

READING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

6th Grade

7th Grade

8th Grade

Overall: 68.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 67.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 75.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.4	57.2	22.4	Reading	18.7	48.2	33.1	Reading	10.6	48.2	41.1
Listening and Speaking	9.9	68	22.1	Listening and Speaking	11.9	66.9	21.2	Listening and Speaking	7.4	67.7	24.8
Writing	16.1	42.8	41.1	Writing	18	41.4	40.6	Writing	10.6	45.7	43.6
Research/Inquiry	6.8	47.9	45.3	Research/Inquiry	9.7	46	44.2	Research/Inquiry	6.0	47.5	46.5

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 measurable evidence of student learning?
TL 1.1d	<ul style="list-style-type: none"> Identify evidence in a complex text to support an inference or claim using the RACE method/RACE rubric 	<ul style="list-style-type: none"> Interim Assessment Blocks (IAB) Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> Use close reading strategies to (a) identify Tier 2 and Tier 3 vocabulary words and (b) comprehend complex text 	<ul style="list-style-type: none"> Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.2d	<ul style="list-style-type: none"> Implement comprehension checks for RL/I 6-8.1 and RL/I 6-8.3 in each Springboard unit 	<ul style="list-style-type: none"> SpringBoard Check Your Understanding assessments SpringBoard Embedded Assessments Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> Unpack CCSS to identify Tier 2 and Tier 3 vocabulary words and use them to plan instruction and develop common formative assessments 	<ul style="list-style-type: none"> Interim Assessment Blocks SpringBoard Check Your Understanding assessments SpringBoard Embedded Assessments Monitor Equity Target Subgroups

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 measurable evidence of student learning?
TL 1.1d	<ul style="list-style-type: none"> Unpack SpringBoard unit assessments to plan scaffolding and differentiation into units of study 	<ul style="list-style-type: none"> Gradebook (monitor subgroups by name) Interim Assessment Blocks (monitor subgroups by name) Monitor Equity Target Subgroups
TL 1.5a	<ul style="list-style-type: none"> Embed GLAD strategies into units of study 	<ul style="list-style-type: none"> Gradebook Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> <u>HISTORY</u>: Analyze primary and secondary sources to identify evidence to support a claim 	<ul style="list-style-type: none"> Document-based question (DBQ) short answer response/essay response Interim Assessment Block: Research IAB (monitor subgroups by name) Monitor Equity Target Subgroups
TL 1.5a	<ul style="list-style-type: none"> Promote the summer reading program to maintain and/or improve reading comprehension skills 	<ul style="list-style-type: none"> Accelerated Reader Monitor Equity Target Subgroups

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

6th Grade				7th Grade				8th Grade			
Overall: 68.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 67.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 75.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.4	57.2	22.4	Reading	18.7	48.2	33.1	Reading	10.6	48.2	41.1
Listening and Speaking	9.9	68	22.1	Listening and Speaking	11.9	66.9	21.2	Listening and Speaking	7.4	67.7	24.8
Writing	16.1	42.8	41.1	Writing	18	41.4	40.6	Writing	10.6	45.7	43.6
Research/Inquiry	6.8	47.9	45.3	Research/Inquiry	9.7	46	44.2	Research/Inquiry	6.0	47.5	46.5

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 measurable evidence of student learning?
TL 1.1d	<ul style="list-style-type: none"> Unpack CCSS to identify Tier 2 and Tier 3 vocabulary words and use them to plan instruction and develop common formative assessments 	<ul style="list-style-type: none"> Interim Assessment Blocks SpringBoard Check Your Understanding assessments SpringBoard Embedded Assessments Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> Use evidence from a complex text to support an inference or claim using the RACE method/RACE rubric 	<ul style="list-style-type: none"> Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> Unpack SpringBoard unit assessments to plan scaffolding and differentiation into units of study 	<ul style="list-style-type: none"> Gradebook Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.5a	<ul style="list-style-type: none"> Embed GLAD strategies into units of study 	<ul style="list-style-type: none"> Gradebook Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> HISTORY: Analyze primary and secondary sources to use evidence to support a claim using the restate, answer, cite, and explain method (RACE) /RACE rubric 	<ul style="list-style-type: none"> DBQ short answer responses/essay responses Interim Assessment Block: Research Monitor Equity Target Subgroups

MATH ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

6th Grade				7th Grade				8th Grade			
Overall: 45%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 47.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 46.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	33.5	34.1	32.4	Concepts and Procedures	37.9	34.6	27.5	Concepts and Procedures	32.4	30.7	36.9
Problem Solving and Modeling & Data Analysis	27.3	46.5	26.2	Problem Solving and Modeling & Data Analysis	22.9	50.4	26.8	Problem Solving and Modeling & Data Analysis	2.4	65.2	32.4
Communicating Reasoning	25.4	54.9	19.7	Communicating Reasoning	16.4	60.4	23.2	Communicating Reasoning	21.5	54.3	24.2

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 measurable evidence of student learning?
TL 1.1d	<ul style="list-style-type: none"> Use math talk, models and tools, and show work to demonstrate problem solving and communicating reasoning skills 	<ul style="list-style-type: none"> Performance tasks Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> Apply an appropriate mathematical strategy to solve a complex word problem 	<ul style="list-style-type: none"> Performance tasks Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> Unpack CCSS to identify Tier 2 and Tier 3 vocabulary to plan instruction and develop Performance Tasks 	<ul style="list-style-type: none"> Performance tasks Interim Assessment Blocks Monitor Equity Target Subgroups
TL 1.5a	<ul style="list-style-type: none"> Embed GLAD strategies into units of study 	<ul style="list-style-type: none"> Gradebook Interim Assessment Block Monitor Equity Target Subgroups
TL 1.1d	<ul style="list-style-type: none"> Unpack unit assessments to plan scaffolding and differentiation into units of study 	<ul style="list-style-type: none"> Gradebook Interim Assessment Block Monitor Equity Target Subgroups

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 8th grade meeting standard on the MSP in Science.

2015-16 MSP Results

8th Grade

Overall: 82.8%	Strand % Perf. Below	Strand % Perf. Similar
Systems	15.9	84.1
Inquiry	17.6	82.4
Application of Science	22.8	77.2
Domains	24.1	75.9

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 measurable evidence of student learning?
TL 1.2b	<ul style="list-style-type: none"> Analyze procedures for lab investigations by using close reading strategies (coding) using common Lab Procedure rubric 	<ul style="list-style-type: none"> Lab Reports Monitor Equity Target Subgroups
TL 1.2b	<ul style="list-style-type: none"> Unpack NGSS to plan scaffolding and differentiation into units of study 	<ul style="list-style-type: none"> Gradebook Monitor Equity Target Subgroups
TL 1.5a	<ul style="list-style-type: none"> Embed GLAD strategies into units of study 	<ul style="list-style-type: none"> Gradebook Monitor Equity Target Subgroups
TL 1.2b	<ul style="list-style-type: none"> Analyze data from a lab investigation to write an effective lab conclusion using common Lab Conclusion rubric 	<ul style="list-style-type: none"> Lab Reports Monitor Equity Target Subgroups

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase the number of students enrolled in challenging option courses (Honors, High School Credit bearing, STEM) from 2015-16

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 is the measurable evidence of student learning?
TL 1.5a	<ul style="list-style-type: none"> Refine after-school academic interventions to focus support on (a) maintaining a B or higher in each course and (b) maintaining a C or better in one advanced pathway course or one high school level course 	<ul style="list-style-type: none"> Gradebook Monitor Equity Target Subgroups
TL 1.1d III 2.1b	<ul style="list-style-type: none"> Develop an articulated (grades 6-8) UA course pathway that supports readiness for 8th grade high school courses (Computer Applications, Exploring Computer Science, and Spanish) 	<ul style="list-style-type: none"> Percentage increase of 8th Grade students enrolled in high school credit UA courses from 2016-17 to 2017-18
TL 1.2a	<ul style="list-style-type: none"> Increase student enrollment in AVID 	<ul style="list-style-type: none"> Percentage increase minority and low-income students enrolled in Coordinated Science, English 1, Algebra, and Geometry from 2016-17 to 2017-18

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase in the number of community and family engagement partnerships and events from 2015-16 school year

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 is the measurable evidence of student learning?
SR 5.4a	<ul style="list-style-type: none"> Expand the Natural Leaders parent partnership 	<ul style="list-style-type: none"> Percentage increase in parent participation from 2015-16 to 2016-17
SR 5.4b	<ul style="list-style-type: none"> Increase number of families who completed all events for the 6-Week Boeing Family STEM Nights 	<ul style="list-style-type: none"> Attendance from 2015-16 to 2016-17
SR 5.4a	<ul style="list-style-type: none"> Host Multicultural & Arts Celebration Night 	<ul style="list-style-type: none"> Begin baseline attendance data at events
SR 5.4a	<ul style="list-style-type: none"> Increase participation at Wolf Wellness parent events 	<ul style="list-style-type: none"> Attendance from 2015-16 to 2016-17
SR 5.4a	<ul style="list-style-type: none"> Establish a partnership with the Evergreen Branch of the Everett Library system 	<ul style="list-style-type: none"> Increase in library card appropriation and usage at local library by students from 2015-16 to 2016-17 Increase in Accelerated Reader from 2015-16 to 2016-17
SR 5.4a	<ul style="list-style-type: none"> Establish a partnership with Casino Road Stakeholders to increase community participation with school 	<ul style="list-style-type: none"> Begin baseline attendance data

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

Key Performance Outcome(s):

Increase in community partnerships and participation of services and events from 2015-16

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 is the measurable evidence of student learning?
PSS 3.4a	<ul style="list-style-type: none"> Greet students in hallways before school, during passing period, and after school 	<ul style="list-style-type: none"> Reduction in Buddy Room Referrals for off-task behavior from 2015-16 to 2016-17
SR 5.4a	<ul style="list-style-type: none"> Increase community involvement in Multicultural Event 	<ul style="list-style-type: none"> Begin baseline attendance data
SR 5.4a	<ul style="list-style-type: none"> Translate newsletter, registration, discipline forms, etc. into 5 most common languages 	<ul style="list-style-type: none"> Translated forms/letters
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 is the measurable evidence of student learning?
PSS 3.4a	<ul style="list-style-type: none"> Conduct Wolf Wellness Social-Emotional Meetings every 6 weeks 	<ul style="list-style-type: none"> Increased participation of students being served by SeaMar and Cocoon House therapists from 2015-16 to 2016-17
PSS 3.4a	<ul style="list-style-type: none"> Deliver ACES and SOS professional development to staff 	<ul style="list-style-type: none"> Staff survey
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 is the measurable evidence of student learning?
TL 1.2a	<ul style="list-style-type: none"> Identify and remove barriers to extra-curricular and challenge courses 	<ul style="list-style-type: none"> Increased enrollment of subgroups – begin baseline data
SR 5.1b	<ul style="list-style-type: none"> Enroll all eligible students for College Bound Scholarship 	<ul style="list-style-type: none"> Increased percentage of eligible students signed up by June 2017 from June 2016
TL 1.3a	<ul style="list-style-type: none"> Implement ELL Coaching Cycles for core content area teachers and GLAD PD to all staff 	<ul style="list-style-type: none"> Learning Walk tool observational data Monitor ELL Subgroups

HIGH SCHOOL READINESS

Key Performance Outcome(s):

The number of students earning a C or better in all of their core subjects (Math, ELA, Science and Social Studies) will increase by 10% from 1st quarter to 4th quarter grades.

Strategic Plan Reference	High School Readiness 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 measurable evidence of student learning?
TL 1.1d	<ul style="list-style-type: none"> Monitor WA State History grades every 2 weeks 	<ul style="list-style-type: none"> Percentage of students passing the course each semester from 2015-16 to 2016-17
TL 1.5a	<ul style="list-style-type: none"> Refine after-school academic interventions to focus support on (a) maintaining a B or higher in each course and (b) maintaining a C or better in one advanced pathway course or one high school level course 	<ul style="list-style-type: none"> Gradebook Monitor Equity Target Subgroups
TL 1.1e	<ul style="list-style-type: none"> Use Naviance for Career and College Readiness exploration and planning 	<ul style="list-style-type: none"> Increased number of students who logged into Naviance from 2015-16 to 2016-17 Increased number of lessons completed by students in Naviance from 2015-16 to 2016-17

ATTENDANCE

Key Performance Outcome(s): Our monthly average daily attendance rates for all students will be at or above 95%.

Our monthly average daily attendance for 6-8th grade will be at or above 95%.

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 is the measurable evidence of student learning?
PSS 3.4a	<ul style="list-style-type: none">Meet with students and parents to develop attendance contracts	<ul style="list-style-type: none">Attendance improves from September 2016 to June 2017
PSS 3.4a	<ul style="list-style-type: none">Host a Community Truancy Board for students with 5 unexcused absences or more	<ul style="list-style-type: none">Begin baseline data
PSS 3.4a	<ul style="list-style-type: none">Re-engage students in school by conducting Home Visits	<ul style="list-style-type: none">List of home visits made by EVG staff from 2015-16 to 2016-17

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

All teachers will be proficient using OneNote as a collaboration and instructional tool.

All teachers will be proficient using their tablet during professional learning and PLC work.

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 is the measurable evidence of student learning?
III 2.2a, 2.3a	<ul style="list-style-type: none">• Provide OneNote professional development to staff	<ul style="list-style-type: none">• Attendance at PD – achieve 100%
III 2.2a, 2.3a	<ul style="list-style-type: none">• Offer Microsoft Academy courses for staff	<ul style="list-style-type: none">• Attendance at PD – begin baseline data