed a college-credit bearing course (Advanced Placement, College in the High School, and Tech Prep). Decrease differential among subgroups of students in challenging option courses (Advanced Placement, College in the High School, and Tech Prep) to zero for access and outcomes (grades and AP 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 measure will you use to determine the success of your action items?
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Define common course outcomes unit goals, and daily learning targets aligned to Common Core State Standards (CCSS)/NGSS and district instructional maps; establish common success criteria at the course, unit, and daily levels for all challenging options courses including AP, College in the High School, and Tech Prep courses, and use common summative and formative measures to assess student learning 	<ul style="list-style-type: none"> Common assessments Classroom-based formative assessments
TL 1.3.a	<ul style="list-style-type: none"> Communicate learning targets, purpose, learning progression, and success criteria to students and families; frequently monitor student responses to these questions: What are you learning, why is it important, how will you know that you've learned it, where are you going next? 	<ul style="list-style-type: none"> Walkthrough documents with student answers to the questions
TL 1.1.d TL 1.2.a	<ul style="list-style-type: none"> Expand staff participation in recruiting efforts for underrepresented groups of students for AP, College in the High School, and other challenging option courses, disaggregating enrollment numbers by race, ethnicity, gender, and socio-economic status 	<ul style="list-style-type: none"> Pre-registration numbers for AP, College in the High School, and challenging option courses
TL 1.1.d TL 1.2.a	<ul style="list-style-type: none"> Provide support systems for students new to college credit bearing courses including peer study groups, practice exams, and instruction in Advanced Via Individual Determination (AVID) strategies including Cornell note process and close reading 	<ul style="list-style-type: none"> Quarter grades in college credit bearing courses 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 decision about their child's education to 75% by spring 2019, as measured by the Educational Effectiveness Survey (EES). Increase % of parents who report that this school has activities to celebrate different cultures, including mine to 75% by spring 2019, as measured by the Educational Effectiveness Survey (EES).

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 measure will you use to determine the success of your action items?
SR 5.1.a	<ul style="list-style-type: none"> Partner with students and families to develop and implement a Culture Night to recognize and celebrate Cascade High School's diverse community 	<ul style="list-style-type: none"> Minutes of planning meetings Attendance at event
SR 5.1.a	<ul style="list-style-type: none"> Support opportunities to foster increased family participation through Bruin Community Parents (BCP), Natural Leaders, and other parent community groups in school and community-sponsored activities 	<ul style="list-style-type: none"> Number of members in BCP and Natural Leaders Natural Leaders sign-in sheets Parent sign-in sheets for guest speakers and classroom volunteers Monthly Natural Leaders data
SR 5.1.a	<ul style="list-style-type: none"> Restructure family events (Open House, Curriculum Night, HS and Beyond Night) to better align with process conditions for effective partnerships 	<ul style="list-style-type: none"> FAFSA completion rates College application rates Parent and staff feedback after events
SR 5.1.a	<ul style="list-style-type: none"> Increase opportunities to engage families using their primary language during school sponsored events 	<ul style="list-style-type: none"> Sign in sheets from "Cascade en Espanol" from Fall Open House Sign in sheets from spring parent event

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

Key Performance Outcome(s):

Increase student reporting of students exhibiting respectful behavior towards others to 75% as measured by the Educational Effectiveness Survey (EES) by Spring 2019. Increase student reporting of sense of belonging in school to 3.4 on a scale of 1-5 as measured by the Panorama Education Survey by spring 2019. Decrease overall numbers of office referrals for disruptive behavior in classrooms (including disruptive behavior, defiance/insubordination, failure to follow school rules, and electronic device violation) by 20% compared to 2017-18 school year. Increase in staff reporting that expected student behaviors are taught directly to 100% by spring 2019 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 measure will you use to determine the success of your action items?
SR 5.1.a	<ul style="list-style-type: none"> Partner with students and families to develop and implement a Culture Night to recognize and celebrate Cascade High School's diverse community 	<ul style="list-style-type: none"> Minutes of planning meetings Attendance at event
TL 1.3.a PSS 3.3.a	<ul style="list-style-type: none"> Through the Tier I Team, develop and implement school-wide culturally relevant, trauma-informed practices aligned with Positive Behavior Interventions and Support (PBIS) framework 	<ul style="list-style-type: none"> Collaboratively developed class norms displayed in classrooms Numbers of staff greeting students in hallways Trends in discipline referrals for targeted behaviors Number of positive parent/guardian contacts as reports by staff
TL 1.3.b	<ul style="list-style-type: none"> Conduct school-wide positive behavior promotions through Professionalism, Responsibility, Integrity, Dignity, and Engagement (PRIDE) lessons and visual displays of data 	<ul style="list-style-type: none"> Trends in discipline referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status
TL 1.3.b TL 1.3.c	<ul style="list-style-type: none"> Develop and implement outreach activities to increase student participation in athletics and activities 	<ul style="list-style-type: none"> Participation rates in clubs, sports
PSS 3.5.a	<ul style="list-style-type: none"> Partner with Career Technical Educational programs such as Graphic Design to design, manufacture, and display welcoming and navigational signage for Cascade's campus 	<ul style="list-style-type: none"> Survey for substitutes new to school Survey of students new to school during school year in month after enrollment (February through May)

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 measure will you use to determine the success of your action items?
PSS 3.4.a	<ul style="list-style-type: none"> Utilize the Panorama Student Success Platform to identify students who self-report a low sense of belonging at school and to develop Tier II interventions such as Check and Connect, Ten by Two, etc. 	<ul style="list-style-type: none"> Panorama survey responses in sense of belonging and teacher-student relationship Trends in discipline referrals for identified students disaggregated by race, ethnicity, gender, and socio-economic status
SR 5.1.a	<ul style="list-style-type: none"> Provide a mental health care professional on campus to work with students experiencing mental/emotional difficulties, in partnership with local agency 	<ul style="list-style-type: none"> Number of students receiving services through the on-site mental health professional
PSS 3.4.a	<ul style="list-style-type: none"> Implement social-emotional meetings and staff referral process and develop appropriate interventions 	<ul style="list-style-type: none"> List of students identified as in need of support and assigned adult advocate Grade, attendance, and discipline for students identified as needing support
PSS 3.4.a	<ul style="list-style-type: none"> Develop and implement PRIDE lessons on social-emotional safety 	<ul style="list-style-type: none"> Student feedback/survey embedded into PBIS PRIDE activities School-wide grade, attendance, and discipline trends
PSS 3.4.a PSS 3.4.b	<ul style="list-style-type: none"> Develop and implement safety communication to all students in classrooms during the month of November clarifying safety expectations emphasizing responsibility and dignity 	<ul style="list-style-type: none"> Discipline incident trends Lunch walkthroughs Staff feedback

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 measure will you use to determine the success of your action items?
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Expand staff participation in recruiting efforts for underrepresented groups of students for AP, College in the High School, and other challenging option courses, disaggregating enrollment numbers by race, ethnicity, gender, and socio-economic status 	<ul style="list-style-type: none"> Pre-registration numbers for AP, College in the High School, and challenging option courses
TL 1.3.a	<ul style="list-style-type: none"> Provide support systems for students new to college credit bearing courses including peer study groups, practice exams, and instruction in AVID strategies including Cornell note process and close reading 	<ul style="list-style-type: none"> Quarter grades in college credit bearing courses Sign-in sheets for support activities
III 2.3.a PSS 3.4.a	<ul style="list-style-type: none"> Provide professional development for staff using the Tier I Team to address race, class, and gender interactions as well as trauma-informed practices 	<ul style="list-style-type: none"> School-wide grade, attendance, and discipline trends Panorama survey results

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 measure will you use to determine the success of your action items?
PSS 3.4.a	<ul style="list-style-type: none"> Disaggregate discipline data by race, ethnicity, gender, socio-economic status and program and analyze to determine next steps to close gaps 	<ul style="list-style-type: none"> School-wide discipline trends Panorama survey results

ON-TIME GRADUATION

Key Performance Outcome(s):

100% of students meet graduation requirements within four years.

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 measure will you use to determine the success of your action items?
TL 1.1.a	<ul style="list-style-type: none"> Develop a graduation plan, including an identified trusted adult, for all credit deficient students, with monthly reviews for 12th grade credit deficient students; quarterly reviews for 10th and 11th grade credit deficient students; and semester review for 9th 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
TL 1.1.a	<ul style="list-style-type: none"> Offer opportunities for credit recovery and additional ways for students to earn credit both inside and outside the traditional school day (School Success Seminar classes, Work experience, Career Choices, and volunteer credit), summer school recovery classes, and online credit recovery options 	<ul style="list-style-type: none"> Number of additional credits earned through online credit recovery options, summer school, and school day Student Success Seminar classes Number of credits earned through Work Experience, Career Choices, and Volunteer Credit
TL 1.1.a	<ul style="list-style-type: none"> Provide after school interventions and support programs including Bruin Success Time for tutorial and enrichment with emphasis on students in danger of failing courses 	<ul style="list-style-type: none"> Student participation in Bruin Success time and individual teacher interventions Intervention schedule/calendar
TL 1.1.a III 2.3.a	<ul style="list-style-type: none"> Further develop and implement summer school coordination plan 	<ul style="list-style-type: none"> Number of enrolled students who successfully complete summer school Number of credits earned in summer school
TL 1.1.d	<ul style="list-style-type: none"> Instruct students on college and career planning tools in Naviance 	<ul style="list-style-type: none"> Naviance data reports
TL 1.1.a	<ul style="list-style-type: none"> Implement a monthly Saturday Academy support for tutorial and enrichment 	<ul style="list-style-type: none"> Number of students attending Saturday Academy each month and their subsequent success in coursework
TL 1.1.a	<ul style="list-style-type: none"> Increase the sense of belonging of 9th grade students through continued implementation of Link Crew mentorship program, Summer Jumpstart with academic and community-building focus, and a leadership class for freshmen 	<ul style="list-style-type: none"> Grade and attendance trends for all ninth-grade students Grade and attendance trends for ninth graders who participate in jumpstart and leadership class

ATTENDANCE

Key Performance Outcome(s):

Increase average days of student attendance from 91.9% (14 days missed annually) to 93.3% (12 days missed annually). Decrease number of students with first period tardy or absence within a month from 32.5% in October 2018 to 25.0% by May 2019.

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

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

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

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 measure will you use to determine the success of your action items?
III 2.1.a PSS 3.3.c	<ul style="list-style-type: none"> Provide professional development in the Substitution, Augmentation, Modification, Redefinition (SAMR) model of technology integration, including exploration of digital tools and resources, for all instructional staff to improve instruction using technology 	<ul style="list-style-type: none"> Staff reporting of confidence using technology tools before and after professional development Student use of one to one devices Staff use of Class Policy, Canvas, Office 365, etc.
TL 1.3.a III 2.1.a	<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 	<ul style="list-style-type: none"> Student assessment results from STEMscopes, Language Live, Pearson online assessments in Spanish, Math, and Social Studies, Springboard Short-Cycle assessments, etc.
PSS 3.4.a	<ul style="list-style-type: none"> Implement digital citizenship lessons 	<ul style="list-style-type: none"> Trends in discipline referrals for "inappropriate use of electronics"
TL 1.5.a III 2.2.a	<ul style="list-style-type: none"> Prepare students for the Smarter Balanced Assessment using SBA interim block assessments 	<ul style="list-style-type: none"> SBA interim assessment reports
TL 1.1.d	<ul style="list-style-type: none"> Instruct students on college and career planning tools in Naviance 	<ul style="list-style-type: none"> Naviance data reports