



# 2019-20 High School School Improvement Plan

Sequoia High School  
Kelly Shepherd, Principal

<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 2027.	
<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 actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?	
<ul style="list-style-type: none"> <li>Build students' academic and content-specific vocabulary through explicit instruction of vocabulary and vocabulary strategies (e.g., determining the meaning of words in context); strengthen language acquisition and fluency through meaningful use of vocabulary in context</li> </ul>		<ul style="list-style-type: none"> <li>Language/Vocabulary Interim Assessment Block (IAB) scores</li> <li><i>SpringBoard</i> unit test scores</li> <li>Scores on content area assessments developed with SBA question stems for SBA Claim 1, Target 3 and Target 10</li> </ul>	
<ul style="list-style-type: none"> <li>Model, teach, and provide opportunities for students to apply close reading strategies with attention and care using a range of text-dependent questions and tasks that require students to read and reread challenging texts through the lens of critical and creative thinking</li> </ul>		<ul style="list-style-type: none"> <li>Reading Informational and Literary Interim Assessment Block (IAB) scores</li> <li><i>SpringBoard</i> Close Reading Workshop Activity 3 and Activity 4 scores</li> </ul>	
<ul style="list-style-type: none"> <li>Establish and explicitly share with students clear learning targets aligned with standards for upcoming assessments and provide opportunities for students to evaluate and reflect on their learning and progress toward meeting the standards</li> </ul>		<ul style="list-style-type: none"> <li>Reading Informational Interim Assessment Block (IAB) scores and Reading Literary Interim Assessment Blocks (IAB) scores</li> <li>Student growth in skills of self-evaluation and reflection on learning measured by the district 21st century skills Growth Mindset continuum</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 actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?	
<ul style="list-style-type: none"> <li>Establish and explicitly share with students clear learning targets and scoring guides/rubrics aligned with standards for upcoming performance assessments and provide opportunities for students to evaluate and reflect on their learning and progress toward meeting the standards</li> </ul>		<ul style="list-style-type: none"> <li>Summative <i>SpringBoard</i> writing Embedded Assessment scores</li> <li>Pre-AP English 1 performance task scores</li> <li>DBQ essay scores</li> <li>Science lab report scores</li> <li>Student growth in skills of self-evaluation and reflection on learning measured by the district 21st century skills Growth Mindset continuum</li> </ul>	

<ul style="list-style-type: none"> <li>• Increase opportunities for students to write and speak using evidence from texts to develop well-defended claims, present careful analyses, and provide clear information and accurate summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Argumentative Brief Write and Expository Brief Write Interim Assessment Blocks (IAB) scores following explicit teaching and student success with schoolwide, across the content frameworks for short answer responses, extended responses, and for summaries</li> </ul>
<ul style="list-style-type: none"> <li>• Provide opportunities for students to write every day (e.g., exit slips, checks for understanding, quick writes, written summaries, Cornell Notes, reflection on learning, sentence frames, etc.) by using sentence and questions from Smarter Balance Assessment Test Specifications and released items</li> </ul>	<ul style="list-style-type: none"> <li>• Student work samples demonstrating conceptual understanding and success with strategies utilized across the content areas</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027.

### 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?

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| <ul style="list-style-type: none"><li>Teams of teachers create lessons designed to engage students in solving and discussing tasks to promote mathematical reasoning and problem solving that allow for multiple entry points and varied solution strategies (Principle 2: NCTM)</li></ul> | <ul style="list-style-type: none"><li>Department-Created Rich Task Walkthrough Tool with Teacher and Student Look-Fors</li></ul>   |
| <ul style="list-style-type: none"><li>Facilitate mathematical discourse among students every day in order to build shared understanding of mathematical ideas by analyzing and comparing student approaches to arguments (Principle 4: NCTM)</li></ul>                                     | <ul style="list-style-type: none"><li>Department-Created Student Talk vs. Teacher Talk Walkthrough Tool with Teacher and Student Look-Fors</li><li>SEL/Panorama Indicators aligned to mathematical identity and agency</li></ul> |
| <ul style="list-style-type: none"><li>Create, administer and collaboratively analyze common, benchmarked, formative assessments based on the EPS Pacing guide and use results to plan first for core instructional shifts as well as intervention services</li></ul>                       | <ul style="list-style-type: none"><li>Common Formative Assessment results: % proficient</li><li>SBA Interim Assessments identified in EPS Curriculum Maps: % proficient</li></ul>  |
| <ul style="list-style-type: none"><li>Use notice/wonder/sense-making routine to improve practical problem solving by 1-2 times per week for no more than 5 minutes per day for students to generate ideas about what the image/graphic/narrative is representing</li></ul>                 | <ul style="list-style-type: none"><li>Increased student engagement in notice/wonder and sense-making routine</li><li>Increased voluntary student participation in notice/wonder and sense-making routine</li></ul>               |

**SCIENCE ACTION PLAN****Key Performance Outcome:**

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

<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 actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
<ul style="list-style-type: none"> <li>• Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Written and verbally expressed explanations using evidence from multiple sources and reasoning (Examples of Student Evidence sources: Claim-Evidence-Reasoning, Investigation Conclusion, Performance Tasks, Assessment Prompts) scored based on rubric</li> </ul>
<ul style="list-style-type: none"> <li>• Support student opportunity to analyze and interpret data and use mathematical and computational thinking</li> </ul>	<ul style="list-style-type: none"> <li>• With given or collected data, students create graphs and identify relationships between variables (relationships can be expressed in sentences, mathematical equations, images/drawings, etc.) scored based on criteria</li> </ul>
<ul style="list-style-type: none"> <li>• Support student opportunity to plan and carry out investigations and engage in the engineering design process</li> </ul>	<ul style="list-style-type: none"> <li>• Student created investigations and engineering design solutions scores using lab/investigation scoring guides (from district adopted curriculum or Vernier), performance task rubrics (from district adopted curriculum or those created by course design team)</li> </ul>
<ul style="list-style-type: none"> <li>• Use notice/wonder/sense-making routine to improve practical problem solving by 1-2 times per week for no more than 5 minutes per day for students to generate ideas about what the image/graphic/narrative is representing</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student engagement in notice/wonder and sense-making routine as measured by student completion of written task</li> <li>• Increased voluntary student participation in notice/wonder and sense-making routine as measured by teacher collected data</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:** 100% of students will be greeted by a person each day and practices will be culturally responsive.

**Physical, Emotional and Intellectual Safety:** Panorama survey data regarding sense of belonging will increase by 10%.

**Equitable and Accessible Opportunities:** 77% of EL students will be on track to transition out of services within six years by 2027.

<b>Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<b>Welcoming Culture</b>	
<ul style="list-style-type: none"> <li>• Invite Parent Focus Groups to engage in collaborative problem solving related to school/community culture (examples: Teen Vaping, Social Media trends, Screen Time, Digital Citizenship)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Survey data</li> <li>• Number of attendance meetings with students/families and attendance contract completed</li> </ul>
<ul style="list-style-type: none"> <li>• Implement systems for positive reinforcement and recognition as part of Tier 1 MTSS-B</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students recognized for academics and attendance</li> </ul>
<ul style="list-style-type: none"> <li>• Engage students in welcoming conversations daily such as greeting by name at the door, asking about activities etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Data of staff standing at door greeting students</li> <li>• Data of office staff greeting students as signing in each day</li> </ul>
<ul style="list-style-type: none"> <li>• Engage students in advisory lessons targeted at increasing connectedness and sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Survey results in Sense of Belonging</li> <li>• Student reports</li> </ul>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
<ul style="list-style-type: none"> <li>• Develop and implement systems of direct instruction for SEL through advisory</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data (Panorama)</li> <li>• Discipline data</li> <li>• Social Emotional/On Time Graduation Meetings</li> </ul>
<ul style="list-style-type: none"> <li>• Implement Tier 1 School Wide Expectation and devise systems for monitoring and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline data</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and Systemize professional learning and staff discourse around one or two of the following:                             <ul style="list-style-type: none"> <li>○ Culturally relevant teaching practices</li> <li>○ Trauma informed practices</li> <li>○ Engagement strategies with Poverty in Mind</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of professional learning opportunities (LID, Newsletters, Conversations, book studies)</li> </ul>

<ul style="list-style-type: none"> <li>○ Visible Learning Strategies</li> <li>○ Restorative Practices</li> </ul>	
<ul style="list-style-type: none"> <li>• Use Panorama data to identify Tier 2 and Tier 3 and develop systems and strategies to provide targeted interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students moving from Tier 2 to Tier 1</li> </ul>
<b>Equitable and Accessible Opportunities</b>	
<ul style="list-style-type: none"> <li>• Incorporate Sheltered Instruction Observation Protocol (SIOP) to plan and deliver high-quality lessons to allow English Learners to acquire knowledge in core content classes as they develop language proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• ELPA21</li> <li>• Interim assessments</li> <li>• Unit assessments</li> </ul>
<ul style="list-style-type: none"> <li>• Establish a process for interdisciplinary teams to meet with EL teachers to intentionally plan vocabulary and basic strings of discourse related to content objectives to support English Learners language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• Unit assessments</li> </ul>
<ul style="list-style-type: none"> <li>• Implement special education and 504 accommodation with fidelity in a more individualized way to support students successfully accessing general education curriculum especially in high failure rate classes through access to information, professional development and teacher collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Grade data</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure each student can identify a caring adult advocate for themselves at Sequoia High School</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama survey data</li> <li>• Student conversations</li> <li>• Attendance Data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"><li>• Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings</li></ul>	<ul style="list-style-type: none"><li>• Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program</li></ul>
<ul style="list-style-type: none"><li>• Monitor attendance using Panorama Student Success Platform and provide personalized early outreach to students who miss 10% or more of school days and their families</li></ul>	<ul style="list-style-type: none"><li>• Number of students identified as severely chronically absent or miss 20% of school days</li></ul>
<ul style="list-style-type: none"><li>• Implement home visits, Community Truancy Boards, and agency referrals to provide support to students who have missed 20% of school days, and to their families</li></ul>	<ul style="list-style-type: none"><li>• Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside agencies following the intervention</li></ul>
<ul style="list-style-type: none"><li>• Implement positive recognition for attendance</li></ul>	<ul style="list-style-type: none"><li>• Attendance Data</li><li>• Number of students earning incentives</li></ul>

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

Connections to families (significant adults) increases from low to at least two contacts with 100% of our students.

<b>Family 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 actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"> <li>Explore and identify additional ways for parents to partner</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey results will guide our exploration</li> <li>Sequoia 101 information video</li> </ul>
<ul style="list-style-type: none"> <li>Reduce barriers for non-English speaking and families of color to engage with school including increasing conferences with translators</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey results</li> </ul>
<ul style="list-style-type: none"> <li>Implement strategies to reengage students who are not attending school or who have dropped and provide access to resources through home visits, work visits, technology device return, texting, phone calling</li> <li>Collaborate with families to brainstorm options to meet their student's individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Home/work visit data</li> <li>Decrease in the number of students on the C, D, U in May 31, 2018 from 36 students in 4-year and 5-year cohort to 29 in FGY 2018 and 2019</li> <li>Number of students successfully reengaged via academic reengagement plans</li> <li>Results documented in phone/email logs</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of students receiving at least two positive contacts from 48% to 100%</li> <li>Ensure each student receives a positive outreach (postcard, phone call) by term 4 or their first academic term of enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Student positive contact data sheet</li> </ul>
<ul style="list-style-type: none"> <li>Make a personal contact by an advisor of each student on a no or limited progress intervention plan or who has become inactive, to the parent/guardian/significant adult during the first five days of the new term</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students that move from no progress to limited or met progress by 75% by the next term</li> <li>Number of parent/guardians contact on each student with limited or no progress</li> <li>Parents' notation on the survey that they have been contacted to share information about their child</li> </ul>



## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

- 75% of all students will take a dual credit class.

<b>Challenging Options Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"> <li>• Increase enrollment in AP Government and English Language Composition via advisor encouragement, invitation and marketing campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Data</li> </ul>
<ul style="list-style-type: none"> <li>• Increase enrollment in Running Start and Sno-Isle programs via advisor encouragement, invitation and marketing campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Data</li> </ul>
<ul style="list-style-type: none"> <li>• Increase enrollment in Dual Credit Courses via advisor encouragement, invitation and marketing campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Data</li> </ul>

## ON-TIME GRADUATION

### Key Performance Outcome(s):

90% of all and every subgroup will graduate within four years by 2027.

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 actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"> <li>For students who need additional support/motivation to reach graduation, identify preferred mentors within the school community/district</li> </ul>	<ul style="list-style-type: none"> <li>Mentors identified</li> <li>Students tracked</li> </ul>
<ul style="list-style-type: none"> <li>Assemble a team to design a systematic and visible method that recognizes students as they meet milestones of graduation requirements (including credits and testing)</li> </ul>	<ul style="list-style-type: none"> <li>Recognition awards/prizes created and students receiving them are tracked/recorded</li> </ul>
<ul style="list-style-type: none"> <li>Continue social emotional meetings schoolwide between advisory teachers, counselor, success coordinator, and principal to support student success and progress toward on-time graduation</li> </ul>	<ul style="list-style-type: none"> <li>Data on social emotional meeting spreadsheet</li> <li>Number of students inactive or on intervention plans for no progress</li> <li>Student grade data</li> </ul>
<ul style="list-style-type: none"> <li>Increase physical activity of students during the day through mindfulness moments, stretch breaks, and teacher designed lessons</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance data</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

Students use technology to expand and enhance learning while applying 21st Century Skills.

<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"><li>Facilitated training of Canvas LMS for staff related to accessing curricular resources, leveraging collaborative lesson design, providing student-accessible resources and streamlining feedback for students</li></ul>	<ul style="list-style-type: none"><li>Integration of Canvas and resources housed within team planning to support the learning objectives within student exhibitions of learning</li><li>Number of courses developed in Canvas</li></ul>
<ul style="list-style-type: none"><li>Facilitated planning for PLC within specific lessons or units where students are able to take on an authentic societal role and utilize appropriate technologies as part of their learning</li></ul>	<ul style="list-style-type: none"><li>Integration of domain-specific digital tools that support the learning objectives within student exhibitions of learning</li><li>Number of tools being used</li></ul>
<ul style="list-style-type: none"><li>Facilitated planning for grade level integration within specific lessons or units where staff and students are utilizing digital technologies to facilitate collaborative processes and work in better/different ways than would be possible without technology</li></ul>	<ul style="list-style-type: none"><li>Integration of at least 2 collaborative processes utilizing digital tools that advance staff effectiveness and student digital proficiency</li></ul>