



2016-17 School Improvement Plan

Sequoia High School
Kelly Shepherd, Principal

READING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

11th Grade (includes previously passed)

Overall: 68.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.9	64.1	14.1
Listening and Speaking	20.3	68.8	10.9
Writing	32.8	50.0	17.2
Research/Inquiry	25	56.3	18.8

Strategic Plan Reference	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 measurable evidence of student learning?
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Analyze two genres of texts central idea/theme and cite evidence from the text to support your claim 	<ul style="list-style-type: none"> Central idea/theme and citing evidence classroom based post assessment shows students' (with 80% attendance) improving 1 level on rubric from pre assessment Interim assessment block data
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Increase student participation in independent reading by using relevant texts and incorporating supports including pre reading strategies, "read alouds," shortened segments and weekly formative tasks 	<ul style="list-style-type: none"> At least 75% of students will earn .25 credit for Success Time based on completing pre assessment, reading the book, 6 Central Idea/Theme organizer and post assessment Success Time attendance improves by 20% compared to 2015-2016
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Administer the Interim Assessment Blocks Literary (Term 2) and Informational (Term 3) in all English classes to identify gaps in targets to provide instructional focus and mini-lessons for students 	<ul style="list-style-type: none"> Interim assessment block data with
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Analyze text features in all content areas 	<ul style="list-style-type: none"> Text features classroom based post assessment shows students' (with 80% attendance) improving 1 level on rubric from pre assessment Interim assessment block Data Targeted growth in male student performance

Strategic Plan Reference	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 measurable evidence of student learning?
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Identify 29 Critical Words verbs to teach and assess students with 8 identified words per term across grade level English courses with increasing complexity 	<ul style="list-style-type: none"> Students show growth on pre assessment to post assessment level of understanding of the identified words Targeted growth in male student performance

WRITING ACTION PLAN

2015-16 SBA Results

11th Grade (includes previously passed)

Overall: 68.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.9	64.1	14.1
Listening and Speaking	20.3	68.8	10.9
Writing	32.8	50.0	17.2
Research/Inquiry	25	56.3	18.8

Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Strategic Plan Reference	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 measurable evidence of student learning?
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Improve analysis and impact of text features on meaning and presentation 	<ul style="list-style-type: none"> Text features classroom based post assessment shows students' (with 80% attendance) improving 1 point on rubric from pre assessment Interim assessment block data
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Supporting statements with claim, evidence, and reasoning in all curricular areas 	<ul style="list-style-type: none"> Text features classroom based post assessment shows students' (with 80% attendance) improving 1 point on rubric from pre assessment Interim assessment block data
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Increase writing opportunities for a variety of audiences with feedback in English classes 	<ul style="list-style-type: none"> At least two Springboard embedded assessment data in each English class with growth demonstrated from initial draft to final through revision process using the embedded assessment rubric

MATH ACTION PLAN

Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in Mathematics.

2015-16 SBA Results

11th Grade (includes previously passed)

Overall: 7.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	78.6	19.6	1.8
Problem Solving and Modeling & Data Analysis	37.5	60.7	1.8
Communicating Reasoning	39.3	60.7	0.0

Strategic Plan Reference	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 measurable evidence of student learning?
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Administer district common assessment questions in math classes and use feedback for growth provided for students and to backward design instruction to close the achievement gap especially across genders 	<ul style="list-style-type: none"> Assessment data on district common math questions Math class passing rates will improve Closing of the gender gap on assessments
1.1 e, 1.2a, 1.2b	<ul style="list-style-type: none"> Instruct and incorporate the Six “C’s” (Creativity, Critical Thinking, Communication, Collaboration, Citizenship and Character) to encourage deeper learning with a focus on collaboration 	<ul style="list-style-type: none"> Math class passing rates will improve
1.1 e, 3.2	<ul style="list-style-type: none"> Scheduling intentional math classes with increased communication with the advisor to identify struggling learners vs. learners impacted by attendance 	<ul style="list-style-type: none"> Student schedules have evidence of correct sequence of classes Student intervention plans address the identified concern (struggling learner vs. attendance) to increase passing rate in class
1.2b, 3.2	<ul style="list-style-type: none"> Collaborate with math teams across the district, in person and through digital means, to monitor student progress on district common assessment questions 	<ul style="list-style-type: none"> Assessment data on district common math questions

SCIENCE ACTION PLAN

Key Performance Outcome:

By grade 10, 100% of students will meet standard on the EOC exam in Biology.

2015-16 EOC Biology Results

10th Grade (includes previously passed)

Overall: 31.7%	Claim % Perf. Below	Claim % Perf. Similar
Systems	31.2	68.8
Inquiry	50	50
Application	37.5	62.5
Processes Within Cells	62.5	37.5
Maintenance and stability of populations	31.2	68.8
Mechanisms of evolution	37.5	62.5

Strategic Plan Reference	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 measurable evidence of student learning?
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Unpack experimental design so that students design experiments with clear, replicable procedures, and/or explain data in their conclusions that have a majority of required attributes 	<ul style="list-style-type: none"> Lab notebooks shows students are able to design experiments with clear, replicable procedures, and explain data in their conclusions that have majority of required attributes and demonstrate growth on classroom based rubric Experimental Design classroom based post assessment shows students' (with 80% attendance) meeting standard on the rubric
1.2a, 1.2b, 1/3a, 1.5a	<ul style="list-style-type: none"> Incorporate argument from evident by <ul style="list-style-type: none"> Using data and connecting data directly to conclusion Reference text-based evidence in conclusions in content area classes 	<ul style="list-style-type: none"> Conclusion classroom based post assessment shows students' (with 80% attendance) meeting standard on the rubric Success Time Post Assessment Citing Evidence shows students' (with 80% attendance) improving 1 point on rubric from pre assessment
1.1 e, 3.2	<ul style="list-style-type: none"> Scheduling intentionally all 10th graders to complete 2 years of science including biology by the end of the 10th grade and communication with the advisor to identify struggling learners vs. learners impacted by attendance 	<ul style="list-style-type: none"> Student schedules have evidence of correct sequence of classes Student intervention plans address the identified concern (struggling learner vs. attendance) to increase passing rate in class 100% of 10th grade students enrolled for at least 6 terms will have 1.0 credit of science earned at Sequoia

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

100% of students will be scheduled in at least one challenging option class while enrolled at Sequoia.

Strategic Plan Reference	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 is the measurable evidence of student learning?
1.3a	<ul style="list-style-type: none"> Increase enrollment in AP Classes, Pre-Calculus, Anatomy and Physiology, Running Start, Sno-Isle, Dual Credit courses 	<ul style="list-style-type: none"> Increase enrollment in classes by 20% when compared to 2015-2016 enrollment
1.3a	<ul style="list-style-type: none"> Increase enrollment in dual enrollment classes increasing student understanding of the benefits and future careers. 	<ul style="list-style-type: none"> Increase credit in dual enrollment classes by 10% by June 2017
1.3a	<ul style="list-style-type: none"> Develop a new AP Online HS English course with student enrollment by Fall 2017 	<ul style="list-style-type: none"> Students registering for the course for Fall 2017

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase connections to families (Significant Adults) to minimal to at least one contact with 100% of our student

Strategic Plan Reference	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 is the measurable evidence of student learning?
1.1a, 5.1a	<ul style="list-style-type: none"> Implement home visits for students who are not attending school or who have dropped out to engage in a school program and provide access to resources 	<ul style="list-style-type: none"> Increase number of home visits in 2016-2017 from zero to 40. Decrease in the number of students on the C, D, U on June 1 from 113 to 90.
1.1a, 2.2a	<ul style="list-style-type: none"> Each teacher makes two positive phone calls or mails postcards per academic term 	<ul style="list-style-type: none"> Increase positive contacts from 0 to 384 as reported on the school-wide spreadsheet
1.1a, 2.2a	<ul style="list-style-type: none"> Personal contact by advisor of each student on an intervention plan parent/guardian/significant adult during the first week of the new term 	<ul style="list-style-type: none"> Increase the number of students that move from no progress to limited or met progress by 75%
5.1a	<ul style="list-style-type: none"> Partner with Port Gardner Neighborhood on Soctoberfest project to provide a meal and socks for homeless individuals and families 	<ul style="list-style-type: none"> Participation in event and students receiving services
5.1a	<ul style="list-style-type: none"> Partner with Sno-Isle Coop to increase access to healthy snacks for students during the school day 	<ul style="list-style-type: none"> Weekly fruit donation distributed to students

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

Key Performance Outcome(s):

A school culture is such that student safety is supported physically, emotional, and intellectually as measured by attendance and decrease in inactive students.

Strategic Plan Reference	Welcoming Culture 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 measurable evidence of student learning?
1.1a	<ul style="list-style-type: none"> Greet students each day by name 	<ul style="list-style-type: none"> Data of staff in standing at door greeting students Data of office staff greeting students as signing in each day
1.1a, 2.2a	<ul style="list-style-type: none"> Increase connections to students by implementing- <ul style="list-style-type: none"> Home visits Text messaging for outlook 	<ul style="list-style-type: none"> Increase number of home visits in 2016-2017 from zero to 40. Decrease in the number of students on the C, D, U list from 86 to 76.

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe 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 measurable evidence of student learning?
1.1a, 1.2a	<ul style="list-style-type: none"> Implement Social Emotional Meetings school wide between advisory teachers, counselor, success coordinator, and principal to support student success and progress toward on-time graduation 	<ul style="list-style-type: none"> Social Emotional Meeting Spreadsheet with action items Decrease in the number of student inactive or on intervention plans for no progress Increase in student passing classes
1.2b	<ul style="list-style-type: none"> Implement advisory lessons to support the physically, emotional and intellectual safety of each student 	<ul style="list-style-type: none"> Students implementing the strategies learned in advisory to improve their physical, emotional and intellectual safety ACEs survey data

Strategic Plan Reference	Equitable and Accessible Opportunities 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 measurable evidence of student learning?
1.1a	<ul style="list-style-type: none"> Implement special education and 504 accommodations in a more effective way to support students successfully accessing general education curriculum 	<ul style="list-style-type: none"> Decrease in failing grades in content area classes for special education/504 students who attend at least 80% of the time.
1.1a	<ul style="list-style-type: none"> Each student can identify a caring adult advocate for themselves 	<ul style="list-style-type: none"> Student survey data

ON-TIME GRADUATION

Key Performance Outcome(s):

Increase the 4-year Graduation Rate from 35.2% to 50% and 5-year graduation rate from 64.8% to 75% by August 2017.

Strategic Plan Reference	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 is the measurable evidence of student learning?
1.1a	<ul style="list-style-type: none"> Assemble a team to design a systematic and visible method to recognize students as they meet milestones of graduation requirements including credits and testing 	<ul style="list-style-type: none"> Recognition awards/prizes created and students receiving them are tracked/recorded.
1.1a, 1.2a	<ul style="list-style-type: none"> Implement Social Emotional Meetings school wide between advisory teachers, counselor, success coordinator, and principal to support student success and progress toward on-time graduation 	<ul style="list-style-type: none"> Social Emotional Meeting spreadsheet with action items Decrease in the number of student inactive or on intervention plans for no progress Increase in students passing classes
1.1, 1.3c	<ul style="list-style-type: none"> Increase physical education credit earned by students 	<ul style="list-style-type: none"> 100% of students enrolled for at least 4 terms who haven't met the PE graduation requirement will earn a minimum of a .5 PE credit (either in PE class or through PE logs)

ATTENDANCE

Key Performance Outcome(s):

Decrease the number of full day unexcused absences to less than 50 on average per day.

Strategic Plan Reference	Attendance 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 measurable evidence of student learning?
1.1a	<ul style="list-style-type: none">Connecting intentionally with students via personal reach out to absent students including daily personal calls from attendance office, advisor calls/texts and home visits	<ul style="list-style-type: none">Attendance call sheetsDecrease in number of absences by 10%
1.1a	<ul style="list-style-type: none">Create a focus group of 20 students with excessive absences after Term 1 and create individual attendance contracts and incentives	<ul style="list-style-type: none">Individual attendance contractsIncrease days attending by 20% for identified sub-group

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Develop the skills of instruction staff to use technology to engage students in learning by designing lessons that are reflective of Augmentation, Modification or Redefinition

Strategic Plan Reference	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 is the measurable evidence of student learning?
1.1a, 1.4b	<ul style="list-style-type: none"> Increase student/family use of Naviance for scholarship searches and post high school planning through intentional college/career guidance and parent letter informing them of the opportunity 	<ul style="list-style-type: none"> District Naviance statistics of student/parent logins
2.1a, 2.1b, 2.3a	<ul style="list-style-type: none"> Implement student use of technology applications to increase engagement including DESMOS, SWAY, Google Classroom, Google Forms and other survey tools 	<ul style="list-style-type: none"> Student projects using technology demonstrate mastery of the content Data on use of program by student
2.1a, 2.1b, 2.3a	<ul style="list-style-type: none"> Redesign lessons to move the use of technology further along the continue of the SAMR (substitution, augmentation, modification, redefinition) model 	<ul style="list-style-type: none"> Revised lesson plans to demonstrate the use of technology and movement of at least one level on the SAMR model