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) • Development of a Standard Sheet for Sequoia classes • Focus on student interests	• Standard-based gradebook • Utilize Performance Matters to monitor student progress and learning outcomes • Springboard short cycle assessments and learning checkpoints • Schoolwide help to support ELA reading and writing

• Content area teachers will support reading by:
  o Analyze text features in all content areas to clarify and enhance meaning
  o Create formative literacy and social studies assessments that mirror interim/SBA-type questions and stimuli
  o Create and teach lessons in social studies classes that focus on close reading of informational text passages
  o Reading strategies in all content areas explicit/implicit information to support a claim (text)
• SBA item specs
• Shared reading strategies
• Shared vocabulary across content areas
	• Content area unit assessments
	• Performance Matters developed assessments or other commonly developed assessments Standards based assessments, SpringBoard assessments/performance tasks
	• Comparison between early responses to reading passages from the beginning to midway, and end of the year (concepts check)
	• Connect lessons to life applications

• Use explicit details and implicit information from a text to support a claim	• Standards-based assessments, SpringBoard etc. assessments/performance tasks • More formative assessments to fill-in gaps in student learning as developed by the ELA/Social Studies team
• Integrate diverse authors and perspectives into curriculum	• Diverse authors and perspectives represented, and authors usage tracked

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) • Teaching/coaching different styles of writing to other staff members	• SpringBoard learning checkpoints and performance tasks
• Increase writing opportunities with success criteria feedback in all content areas	• Standards based assessments, SpringBoard assessments/performance tasks
• Apply a variety of writing process strategies when composing one or more paragraphs of text	• Standards based assessments, SpringBoard assessments/performance tasks
• Have students use reasoning, evaluation and evidence to assess the credibility and accuracy of each researched source by providing instruction on source attribution (MLA/EasyBib), citing author, written material, or works of art	• Standards based assessments, SpringBoard assessments/performance tasks

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?
• Define, teach, and use three of John Hattie's high impact strategies consistently in daily lessons (priority standards, success criteria, shorter time between assessments • Connections to real-world examples	• Prioritized standards for each course • Panorama results (teacher-student relationships) • Student disposition survey results (in individual classes) • Math curriculum assessments utilizing Performance Matters • Student responses to descriptive feedback on their daily work
• Increase sense-making by having students generate questions/ideas from a given image/graphic	• Prioritized standards for each course • Formative assessments as logged by the individual teacher • Math curriculum assessments utilizing Performance Matters
• Administer formative assessments and summative district assessments	• End of unit assessments utilizing Performance Matters • 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 Washington Comprehensive Assessment of Science (WCAS) 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) • High impact strategies • Field trips- Marine, environment, etc.	• Next Generation Science Standards (NGSS) science curriculum assessments • Student responses to descriptive feedback on their daily work • Tracking of high impact strategies
• Increase sense-making by having students generate questions/ideas form a given image/graphic	• Formative assessments- Monitoring and adjusting based on the results • 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 --embed into assignments	• Spend time addressing career pathways during Professional Learning Community (PLC) meetings

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 High School.

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 • 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 • High School and Beyond facilitator collaboration with senior advisories on Naviance and post high school plans

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Connections to families (significant adults) increase 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?
• Ensure each parent/guardian receives a positive outreach (postcard, phone call) at the beginning of year and emailed student scheduled each term • Start of school communication • Monthly newsletter • Positive parent outreach	• Student positive contact data sheet • Panorama Survey Data Family Engagement
• Host monthly community event nights (open gym, game night, coffee chats with the principal) • Family nights • Coffee with administrators or other staff	• Artifacts of flyers advertising the events • Attendance count at each event • Panorama Survey Family Engagement • Parent participation/input for school planning (SIP, general surveys, etc.)
• 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

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: Student reporting a positive sense of belonging on the Panorama spring survey will increase from 42% to 45%

Physical, Emotional and Intellectual Safety: Student reporting a positive sense cultural awareness and action on the Panorama spring survey will increase from 48% to 51%

Equitable and Accessible Opportunities: 77% of English Learner (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 building community	• Panorama Survey Data Sense of Belonging

• Increase connections/two-way communications to students by implementing:
  o Postcards
  o Text messaging via Outlook
  o Remind App
  o Email
  o Use of social media (Twitter, Facebook)
  o Panorama Survey
  o Home Visits
  o Video announcements
  o Rucker Reader Board
  o Newsletter
	• 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 Recognizing Understanding Labeling Expressing Regulating emotions (RULER) for staff and student's social emotional needs with implementation to students in 2022-23	• RULER training • 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 others • Strategies to support and welcome Multilingual Learners (ML) students	• 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
• Create spaces for students to feel safe, comfortable, and welcoming to use for academics, collaboration, and activities • Create opportunities for Associated Student Body (ASB) student	• Panorama Survey Data
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

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 • Create more opportunities for outside school day for academic support
• 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

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 using Panorama platform • Student decrease in absenteeism
• Host inspirational speakers/role models to positively influence school attendance	• Attendance data • Inspirational speakers (i.e., Rotary Speakers)
• Setup shuttle/transportation for south end students	• 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.

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	• District Naviance statistics of student/parent logins
• Advertise parent meeting webinars to our families and advisories	• Naviance use in advisory and Check and Connect