

<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 2028.	
<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?
<ul style="list-style-type: none"> <li>Collaborate with Professional Learning Communities (PLC) team to review and use common formative reading assessments in Pre-Advanced Placement (AP) 1 and Pre-AP 2, the foundational ELA courses, and collectively review student data from these assessments to determine targeted instructional interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-AP scored performance tasks (with common rubrics) that are collaboratively scored</li> <li>Spring SBA assessment data in Performance Matters</li> <li>PLC analysis of the effectiveness of strategies based on student data in embedded Pre-AP performance tasks</li> <li>Performance on Springboard formative activity quizzes</li> </ul>
<ul style="list-style-type: none"> <li>Utilize SBA assessment data to identify the greatest performance gaps in reading by standard and strand (when available), then target the identified standards/strands and provide access to proficiency through targeted intervention (reteaching, reassessing, and alternate forms of assessment).</li> </ul>	
<ul style="list-style-type: none"> <li>Identify common areas of struggle in reading for all students as revealed through the Smarter Balanced performance tasks embedded in the curriculum.</li> </ul>	
<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>Collaborate to review and use common formative writing assessments in Pre-AP 1 and Pre-AP 2, the foundational ELA courses, and collectively review student data from these assessments.</li> </ul>	<ul style="list-style-type: none"> <li>PLC analysis of SBA data in Performance Matters on section three (revising an essay)</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>
<ul style="list-style-type: none"> <li>Utilize SBA assessment data to identify the greatest performance gaps in writing by standard and strand (when available), then target the identified standards/strands and provide access to proficiency through targeted intervention (reteaching, reassessing, and alternate forms of assessment).</li> </ul>	

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| <ul style="list-style-type: none"><li>• Collaboratively unpack scoring guides/rubrics aligned with standards for upcoming performance tasks and embedded assessments to ensure clarity of success standards for summative writing assessments, and to evaluate areas of growth for targeted instruction.</li></ul> |  |
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<b>MATH ACTION PLAN</b> <b>Key Performance Outcome:</b> <p>67.4% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2023. 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in Math by 2028.</p>	
<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?
<ul style="list-style-type: none"> <li>Collaborate to design and use common formative assessments Performance Matters End of Unit assessments (EUA), and collectively review student data from these assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Common formative assessments in Algebra 1, Algebra 2 and Geometry</li> <li>Performance Matters Common Assessment data</li> <li>Quiz and Unit Test Scores in Algebra 1, Algebra 2 and Geometry</li> <li>Frequency of observed fidelity to the Illustrative Mathematics curriculum content and teaching practices in classroom lessons</li> </ul>
<ul style="list-style-type: none"> <li>Utilize assessment data to identify the greatest performance gaps by standard and strand, then target the identified standards/strands and provide access to proficiency through targeted intervention (reteaching, reassessing, and alternate forms of assessment).</li> </ul>	
<ul style="list-style-type: none"> <li>Implement conference-based grading and feedback to increase student understanding and ownership of learning towards specific standards/strands.</li> </ul>	

<b>SCIENCE ACTION PLAN</b>	
<b>Key Performance Outcome:</b> 70% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in Science by 2023. 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in Science by 2028.	
<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?
<ul style="list-style-type: none"> <li>Align unit objectives with Next Generation Science Standards (NGSS) measured by common assessments that identify student opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Common formative assessments from Performance Matters (PM) in Physics and Chemistry. Other teams (AP courses, Biology, Career and Technical Education (CTE) Science courses) will also use common formative assessments, some in PM and some in other programs, such as Akindi</li> <li>Consistent grade checks disaggregated by race, ethnicity, socioeconomic status (SES), and program</li> <li>Implementation of various interventions showing growth in Performance Matters or other program's common assessments</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate to design and use common formative assessments and end of unit assessments in Performance Matters, and collectively review student data from these assessments to both inform future instructions and identify students who need additional interventions/enrichment. Common assessments will mirror the structure/item types of the WCAS aligned with NGSS standards.</li> </ul>	
<ul style="list-style-type: none"> <li>Utilize assessment data to identify the greatest performance gaps by standard and strand, then target the identified standards/strands and provide access to proficiency through targeted intervention (reteaching, reassessing, and alternate forms of assessment).</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> <li>Specific points of emphasis are, but not limited to, the following: <ul style="list-style-type: none"> <li>Outline with examples the general structure and purpose of the WCAS;</li> <li>Opportunity to get a comprehensive assessment what science students have learned;</li> <li>WCAS results are a factor in high school rankings; and</li> <li>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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participation rate increase on 2022-23 WCAS in each subgroup</li> <li>Target rate is 95%</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 2023, students will report an increase on the Panorama Survey in Sense of Belonging from 41% to 50%, and Teacher-Student Relationships from 54% to 65%.

**Physical, Emotional and Intellectual Safety:** By the spring of 2023, students will report an increase in School Safety from 65% to 75% on the Panorama Survey.

**Equitable and Accessible Opportunities:** 78% of Multilingual Learner (ML) students will be on track to transition out of services within six years by 2030.

### 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

<ul style="list-style-type: none"> <li>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.</li> <li>Create a consistent environment in all school settings by utilizing universal expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Panorama Survey data</li> <li>Discipline rates among students of color</li> <li>Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester</li> <li>The opportunity gap for our low socio-economic status (SES) students/students of color</li> <li>Parent website feedback portal</li> <li>Substitute teacher feedback cards</li> <li>100%JHS staff PSTA membership</li> <li>Attendance numbers for evening events with translators, food and childcare offered</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunities for affinity groups to share videos, programs, of their culture through Multicultural Night, and Culture Corner for our staff.</li> </ul>	
<ul style="list-style-type: none"> <li>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>Providing Language Ambassadors for family events at school;</li> <li>Keeping social media updates; and</li> <li>Updating signage in the office and parking areas (in our top 10 languages at JHS).</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Engage the JHS community by: <ul style="list-style-type: none"> <li>Recruiting Mill Creek Rotary members to participate in school events;</li> <li>Providing translators at school evening events;</li> <li>Providing childcare and meals at school-based family events; and</li> <li>Achieving 100% staff PTSA membership.</li> </ul> </li> </ul>	

Physically, Emotionally, and Intellectually Safe Environment	
<ul style="list-style-type: none"><li>Continue equity training for all staff and continue to discuss culturally relevant pedagogy for classrooms and teach specific culturally responsive teaching moves to staff.</li></ul>	<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>Safety drill reports</li></ul>
<ul style="list-style-type: none"><li>Implement universal expectations across all grade levels in a variety of contexts (hallways, common areas, restrooms, classrooms) PACK Behaviors – Be Proud, Be Aware, Be Courageous, Be Kind.</li></ul>	
<ul style="list-style-type: none"><li>Increase number of Associated Student Body (ASB) activities that promote inclusiveness and sense of belonging.</li></ul>	
<ul style="list-style-type: none"><li>Increase student participation in the Youth Development Program (YDP) to provide students of color leadership opportunities.</li></ul>	
<ul style="list-style-type: none"><li>Implement RULER (SEL) building wide for staff training.</li></ul>	
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"><li>Offer sheltered ML classes in core content areas with teachers trained to best support ML students.</li></ul>	<ul style="list-style-type: none"><li>LANGUAGE! Live scores</li><li>4-week grade checks for 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><li>Smarter Balanced Assessment Consortium (SBAC) score comparison for co-teaching</li></ul>
<ul style="list-style-type: none"><li>Counselors and career specialist provide additional academic and post-secondary education support to College Bound Scholars (CBS) through targeted events, outreach and materials.</li></ul>	
<ul style="list-style-type: none"><li>Increase participation in rigorous course choices (such as honors, College in the High School [CIHS], and AP courses) to individual underrepresented students by providing AP teachers with training through Equal Opportunity Schools (EOS).</li></ul>	
<ul style="list-style-type: none"><li>Provide support for all seniors with college applications, Free Application for Federal Student Aid (FAFSA), and scholarships via College Blitz Day.</li></ul>	
<ul style="list-style-type: none"><li>Expanding the continuum of services and support for students with disabilities through co-teaching.</li></ul>	

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will increase by 3% from 79.6% to 82.6% by June 2023.

#### 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, ML, special education (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 administrator 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, Community Engagement Board [CEB]).
- Work with the special education department to identify students with disabilities who are chronically truant and creating a goal/plan on the Individualized Education Plan (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 or more absences for targeted interventions planned by the attendance team with monthly intervention tracking. (Kristina Monten)

#### 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
- Number of students taking the Washington Assessment of the Risks and Needs of Students (WARNS) assessment
- Number of 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):

Increase school effectiveness to engage our community in school sponsored events as measured by the spring 2023 parent 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?
<ul style="list-style-type: none"> <li>• Include parent/community involvement at Jackson High School events and collaborate with parent/teacher organizations.</li> <li>• Be intentional about inviting a variety of parents and community members from varying backgrounds, clubs, organizations, etc.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Black Culture Night</li> <li>• Multicultural Night</li> </ul>
<ul style="list-style-type: none"> <li>• Support our local community through philanthropic events, fundraisers, and social emotional learning (SEL) opportunities. (Survey JHS organizations to compile and showcase current philanthropic efforts.)</li> </ul>	<ul style="list-style-type: none"> <li>• Winter Food Drive totals</li> <li>• School/community garage sale</li> <li>• Backpack donations</li> <li>• Language Ambassadors</li> <li>• Octoberfest attendance</li> <li>• Winter Toy Drive collection</li> <li>• Establish Treehouse Advocate program for foster youth working with Rosa Rosario</li> </ul>
<ul style="list-style-type: none"> <li>• Increase our outreach and involvement to our families and communities around career and college readiness.</li> </ul>	<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>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Social media (Twitter, Instagram, etc.)</li> <li>• Blackboard Connect messages to students and parents</li> <li>• Staff email</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 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 our parent community of opportunities and pathways through various newsletters and events, including AP and College in the High School courses both through communication from school and High School and Beyond Night and College in the High School 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 preregister 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 socio-economic 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 2028.

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?
<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 and Alcohol specialist, and Success Coordinator.</li> </ul>	<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 eSchoolPlus</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>
<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.</li> <li>Provide academic support groups, close monitoring, working and consulting with teachers and specialists.</li> </ul>	
<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>	
<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>	
<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>In-Time Credit Recovery prior to the end of the semester; and</li> <li>Summer school.</li> </ul> </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; and
- 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 interventions in cooperation with counselors and classified support staff.
- Teacher use of Interactive Boards to increase student problem-solving, discussions, and engagement.
- Administrators provide student data through Performance Matters for teachers to use in designing instruction.
- Teachers become adept at looking at student data in Performance Matters to make accurate instructional adjustments, targeted re-teaching.

### 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 paraeducator staff and success coordinators
- Number of daily student log ins to Canvas
- Number of teachers using collaboration tools
- Performance Matters report used by teacher teams
- Performance Matters assessment results