

READING ACTION PLAN
Key Performance Outcome:
2014-15 SBA Results

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

11th Grade

Overall: 40.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	6.9	32	60.7
Listening and Speaking	6.1	56.3	37.2
Writing	7.3	23.5	68.8
Research/Inquiry	4.9	32.4	62.3

Planning, Instruction, Assessment, Response

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) How will you know if this action is effective?
1.2.b	P COMMON LESSONS: Design common lessons as a team.	<ul style="list-style-type: none"> Learning Improvement Fridays (LIF) notes show creation of common lesson(s) Artifacts of SpringBoard instruction at each level
1.3.a	I CLAIM, EVIDENCE, REASONING (CER): 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"> LIF notes show the development of CER tasks/lessons; observations Artifacts of SpringBoard tasks
1.3.a	I COMPREHENSION: Model comprehension strategies for students including close reading, modeling, and making thinking visible.	<ul style="list-style-type: none"> LIF notes on comprehension strategies Observe students using comprehension strategies in classroom observations
1.2.b	A LEVELED ASSESSMENTS: Create common, leveled, formative and summative assessments that measure proficiency on unit standards and give feedback to students.	<ul style="list-style-type: none"> LIF notes, observations Common leveled assessments for each SpringBoard unit
1.3.a	R STRATEGIC LESSON ADJUSTMENTS: Implement adjustments to respond to on-going checks of student understanding during a lesson.	<ul style="list-style-type: none"> LIF notes on potential adjustments Observe lesson adjustments during classroom observations

WRITING ACTION PLAN

2014-15 SBA Results

11th Grade

Overall: 40.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	6.9	32	60.7
Listening and Speaking	6.1	56.3	37.2
Writing	7.3	23.5	68.8
Research/Inquiry	4.9	32.4	62.3

Key Performance Outcome:

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

Planning, Instruction, Assessment, Response

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) How will you know if this action is effective?
1.2.b	P COMMON LESSONS: Design common lessons as a team.	<ul style="list-style-type: none"> LIF notes show creation of common lesson(s) Artifacts of SpringBoard instruction at each level
1.3.a	I 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"> LIF notes show the development of CER tasks/lessons; observations Artifacts of SpringBoard tasks
1.2.b	A LEVELED ASSESSMENTS: Create common, leveled, formative and summative assessments that measure proficiency on unit standards and give feedback to students.	<ul style="list-style-type: none"> LIF notes, observations Common leveled assessments for each SpringBoard unit
1.3.a	R STRATEGIC LESSON ADJUSTMENTS: Implement adjustments to respond to on-going checks of student understanding during a lesson.	<ul style="list-style-type: none"> LIF notes on potential adjustments Observe lesson adjustments during classroom observations

MATH ACTION PLAN

Key Performance Outcome:

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

2014-15 SBA Results

11th Grade

Overall: 28.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	22.5	32.1	45.4
Problem Solving and Modeling & Data Analysis	11.9	39.4	48.6
Communicating Reasoning	11.5	47.2	41.3

Planning, **I**nstruction, **A**ssessment, **R**esponse

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) How will you know if this action is effective?
1.2.b	P INSTRUCTIONAL MAPS: Engage teams in instructional mapping to integrate best instructional practices of the discipline with the unit content.	<ul style="list-style-type: none"> Unit instructional maps Observe best instructional practices during classroom observations
1.3.b	I ENGAGING LESSONS: Create authentic, relevant and challenging tasks that cognitively engage students on important concepts/learning of the unit.	<ul style="list-style-type: none"> LIF notes show creation of cognitively engaging tasks Observe students cognitively engaged with challenging tasks in classroom observations
1.2.b	A LEVELED ASSESSMENTS: Create common, leveled, formative and summative assessments that measure proficiency on unit standards and give feedback to students.	<ul style="list-style-type: none"> Common leveled assessments for each unit Monitor the proficiency levels of students on unit standards/assessments
3.3.a	A ANALYSIS OF ASSESSMENTS RESULTS: Analyze student results as a team to inform and develop a response.	<ul style="list-style-type: none"> LIF notes show analysis of assessment results Monitor the proficiency levels of students on unit standards/assessments
1.2.b	R RESPONSE TO ASSESSMENTS: Adjust upcoming lessons based on the results from the common assessment analysis.	<ul style="list-style-type: none"> LIF notes on lessons that are adjusted based on assessment analysis Monitor the proficiency levels of students on unit standards/assessments Formative assessment discussion and adjustments

SCIENCE ACTION PLAN

Key Performance Outcome:

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

2014-15 EOC Results

10th Grade

Overall:	Strand % Perf. Below	Strand % Perf. Similar
Systems	19.3	80.7
Inquiry	13.1	86.9
Application	19.3	80.7
Structures and functions of living organisms	16.2	83.8
Maintenance and stability of populations	17.5	82.5
Mechanisms of evolution	12.6	87.4

Planning, **I**nstruction, **A**ssessment, **R**esponse

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) How will you know if this action is effective?
1.2.b	P UNIT PLAN: Create and share unit plans with students listing the unit targets (standards) in student-friendly language.	<ul style="list-style-type: none"> Student-friendly unit plans for each unit Monitor proficiency levels of students on unit standards
1.3.a	I 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"> LIF notes show the development of CER tasks/lessons Monitor proficiency levels of students on CER items in assessments
1.2.b	I 21st CENTURY SKILLS: Implement tasks that promote creativity; critical thinking, collaboration, and communication.	<ul style="list-style-type: none"> LIF notes show creation of tasks that involve 21st Century learning Observe students using 21st Century skills in classroom observations
1.2.b	A ELICIT EVIDENCE OF STUDENT THINKING: Create tasks, prompts, and questions that elicit student understanding to give feedback and make necessary adjustments during the lesson.	<ul style="list-style-type: none"> LIF notes showing creation of prompts/tasks/questions to elicit student understanding Observe use of prompts/tasks/ questions to elicit student understanding in classroom observations
1.2.b	R DEMONSTRATE UNDERSTANDING: Provide students multiple opportunities to reflect, revise, and demonstrate their understanding on learning standards throughout the unit.	<ul style="list-style-type: none"> LIF notes on development of alternative assessments Monitor the proficiency levels of students on unit standards/ assessments

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome:

Expand opportunities for challenging options including AP and College in the High School and close or maintain closure of equity gaps.

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) How will you know if this action is effective?
1.2.a	<ul style="list-style-type: none"> Conduct Equal Opportunity Schools Surveys and follow up. 	<ul style="list-style-type: none"> Collect survey data and use that to identify gap areas, then meet with students to increase diversity in AP enrollment.
1.2.a	<ul style="list-style-type: none"> Research potential AP offerings. 	<ul style="list-style-type: none"> Collect data regarding options to implement more AP classes to underclassmen (AP Environmental Science for freshmen, AP Human Geography)
1.2.a	<ul style="list-style-type: none"> Expand AP offerings. 	<ul style="list-style-type: none"> Implement new courses into the catalogue for 2016-17 (AP Research and possibly AP Human Geography)
1.2.a	<ul style="list-style-type: none"> Expand College in the High School offerings. 	<ul style="list-style-type: none"> Add College in the High School credit to two courses: AP Spanish and AP English Literature
3.3.a	<ul style="list-style-type: none"> Hold AP Professional Learning Community meetings. 	<ul style="list-style-type: none"> Collect LIF agendas and notes from the AP teachers learning community

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Improve our informational and relational connections with parents through communication in a variety of formats.

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?
5.2 a	<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. 	<ul style="list-style-type: none"> A variety of 2-year and 4-year colleges will be represented in the main gym, we will also include Trade schools at the High School and Beyond event The Mill Creek Foursquare Church served hot dog meals to over 700 at the HS and Beyond event
5.2 a	<ul style="list-style-type: none"> Seek active parent participation on the Jackson Leadership Council (JLC) and SIP Team. 	<ul style="list-style-type: none"> One parent from each grade level represented on JLC and will attend JLC meetings. At these meetings the SIP will be reviewed and discussed
5.2 a	<ul style="list-style-type: none"> Conduct coffee with the principal to allow for organic, informal conversations in smaller groups with parents. 	<ul style="list-style-type: none"> Four times a year, Dave Peters will meet with parents, organized by the PTSA
5.2 a	<ul style="list-style-type: none"> Implement "Late night" counselor-parent meetings to accommodate parent work schedules. 	<ul style="list-style-type: none"> Counselors will accommodate parents three times per school year by scheduling late meetings
5.2 a	<ul style="list-style-type: none"> Schedule 8th Grade Parent Night, 8th Grade Transition Meetings. 	<ul style="list-style-type: none"> Advertising and communication through PTSA newsletter, our website, Blackboard Connect messages These meetings will be scheduled prior to registration in the spring

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

Key Performance Outcome(s):

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

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) How will you know if this action is effective?
1.4.a	<ul style="list-style-type: none"> CULTURE WEEK: ASB organize a week of culture in cooperation with the JHS kitchen just before MLK day. 	<ul style="list-style-type: none"> Reduction in discipline among students of color
1.4.a	<ul style="list-style-type: none"> MLK ASSEMBLY: John Lovick and student speakers from the multicultural club will speak at the assembly. 	<ul style="list-style-type: none"> Reduction in discipline among students of color
1.4.a	<ul style="list-style-type: none"> MULTICULTURAL CLUB: Provide an opportunity to meet and socialize with students of different cultures. 	<ul style="list-style-type: none"> Reduction in discipline among students of color
1.4.a	<ul style="list-style-type: none"> LINK CREW: Link crew students help orient freshman during freshman orientation and put on other activities for freshman. 	<ul style="list-style-type: none"> Reduction in discipline among students of color
1.4.a	<ul style="list-style-type: none"> LATINO LEADERSHIP CLUB: Build leadership and comradery among Latino students. 	<ul style="list-style-type: none"> Reduction in discipline among students of color
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) How will you know if this action is effective?
3.4.a	<ul style="list-style-type: none"> CHALLENGE DAY: Organize a Challenge Day involving hundreds of students and staff. 	<ul style="list-style-type: none"> Reduction in discipline incidents, particularly those involving physical aggression
3.4.a	<ul style="list-style-type: none"> MOMENTUM TEENS: Participate in the Momentum Teens program which focuses on youth leadership. 	<ul style="list-style-type: none"> Reduction in discipline incidents, particularly those involving physical aggression
3.4.a	<ul style="list-style-type: none"> STU CABA ASSEMBLY: Host an assembly focused on making Jackson High a welcoming and caring environment. 	<ul style="list-style-type: none"> Reduction in discipline incidents, particularly those involving physical aggression
3.4.a	<ul style="list-style-type: none"> STUDENTS OF COLOR CONFERENCE: Attendance of some Jackson High students at the Students of Color Conference. 	<ul style="list-style-type: none"> Reduction in discipline incidents, particularly those involving physical aggression

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) How will you know if this action is effective?
3.4.a	<ul style="list-style-type: none"> YOUTH DEVELOPMENT PROGRAM: Participation of Jackson High students in this program, providing black students leadership opportunities 	<ul style="list-style-type: none"> Reduction in discipline incidents, particularly those involving physical aggression

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) How will you know if this action is effective?
1.2.a	<ul style="list-style-type: none"> ALPHA WOLVES: 12 leadership students assist Extended Resource students. 	<ul style="list-style-type: none"> Increased participation of special education students in activities and clubs
1.2.a	<ul style="list-style-type: none"> PARTICIPATION IN ACTIVITIES: Special education students participate with the band, dance, and cheer clubs. 	<ul style="list-style-type: none"> Increased participation of special education students in activities and clubs
1.2.a	<ul style="list-style-type: none"> TRANSLATORS FOR HSBN: Students act as translators in multiple languages for parents visiting during our High School and Beyond Night. 	<ul style="list-style-type: none"> Increased participation by students and parents of color
1.2.a	<ul style="list-style-type: none"> PTSA PARENT TOURS: Parents orient parents of freshman students during freshman orientation. 	<ul style="list-style-type: none"> Increased parent participation in school events
1.2.a	<ul style="list-style-type: none"> SPED PARTICIPATION IN SPIRIT WEEK: Several special education students were on the homecoming court and participated in the week long activities. 	<ul style="list-style-type: none"> Increased participation of special education students in activities and clubs

ON-TIME GRADUATION

Key Performance Outcome(s):

By June, 2016

- The percentage of students earning a passing grade each semester will increase to 97 percent.
- 100 percent of seniors (class of 2016) will have a post-secondary plan.

By August, 2016

- We will increase our 4-year graduation rate to 96 percent (class of 2016) and our 5-year graduation rate to 98 percent (class of 2015).
- We will increase the 4-year graduation rate for low SES students (class of 2016) to 93 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) How will you know if this action is effective?
1.1.e	<ul style="list-style-type: none"> • Monitor F reports and develop graduation plans for all Red SES seniors. 	<ul style="list-style-type: none"> • F-list merged with Master Cohort for SES Seniors and grad. Plans in eSchool
1.1.e	<ul style="list-style-type: none"> • Implement Naviance with emphasis on post-secondary planning and a strong High School and Beyond Plan. 	<ul style="list-style-type: none"> • 100% of juniors have a post-secondary plan
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, and ○ Academic support with success coordinator. 	<ul style="list-style-type: none"> • Students referred to pyramid of interventions receive support and improve grades
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, and ○ Summer School. 	<ul style="list-style-type: none"> • Students who fail classes recover the credits within one semester
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. 	<ul style="list-style-type: none"> • 100% of seniors with fewer than 18 credits have intervention plans

ATTENDANCE

Key Performance Outcome(s):

- Improve the attendance rate of all students by 25% from 2014-15 to 2015-16.
- Reduce the gap of the unexcused absence rate between our low income and non-low income students.

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?
1.1.a	<ul style="list-style-type: none"> • Send Blackboard Connect messages each day with attendance updates. 	<ul style="list-style-type: none"> • Parents will call in or email if there are discrepancies with attendance
1.1.a	<ul style="list-style-type: none"> • File BECCA petitions for students who qualify. 	<ul style="list-style-type: none"> • BECCA letters will be sent home, communication with families
1.1.a	<ul style="list-style-type: none"> • Hold monthly BECCA meetings with students and parents. 	<ul style="list-style-type: none"> • Individual plans and contracts will be signed to increase attendance
1.1.a	<ul style="list-style-type: none"> • Work with Erin Wilson at the CRC to ensure clear communication with BECCA rules. 	<ul style="list-style-type: none"> • Erin meets with our attendance specialist and admin one time a month
1.1.a	<ul style="list-style-type: none"> • Provide recognition for students in the area of attendance: <ul style="list-style-type: none"> ○ Excellence: Letter of Recommendation for future employer and ○ Improvement: Certificate and recognition by school staff. 	<ul style="list-style-type: none"> • Attendance recognition letters and certificates provided each semester

SMARTER BALANCED ASSESSMENT

Key Performance Outcome:

To increase the Smarter Balanced Assessment (SBA) participation and to further emphasize its importance, the high school principals jointly developed strategies that would communicate the importance of the testing, increase staff understanding, and to motivate students. Schools implemented strategies that were applicable to their site, and context of the previous year's SBA participation rates.

Smarter Balanced Action Items

(Actions that **improve** performance towards outcomes)

What are you going to do?

1. Each school communicated testing requirements to students by a letter or Connect-ED message and explained individual testing requirements including the benefits to the student. Examples of benefits described in the letter could include the following:
 - a. Guaranteed placement in college English and math classes. Students who are admitted to any of 24 community colleges, all public universities, and most private universities in the State of Washington AND who score a 3 or 4 on the SBA ELA and/or SBA math test are guaranteed placement in a non-remedial English and/or math class at that institution. This means they do not need to arrange, pay for, and take placement tests for English and math at these institutions. Many out of state institutions also recognize the scores for placement.
 - b. Smarter Balanced scores are not used for college admission decisions. Colleges and universities are only given access to scores of students they have admitted AND only if the student gives permission.
 - c. Provides time to become college and career ready. Junior students who do not meet the college readiness benchmark (score of 3 or 4) have time to show college readiness. Students who score a Level 2 on the SBA and are junior students can show college readiness in math by enrolling and earning a "B" or better in an Algebra 2 Bridge to College Math class. They can also take further course work and retake the SBA to show college and career readiness.
 - d. The SBA ELA test is a graduation requirement. All students in the class of 2017 (juniors) and class of 2018 (sophomores) and beyond must meet the high school graduation cut score on the Smarter Balanced ELA test to meet the ELA testing requirement to earn a diploma in the State of Washington. In addition, seniors in the class of 2016 can use the ELA SBA as an alternative for graduation requirement.
 - e. The SBA math can be used to meet the graduation requirement. All juniors are required to take the tests for federal accountability purposes. In addition, students who have not shown proficiency on either the Algebra 1 or Geometry EOC exams can meet the math testing requirement through the SBA math test.
2. Classroom and teacher activities have been conducted to create increased interest. These examples include:
 - a. Practice tests conducted in the student's ELA and math classes. Information was sent home about the dates of the practice tests or interim tests.
 - b. The week of April 18 every staff member took a practice test during the staff meeting.
 - c. The week of May 3, each school communicated with staff regarding the testing requirements. Staff were provided "talking points" and communicated the expectation of giving positive messages to students regarding the positive benefits of taking the SBA. For example: "We are required to have 95% of our students take the exam and do your best on this test. You are not in the 5% who are exempt." There is not an "opt-out" option.
 - d. Test talks conducted individually with students by administration and counselors. Teachers also discussed the importance of the SBA in their classrooms.
 - e. Motivation "prizes" awarded to students to generate a positive vibe about the SBA.
3. The principal meets with students who indicate that they do not want to take the test. The principal also calls the parents of these students.

Smarter Balanced Action Items

(Actions that **improve** performance towards outcomes)

What are you going to do?

4. Towards the end of the testing window, school vans may be used to pick-up non-attending students who are not exempt from the testing requirement.
5. Intentional effort to hold make-up assessments on multiple days to be able to have all students tested.