



<p>READING ACTION PLAN</p> <p>2016-17 SBA Results</p> <p>11th Grade (includes previously passed)</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Overall: 60.6%</th> <th style="text-align: center;"><u>Below</u></th> <th style="text-align: center;"><u>At or Near</u></th> <th style="text-align: center;"><u>Above</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">19.2</td> <td style="text-align: center;">55.8</td> <td style="text-align: center;">25.0</td> </tr> <tr> <td>Listening and Speaking</td> <td style="text-align: center;">17.3</td> <td style="text-align: center;">69.2</td> <td style="text-align: center;">13.5</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">19.2</td> <td style="text-align: center;">53.8</td> <td style="text-align: center;">26.9</td> </tr> <tr> <td>Research/Inquiry</td> <td style="text-align: center;">17.3</td> <td style="text-align: center;">55.8</td> <td style="text-align: center;">26.9</td> </tr> </tbody> </table>	Overall: 60.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Reading	19.2	55.8	25.0	Listening and Speaking	17.3	69.2	13.5	Writing	19.2	53.8	26.9	Research/Inquiry	17.3	55.8	26.9	<p>Key Performance Outcome:</p> <p>By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).</p>
Overall: 60.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>																		
Reading	19.2	55.8	25.0																		
Listening and Speaking	17.3	69.2	13.5																		
Writing	19.2	53.8	26.9																		
Research/Inquiry	17.3	55.8	26.9																		

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Analyze a variety of texts to identify central idea/theme and cite evidence from the text to support your claim (school wide) 	<ul style="list-style-type: none"> Springboard Embedded Assessments Interim Assessment Blocks
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"> Library scans
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- theme, central idea, and text features show student scores increasing
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"> Teacher created assessments

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> • Identify the most frequently used “Critical Words” to teach and assess students across content area classes 	<ul style="list-style-type: none"> • Teacher created Critical Words assessments
1.2b, 3.2	<ul style="list-style-type: none"> • Using backward design model, incorporate the unit planning template in collaboration with PLC 	<ul style="list-style-type: none"> • Pre and post observation notes • Student grade data
1.2b	<ul style="list-style-type: none"> • Meet the 95% threshold for students taking the state SBA <ul style="list-style-type: none"> ○ Monitor assessment sign in sheets ○ Complete home visits for any student who did not show up during the first days of testing ○ Provide early notification to students and parents about SBA testing requirements ○ Schedule multiple make-up testing opportunities for students who miss the original testing window 	<ul style="list-style-type: none"> • 95% or greater participation

WRITING ACTION PLAN

Key Performance Outcome:

2016-17 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: 60.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.2	55.8	25.0
Listening and Speaking	17.3	69.2	13.5
Writing	19.2	53.8	26.9
Research/Inquiry	17.3	55.8	26.9

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Improve analysis and impact of text features on meaning of content 	<ul style="list-style-type: none"> Springboard Embedded Assessments Interim Assessment Blocks
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"> Interim Assessment Block- theme, central idea and text features show student scores increasing
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"> Springboard embedded assessment
1.2b, 3.2	<ul style="list-style-type: none"> Using backward design model, incorporate the unit planning template in collaboration with PLC 	<ul style="list-style-type: none"> Pre and post observation notes Student grade data
1.2b	<ul style="list-style-type: none"> Meet the 95% threshold for students taking the state SBA <ul style="list-style-type: none"> Monitor assessment sign in sheets Complete home visits for any student who did not show up during the first days of testing Provide early notification to students and parents about SBA testing requirements Schedule multiple make-up testing opportunities for students who miss the original testing window 	<ul style="list-style-type: none"> 95% or greater participation

MATH ACTION PLAN

Key Performance Outcome:

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

2016-17 SBA Results

11th Grade (includes previously passed)

Overall: 4.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	81.6	16.3	2.0
Problem Solving and Modeling & Data Analysis	67.3	28.6	4.1
Communicating Reasoning	55.1	42.9	2.0

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Communicate standards/learning targets to students in kid friendly language as part of classroom lessons 	<ul style="list-style-type: none"> Observation summary notes
1.1 e, 1.2a, 1.2b	<ul style="list-style-type: none"> Monitor and adjust teaching based on formative information gathered from student activities and interactions to clarify misconceptions and build on content knowledge 	<ul style="list-style-type: none"> Interim Assessment Blocks
1.1 e, 3.2	<ul style="list-style-type: none"> Collaborate within building and across the district to develop lessons and strategies to implement 1:1 student devices 	<ul style="list-style-type: none"> Student grade data
1.2b, 3.2	<ul style="list-style-type: none"> Using backward design model, incorporate the unit planning template in collaboration with PLC 	<ul style="list-style-type: none"> Pre and post observation notes Student grade data
1.2b	<ul style="list-style-type: none"> Meet the 95% threshold for students taking the state SBA <ul style="list-style-type: none"> Monitor assessment sign in sheets Complete home visits for any student who did not show up during the first days of testing Provide early notification to students and parents bout SBA testing requirements Schedule multiple make-up testing opportunities for students who miss the original testing window 	<ul style="list-style-type: none"> 95% or greater participation

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 EOC Biology Results

By grade 11, 100% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

10th Grade (includes previously passed)

Overall: 38.5%	Claim % Perf. Below	Claim % Perf. Similar
Systems	64.7	35.3
Inquiry	58.8	41.2
Application	47.1	52.9
Processes Within Cells	67.6	32.4
Maintenance and stability of populations	55.9	44.1
Mechanisms of evolution	50.0	50.0

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Standards/learning targets distributed to students in kid friendly language (in addition to standards on syllabus). Monitor and adjust teaching based on formative information gathered from student activities and interactions to clarify misconceptions and build on content knowledge 	<ul style="list-style-type: none"> Teacher created assessments Summative Smarter Balance Assessment Data
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Work as a team both in building and district wide to develop lessons and strategies to implement 1:1 student devices 	<ul style="list-style-type: none"> Science courses passing rate will increase when compared to previous year
1.1 e, 3.2	<ul style="list-style-type: none"> Using backward design model, incorporate the unit planning template in collaboration with PLC 	<ul style="list-style-type: none"> Pre and post observation notes Student grade data

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 measure will you use to determine the success of your action items?
1.3a	<ul style="list-style-type: none"> Increase enrollment in AP classes, Pre-Calculus, Anatomy and Physiology, Running Start, SnoIsle, Dual Credit courses by strategic and intentional recruitment 	<ul style="list-style-type: none"> Enrollment data
1.3a	<ul style="list-style-type: none"> Increase enrollment in Dual Enrollment classes 	<ul style="list-style-type: none"> Enrollment data
1.3a	<ul style="list-style-type: none"> Increase student understanding of the benefits and future careers 	<ul style="list-style-type: none"> Naviance data High School and Beyond plans

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

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

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 measure will you use to determine the success of your action items?
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"> Home visit data Decrease in the number of students on the C, D, U in June from 31 students to 25
1.1a, 2.2a	<ul style="list-style-type: none"> Each teacher makes three positive phone calls, emails or mail postcards per academic term Increase the number of students receiving post cards from 50% to 80% 	<ul style="list-style-type: none"> Postcards sent to 100% of enrolled students
1.1a, 2.2a	<ul style="list-style-type: none"> Personal contact by advisor of each student on an intervention plan or who has become inactive to the 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% by the next term Parent/Guardian contact on each student with limited or no progress
5.1a	<ul style="list-style-type: none"> Partner with Port Gardner Neighborhood on community egg hunt, and community connections 	<ul style="list-style-type: none"> Number of students participating in event
5.1a	<ul style="list-style-type: none"> Partner with Sno Isle Coop and Port Gardner Neighborhood Association to increase access to healthy snacks for students during the school day 	<ul style="list-style-type: none"> Amount of 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 measure will you use to determine the success of your action items?
1.1a	<ul style="list-style-type: none"> Engage students in welcoming conversations daily such as greeting by name at door, asking about activities etc. 	<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 via Outlook Email Use social media (Twitter, Facebook) 	<ul style="list-style-type: none"> Home visit data Decrease in the number of students on the C, D, U report
1.1a, 2.3a	<ul style="list-style-type: none"> Increase communication via use of whiteboards on each floor, as well as student Outlook email, to send weekly updates and reminders to student emails 	<ul style="list-style-type: none"> Survey students online at the end of the year to measure cultural, social, and emotional impacts.
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 measure will you use to determine the success of your action items?
1.1a, 1.2a	<ul style="list-style-type: none"> Continue 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 Decrease in the number of student inactive or on intervention plans for no progress Student grade data
1.2b	<ul style="list-style-type: none"> Implement advisory lessons to support the physical, emotional, and intellectual safety of each student 	<ul style="list-style-type: none"> Lesson plans Student work samples
1.2b	<ul style="list-style-type: none"> Implement Positive Behavior Intervention and Support (PBIS) strategies to increase student success as measured by graduation rates, attendance, and surveys 	<ul style="list-style-type: none"> Graduation rate increase Attendance rate increase CEE survey data positive trend

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 measure will you use to determine the success of your action items?
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 especially in high failure rate classes 	<ul style="list-style-type: none"> Grade data
1.1a	<ul style="list-style-type: none"> Each student can identify a caring adult advocate for themselves at Sequoia High School 	<ul style="list-style-type: none"> Student survey data

ON-TIME GRADUATION

Key Performance Outcome(s):

Increase the 4-year Graduation Rate from 56% to 65% and 5-year graduation rate from 65% to 75% by August 2018.

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 measure will you use to determine the success of your action items?
	<ul style="list-style-type: none"> For students who need additional support/motivation to reach graduation, will identify preferred mentors within the school community/district. 	<ul style="list-style-type: none"> Mentors identified Students tracked
1.1a	<ul style="list-style-type: none"> Assemble a team to design a systematic and visible method that 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"> Continue 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 Number of student inactive or on intervention plans for no progress Student grade data
1.1, 1.3c	<ul style="list-style-type: none"> Increase physical education credit earned by students prior to senior advisory 	<ul style="list-style-type: none"> PE credit posted
	<ul style="list-style-type: none"> Teach students life skills such as financial literacy, goal setting, future planning and technology skills 	<ul style="list-style-type: none"> Teacher created pre and post assessment Reflective assignments on the lessons

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 measure will you use to determine the success of your action items?
1.1a	<ul style="list-style-type: none"> Reengage students in transition (KIT) who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates
1.1a	<ul style="list-style-type: none"> Incentive program for students with perfect weekly attendance 	<ul style="list-style-type: none"> Weekly attendance awards and certificate documented and delivered to student Attendance names displayed
1.1a	<ul style="list-style-type: none"> Advisor reach out weekly about absences when students have chronic absenteeism 	<ul style="list-style-type: none"> Weekly advisor attendance reports Student decrease in absenteeism
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 report
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 contracts

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 measure will you use to determine the success of your action items?
1.1a, 1.4b	<ul style="list-style-type: none"> Implement a series of technology lessons into advisory 	<ul style="list-style-type: none"> Desmos access prior to Summative Smarter Balance Assessment
1.1a, 1.4b	<ul style="list-style-type: none"> All teachers implement new technology lessons to maximize the 1:1 classroom 	<ul style="list-style-type: none"> Completed lessons and record of meetings/collaboration/lessons planned with instructional facilitator for technology
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 Naviance use in advisory and Check & Connect
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 continuum 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