

ELA ACTION PLAN	
Key Performance Outcome: 77.53% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) in spring of 2021. 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, instruct, and provide students in the use of close reading strategies and academic discourse to analyze complex texts, leveraging tools within Canvas to scaffold diverse learning needs.	<ul style="list-style-type: none"> • Common reading assessments (classroom, Zinc, etc.) • SpringBoard embedded assessments • Pre-AP learning checkpoints • Interim Assessment Blocks
Implement diagnostic reading assessments such as Interim Assessment Blocks (IABs) throughout the year across course/subject teams and disaggregate results by task and content as well as by race, socio-economic status, and program to address specific content needs and determine action plans to address achievement gaps and meet equity targets.	<ul style="list-style-type: none"> • Common reading assessments • SpringBoard embedded assessments • Pre-AP learning checkpoints • Interim Assessment Blocks
ELA classes will lead schoolwide independent reading effort for every student and on a weekly basis utilize student reading to model and reinforce analytical strategies such as close reading, direct academic vocabulary, etc.	<ul style="list-style-type: none"> • Library circulation numbers • Common reading assessments • SpringBoard embedded assessments • Pre-AP learning checkpoints • Interim Assessment Blocks
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?
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	<ul style="list-style-type: none"> • Common writing assessments • SpringBoard embedded assessments • Document-based questions (DBQs) • Lab reports

writing, including the following strategies: brain storming, outlining, drafting, editing, and publishing for multiple authentic audiences.	<ul style="list-style-type: none"> • Classroom-based formative assessments
Identify and align formal argumentation process and success criteria across content area and coursework through the development and use of writing rubrics.	<ul style="list-style-type: none"> • Rubrics for student discourse integrated and aligned with argumentation writing rubrics
Implement diagnostic writing assessments such as Interim Assessment Blocks (IABs), DBQs throughout the year across all course teams and disaggregate results to address specific content needs and determine action plans.	<ul style="list-style-type: none"> • Common reading assessments • SpringBoard embedded assessments • Pre-AP learning checkpoints • Interim Assessment Blocks

MATH ACTION PLAN Key Performance Outcome: 53.8% of students will meet standard on the Smarter Balanced Assessment (SBA) in Mathematics in spring of 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?
Administer Interim Assessment Blocks (IABs) throughout the year across all course teams and disaggregate results to address specific content needs and determine action plan.	<ul style="list-style-type: none"> Interim Assessment Blocks Common, classroom-based formative assessments
Engage students in common higher-level thinking questions aligned with the National Council of Teachers of Mathematics(NCTM) and Common Core State Standards and NCTM administered at beginning and end of each unit across content teams. Questions will be designed to use prior skills and increase mathematical toolbox, specifically using Illustrative Math materials.	<ul style="list-style-type: none"> Classroom-based formative/summative assessments Illustrative Math common assessments
Utilize student unit reflections to analyze understanding of key learning targets. Findings across content teams will be used to address opportunities for improvement.	<ul style="list-style-type: none"> Post-assessment reflections (mid-unit self-assessment of learning target understanding)

SCIENCE ACTION PLAN Key Performance Outcome: 59% of students will meet standard on the Washington Comprehension Assessment of Science (WCAS) in science by 2021. 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.	
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 Washington Comprehensive Assessment of Science (WCAS)?
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 based on success criteria • Common classroom-based assessments that measure proficiency with the NGSS standards and model WCAS exemplars • Common formative and summative assessments of student CER (Claim, Evidence, Reasoning) Responses • WCAS training tests • Quiz and Unit Tests • Panorama Survey Data
Increase practice of scientific vocabulary strategies to help close achievement gaps between groups of students.	<ul style="list-style-type: none"> • Common classroom-based assessments that measure proficiency with the NGSS standards and model WCAS exemplars • WCAS training tests • Quiz and Unit Tests
Provide scaffolding and opportunities in all science courses for students to make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge, and student-generated evidence.	<ul style="list-style-type: none"> • Common formative and summative assessments of student CER (Claim, Evidence, Reasoning) Responses

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

Key Performance Outcome(s):

Welcoming Culture: Increase student reporting of sense of belonging in school to 40% favorable as measured by the Panorama Education Survey by spring 2021.

Physical, Emotional and Intellectual Safety: Increase student reporting on student physical and psychological safety at school to 60% favorable as measured by the Panorama Education Survey by spring 2021.

Equitable and Accessible Opportunities: 52.9% of EL students will be on track to transition out of services within six years by 2021. 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	
Welcome new students quarterly through counseling, Link Crew, and student ASB leadership.	<ul style="list-style-type: none"> • Panorama survey responses in sense of belonging and teacher-student relationship • List of students identified as in need of support and assigned adult advocate • Grades and attendance for students identified as needing support
Utilize weekly social interaction/Social Emotional Learning (SEL) check-in as a student support and positive classroom culture building strategy.	<ul style="list-style-type: none"> • Panorama survey responses in sense of belonging and teacher-student relationship • Number of positive parent/guardian contacts as reports by staff
Physically, Emotionally, and Intellectually Safe Environment	
Consistent messaging throughout the schools with norms and expectations through school-wide positive behavior promotions for distance learning through Professionalism, Responsibility, Integrity, Dignity, and Engagement (PRIDE) matrix, lessons, and visual displays.	<ul style="list-style-type: none"> • Trends in Tier II referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status • Collaboratively developed class norms displayed in classrooms • Trends in discipline referrals for targeted behaviors
All teachers will engage their students in community building activities once a month.	<ul style="list-style-type: none"> • Trends in discipline referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status • Trends in discipline referrals for targeted behaviors
Equitable and Accessible Opportunities	
Expand program and pathway promotional opportunities to recruit for underrepresented groups of students for AP, College in the High School, and other challenging option courses.	<ul style="list-style-type: none"> • Pre-registration numbers for AP, College in the High School, and challenging option courses • Quarter grades in college credit bearing courses

Provide professional development for staff using the Racial Equity Team to address race, class, and gender interactions as well as trauma-informed practices.	<ul style="list-style-type: none"> • Minutes of planning meetings • 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
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ATTENDANCE Key Performance Outcome(s): Attendance rates will reach 79.3% daily attendance for all and every subgroup by 2021. Attendance rates will reach 90% for all and every subgroup by 2027.	
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?
Expand Tier II and III attendance supports including home visits, one-to-one interventions from administration support para, educator, family and student support advocate, or intervention specialist, monthly Becca meetings, Washington Assessment of the Risk and Needs of Students (WARNS) survey.	<ul style="list-style-type: none"> • Attendance trends for students accessing Tier II and III supports
Implement Tier I attendance campaigns (Attendance Matters, attendance recognition, etc.) to increase stakeholder awareness of the importance of attendance and integrate attendance expectations into classrooms.	<ul style="list-style-type: none"> • Monthly attendance rates • D/F rates disaggregated by race/ethnicity • Panorama Survey Data

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 2021, 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 2021, as measured by the Educational Effectiveness Survey (EES).

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?
Partner with students and families to continue to implement a Culture Night to recognize and celebrate Cascade High School's diverse community.	<ul style="list-style-type: none">• Event attendance
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
Restructure family events (Open House, Curriculum Night, HS and Beyond Night) for distance learning.	<ul style="list-style-type: none">• Free Application for Federal Student Aid (FAFSA) completion rates• College application rates• Parent and staff feedback after events

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

73% of all students will take a dual credit class as reflected in course registration numbers for the 2021-22 school year. 75% 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?
Expand staff participation in recruitment efforts for underrepresented groups of students for AP, College in the High School, and other challenging options courses, disaggregating enrollment numbers by race, ethnicity, gender, and socio-economic status.	<ul style="list-style-type: none">• Pre-registration student numbers for AP, College in the High School, and other challenging option courses
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).	<ul style="list-style-type: none">• Quarter grades in college credit bearing courses• Sign-in sheets for support activities
Provide multiple community opportunities to communicate Challenging Options with students/families.	<ul style="list-style-type: none">• Pre-registration numbers for AP, College in the High School, and challenging option courses

ON-TIME GRADUATION

Key Performance Outcome(s):

96.8% of all and every subgroup will graduate within four years by 2021. 90% of all and every subgroup will graduate within four years by 2027.

76% of all ninth-grade students will pass all credits attempted by 2021. 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?
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 • Number of students accessing Saturday Academy
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
Increase the sense of belonging of 9th grade students through continued implementation of Link Crew mentorship program 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 with Link Crew and the 9th grade leadership class

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

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

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?
Provide professional development in the Substitution, Augmentation, Modification, Redefinition (SAMR) model of technology integration, including the development of an instructional technology cadre, for all instructional staff to improve instruction using technology.	<ul style="list-style-type: none">• Staff surveys• Number of new staff accessing professional development Northwest Council of Computer Education (NCCE)• Tech cadre meeting minutes
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">• Science Technology Engineering and Mathematics (STEM) scopes• Language Live• Pearson online assessments in Spanish, Math, and Social Studies• Springboard embedded assessments• Staff use of Class Policy, Canvas, Office 365, etc.
The development and implementation of student digital use and citizenship lessons throughout the year provided during Productive Academic Work Sessions (PAWS).	<ul style="list-style-type: none">• Technology based discipline• Student surveys