

<b>ELA ACTION PLAN</b>	
<b>Key Performance Outcome:</b> 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027.	
<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?
Model and engage in guided practice of <b>identification of strong and thorough textual evidence to support analysis</b> of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Pre-AP scored Performance Tasks (with common rubrics)</li> <li>Common assessment data in Performance Matters (Fall and Spring)</li> <li>PLC analysis the effectiveness of strategies based on student data in embedded Pre-AP Performance Tasks</li> <li>Performance on Springboard formative activity quizzes</li> </ul>
Model, teach, and provide opportunities for students to apply <b>close reading strategies</b> including <b>diffusing, marking the text</b> , and <b>generating questions</b> .	
Provide guided opportunities for close reading using discussion groups and guided independent reading notes that focus on reflection and metacognition.	
<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?
Provide direct, recursive instruction on the <b>essential elements of expository and argumentative writing</b> and engage students in the <b>revision process</b> for continued progress towards meeting standard.	<ul style="list-style-type: none"> <li>PLC analysis of student data in Performance Matters on section three (revising an essay) in fall</li> <li>Individual criteria scores by category on four Pre-AP Performance Tasks (PT), one each quarter</li> <li>PLC analysis of student data in Performance Matters in Spring</li> <li>Final Common Embedded Assessment in SpringBoard for Pre-AP 1 and Pre-AP 2</li> </ul>
Instruct and provide opportunities for students to utilize <b>graphic organizers</b> 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 performance tasks and embedded assessments <b>to ensure clarity of success standards for summative writing assessments</b> .	

<b>MATH ACTION PLAN</b> <b>Key Performance Outcome:</b>	
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.	
<b>Math 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?
<p>Using Performance Matters (Check Your Readiness (CYR), Mid Unit (MUA), and End of Unit (EUA), PLCs, will identify the greatest performance gaps by standard/strand. PLCs will target the identified standards/strands and provide access to proficiency through targeted intervention (reteaching, reassessing, and alternate forms of assessment).</p> <p>After each formative assessment outlined in the assessment cycle calendar, PLC teams will collaboratively review the assessment data to develop interventions for their L1 and L2 student.</p>	<ul style="list-style-type: none"> <li>• Common Formative Assessments in Alg 1, 2 and Geometry</li> <li>• Quiz and Unit Test Scores Alg 1, 2 and Geometry</li> <li>• Performance Matters Common Assessment data</li> <li>• Frequency of observed NCTM mathematical teaching practices in classroom lessons</li> </ul>
<p>PLC teams will review and edit proficiency scales through the lens of equity and accessibility and calibrate passing and proficiency requirements.</p>	

## Key Performance

### SCIENCE ACTION PLAN

### Key Performance Outcome:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

<b>Science 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 is the measure of student learning that would predict strand level proficiency performance on the WCAS?
Align unit objectives with NGSS standards measured by frequent and common assessments that identify student opportunities for growth.	<ul style="list-style-type: none"> <li>• Common classroom-based assessments that measure proficiency with the NGSS standards and model WCAS exemplars</li> <li>• Consistent grade checks disaggregated by race, ethnicity, socio-economic status, and program</li> <li>• Evaluation of student performance on released WCAS assessments.</li> </ul>
Provide support for students that scored a 1 or 2 on their 8th grade WCAS during teacher/building identified intervention times. ✓ Extra study sessions focusing on test taking strategies ✓ Extra study sessions focusing on practicing sample questions	
Use <b>common assessments</b> 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: <ul style="list-style-type: none"> <li>✓ <i>Outline with examples the general structure and purpose of the WCAS</i></li> <li>✓ <i>It's the only opportunity to get a comprehensive assessment what science students have learned during their time at JHS.</i></li> <li>✓ <i>WCAS results are a factor in high school rankings</i></li> <li>✓ <i>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</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate increase on 2021-22 WCAS in each subgroup</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):

**Welcoming Culture:** By the spring of 2022, students will report an increase on the Panorama Survey in

- Sense of Belonging from 30% to 45% by the spring of 2022
- Teacher-Student Relationships from 55% to 65% by the spring of 2022

**Physical, Emotional and Intellectual Safety:** By the spring of 2022, 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 2029.

### Action Items

(Actions that improve performance towards outcomes)  
What are you going to do?

### Key Performance Indicators (KPIs)

(Formative measures of KPO's)  
What measure will you use to determine the success of your KPO's?

### 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**.

Provide opportunities for Affinity groups to share videos, programs, of their culture through LID Student Panel Presentations, monthly Culture Corner presentations, for our staff.

Increase our customer service by:

- Improving school website accuracy and ease of access
- Providing monthly newsletter to all families
- Updating signage in office and parking areas (in our top 10 languages at JHS)

Engage the JHS community by:

- Recruiting Mill Creek Rotary members to participate in various school events
- Providing translators at school evening events
- Providing childcare and meals at school-based family events.
- Achieving 100% staff PTSA membership

- Panorama Survey data
- Spring EES
- Discipline rates among students of color
- Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester
- The Opportunity gap for our low SES students/students of color
- Parent website feedback portal
- Substitute teacher feedback cards
- JHS staff PSTA membership %
- Attendance numbers for evening events with translators, food and child care offered.

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	<ul style="list-style-type: none"><li>• Panorama Survey data</li><li>• Walkthroughs and classroom observations</li><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>• Efficiency and effectiveness of drills for Run, Hide, Fight situations</li><li>• Building Response Team meeting minutes</li><li>• Safety drill reports</li></ul>
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 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 EL classes in core content areas with teachers trained to best support EL students	<ul style="list-style-type: none"><li>• Language Live scores</li><li>• 4-week grade checks for College Bound Scholars (CBS)</li><li>• AP participation demographic data</li><li>• Increased participation of special education students in activities and clubs</li><li>• Increased participation by students and parents of color</li></ul>
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, CIHS, and AP courses) to individual underrepresented students by providing AP teachers with training through EOS.	
Provide support for all seniors with college applications, FAFSA, and scholarships via College Blitz Day	

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will increase by 3% from 79.6% to 82.6% by June 2022.

#### Attendance Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

- Communication and action planning with JHS Success Coordinators- Graduation and Classroom, EL, special ed (success time, individual planning, connections to school and community resources and support)  
Assessment Coordinator collaboration, working individually with students for specific credit recovery impacted by attendance along with Graduation Pathway
- Communication with Admin Support to access additional support; student meetings and support, information/intervention collection and tracking, coordination of staff support, Home Visits, family connections, meeting coordination (Engagement, BECCA, CEB)
- Work with special education department to identify students with disabilities who are chronically truant and creating a goal/plan on the IEP to specifically support their attendance
- Home Visits based on connections and services needed
- Implementation of the Attendance Intervention tracker with students who have reached 10+ Absences for targeted interventions planned by the attendance team with monthly intervention tracking. (Kristina Monten and Beth Herburger)

#### Key Performance Indicators (KPIs)

(Formative measures of KPO)

What measure will you use to determine the success of your KPO?

- 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
- Reduction of number of BECCA 3+ letters sent out each month from \_ to \_\_\_\_\_
- Number of students taking the WARNS assessment
- Number of Community Engagement Board (CEB) meetings
- Number of teachers reporting timely attendance for one or more periods of the day (monitored monthly)
- Reduction in teacher referrals for tardies/absences

## FAMILY AND COMMUNITY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

\*Develop our own family/community survey to gauge our effectiveness in engaging the community through a Spring survey.

<b>Family/Community Partnerships 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?
Include parent/community involvement at Jackson High School events & collaborate with parent/teacher organizations. Be intentional about inviting a variety of parents and community members from varying backgrounds, clubs, organizations, etc.	<ul style="list-style-type: none"> <li>• Freshman Drive-In Celebration attendance</li> <li>• Student Material Distribution Days</li> <li>• AVID Parent Night attendance numbers</li> <li>• High School and Beyond Family Night attendance numbers</li> <li>• 8th Grade Family Night and transition meetings.</li> <li>• Foster increased family participation through PTSA and other parent community groups in school and community-sponsored activities.</li> </ul>
Support our local community through philanthropic events, fundraisers, and SEL opportunities.  *(Survey JHS organizations to compile and showcase current philanthropic efforts)	<ul style="list-style-type: none"> <li>• Winter Food Drive totals</li> <li>• Octoberfest attendance</li> <li>• Winter Toy Drive collection</li> <li>• Establish Treehouse Advocate program for foster youth working with Alyssa Campbell</li> </ul>
Increase our outreach and involvement to our families and communities around career & college readiness.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Promoting the Sno-Isle program and accompanying opportunities for students to engage with career interests and local business.</li> <li>• Host parent and student trainings for Naviance, FAFSA, social services and programs, and college services (support current efforts implemented by our counseling department).</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Social media (Twitter, Instagram, etc.)</li> <li>• Connect Ed messages to students and parents</li> <li>• Staff e-mail</li> </ul>

## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

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?

Conduct Equal Opportunity Schools Survey. Identify gap areas, meet with students individually to increase diversity in AP enrollment.

Establish opportunities that ensure our diverse students are scoring at or above standard in 9th and 10<sup>th</sup> 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.

#### Key Performance Indicators (KPIs)

(Formative measures of KPO)

What measure will you use to determine the success of your KPO?

- Number and diversity of students who pre-register for dual credit courses this spring
- Number of individual contacts with student prospects based on EOS survey data
- Quarter/Semester grades in college credit bearing courses by ethnicity and socioeconomic status
- Total number of AP exams taken compared to total number of students enrolled



## 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.

<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 KPO's) What measure will you use to determine the success of your KPO's?
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 & Alcohol specialist, Success Coordinator.	<ul style="list-style-type: none"> <li>• Monthly student-by-student review, identifying those students who need additional support or contact</li> <li>• Individual student post-high school plans for each student</li> <li>• Numbers of credits recovered by students</li> <li>• Graduation plans in eSchools Plus</li> <li>• Attendance, discipline checks for seniors on a monthly basis</li> <li>• CDU reports</li> <li>• RYG (Red-Yellow-Green) lists used to create action follow-up for individual staff (administrators, success coordinators, counselors)</li> </ul>
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: <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> <li>• Summer School</li> </ul>	

## 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?

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.

ITFs 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.

### Key Performance Indicators (KPIs)

(Formative measures of KPO's)

What measure will you use to determine the success of your KPO's?

- Number of school-wide absences and tardies as measured periodically by the district
- Number of calls home from para 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 Instructional Technology Facilitators
- Performance Matters report used by teacher teams
- Performance Matters assessment results