

ELA ACTION PLAN	
Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2029. Performance on the ELA SBA will increase from 82% to 85% in 2023-24.	
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?
Professional Learning Communities (PLCs) will collaboratively review common formative and summative reading assessments and performance tasks in Pre-Advanced Placement (AP) 1 and Pre-AP 2, the foundational ELA courses, and collectively review student data from these assessments to determine instructional gaps.	<ul style="list-style-type: none"> • Participation in extensive professional development (PD) regarding effective PLCs in advance of the school year and during extensions and PD during the year to ensure PLCs are engaging in best practices regarding the 4 essential questions of PLCs • Pre-AP 1 and Pre-AP 2 PLC analysis of SBA data in Performance Matters identifies students who need additional writing interventions as indicated by not meeting standard on the most current SBA exam results • Individual criteria scores by category on 4 Pre-AP Performance Tasks (PT), 1 each semester • PLC analysis of the effectiveness of strategies based on student data in embedded Pre-AP PTs in semester 1 and 2 for planning for interventions • Final Common Embedded Assessment scores by category for Pre-AP 1 and Pre-AP 2
PLCs will utilize SBA assessment data to identify the greatest performance gaps in reading by standard, then address the identified standards through specific high-leverage Tier 1 writing strategies and provide access to proficiency through targeted intervention (reteaching, reassessing, and alternate forms of assessment).	
In PLCs, teams will engage in best practices and collaboratively unpack writing 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.	
Use Performance Matters to identify and share with individual instructors each of their students in grades 9 and 10 who did not meet standard on the most recent SBA for intentional instructional writing focus as determined by student performance on formative and summative assessments.	

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?
PLCs will collaboratively review common formative and summative writing assessments and performance tasks in Pre-AP 1 and Pre-AP 2, the foundational ELA courses, and collectively review student data from these assessments to determine instructional gaps.	<ul style="list-style-type: none"> • Pre-AP 1 and Pre-AP 2 PLC analysis of SBA data in Performance Matters identifies students who need additional writing interventions as indicated by not meeting standard on the most SBA exam results • Individual criteria scores by category on 4 Pre-AP PTs, 1 each semester • PLC analysis of the effectiveness of strategies based on student data in embedded Pre-AP PTs in semester 1 and 2 for planning for interventions • Final Common Embedded Assessment scores by category for Pre-AP 1 and Pre-AP 2 • Application of PLC best practices as observed during Administrator Directed Learning Improvement Friday (ALIF) and progress shared by department chairs • Increase in SBA scores of at least 3%
PLCs will utilize SBA assessment data to identify the greatest performance gaps in writing by standard, then address the identified standards through specific high-leverage Tier 1 writing strategies (reteaching, reassessing, and alternate forms of assessment) and provide access to proficiency through targeted intervention.	
In PLCs, teams will engage in best practices collaboratively unpack writing 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.	
Use Performance Matters to identify and share with individual instructors each of their students in grades 9 and 10 who did not meet standard in writing on the most recent SBA for intentional instructional writing focus as determined by student performance on formative and summative assessments.	

MATH ACTION PLAN Key Performance Outcome:	
55% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2024. 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in Math by 2029.	
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?
PLCs will collaboratively review common formative and summative math assessments and performance tasks in Algebra 1, Geometry, and Algebra 2, the foundational math courses, and collectively review student data from these assessments to determine instructional gaps.	<ul style="list-style-type: none"> • Common formative and summative assessment results in Algebra 1, Geometry, and Algebra 2 are used in PLC meetings to adjust instruction and interventions • Frequency of observed fidelity to the Illustrative Mathematics curriculum content and teaching practices in classroom lessons • PLC analysis of SBA data in Performance Matters identifies students who need additional interventions as indicated by not meeting standard on the most current SBA exam results • Application of PLC best practices as observed during ALIF and progress shared by department chairs • Participation in extensive PD regarding effective PLCs in advance of the school year and during extensions and PD during the year to ensure PLCs are engaging in best practices regarding the 4 essential questions of PLCs • Increase in SBA scores of at least 3%
PLCs will utilize SBA assessment data to identify the greatest performance gaps by standard, then address the identified standards through specific high-leverage Tier 1 math strategies (reteaching, reassessing, and alternate forms of assessment) and provide access to proficiency through targeted intervention.	
Develop conference-based grading and feedback systems to increase student understanding and ownership of learning towards specific standards/strands.	
In PLCs, teams will collaboratively develop scoring guides/rubrics aligned with standards for upcoming performance tasks and embedded assessments to ensure clarity of success standards for summative math assessments and to evaluate areas of growth for targeted instruction.	
Use Performance Matters to identify and share with individual instructors each of their students in grades 9 and 10 who did not meet standard in math on the most recent SBA for intentional instructional writing focus as determined by student performance on formative and summative assessments.	
Participation in extensive PD regarding effective PLCs in advance of the school year and during extensions during the year to ensure PLCs are engaging in best practices regarding the 4 essential questions of PLCs. Jackson High School Learning Community (JLC) leadership will hold teams accountable for creating their teams, their yearly calendar with summative assessments, and the names of each member of the team.	

SCIENCE ACTION PLAN

Key Performance Outcome:

70% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in Science by 2024. 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in Science by 2029.

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?

Align unit objectives with Next Generation Science Standards (NGSS) measured by frequent and common assessments that identify student opportunities for growth.

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.

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).

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 are not limited to, the following:

- Outline with examples the general structure and purpose of the WCAS;
- It is 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.

- Common formative assessments from Performance Matters in Physics and Chemistry. Other teams (AP courses, Biology, Career and Technical Education [CTE] Science courses) will also use common formative assessments, some in Performance Matters and some in other programs such as Akindi
- Consistent grade checks disaggregated by race, ethnicity, socio-economic status, and program
- Implementation of various interventions showing growth in Performance Matters or other program's common assessments
- Participation in professional development for science teachers regarding the various question item-types on the WCAS provided by department chairs or district facilitators

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 43% to 48% by the spring of 2024
- Teacher-Student Relationships from 53% to 58% by the spring of 2024

Physical, Emotional and Intellectual Safety: By the spring of 2024, students will report an increase in School Safety from 62% to 65% on the Panorama Survey.

Equitable and Accessible Opportunities: 80% 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 actions)
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 Multicultural Night, Black Culture Night, and Culture Corner for our staff.

Increase our customer service by:

- Improving school website accuracy and ease of access;
- Providing a monthly newsletter to all families;
- Providing Language Ambassadors for family events at school;
- Keeping social media updates; and
- Updating signage in the office and parking areas (in our top 10 languages at JHS).

Engage the JHS community by:

- Providing translators at school evening events;
- Providing childcare and meals at school-based family events; and
- Achieving 100% staff PTSA membership.

- Spring 2024 Panorama Survey data related to Sense of Belonging, Teacher-Student relationships, School Safety
- Student events all have multiple student groups represented and with high visibility
- Parent website feedback portal indicates satisfaction or areas of growth
- Substitute teacher feedback cards indicating positive experience
- Attendance numbers for evening events with translators, food and childcare offered
- PTSA enrollment percentage

Physically, Emotionally, and Intellectually Safe Environment	
Engage staff in professional development focused on the six themes of Culturally Responsive Education. Training in these themes will take place during the learning improvement day (LID) sessions and staff extensions during the year. Walk-through tools and evaluations will focus on identifying ways in which individual teachers are creating Culturally Responsive classrooms.	<ul style="list-style-type: none">• Panorama survey data showing responses over time to key indicators• Classroom charters in every classroom• Students are familiar with, and utilize, key RULER strategies• Walkthroughs and classroom observations that focus on student to student and student to teacher interactions• Baseline data (attendance, grades, grade point average (GPA), discipline) compared to parallel data at end of first semester and second semester, broken down by subgroups• Reduction in discipline incidents, particularly those involving physical aggression disaggregated by race, ethnicity, socio-economic status• Efficiency and effectiveness of drills through building emergency response team (BERT) evaluation post-drills
Increase number of ASB activities that promote inclusiveness and sense of belonging, including increasing visibility of all groups in assemblies and school events.	
<p>All students are given key RULER lessons over the course of the year ensuring familiarity with concepts and an ability to apply key concepts and understandings embedded in RULER.</p> <p>Lessons are embedded in the school day during PACK time and are calendared for the year for equity of delivery.</p> <p>Staff with no PACK time students will be assigned as support for other instructors during RULER lessons.</p>	
Equitable and Accessible Opportunities	
Offer sheltered ML classes in core content areas with teachers trained to best support ML students.	<ul style="list-style-type: none">• Number of ML students exiting the program• 4-week grade checks by ML teachers for CBS• AP participation demographic data which defines equity gap (enrollment and participation in the exam)• Increased participation of special education students in activities and clubs• Increased participation by underrepresented students in most challenging courses• Smarter Balanced Assessment Consortium (SBAC) score comparison for co-teaching
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 [CIHS], UW and AP courses) to individual underrepresented students by providing AP teachers with training through Equal Opportunity Schools.	
Provide support for all seniors with college applications, Free Application for Federal Student Aid (FAFSA), and scholarships via College Blitz Day and PACK time activities focused on financial aid.	

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will increase by 3% by June 2024.

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 KPO?
Communication and action planning with JHS Success Coordinators – Graduation and Classroom, ML, Special Ed (success time, individual planning, connections to school and community resources and support) to identify and address barriers to regular attendance.	<ul style="list-style-type: none">• Reduction in the number of schoolwide 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)• 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
Communication with admin support to access additional support including student meetings and support, information and intervention collection and tracking, coordination of staff support, home visits, family connections, and 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 for those students who are chronically absent to identify and address barriers.	
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.	

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.

Family/Community 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 KPO?
Include parent/community involvement at JHS events and collaborate with parent/teacher organizations. Be intentional about inviting a variety of parents and community members from varying backgrounds, clubs, and organizations.	<ul style="list-style-type: none"> • Attendance at community and family events • 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.	<ul style="list-style-type: none"> • Winter Food Drive and Toy Drive totals and backpack donations totals • Language Ambassadors enrollment and attendance at events • Establish Treehouse Advocate program for foster youth working with Family Support Advocate
Increase our outreach and involvement to our families and communities around career and college readiness. Promote the Sno-Isle program and accompanying opportunities for students to engage with career interests and local business.	<ul style="list-style-type: none"> • 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 • Complete 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 within specific clubs and athletic teams.	<ul style="list-style-type: none"> • Social media presence of at least three announcements a week (school website, Twitter, Instagram, etc.) • Consistent and timely Blackboard Connect messages to students and parents

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

By graduation an increase of 3% to from 80.2% 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 and 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.

Implement Culturally Responsive Education practices in all courses to promote student success.

Inform the parent community of opportunities and pathways through various newsletters and events, including AP and CIHS courses both through communication from the school and High School and Beyond Night and College in the High School Night.

Key Performance Indicators (KPIs)

(Formative measures of actions)

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 Equal Opportunity Schools (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.

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 KPO's?
Counselors will meet with all credit deficient seniors to develop a plan for graduation. Individual plans may include close monitoring with the student support group, counseling, support from the Career Center, Family Advocate, Drug and Alcohol specialist, and Success Coordinator.	<ul style="list-style-type: none"> • Monthly student-by-student review, identifying those students who need additional support or contact • Individual student post-high school plans for each student • Numbers of credits recovered by students • Graduation plans in eSchools Plus • Attendance, discipline checks for seniors on a monthly basis • Monthly CDU reports documenting students who have been enrolled in other programs • Red-Yellow-Green (RYG) lists used to create action follow-up for individual staff (administrators, success coordinators, counselors)
Counselors will meet with credit-deficient or at-risk juniors to develop a plan to catch back up. Provide academic support groups, close monitoring, and working and consulting with teachers and specialists.	
All students will utilize Naviance with emphasis on post-secondary planning and a High School and Beyond Plan (for seniors).	
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"> • Online options with support during the school year; • Fuel Education; • 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?

Staff training on LID days in effective use of panels in instruction.

All students trained to reset password for additional security.

Survey staff to determine PD needs to progress upwards in Substitution Augmentation Modification Redefinition (SAMR).

Key Performance Indicators (KPIs)

(Formative measures of actions)

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

- Number of daily student logins to Canvas
- Number of teachers using technology collaboration tools and engagement with interactive panel during instruction
- Students prepared for standardized digital tests (state and national)
- SAMR evident in instruction during observations and walkthroughs