EVERETT
PUBLIC
SCHOOLS

ELA ACTION PLAN	Key Performance Outcome:
	90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027.

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?
Model and engage in guided practice of **identification of strong and thorough textual evidence to support analysis** of what the text says explicitly, as well as inferences drawn from the text.	• Embedded assessments from SpringBoard and Pre-Advanced Placement (AP) scored performance tasks (PT) (with common rubrics) • Common assessment data in Performance Matters • Category scores on common embedded assessments linked to strength and accuracy of evidence • Professional Learning Community (PLC) analysis of the effectiveness of strategies based on student data in embedded Pre-AP PT • Performance on Springboard formative activity quizzes
Model, teach, and provide opportunities for students to apply **close reading strategies** including **diffusing**, **marking the text**, and **generating questions**.	
Provide guided opportunities for close reading using discussion groups and guided independent reading notes that focus on reflection and metacognition.	

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?
Provide direct, recursive instruction on the **essential elements of expository and argumentative writing** and engage students in the **revision process** for continued progress towards meeting standard.	• Individual criteria scores by category on common embedded assessments • Pre-AP PT data • PLC analysis of student data in Performance Matters
Instruct and provide opportunities for students to utilize **graphic organizers** in preparation for upcoming writing assignments and assessments, modeling and utilizing exemplars and graphic organizer maps as means of providing organizational support.	
Collaboratively unpack scoring guides/rubrics aligned with standards for upcoming PT and embedded assessments **to ensure clarity of success standards for summative writing assessments.**	

MATH ACTION PLAN

Key Performance Outcome:

67.4% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2021. 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in Math by 2027.

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?
Using Performance Matters, as PLCs/department, will identify the lowest-scoring standards/strands for Jackson High School. PLCs will develop a common assessment cycle calendar (described below), targeting a number of different standards/strands per semester.	• Common formative assessments • Quiz and unit test scores • Panorama survey data • Performance Matters common assessment data • Frequency of observed National Council of Teachers of Mathematics (NCTM) mathematical teaching practices in classroom lessons
After each formative assessment outlined in the assessment cycle calendar, teachers will dedicate their asynchronous time during the period immediately following the assessment to meet in small groups with their Level 1 and Level 2 students to offer feedback and implement interventions that were discussed during the PLC meeting.	
PLC teams will create common rubric based formative assessments that emphasize conceptual fluency in critical standards identified by the Math department. PLC teams will analyze the data by standards using Performance Matters to inform their instruction moving forward. The common rubric used to score the formative assessments will use Clear Proficiency Scales (3 category).	

SCIENCE ACTION PLAN	**Key Performance Outcome:** There will be a 3% increase of students meeting standard on the WCAS compared to those taking it in 2018-19.
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?
Establish and explicitly share with students clear learning objectives and conditions under which learning objective outcomes outlined in the Next Generation Science Standards (NGSS) will be met, thereby allowing for clarity around assessments, so that students and teachers can accurately judge and articulate their understanding of the learning objectives.	• Common classroom-based assessments that measure proficiency with the NGSS standards and model WCAS exemplars • Consistent grade checks disaggregated by race, ethnicity, socio-economic status (SES), and program • Evaluation of student performance on released WCAS assessments
Provide support for students that scored a 1 or 2 on their eighth grade Washington Comprehensive Assessment of Science (WCAS) during teacher/building identified intervention times. • Extra study sessions focusing on test taking strategies • Extra study sessions focusing on practicing sample questions	
Use common assessments that mirror the structure/item types of the WCAS aligned with NGSS standards and use assessment data aimed to develop and provide targeted and timely interventions.	
Deliver a consistent and clear message to students about the purpose and structure of the WCAS exam, its importance, and how the data will be used. Specific points of emphasis are, but not limited to, the following: • *Outline with examples the general structure and purpose of the WCAS;* • *It's the only opportunity to get a comprehensive assessment of what science students have learned during their time at Jackson High School;* • *WCAS results are a factor in high school rankings; and* • *WCAS data will be used as feedback or a roadmap for science teachers to focus and improve their instruction in the topics highlighted from WCAS data.*	• Participation rate increase on 2020-21 WCAS in each subgroup

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

Key Performance Outcome(s):

Welcoming Culture: By the spring of 2020, students will report an increase on the Panorama Survey in:

- Sense of Belonging from 32% to 50% by the spring of 2020
- Teacher-Student Relationships from 46% to 60% by the spring of 2020

Physical, Emotional and Intellectual Safety: By the spring of 2020, students will report an increase in:

- School Safety from 50% to 70% on the Panorama Survey
- Supportive Learning Environment from 53% to 70% on the EES Survey

Equitable and Accessible Opportunities: 77% of EL students will be on track to transition out of services within six years by 2027.

Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Welcoming Culture	
Establish a **meaningful connection** with students incorporating **culturally responsive** interactions through acknowledgment of **students' backgrounds** and lives outside the classroom and intentional body language indicative of **warmth** and **caring**. Create a consistent environment in all school settings by utilizing **universal expectations**.	• Panorama survey data • Spring Educational Effectiveness Survey (EES) • Discipline rates among students of color • Baseline data (attendance, grades, grade point average (GPA), discipline) compared to parallel data at end of first semester and second semester • The opportunity gap for our low SES/students of color • Parent website feedback portal • Substitute teacher feedback cards • Jackson High School staff PTSA membership percentage
Provide opportunities for Affinity groups to share videos, programs of their culture through Learning Improvement Day (LID) Student Panel Presentations, and monthly Culture Corner presentations for our staff.	
Increase our customer service by: • Improving school website accuracy and ease of access; • Providing a monthly newsletter to all families; and • Updating signage in the office and parking areas (in the top 10 languages at Jackson High School).	
Engage the Jackson High School community by: • Recruiting Mill Creek Rotary members to participate in various school events; • Partnering with PTSA to bring Teen Truth training in February (student leadership summit, all-school assembly, staff training); and • Achieving 100% staff PTSA membership.	

Physically, Emotionally, and Intellectually Safe Environment	
Continue equity training for all staff and continue to discuss culturally relevant pedagogy for classrooms and teach specific culturally responsive teaching moves to staff.	• Panorama survey data • Walkthroughs and classroom observations • Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester • Reduction in discipline incidents, particularly those involving physical aggression disaggregated by race, ethnicity, SES • Efficiency and effectiveness of drills for Run, Hide, Fight situations • Building Response Team meeting minutes • Safety drill reports
Implement universal expectations across all grade levels in a variety of contexts (hallways, common areas, restrooms, classrooms) PAK Behaviors – Be Proud, Be Aware, Be Kind.	
Increase the number of ASB activities that promote inclusiveness and sense of belonging.	
Increase student participation in the Youth Development Program (YDP) to provide students of color leadership opportunities.	
Equitable and Accessible Opportunities	
Offer sheltered English Language (EL) classes in core content areas with teachers trained to best support EL students.	• Language Live scores • Four-week grade checks for CBS • AP participation demographic data • Increased participation of special education students in activities and clubs • Increased participation by students and parents of color
Counselors and career specialist provide additional academic and post-secondary education support to College Bound Scholars (CBS) through targeted events, outreach and materials.	
Increase participation in rigorous course choices (such as honors, College in the High School (CHIS), and AP courses) to individual underrepresented students by providing AP teachers with training through Equal Opportunity Schools (EOS).	
Provide support for all seniors with college applications, Free Application for Federal Student Aid (FAFSA), and scholarships via College Blitz Day.	

ATTENDANCE

Key Performance Outcome:

Attendance rates will increase by 3% to 82.6% by June 2021.

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?
Utilizing paraeducator support to call students with three or more absences to help remove barriers to them accessing courses remotely.	• Reduction in the number of school-wide absences as measured periodically by the district • Improvements in attendance among males, students of color, and low-income students • Number of BECCA (3+) letters sent out each month • Number of students taking the Washington Assessment of the Risks and Needs of Students (WARNS) assessment • Number of BECCA petitions filed • Number of Community Truancy Board meetings • Number of petitions filed with the court • Number of teachers reporting timely attendance for one or more periods of the day (monitored monthly) • Number of home visits
Implementation of the Attendance Intervention tracker with students who have reached more than ten absences for targeted interventions planned by the attendance team with monthly intervention tracking.	
Personal phone call from an administrator/teacher using a translation service to Latino students with seven or more absences to help remove barriers of accessing education.	

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome:

*Develop our own family/community survey to gauge our effectiveness in engaging the community though a spring survey.

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?
Include parent/community involvement at Jackson High School events and collaborate with parent/teacher organizations. Be intentional about inviting a variety of parents and community members from varying backgrounds, clubs, organizations, etc.	• Freshman Drive-In Celebration attendance • Student material distribution days • AVID Parent Night attendance numbers • High School and Beyond Family Night attendance numbers • 8th Grade Family Night and transition meetings • Foster increased family participation through PTSA and other parent community groups in school and community-sponsored activities
Support our local community through philanthropic events, fundraisers, and Social Emotional Learning (SEL) opportunities. *(Survey Jackson High School organizations to compile and showcase current philanthropic efforts.)	• Winter Food Drive totals • Octoberfest attendance • Winter Toy Drive collection • Establish Treehouse Advocate program for foster youth working with Alyssa Campbell
Increase our outreach and involvement to our families and communities around career and college readiness.	• Inviting community members to speak to our students about career readiness aspirations and opportunities (Rotarians or other local business leaders who have been successful entering trades and industry out of high school), apprenticeship opportunities, and certification opportunities • Promoting the Sno-Isle program and accompanying opportunities for students to engage with career interests and local business • Host parent and student trainings for Naviance, FAFSA, social services and programs, and college services (support current efforts implemented by our counseling department).
Promote and celebrate the great connections that we offer and do with our families and communities. This would be done schoolwide, as well as from specific clubs and athletic teams.	• Social media (Twitter, Instagram, etc.) • Connect Ed messages to students and parents • Staff email

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome:

By graduation an increase of 3% to 83.2% of all students will take a dual credit class.

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?
Conduct Equal Opportunity Schools Survey. Identify gap areas, meet with students individually to increase diversity in AP enrollment.	• Number and diversity of students who pre-register for dual credit courses this spring • Quarter/semester grades in college credit bearing courses by ethnicity and SES • Total number of AP exams taken compared to total number of students enrolled
Establish opportunities that ensure our diverse students are scoring at or above standard in 9th and 10th grade to allow eligibility in dual credit courses.	
Refine and provide support systems for students new to college credit bearing courses including peer study groups, practice exams, notetaking skill development, etc.	
Inform parent community of opportunities and pathways through various newsletters and events, including AP Parent Information Night.	

ON-TIME GRADUATION

Key Performance Outcome(s):

90% of all and every subgroup will graduate within four years by 2027.

90% of all ninth-grade students will pass all credits attempted.

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?
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 and Alcohol specialist, and Success Coordinator.	• Grade checks at mid-terms and semesters • Four-year plans • Individual student post-high school plans • Numbers of credits recovered by students • Graduation plans in eSchools Plus • Attendance, discipline checks • Naviance reports • CDU (withdraw codes for students, for example, D = dropout, U= unknown) reports • Red-Yellow-Green (RYG) lists
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.	
100% of students will utilize Naviance with emphasis on post-secondary planning and (for seniors) a High School and Beyond Plan.	
Develop and implement a layered continuum of behavioral, academic, and social/emotional supports to meet each learner's needs.	
Provide credit recovery options for students including: • Online options with support during the school year; • Fuel Education; • SOAR class (7th period) for sophomores in response to failure in one or more core classes freshman year; • In-Time Credit Recovery prior to the end of the semester; and • Summer school.	

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

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

- Increasing their teamwork capacity through the use of online collaboration platforms

- Improving their inquiry and research skills using online tools such as databases to support learning in various content areas

- Demonstrate their learning through web-based and computer-adaptive assessments

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?
Teachers identify student absence/non-engagement using tools such as Canvas Analytics, Quizizz, and respond with intervention in cooperation with counselors and classified support staff.	• Number of school-wide absences and tardies as measured periodically by the district • Number of calls home from paraeducator staff and success coordinators • Number of daily student logins to Canvas • Number of teachers using collaboration tools • Synchronous and asynchronous resources provided to staff from ITFs • Performance Matters report used by teacher teams • Performance Matters assessment results
Instructional Technology Facilitators (ITF) expand staff use of collaboration tools (Canvas, Jamboard, Flipgrid, etc.) to increase student problem-solving, discussions, and engagement.	
Administrators provide student data through Performance Matters for teachers to use in designing instruction.	