

ELA ACTION PLAN	
Key Performance Outcome: 72% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) in the spring of 2024 (90% of will meet standard 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 use common reading strategies with students to analyze texts for key ideas and details.	<ul style="list-style-type: none"> • Common reading assessment • Springboard embedded assessment • Pre-Advanced Placement (AP) learning checkpoints
Analyze diagnostic reading assessments throughout the year for achievement gaps for racial and socio-economic groups and implement classroom interventions to address the gaps.	<ul style="list-style-type: none"> • Shrinking achievement gaps in the following assessments over the year: <ul style="list-style-type: none"> ○ Common reading assessment ○ Springboard embedded assessment ○ Pre-AP learning checkpoints ○ Performance Matters Recovery Diagnostics
ELA classes leading 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.	<ul style="list-style-type: none"> • Library circulation numbers • Department-wide silent sustained reading (SSR) and student driven tracking • Common reading assessments • Pre-AP performance tasks

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?
Focus writing instruction on improving students' writing structure through all writing tasks.	<ul style="list-style-type: none"> • Common writing assessments • Springboard embedded assessments • Document-based questions (DBQs) • Lab reports • Classroom-based formative assessments
Focus on improving writing well-supported, well-structured multi paragraph essay responses applied to content areas in preparation for post-high school options such as college or career.	<ul style="list-style-type: none"> • Common writing assessments • Springboard embedded assessments • DBQs • Lab reports • Classroom-based formative assessments

MATH ACTION PLAN Key Performance Outcome: 38% of students will meet standard on the Smarter Balanced Assessment (SBA) in Math in the spring of 2024 (90% of students will meet standard by 2028).	
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?
Develop and administer short cycle data reviews throughout the year with all Professional Learning Communities (PLC) teams, identifying common assessments, disaggregating results by individual students and by topic/standard, and addressing specific student learning needs through associated tiered support.	<ul style="list-style-type: none"> • Common assessment results (modified IM assessments, Interim Assessment Blocks (IABs), etc.) • PLCs establishing clarity around direct student learning gaps as identified by common assessment results (by associated standards) and plans to meet those needs • Review/pre-teach (Embed prerequisite skills into lessons) • Math Interventionist data
Increase daily engagement with more regular student discourse strategies and common higher-level thinking questions aligned with the National Council of Teachers of Mathematics (NCTM) and Common Core State Standards (CCSS), specifically utilizing Illustrative Math (IM) materials.	<ul style="list-style-type: none"> • Increase instructional strategies that require student collaboration (building thinking classrooms model, Advanced Via Individual Determination (AVID) strategies/DESMOS, visualization, etc.) • Teachers provide examples of modified questions in the SBA format (i.e., exit tickets, warm-ups, extra test questions)
In PLCs, establish common clear success criteria for unit and lesson outcomes. Compare lesson outcomes to determine best teaching practices directly tied and aligned with district course instructional maps, NCTM, and CCSS. Algebra will focus on pre-teaching, remediating, and solving equations; Geometry will continue to reinforce solving equations, and develop SBA preparation; and Advanced Algebra will focus on overall algebraic conceptual understanding.	<ul style="list-style-type: none"> • Classroom data examining evidence of utilization of clear success criteria • Student performance on formative and summative assessments which are created based on common success criteria (exit tickets, cool downs, quizzes, warm-ups, etc.)

SCIENCE ACTION PLAN	
Key Performance Outcomes: More than 50% of 11th grader students tested will meet standard on the Washington Comprehension Assessment of Science (WCAS) in the spring of 2024 (90% of will meet standard by 2027). 90% of students will complete a graduation pathway that achieves the 3-year requirements for science with a grade of C or better for on time graduation (100% will meet the pathway 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 WCAS?
Consistently utilize PLC time to develop common assessments. Assess student progress against common rubric tools. Analyze the data from formative checks to determine next steps, interventions, or extensions needed to assist students in understanding of essential learning targets.	<ul style="list-style-type: none"> • Examples of commonly used rubrics • Samples of student formative data points • Student progress toward standard on essential learning targets
Continued focus on the practice of scientific vocabulary strategies to help close achievement gaps between groups of students.	<ul style="list-style-type: none"> • Multilingual Learner (ML) and students on Individualized Education Plans (IEPs) grades in Science coursework • Samples of student formative data points

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 50% favorable as measured by the Panorama Education Survey by spring 2024.

Physical, Emotional and Intellectual Safety: Increase student reporting “yes” to having physical and psychological safety at school to 70% favorable by all student demographic groups as measured by the Panorama Education Survey by spring 2024.

Equitable and Accessible Opportunities: Increase the percentage of ML students in advanced and challenging course 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?

Welcoming Culture

Continue Tier 1 strategies: positive greetings at the door for every period. Include student name, short positive interaction, and direct to first (Do-Now) activity.

Staff and students will create and implement a schoolwide charter based on our RULER training.

Develop programming for parent engagement events (fall and spring) focusing on parent engagement needs for supporting student academics and life.

- Panorama survey responses in sense of belonging and teacher-student relationship
- Student input gathered in creation of charter creation
- Schoolwide charter created and posted in multiple areas of the school
- Attendance numbers at parent events

Physically, Emotionally, and Intellectually Safe Environment

Staff and students will create and implement a schoolwide charter based on our RULER training.

Review changes to Lockdown procedures and implementation of Run, Hide, Fight scenario conversations with staff and students.

- Trends in Tier 2 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
- Train all staff in Run, Hide, Fight
- Transitioning student understanding of procedures from Lockdown to Lockout/Run, Hide, Fight
- Panorama survey data
- Increase security staff integrated into school gatherings (i.e., assemblies)

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.

- Pre-registration numbers for AP, College in the High School, and challenging option courses
- Quarter grades in college credit bearing courses

ATTENDANCE

Key Performance Outcome(s):

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?
Increase strong Tier 1 attendance incentives and communicate correlation impact of absences on student success with families and students regularly.	<ul style="list-style-type: none">• Schoolwide absences and rate by month (include overall attendance rates and disaggregate data by race/ethnicity, socio-economic status (SES), and program qualification) shared regularly• Daily attendance reports will be used to determine if attendance increases because of individual incentives, calls, and/or home visits
Strengthen the Community Engagement Board (CEB) process to support students and their families and reduce petition rates.	<ul style="list-style-type: none">• Attendance rates of students whose parents engage in CEB meetings• Percentage of students whose attendance improves following a CEB.
Establish systems that address grade level absences and tardies, providing interventions to reduce the number of student tardies throughout the school day.	<ul style="list-style-type: none">• Implementation of student conductor program and kiosks• Tardy data by period trends throughout the school year• Attendance committee to revamp process and procedures for communicating and managing student attendance issues

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase the percentage of parents who report favorably regarding Family-School communication as measured by the Panorama Education Survey by the spring of 2024.

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?
Increase ML parent participation in campus-wide events (Culture Night, Future Bruin Night, etc.)	<ul style="list-style-type: none">• Increased communication with families of multilingual students• Numbers of family members attending campus events
Implement a Student Conductor for tracking student tardies and notifying parents in real time.	<ul style="list-style-type: none">• Decreased number of student tardies

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

- 80% of all students will take a dual credit class as reflected in course registration numbers for the 2024-25 school year.

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?
Create a building wide understanding of registration options focusing on dual credit courses.	<ul style="list-style-type: none">• Develop and implement commonly used promotional materials for challenging options courses• Examples of outreach to students who show interest in content of dual credit courses.• Targeted dual credit registration invitations for underrepresented demographic groups
Provide extra-curricular activities and enrichment options that expose students to dual credit course content in Semester 1.	<ul style="list-style-type: none">• Classroom content in common pathway classes that specifically connects to dual credit options and clearly identifies the connect for students• PAWS activities aligned to dual credit content exploration

ON-TIME GRADUATION

Key Performance Outcome(s):

95% of all and every subgroup will graduate within 4 years by 2024.

80% of all 9th grade students will pass all credits attempted by 2024 (90% of all 9th grade students will pass all credits attempted by 2027).

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?

Increase the Sense of Belonging of ninth grade students (as measured by the fall and spring Panorama Survey) from 37% positive in 2022-23 through continued implementation of various academic and community-building strategies such as class meetings, PAWS lessons to support through the 9th grade Success Team, Link Crew mentorship, and other groups.

- Grade, attendance, and disciplinary trends for all 9th grade students throughout the year
- Additional climate survey measure trends (teacher-student relationships, cultural awareness and action, social awareness, etc.) as measured by the Panorama Survey

Having a graduation plan 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 reviews for 9th grade credit deficient students.

- Number of students on track to graduate 1st and 2nd semester
- Number of additional credits students earn beyond 6 credits per year

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Increase the percentage of students responding favorably to academic needs questions on the Panorama Survey regarding use of technology to increase college and career readiness skills by spring 2024.

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?
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">• STEMscopes• Springboard embedded assessments• Staff use of Class Policy, Canvas/Google Classroom, Office 365, Performance Matters, etc.• Imagine Learning – Language and Literacy (MLs - newcomer only)
Provide professional development in the Substitution, Augmentation, Modification, Redefinition (SAMR) model of technology integration, including the daily use of interactive panels by instructional staff to improve instruction using technology.	<ul style="list-style-type: none">• Number of Learning and Information Technology Services (LITS) professional development (PD) given• Staff surveys• Number of new staff accessing professional development (NCCE)• Number of staff regularly using interactive panels in instruction