EVERETT PUBLIC SCHOOLS

ELA ACTION PLAN	**Key Performance Outcome:**
	90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027.

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?
Teach and use three of John Hattie's high impact strategies consistently in daily lessons (priority standards, success criteria).	• Prioritized standards for each course • Development of Sequoia Standard Sheet for each class • Panorama results (teacher-student relationships) • Standards based embedded assessments and learning checkpoints (Pre-AP 1 and Pre-AP 2) • Student actions in response to descriptive feedback on their daily work.
Content area teachers will support reading by: • 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. • Create and teach lessons in social studies classes that focus on close reading of informational text passages.	• Springboard short cycle assessments and learning checkpoints • Social studies unit assessments including *cold reading* and analysis of text • SBA item specs utilized in Performance Matters developed assessments • Data from Document-Based Questions (DBQ) • Topic inquiries in social studies units
Use explicit details and implicit information from a text to support a claim.	• Standards based assessments, SpringBoard etc assessments/performance tasks • Data from Document-Based Questions (DBQ) from Social Studies
Integrate diverse authors and perspectives into curriculum.	• Diverse authors and perspectives represented

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?
Teach and use three of John Hattie's high impact strategies consistently in daily lessons (priority standards, success criteria).	• Prioritized standards for each course • Development of Sequoia Standard Sheet for each class • SpringBoard learning checkpoints and performance tasks • Student actions in response to descriptive feedback on their daily work
Increase writing opportunities with success criteria feedback in all content areas.	• Student writing samples from all classrooms • Standards based aligned assessments • Feedback using Canvas and Google Docs/chats in Zoom, other digital tools
Apply a variety of writing process strategies when composing one or more paragraphs of text.	• Final writing products in content areas • SpringBoard embedded assessments/performance tasks
Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each researched source. Provide students instruction on source attribution (MLA/EasyBib), citing author, written material, or work of art.	• SBA item specs utilized in Performance Matters developed assessments • Source attribution in writing samples across content areas

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?
Teach and use three of John Hattie's high impact strategies consistently in daily lessons (priority standards, success criteria, shorter time between assessments).	• Prioritized standards for each course • Panorama results (teacher-student relationships) • Student disposition survey results (in individual classes) • Math curriculum assessments • Student responses to descriptive feedback on their daily work
Increase sense-making by having students generate questions/ideas from a given image/graphic.	• Formative assessment • Teacher feedback
Administer formative assessments and summative district assessments.	• District unit assessments • Student grade data
Provide individualized interventions and support to recover credits and fill mathematical learning gaps.	• 65% of incompletes completed within one week of the term end • Increase of overall conversion from to 80% as measured by submittal of tasks • Decrease number of incompletes at the end of the year • Increase of credit recovery

SCIENCE ACTION PLAN	Key Performance Outcome:
	90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

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?
Teach and use three of John Hattie's high impact strategies consistently in daily lessons (priority standards, success criteria, shorter time between assessments).	• Panorama results (teacher-student relationships) • Next Generation Science Standards (NGSS) science curriculum assessments • Student responses to descriptive feedback on their daily work
Increase sense-making by having students generate questions/ideas form a given image/graphic.	• Formative assessment • Teacher feedback
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 summative assignment.	• 80% of students (that attend 80% of the term) have summative assignment that meets standard
Increase students' knowledge of career pathways related to what they are learning in science.	• Students' completion of an activity/assignment indicating their knowledge of career pathways related to science topics

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: Create a welcoming culture such that student safety is supported physically, emotionally, and intellectually as measured by attendance and a decrease in inactive students.

Physical, Emotional and Intellectual Safety: Create a welcoming culture such that student safety is supported physically, emotionally, and intellectually as measured by Panorama survey.

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

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?
Welcoming Culture	
Engage students social emotional learning activities in advisory and each class at the start of the term. Advisory lessons will include community building and ice breakers and opportunities to engage in conversations about identity and build community.	• Panorama Survey Data Sense of Belonging
Increase connections/two-way communications to students by implementing: • Postcards • Text messaging via Outlook • Remind • Email • Use of social media (Twitter, Facebook) • Panorama Survey • Home Visits • Video announcements	• Home visit data • Decrease in the number of students on the C, D, U report • Panorama data shared with advisors • Students engaging in social media options
Implementation of RULER for staff social emotional needs with implementation to students in 2022-23.	• RULER trainings • Use of Mood Meter in classrooms • Panorama Survey Data
Expand anti-racist actions of staff to support success of all students. Schoolwide lesson on the historical roots of racial slurs to develop understanding of where they came from and why they cause harm to other.	• Culturally relevant teaching materials • Professional development to develop skills and capacity of all staff • Student focus groups • CONNECTED lessons

Physically, Emotionally, and Intellectually Safe Environment	
Continue social emotional meetings schoolwide between advisory teachers, counselor, success coordinator, and principal to support student success and progress toward on-time graduation.	• Data on social emotional meeting spreadsheet • Decrease in the number of students inactive or on intervention plans for no progress • Student grade data/graduation data
Implement advisory lessons to support the physical, emotional, and intellectual safety of each student.	• Lesson plans on social emotional learning and digital citizenship • Student work samples
Implement Multi-Tiered Systems of Support (MTSS) in academics, behavior, and social emotional to increase student success as measured by graduation rates, attendance, and surveys.	• Graduation rate increase • Attendance rate increase • CEE survey data positive trend
Equitable and Accessible Opportunities	
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.	• Grade data
Ensure each student can identify a caring adult advocate for themselves at Sequoia High School.	• Panorama survey data
Expanded outreach plan to engage students via CONNECTED and accelerate learning.	• Increased success rate of students being successful in CONNECTED • Student enrollment
Engage in conversations and changing practices based on grading for equity, analyze data to identify a specific target subgroup to decrease No Credit (NC).	• Decrease in No Credit rate for targeted subgroup
Ensure all graduating seniors complete the Free Application for Federal Student Aid (FAFSA) or Washington Application for State Financial Aid (WAFSA).	• FAFSA/WAFSA data

ATTENDANCE

Key Performance Outcome(s):

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

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?
Reengage students in transition between schools to ensure they are connected with a program.	• Monthly attendance rates • Student dropouts decrease
Expand incentive program for students with perfect weekly attendance and improved attendance.	• Weekly attendance awards and certificates documented and delivered to students • Attendance names displayed
Each advisor has two-way communication with students via personal reach out to absent students including daily personal calls from attendance office, advisor calls/texts, and home visits.	• Attendance report • Panorama survey results • Weekly advisor attendance review and outreach • Student decrease in absenteeism
Host inspirational speakers/role models to positively influence school attendance.	• Attendance data

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.

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?
Design a library of short videos of "how to's" for on demand asynchronous access to questions in high frequency languages.	• Video library development and statistics of use
Ensure each parent/guardian receives a positive outreach (postcard, phone call) at the beginning of year and emailed student scheduled each term.	• Student positive contact data sheet • Panorama Survey Data Family Engagement
Host at least two family nights such as a movie night or game night.	• Attendance at event • Panorama Survey Family Engagement
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. Collaborate with families to brainstorm options to meet their student's individual needs.	• Home/work visit data • Maintain the number of students on the C, D, U report in May 2021 to 6 or fewer in 4-year and 20 or fewer in 4-year and 5-year cohort in FGY 2020 and 2021 • Number of students successfully reengaged via academic reengagement plans • Results documented in phone logs and emails • Parent/guardians create HAC account and Canvas observer account

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

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

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?
Increase enrollment and success in Advanced Placement (AP) classes, Pre-Calculus, Running Start, Sno-Isle, Dual Credit courses by strategic and intentional recruitment.	• Enrollment data • Student grade data • Advanced Via Individual Determination (AVID) senior Data • AP Exam test taking
Increase student awareness and exposure to opportunities to be college and career ready with a focus on career connected learning.	• Naviance data • Number of High School and Beyond plans completed • Student data on virtual and off-site college and career related learning opportunities • Number of students connected to internship/apprenticeship opportunities in person or remotely • Sarah Pewitt collaboration with senior advisories on Naviance and post high school plans

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.

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?
Identify preferred mentors within the school community/district or students who need additional support/motivation to reach graduation.	• Mentors identified • Students tracked
Increase physical activity of students during the day through mindfulness moments, stretch breaks, and teacher designed lessons, including screen time breaks.	• Increased attendance data • Engagement of students during class
Increase use and implementation of alternative ways for students to demonstrate mastery of the content via demonstration of learning.	• Use of mastery-based learning practices
Increase visual representation of success such as a thermometer and where are graduates now post high school success board.	• Panorama Survey On track student data • Student success in tracking toward graduation

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.

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?
Implement a series of technology lessons into advisory including digital citizenship and management of time in the remote and blended learning environment.	• Desmos access prior to Summative Smarter Balance Assessment • Students accessing digital tools for classroom presentations/projects • CONNECTED course to support teaching technology skills
Integrate and implement technology into unit plans with a focus on clarity.	• Increase of student device usage data • Access and engagement in Canvas courses during remote learning
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. Advertise parent meeting webinars to our families and advisories.	• District Naviance statistics of student/parent logins • Naviance use in advisory and Check & Connect