

## 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: 83.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	5.4	38.8	55.8
Listening and Speaking	4.4	53.4	42.2
Writing	4.6	29.1	66.3
Research/Inquiry	4.2	37.1	58.6

Strategic Plan Reference	Reading Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.b	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop clear <b>common learning outcomes</b> for students connected to the “big ideas” of units/lessons and informed by state and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>ELA Department Unit Plans</li> <li>LIF Department analysis of strategies and student data</li> <li>Embedded assessments from SpringBoard or Pre-AP (with common rubrics)</li> <li>Interim Block Assessments</li> <li>Formative assessment, graphic organizers, drafts, and revision assessment/scores</li> <li>Evidence in annotations they make on each text, as well as textual evidence used throughout the essay and presentation to support the claim</li> </ul>
1.3.a	<ul style="list-style-type: none"> <li>Teachers will create authentic, relevant and challenging tasks that <b>cognitively engage</b> students on important concepts/learning of the unit and that <b>align</b> with the instructional outcomes.</li> </ul>	
1.3.a	<ul style="list-style-type: none"> <li>Model, teach, and provide opportunities for students to apply <b>close reading strategies</b> to multiple texts and formulate arguments based on synthesizing information from the texts.</li> </ul>	
1.2.b	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop, implement, and analyze <b>common assessments</b> that align with the unit instructional outcomes.</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 KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.b	<ul style="list-style-type: none"> <li>Teachers will plan formative assessment that is integrated throughout the lessons and units. Students will receive <b>feedback</b> on their progress on the lesson learning outcomes that is timely, specific, and focused on improvement.</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

### 2017-18 SBA Results

## Key Performance Outcome:

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

### 10th Grade

Overall: 83.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	5.4	38.8	55.8
Listening and Speaking	4.4	53.4	42.2
<b>Writing</b>	4.6	29.1	66.3
Research/Inquiry	4.2	37.1	58.6

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.b	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop clear <b>common learning outcomes</b> for students connected to the “big ideas” of units/lessons and informed by state and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>ELA Department Unit Plans</li> <li>LIF Department analysis of strategies and student data</li> <li>Embedded assessments from SpringBoard or Pre-AP (with common rubrics)</li> <li>Interim Block Assessments</li> <li>Formative assessment, graphic organizers, drafts, and revision assessment/scores</li> <li>Synthesis essays, annotations on texts and textual evidence in essay and presentation</li> </ul>
1.3.a	<ul style="list-style-type: none"> <li>Teachers will <b>cognitively engage</b> students on important concepts/learning of the unit and that <b>align</b> with the instructional outcomes, including formulating written evidence-based arguments from the synthesis of multiple texts that support a claim.</li> </ul>	
1.2.a	<ul style="list-style-type: none"> <li>Design and embed into units and assessment opportunities for students to <b>revise and reflect</b> on their work and thinking throughout the writing process.</li> </ul>	
1.2.b	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop, implement, and analyze <b>common assessments</b> that align with the unit instructional outcomes.</li> </ul>	
1.2.b	<ul style="list-style-type: none"> <li>Teachers will plan formative assessment that is integrated throughout the lessons and units. Students will receive <b>feedback</b> on their progress on the lesson learning outcomes that is timely, specific, and focused on improvement.</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 KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
	<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: 56.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	30.8	30.4	38.9
Problem Solving and Modeling & Data Analysis	12.9	47.8	39.3
Communicating Reasoning	12.7	55.0	32.3

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 KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.b	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop clear <b>common learning outcomes</b> for students connected to the “big ideas” of units/lessons and informed by state and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>Administration walkthrough data on clarity</li> <li>Results on common unit assessments</li> <li>Math department unit plans</li> <li>Grade checks every 4 weeks disaggregated by race, ethnicity, socio-economic status, and program</li> <li>SBA Math Interim Block Assessments</li> <li>Classroom-based assessments that measure SBA math standards</li> <li>End of unit assessments</li> </ul>
1.2.a	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop, implement, and analyze <b>common assessments</b> that align with the unit instructional outcomes.</li> </ul>	
1.3.a	<ul style="list-style-type: none"> <li>Teachers will create authentic, relevant and challenging tasks based on the CCSS Mathematical Practice Standards that <b>cognitively engage</b> students on important concepts/learning of the unit and that align with the instructional outcomes.</li> </ul>	
1.3.a	<ul style="list-style-type: none"> <li>Teachers will plan formative assessment that is integrated throughout the lessons and units. Students will receive <b>feedback</b> on their progress on the lesson learning outcomes that is timely, specific, and focused on improvement.</li> </ul>	

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 KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.b	<ul style="list-style-type: none"> <li>Students who are at risk of not passing the Math SBA – or students who did not pass on a previous attempt – will receive <b>focused support</b> through the following courses: Intensified Algebra, Algebra 2 Support, Principles of Math (Collection of Evidence), and/or 7th period SOAR (credit recovery).</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

### 2017-18 WCAS Results

### Key Performance Outcome:

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: 40.8%	Claim % Perf. Below	Claim % Perf. Similar
Physical Science	36.0	64.0
Life Science	31.2	68.8
Earth and Space Science	34.7	65.3

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 KPO) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
1.2.b	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop clear <b>common learning outcomes</b> for students connected to the “big ideas” of units/lessons and informed by state and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>Grade checks every 4 weeks disaggregated by race, ethnicity, socio-economic status, and program</li> <li>Common classroom-based assessments that measure proficiency with the NGSS standards and model WCAS exemplars</li> <li>Scores on formative and summative assessments of student CER (Claim, Evidence, Reasoning) Responses</li> <li>WCAS training test results</li> <li>Evaluation of student performance on released items for the WCAS (as available)</li> </ul>
1.3.a	<ul style="list-style-type: none"> <li>Teachers will create authentic, relevant and challenging tasks that <b>cognitively engage</b> students on important concepts/learning of the unit and that align with the instructional outcomes.</li> </ul>	
1.3.a	<ul style="list-style-type: none"> <li>Students will <b>support claims</b> using evidence and reasoning to create written/oral arguments and explanations through the CER (Claim, Evidence, Reasoning) process.</li> </ul>	
1.2.b	<ul style="list-style-type: none"> <li>Teams of teachers teaching a common course will develop, implement, and analyze <b>common assessments</b> that align with the unit instructional outcomes using WCAS items &amp; CER tasks.</li> </ul>	
1.2.b	<ul style="list-style-type: none"> <li>Teachers will plan formative assessment that is integrated throughout the lessons and units. Students will receive <b>feedback</b> on their progress on the lesson learning outcomes that is timely, specific, and focused on improvement.</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):

By graduation, 100% of students will successfully complete at least one college credit bearing course

Decrease differential among subgroups of students in AP classes to zero for access and outcomes (grades and AP exam 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 KPOs) What measure will you use to determine the success of your KPOs?
1.2.a	<ul style="list-style-type: none"> <li>Conduct Equal Opportunity Schools Survey. Identify gap areas, meet with students individually to increase diversity in AP enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>Number and diversity of students who pre-register for AP courses this spring</li> <li>Number and diversity of students who pre-register for College in the High School courses this spring</li> <li>Quarter/Semester grades in college credit bearing courses by ethnicity and socioeconomic status</li> <li>Sign-in sheets for support activities</li> <li>Total number of AP exams taken compared to total number of students enrolled</li> </ul>
1.1.d 1.3.a	<ul style="list-style-type: none"> <li>Provide opportunities and strategies for students in all classes to respond to college-level material, increasing the use of collaborative strategies such as AVID tutorials, study groups, peer tutoring, and AP prompts.</li> </ul>	
1.2.a	<ul style="list-style-type: none"> <li>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.</li> </ul>	
1.1.d 1.2.a	<ul style="list-style-type: none"> <li>Refine and provide support systems for students new to college credit bearing courses including peer study groups, practice exams, notetaking skill development, etc.</li> </ul>	
1.2.a	<ul style="list-style-type: none"> <li>Inform parent community of opportunities and pathways through various newsletters and events, including AP Parent Information Night.</li> </ul>	

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Increase percentage of parents who report positively in the characteristic of Parent and Community Involvement from 53% to 65% by spring of 2019 as measured by the Educational Effectiveness Survey.

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 KPO) What measure will you use to determine the success of your KPO?
5.2.a, b	<ul style="list-style-type: none"> <li>Include parent/community involvement at events such as: AVID Parent Night, High School and Beyond Family Night, Curriculum Night, 8th Grade Family Night, transition meetings, Freshman Orientation.</li> </ul>	<ul style="list-style-type: none"> <li>Parent attendance rates</li> <li>PTSA membership numbers</li> <li>Number of home visits</li> <li>Presenter feedback</li> <li>EES parent survey return rate</li> <li>The development of a Natural Leaders and/or Hispanic Academic Achievers program</li> <li>FAFSA completion percentage</li> <li>Number of volunteers</li> <li>Home visit logs</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Support opportunities to foster increased family participation through PTSA and other parent community groups in school and community-sponsored activities.</li> </ul>	
5.1.a	<ul style="list-style-type: none"> <li>Develop a program such as Natural Leaders and/or Hispanic Academic Achievers to increase partnership opportunities for our parents of color.</li> </ul>	
5.1.a	<ul style="list-style-type: none"> <li>Develop a partnership with male mentors from the YDP program for our males of color.</li> </ul>	
5.1.a	<ul style="list-style-type: none"> <li>Host several Coffee with the Principal events throughout the year to share feedback and serve as a springboard for collaborative opportunities for improvement in academic, communication, safety, and equity related areas.</li> </ul>	
5.1.a	<ul style="list-style-type: none"> <li>Host parent and student trainings for Naviance, FAFSA, and college services.</li> </ul>	
5.1.a	<ul style="list-style-type: none"> <li>Visits to homes on an as-needed basis for intervention/support.</li> </ul>	
5.1.a	<ul style="list-style-type: none"> <li>Establish Treehouse Advocate program for foster youth.</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):**

By spring of 2019 as measured by the Panorama Survey, increase the percentage of students who report positively in the characteristics of:

- Sense of Belonging from 33% to 50%
- Student-Teacher Relationships from 47% to 60%.
- School Safety from 55% to 70%

<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 KPOs) What measure will you use to determine the success of your KPOs?
3.4a	<ul style="list-style-type: none"> <li>• Develop and implement school-wide culturally relevant, trauma-informed practices aligned with Positive Behavior Interventions and Support (PBIS) framework.</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Fidelity Inventory (TFI)</li> <li>• The academic gap for our low SES, African American and Hispanic students</li> <li>• Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester</li> <li>• Discipline rates among students of color</li> <li>• Fall and Spring Panorama survey results</li> <li>• Spring EES</li> <li>• Participation rates in clubs, sports</li> <li>• New Black Student Union (BSU) members and levels of participation at club meetings and outreach events</li> </ul>
3.4a	<ul style="list-style-type: none"> <li>• Develop and implement outreach activities to increase student participation in athletics and activities.</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>• All admin and staff greet students at the door/hallways before school and during every passing period.</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>• Provide affinity group opportunities through after school clubs.</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>• Display signs in several languages in office areas and around the school.</li> </ul>	
3.4a	Increase our customer service by: <ul style="list-style-type: none"> <li>• Improving school website accuracy and ease of access;</li> <li>• Providing monthly newsletter to all families;</li> <li>• Updating signage in parking areas;</li> <li>• Increasing clarity and efficiencies for substitute teachers by providing more technology resources for classroom instruction;</li> <li>• Being responsive to email and phone queries within 48 hours of receipt during school work days (with acknowledgement at a minimum); and</li> <li>• Focusing on appearance of facility, with special attention to entrance and stairwells.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly campus walks results</li> <li>• Parent website feedback portal</li> <li>• Number of office phone calls requesting similar information</li> <li>• Number of questions to office staff for in-building directions</li> <li>• EES survey responses for collaboration &amp; communication</li> <li>• Customer survey results</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 KPOs) What measure will you use to determine the success of your KPOs?
3.4a	<ul style="list-style-type: none"> <li>Develop, train teachers, and implement Social Emotional Learning (SEL) lessons using IMAGO curriculum for ten school-wide sessions 2nd through 4th quarter.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester</li> <li>Reduction in discipline incidents, particularly those involving physical aggression disaggregated by race, ethnicity, socio-economic status</li> <li>Safety Drill reports</li> <li>Reduction in discipline incidents, particularly those involving physical aggression disaggregated by race, ethnicity, socio-economic status</li> <li>Fall and Spring Panorama survey results</li> </ul>
3.4a	<ul style="list-style-type: none"> <li>Provide a mental health care professional on campus to work with students experiencing mental/emotional difficulties, in partnership with local agency.</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>All admin and staff visible at the door/hallways before school and during every passing period.</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>Counselors and support specialists serve as liaisons between students who struggle and staff who have connections with them.</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>Counselors invite students to participate in groups based on need (divorce, trauma, etc.)</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>School-wide focus on developing relationships with students.</li> </ul>	
3.4a	<ul style="list-style-type: none"> <li>Continue to practice and train all staff and students for all emergency response plans including Run, Hide, Fight and reunification.</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 KPOs) What measure will you use to determine the success of your KPOs?
1.2a	<ul style="list-style-type: none"> <li>Increase number of underrepresented groups of students for AP, College in the High School, and other challenging options courses, disaggregating pre-registration numbers by race, ethnicity, gender, and socio-economic status.</li> </ul>	<ul style="list-style-type: none"> <li>4-week grade checks for College Bound Scholars (CBS)</li> <li>AP participation demographic data</li> <li>Participation of: <ul style="list-style-type: none"> <li>special education students in activities and clubs</li> <li>students and parents of color</li> </ul> </li> <li>Discipline data disaggregated by subgroups</li> <li>Fall and Spring Panorama survey results</li> </ul>
1.2a	<ul style="list-style-type: none"> <li>Refine and provide support systems for students new to college credit bearing courses including peer study groups, practice exams, notetaking skill development, etc.</li> </ul>	
1.2a	<ul style="list-style-type: none"> <li>Counselors and Career Specialist provide additional support and education to College Bound Scholars (CBS).</li> </ul>	
1.2a	<ul style="list-style-type: none"> <li>Review of discipline incidents monthly to monitor disparity between subgroups.</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 KPOs) What measure will you use to determine the success of your KPOs?
1.2a	<ul style="list-style-type: none"> <li>JHS students will participate in the Youth Development Program (YDP) to provide black students leadership opportunities.</li> </ul>	
1.2a	<ul style="list-style-type: none"> <li>JHS Latino students will participate in La Cima to provide leadership opportunities.</li> </ul>	
1.2a	<ul style="list-style-type: none"> <li>Provide early notification to students and parents about SBA testing requirements.</li> </ul>	
1.2a	<ul style="list-style-type: none"> <li>Schedule multiple make-up testing opportunities for students who miss original testing windows.</li> </ul>	

## ON-TIME GRADUATION

### Key Performance Outcome(s):

By June 2019, the percentage of students earning all passing grades each semester will increase to 97 %. 100 % of seniors (class of 2019) will have a post-secondary plan.

By August 2019, we will increase the percentage of students who meet all graduation requirements on-time in 4 years to 98.5% (class of 2019) and the percentage of students who meet all graduation requirements within 5 years to 100% (class of 2018). Relative to socio-economic status, we will eliminate the gap for students to meet all graduation requirements in 5 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?
1.1.a,e	<ul style="list-style-type: none"> <li>Counselors will meet with all credit deficient seniors to develop a plan for graduation. Individual plans may include close monitoring with student, support group, counseling, support from Career Center, Family Advocate, Drug &amp; Alcohol specialist, Success Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Grade checks at mid-terms and semesters</li> <li>Four-year plans</li> <li>Individual student post-high school plans</li> <li>Numbers of credits recovered by students</li> <li>Graduation plans in eSchools Plus</li> <li>Naviance reports</li> <li>CDU reports</li> <li>RYG lists</li> <li>Attendance, discipline checks</li> </ul>
1.1.e	<ul style="list-style-type: none"> <li>Counselors will meet with credit-deficient or at-risk juniors to develop a plan to catch back up. Provide academic support groups, close monitoring, working and consulting with teachers and specialists.</li> </ul>	
1.1.e	<ul style="list-style-type: none"> <li>100% of students will utilize Naviance with emphasis on post-secondary planning and (for seniors) a High School and Beyond Plan.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Develop and implement a layered continuum of behavioral, academic, and social/emotional supports to meet each learner's needs.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Provide credit recovery options for students including:               <ul style="list-style-type: none"> <li>Online options with support during school year;</li> <li>Fuel Education;</li> <li>SOAR class (7th period) for sophomores in response to failure in one or more core classes freshman year; and</li> <li>In-Time Credit Recovery prior to the end of the semester.</li> </ul> </li> <li>Summer School</li> </ul>	

<b>Strategic Plan Reference</b>	<b>On-Time Graduation 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) What measure will you use to determine the success of your action items?
1.1.a,e	<ul style="list-style-type: none"> <li>• Success Coordinator Team comprised of OTG Success, English Learners, and Special Education, Counselor will identify and monitor students in need of supports and interventions.               <ul style="list-style-type: none"> <li>○ May include on-site meetings or home visits with students and families.</li> </ul> </li> </ul>	

## ATTENDANCE

### Key Performance Outcome(s):

The overall attendance rate will improve to 94.0% for the 2018-2019 school year.

The overall percentage of students late to class will be less than 5.0% per grade level for the 2018-2019 school year.

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 KPO) What measure will you use to determine the success of your KPO?
1.1.a	<ul style="list-style-type: none"> <li>Improve teacher reporting of attendance through electronic reminders to report attendance and emails when they fail to report attendance by the end of the day or whose attendance is inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> <li>Number of students receiving the award each semester</li> <li>Number of students classified as chronically absent over time</li> <li>Number of BECCA three or more letters sent out each month</li> <li>Number of students taking the WARNS assessment</li> <li>Number of BECCA petitions filed</li> <li>Number of students counseled about their attendance over time</li> <li>Tri-weekly attendance checks for students with parking permits</li> <li>Number of teachers reporting timely attendance for one or more periods of the day (monitored monthly)</li> <li>Number of home visits</li> </ul>
1.1.a	<ul style="list-style-type: none"> <li>Continue "Excellence in Attendance" award program as a positive incentive for strong attendance (97% or above).</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Develop and implement positive incentives for classes with good attendance.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Report absences daily through Blackboard Connect.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Send BECCA letters home to students with three or more absences.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Hold monthly BECCA meetings with students and parents. Have students fill out the WARNS survey. Tailor interventions based on the results of the survey.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Letters home to parents on how their student's attendance compares to the state's definition of chronic absenteeism.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>File BECCA petitions for students with ten or more absences who are not making progress through interventions.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Reengage chronically absent students through Community Truancy Board meetings.</li> </ul>	
1.1.a	<ul style="list-style-type: none"> <li>Meet with students with more than five unexcused absences in any class and work with the student and their families to reduce truancy through best practices and/or progressive discipline.</li> </ul>	

<b>Strategic Plan Reference</b>	<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of KPO) What measure will you use to determine the success of your KPO?
1.1.a	<ul style="list-style-type: none"> <li>Utilize student parking as an incentive to improve attendance by disqualifying parking permits for students with five or more unexcused absences or chronic tardiness to their 1st class of the day.</li> </ul>	

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

100% of students will utilize instructional technology to further their college and career readiness development through:

- Strengthening their technology skills, specifically fluency and proficiency, through increased use of technology during the school day;
- Improving their inquiry and research skills using online tools such as databases to support learning in various content areas; and
- Increasing their teamwork capacity through the use of online collaboration platforms.

Building organizational skills through the use of electronic class calendars, online document libraries, and digital notebooks.

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 KPOs) What measure will you use to determine the success of your KPOs?
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 other Internet resources to find evidence to develop arguments and support or refute claims.</li> <li>• Prepare students for the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics by requiring students to experience the testing tool and like questions by utilizing the SBA Interim Block Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance and growth on SpringBoard Assessments (English), DBQs (Social Studies), and LanguageLive! (Special Education)</li> <li>• Student performance on the SBA Interim Block Assessments in English Language Arts and Math</li> <li>• Number of classrooms using Canvas, OneNote, Google Classroom</li> <li>• Number of daily logins (frequency of use)</li> </ul>
2.3a 4.1a	<ul style="list-style-type: none"> <li>• Effectively distribute laptops to each student, creating equitable support student learning in a variety of subjects and maximizing student exposure to technology.</li> </ul>	
1.3a 2.2a 2.2b 2.3a	<ul style="list-style-type: none"> <li>• Use a variety of collaboration tools to create presentations, share information, and demonstrate learning using devices.</li> <li>• Access class materials through class calendar and document library applications.</li> </ul>	