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?
ELA Team • Define, teach, and use priority standards, daily learning targets and success criteria connected to summative assessments. • Shorten time between formative assessments with clear feedback prior to summative assessments. • Connect lessons to relevant real-world examples, life applications, and student interests. • Integrate diverse authors and perspectives into curriculum. • Smarter Balanced Assessment – more intentional assessment literacy o SBA stems and item types integrated into all English classes • Shared reading strategy focus: Use explicit details and implicit information from a text to support a claim. • Design method for tracking standards in gradebook so students can track growth and completion.	• Evidence of growth by standard within classes • Improved performance on Springboard short cycle assessments (English 3 & 4) and Pre-AP learning checkpoints and quizzes (English 1 & 2) • Evidence of implementation - diverse authors and perspectives represented, and authors usage tracked • Improved student pass rates
Content Areas • Balanced Assessment stems and item types integrated into content area – Social Studies. • Integrate close reading strategies in social studies and for other text-based courses specific to informational text passages – Advanced Via Individual Determination (AVID)-based.	• Evidence of implementation - Staff examples about use of stems and students' growth in accuracy of response • Improved performance on learning checkpoints and other SpringBoard reading text responses for informational text

Writing Action Items	Key Performance Indicators (KPIs)
(Actions that **improve** performance towards outcomes) • What are you going to do?	(Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
ELA Team • Define, teach, and use priority standards, daily learning targets and success criteria connected to summative assessments. • Shorter writing task to allow for clear feedback prior to summative assessments. • Connect lessons to relevant real-world examples, life applications, and student interests. • Apply a variety of writing process strategies when composing one or more paragraph. • Looking at student writing samples to create priorities in our writing instruction. • Provide students practice with SBA-like writing prompts and writing timeframe. • Vertical alignment in writing instructions and utilization of resources offered through College Board like Quill and Zinc. • Have students use reasoning, evaluation and evidence to assess the credibility and accuracy of each researched source by providing instruction on source attribution.	• Improved performance on SpringBoard learning checkpoints and performance tasks, summative assessments o Reviewed for elaboration, source attribution and cohesion • Improved performance on short term prompt writings reviewed for organization, flow and elaboration • Improved performance on Quill post-instruction assessments • Improved performance on classroom work in later terms from continuing students reviewed for conventions • Improved student pass rates
Content areas • Staff focus on basic conventions consistently including capital letters, basic punctuation, complete sentences, and editing run-ons. • Staff trained and assisting students with technology enhanced supports - writing and editing features and assistive technology.	• Improved performance on convention scores on class-based assessments in ELA • Improved performance in student written work across content area classes • Reduction of convention errors in written work

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 priority standards, daily learning targets and success criteria connected to summative assessments. • Shorten time between formative assessments with clear feedback prior to summative assessments. • Connect lessons to relevant real-world examples, life applications, and student interests.	• Stronger panorama results (improved teacher-student relationships) • Improved student disposition survey results (in individual classes) • Improved performance on math curriculum assessments • Increased participation in class discussions tracked by teacher • Improved student pass rates
• Increase sense-making by having students generate questions/ideas from a given image/graphic. • Implement rough draft thinking strategies into formative assessments with students. • Build thinking classrooms non-permanent vertical surfaces.	• Formative assessments as logged by the individual teacher. • Math curriculum assessments • Students end of term written responses are completer and more thoughtful • Improved student pass rates

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?
• Define, teach, and use priority standards, daily learning targets and success criteria connected to summative assessments. • Shorten time between formative assessments with clear feedback prior to summative assessments. • Connect lessons to relevant real-world examples, life applications, and student interests.	• Next Generation Science Standards (NGSS) science curriculum assessments • Student responses to descriptive feedback on their daily work • Improved student pass rates
• Increase sense-making by having students generate questions/ideas from a given image/graphic. • Implement rough draft thinking strategies into formative assessments with students. • Build thinking classrooms non-permanent vertical surfaces.	• Formative assessments as logged by the individual teacher • Science curriculum assessments • Students end of term written responses are completer and more thoughtful • Improved student pass rates

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?
• Add additional high interest courses and electives including Ethnic Studies, Economics, Intro to Law, Bio Manufacturing. • Increase enrollment and success in AP classes, Pre-Calculus, Running Start, Sno-Isle, Dual Credit courses by strategic and intentional recruitment.	• Enrollment data • Student attendance 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.
• Collaboration with district staff (Sarah Pewitt) collaboration and senior advisories on Naviance and post high school plans.
• Educate students utilizing in the field practitioners:
  ○ Embed guests within courses
  ○ Rotary Speakers
  ○ Superior Court Judge (Intro to Law)
  ○ Trades workers
	• Naviance data
	• Number of High School and Beyond plans completed
	• Student data on virtual and off-site college and career related learning opportunities
	• Student participation rate in guest speakers and courses including guests in class or virtually
	• Number of students connected to internship/apprenticeship opportunities in person or remotely

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?
• Positive parent outreach: ○ Ensure each parent/guardian receives a positive outreach (postcard, phone call, in person events) at the beginning of student's first term • Connected 1-8 information communicated clearly and easily accessible to community, students, and families. • Schoolwide social media platforms for families and community to access information about school and programs. • Monthly newsletter. • Send IEP paperwork home prior to meetings so that parents have time to review the document. • Implement strategies to reengage students who are not attending school or who have dropped.	• Student positive contact data sheet, phone logs, and emails • Panorama Survey Data Family Engagement • Number of students in each Connected • Family outreach survey mid and end of year • Number of students successfully re-engaged via academic reengagement plans
• Partner with community to host event nights (open gym, game night, coffee chats with the principal, family nights). • Coffee with MJ or other staff.	• Artifacts of flyers advertising the events • Attendance counts at each event • Panorama Survey Family Engagement • Parent participation/input for school outreach (general surveys, etc.)
• Explore outreach and access to resources through options including home visits, work visits, and technology device return in addition to Remind, emails and phone calls.	• Home/work visit data • Reduce number of students on the C, D, U report from year prior in 4-year and in 4-year and 5-year cohort Federal Grad Year (FGY) • Results documented in phone logs and emails

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. • Include Social Emotional Learning (SEL) activities within content classes.	• Panorama Survey Data Sense of Belonging

• Increase messaging and two-way communications to students through:
    o Postcards
    o Use of social media (Twitter, Facebook)
    o Reader Board
    o Newsletter
    o Direct contact home: text messaging via Outlook, Remind, email, phone call
	• Decrease in the number of students on the C, D, U report
	• Panorama data
	• Family outreach survey mid and end of year
	• Improved attendance

• Implementation of Recognizing Understanding Labeling Expressing Regulating emotions (RULER) for staff and student's social emotional needs with implementation to students in 2023-24. • Use of Mood Meter in classrooms. • Defining CHOICE as part of Sequoia way. • Club Interest Time (CIT).	• Panorama Survey Data • Lower behavioral incidents and counselor referrals • CEE Sequoia student survey
• CONNECTED lessons related to welcoming culture. • Student focus groups. • Integrate culturally relevant teaching practices and resources.	• Student focus groups responses • Panorama Survey Data • CEE Sequoia student survey
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 • Panorama data
• 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
• Create spaces for students to feel safe, comfortable, and welcome - to use for academics, collaboration, and activities. • Create opportunities for ASB student.	• Improvement in Panorama Survey Data • Student focus group responses • ASB student participation in events

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.	• Improved student pass rates for 504 and Individualized Education Program (IEP) students
• 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. • Create lessons to relevant real-world examples, life applications, and student interests. • Create student opportunities to familiarize themselves with the school, staff and students. • Implement WIN time – on campus supported work time for more. immediate support and focus on successful completion of assignments.	• Increased success rate of students who complete CONNECTED • Student enrollment
• Engage in conversations and changing practices based on grading for equity, analyze data.	• Decrease in No Credit rate
• Ensure all graduating seniors complete the Free Application for Federal Student Aid (FAFSA) or 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 for students who need additional support/motivation to reach graduation. • Discover more opportunities for outside school day for academic support.	• Evidence of implementation: Mentors identified • Student-mentor interaction tracked • Student survey indicating supports utilized
• Increase physical activity of students during the day through mindfulness moments, stretch breaks, and teacher designed lessons, including screen time breaks.	• Increased attendance data
• 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
• Continue Senior Team Meeting Process and meet more frequently at key times within the school year to track Seniors credits.	• Evidence of implementation: Senior Team Meeting tracking sheet with running totals of credits and deficiencies
• Create full year plans at the start of the year or when a student first enrolls to identify gaps and areas of focus.	• Track completion of the plans and the accuracy of each plan through Advisors in Advisory
• Create pathways to success by encouraging students to participate in state, local and federal assessments.	• Number of students who take the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), World Language Assessment, WCAS & SBA
• Increase the number of students enrolled in vocational programs and/or College in the High School.	• Number of students enrolled in WRAP, Running Start and Sno-isle

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.	• Monthly attendance awards and certificates documented and delivered to students
• 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. • Weekly advisor attendance review and outreach using Panorama platform.	• 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. • Inspirational speakers (i.e., Rotary Speakers).	• Attendance data • Student Survey on the specific speaker
• 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.	• The data gleaned from the use of Naviance in advisory and Check & Connect