

READING ACTION PLAN

Key Performance Outcome:

2017-18 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: 42.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	25.0	50.0	25.0
Listening and Speaking	19.4	69.4	11.1
Writing	22.2	50.0	27.8
Research/Inquiry	25.0	44.4	30.6

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"> Teach and use three of John Hattie’s high effect strategies consistently in daily lessons (formative evaluation, teacher-student relationships, and vocabulary) 	<ul style="list-style-type: none"> Zinc vocabulary sets (moving from surface level knowledge to long-term memory) Panorama results (teacher-student relationships) SpringBoard embedded assessments Student responses to descriptive feedback on their daily work
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Increase students’ connection to text and support vocabulary development by engaging in a school-wide novel study 	<ul style="list-style-type: none"> Equity and bias reflection responses to <i>The 57 Bus</i> by Dashka Slater (Terms 2-5) Nearpod responses Zinc teacher developed vocabulary sets
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Analyze text features in all content areas to clarify and enhance meaning Create formative literacy and social studies assessments that mirror Interim/SBA-type questions and stimuli 	<ul style="list-style-type: none"> SpringBoard short cycle assessments Social studies unit assessments including <i>cold reading</i> and analysis of text SBA item specs

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?
	<ul style="list-style-type: none"> • Create and teach lessons in social studies classes that focus on close reading of informational text passages 	<ul style="list-style-type: none"> • Data from document-based questions (DBQ) • Topic inquiries in social studies units
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> • Integrate district-adopted 21st century skills and rubric language into reading, writing, math, science, and social studies units of study • Display and reference the 21st century skills posters in each literacy and social studies classroom • Include clear learning goals and success criteria in course syllabi 	<ul style="list-style-type: none"> • Rubric ratings as part of unit assessments • Canvas/FlipGrid/Padlet reflections
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> • Use explicit details and implicit information from a text to support a claim 	<ul style="list-style-type: none"> • SpringBoard embedded assessments • Data from document-based questions (DBQ)

WRITING ACTION PLAN

2017-18 SBA Results

Key Performance Outcome:

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11th Grade (includes previously passed)

Overall: 42.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	25.0	50.0	25.0
Listening and Speaking	19.4	69.4	11.1
Writing	22.2	50.0	27.8
Research/Inquiry	25.0	44.4	30.6

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"> Increase writing opportunities with rubric-based feedback in all content areas 	<ul style="list-style-type: none"> Student writing samples from all classrooms SpringBoard embedded assessments Feedback using Canvas and Google Docs
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Apply a variety of writing process strategies when composing one or more paragraphs of text 	<ul style="list-style-type: none"> Final writing products in content areas SpringBoard embedded assessments
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Use reasoning, evaluation and evidence to assess the credibility and accuracy of each source Provide students instruction on source attribution (MLA/EasyBib), citing author, written material, or work of art 	<ul style="list-style-type: none"> Research test specs Source attribution in writing samples across content areas

MATH ACTION PLAN

Key Performance Outcome:

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

2017-18 SBA Results

11th Grade (includes previously passed)

Overall: 7.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	72.5	25.0	2.5
Problem Solving and Modeling & Data Analysis	47.5	47.5	5.0
Communicating Reasoning	37.5	60.0	2.5

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"> Identify and place students for next appropriate sequence of math classes based on transcript, math teacher input, and student success 	<ul style="list-style-type: none"> Sequential and continuous enrollment of students in math classes Students meeting graduation requirements in timely manner (don't delay and use caution when accelerating student enrolled in necessary/sequential courses) Increased advanced math enrollment
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Administer formative assessments using technology and summative district assessments (midterm/final) 	<ul style="list-style-type: none"> District unit assessments Student grade data
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Provide more advanced math opportunities for students with math IEPs 	<ul style="list-style-type: none"> Enrollment of students in Modified Alg II at Sequoia
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Provide individualized interventions and support to recover credits Decrease time needed for turnaround from incomplete to pass 	<ul style="list-style-type: none"> 40% of incompletes completed within one week of the term end (2017-18 data was 35% of overall conversion to pass within the first week (71% overall conversion) Increase of overall conversion to 76% Decrease of overall incompletes at the end of the year Increase of credit recovery

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 11 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

11th Grade

Overall: 19.3%	Claim % Perf. Below	Claim % Perf. Similar
Physical Science	74.5	25.5
Life Science	70.9	29.1
Earth and Space Science	70.9	29.1

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"> Using the backward design model, incorporate the lesson planning questions into collaborative work 	<ul style="list-style-type: none"> Science unit assessments
1.2a, 1.2b, 1.3a, 1.5a	<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 before students approach their segment projects 	<ul style="list-style-type: none"> 80% of students (that attend 80% of the term) submit a project that meets standard
1.2a, 1.2b, 1.3a, 1.5a	<ul style="list-style-type: none"> Increase students' knowledge of career pathways related to what they are learning in science 	<ul style="list-style-type: none"> Students' completion of an activity/assignment indicating their knowledge of career pathways related to science topics

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 and success in AP classes, Pre-Calculus, Anatomy and Physiology, Running Start, Sno-Isle, Dual Credit courses by strategic and intentional recruitment 	<ul style="list-style-type: none"> Enrollment data Student grade data AVID senior Data
1.3a	<ul style="list-style-type: none"> Increase student awareness and exposure of 21st Century Learning opportunities to be college and career ready 	<ul style="list-style-type: none"> Naviance data Number of high school and beyond plans completed Student data on and off site college and career related learning opportunities Number of students connected to internship/apprenticeship opportunities

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Connections to families (significant adults) increases from moderate to at least two contacts 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 strategies to re-engage 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 Collaborate with families to brainstorm options to meet their student's individual needs 	<ul style="list-style-type: none"> Home/work visit data 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 Number of students successfully reengaged via academic reengagement plans Results documented in phone logs
1.1a, 2.2a	<ul style="list-style-type: none"> Increase the number of students receiving at least two positive contacts from 48% to 100% Ensure each student receives a positive outreach (postcard, phone call) by term 4 or their first academic term of enrollment 	<ul style="list-style-type: none"> Student positive contact data sheet
1.1a, 2.2a	<ul style="list-style-type: none"> 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 	<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 Number of parent/guardian contact on each student with limited or no progress Parents' notation on the survey that they have been contacted to share information about their child
5.1.a	<ul style="list-style-type: none"> Categorize current partnerships (Cocoon House, Early Achievers, PGS/SHS PTA, Port Gardner Neighborhood, Rotary, Sno-Isle Co-op, Teen Parent Lunch, Tree House, YMCA, EVCC) to determine which partnership gaps are missing to meet student needs 	<ul style="list-style-type: none"> Number of additional strategic partnerships developed Student engagement numbers in strategic partnerships

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

Key Performance Outcome(s):

The school's 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 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) Panorama Survey during Intake 	<ul style="list-style-type: none"> Home visit data Decrease in the number of students on the C, D, U report Panorama data shared with advisors
1.1a, 2.3a	<ul style="list-style-type: none"> Increase communication via use of whiteboards on each floor, weekly updates and reminders in students' Outlook email 	<ul style="list-style-type: none"> Students' online surveys 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"> Data on 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"> Ensure each student can identify a caring adult advocate for themselves at Sequoia High School 	<ul style="list-style-type: none"> Panorama survey data

ON-TIME GRADUATION

Key Performance Outcome(s):

Students' 4-year Graduation Rate increases from 76.1% to 80% and the 5-year graduation rate from 70% to 80% by August 2019.

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?
1.1a	<ul style="list-style-type: none"> For students who need additional support/motivation to reach graduation, 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"> Data on 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 activity of students during the day through mindfulness moments, stretch breaks, and teacher designed lessons 	<ul style="list-style-type: none"> Increased attendance data

ATTENDANCE

Key Performance Outcome(s):

Student absences decrease each month compared to the previous year.

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 enrolled students in transition who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates Student dropouts decrease
1.1a	<ul style="list-style-type: none"> Design incentive program for students with perfect weekly attendance and improved 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"> Ensure advisors reach out weekly about absences when students have chronic absenteeism 	<ul style="list-style-type: none"> Weekly advisor attendance review Student decrease in absenteeism
1.1a	<ul style="list-style-type: none"> Connect 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
1.1a	<ul style="list-style-type: none"> Host inspirational speakers/role models to positively influence school attendance 	<ul style="list-style-type: none"> Attendance data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers design lessons that are reflective of augmentation, modification or redefinition and students engage in higher levels of learning.

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 including digital citizenship 	<ul style="list-style-type: none"> Desmos access prior to Summative Smarter Balance Assessment Students accessing tools for classroom presentations/projects
1.1a, 1.4b	<ul style="list-style-type: none"> Integrate and implement technology into unit plans 	<ul style="list-style-type: none"> Increase of student device usage data
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"> Redesign lessons to move the use of technology further along the continuum of the SAMR (substitution, augmentation, modification, redefinition) model with increased number of activities in the augmentation, modification and redefinition) 	<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 Increased of student device usage data