

10 year executive summary

2009-19

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From vision to reality »



Message from Gary Cohn, superintendent of Everett Public Schools, 2009-19

In 2009, we launched a districtwide, community based process to write a new strategic plan – one that would build on past solid foundations and position students for success in a rapidly changing world.

On October 23, 2010, we concluded with a two-day, culminating *Visioning* event. Hundreds of parents, community members and staff pored over the input gathered during previous months of strategic planning sessions involving hundreds of participants. The *Visioning* event ended with a futurist peek 20 years out and a description of what we hoped the district would look like in 2030.

Today, we are midway toward that 2030 vision. How far we have come by working together!

During a decade of increasing regional poverty, the hills and valleys of uncertain state and federal funding, increased community diversity and rapid fire, politically driven legislative requirements, we not only maintained high standards and expectations of ourselves and our students; we improved what and how our students are learning and boosted the number of them earning high school diplomas.

A condensed version of that October 2010 *Visioning* story appears below. The progress and programs now in place toward that vision follow. Join me in a stroll through a decade of working together doing the right things for the right reasons, at the right times – all in the best interest of each of our students.

Dr. Gary Cohn
Superintendent, 2009-19



OUR VISION STORY

Greetings from the future. The year is 2030. The community: greater Everett, Washington.

Students are at the center of each school. Schools are the centers of their communities.

Technology enhances teaching and learning – it does not supplant face-to-face personal interaction. Classroom walls are expanded to include diverse, multiple perspectives influenced by an ever-increasing global society.

Each student has access to personalized foundational supports to grow academically, physically and socially. Each student's individual strengths and areas needing growth are identified and known.

This is possible because of an integrated data and assessment system bringing all levels of the district together around student learning outcomes.

Schools are well-lit and structurally sound; they are safe. School design fosters inclusion and collaboration and supports each student's individual learning and growth.

The world of 2030 requires students to be adaptive, agile, flexible thinkers. We commit to capitalize on students' collaborative skills and seek to cultivate students' respect for differences – a rich appreciation for diversity.

The community recognizes and values collaborative time for school staff to grow as professionals.

District communities support early preschool learning opportunities

for every child and family, ensuring kindergarten readiness. Parents are partners in this process, and the schools are hubs for all manner of social services to optimally prepare each student.

The world of 2030 requires students to be adaptive, agile, flexible thinkers.

The district recruits, evaluates and trains a supportive staff committed to this vision. The community, through a web of partnerships, feeds and sustains this vision so each student is supported and empowered to meet individual goals and to choose a bright future.

From vision to reality »

The strategic plan focuses on **five priorities**:



Students are at the center of all district decisions which are guided by **core values of**:

- » Learning
- » Equity
- » Passion
- » Integrity
- » Respect
- » Diversity
- » Collaboration



10 year executive summary Accomplishments » 2009-19

Equitable access to learning technology

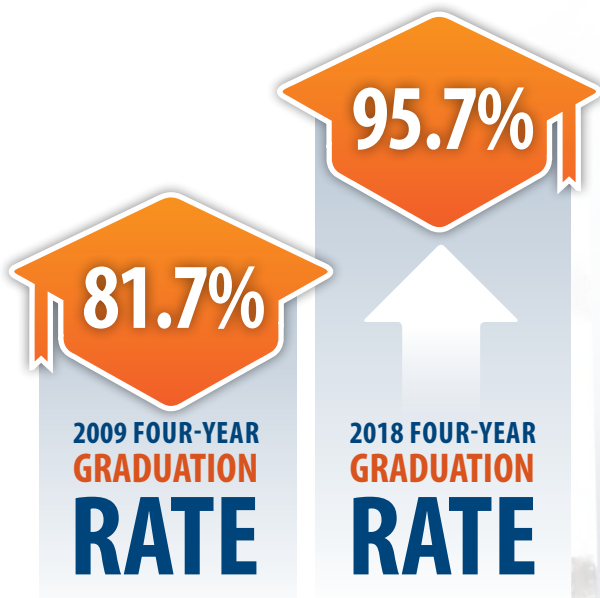


By 2022, each student will have a technology learning device. The integrated technology plan began with a voter-approved 2016 Capital Levy which included training for staff, a plan for school-by-school device distribution and a device replacement plan. Students of low-income families may qualify for free internet access at home through a partnership with the Sprint Foundation.

Steadily increased graduation rates



In 2009, the graduation rate was 81.7 percent. In 2018, 95.7 percent graduated on time. In the same 10 years, the percentage of students of poverty has increased, as has the number of homeless students. Ten years ago, students spoke 55 languages other than English; today 97 different languages are spoken in students' homes, bringing a rich array of cultures into schools.



More special education and English Learner students are graduating



In 2011, just 65.1 percent of special education students graduated in four years; in 2018, 86.6 percent did. Back in 2011, after four years, English Learner students were graduating at a dismal 53 percent. In 2018, that rate was 91.7 percent.

Common course guide; common course catalogue



The district's three comprehensive high schools use the same course guide, with the same course descriptions, requirements and standardized grading practices. Students may travel from one high school to another if a particular course is not available at their attendance area high school.



Challenging options available for students K-12



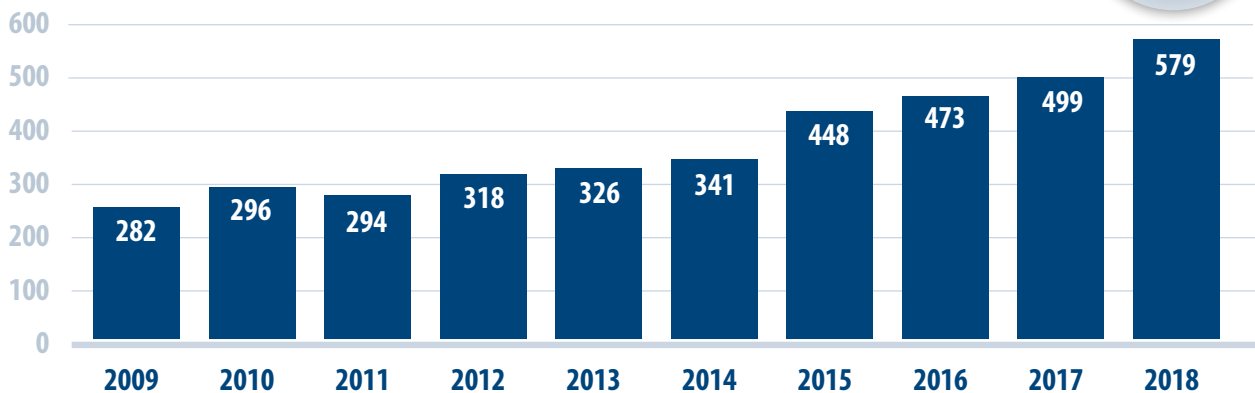
Today challenging classes are “opt in” for all middle and high school students. Students are coached, motivated and supported to tackle the high expectations. In 2017-18 1,980 students took 2,507 Advanced Placement classes, compared to just 498 taking only 683 AP tests in 2009. In 2012, just 2,048 students took 6,128 College in the High School classes; this year 2,919 are enrolled in 10,675 classes.

- Middle school students have access to and are succeeding in more high school, credit-bearing classes – to free up valuable high school time for other course options.

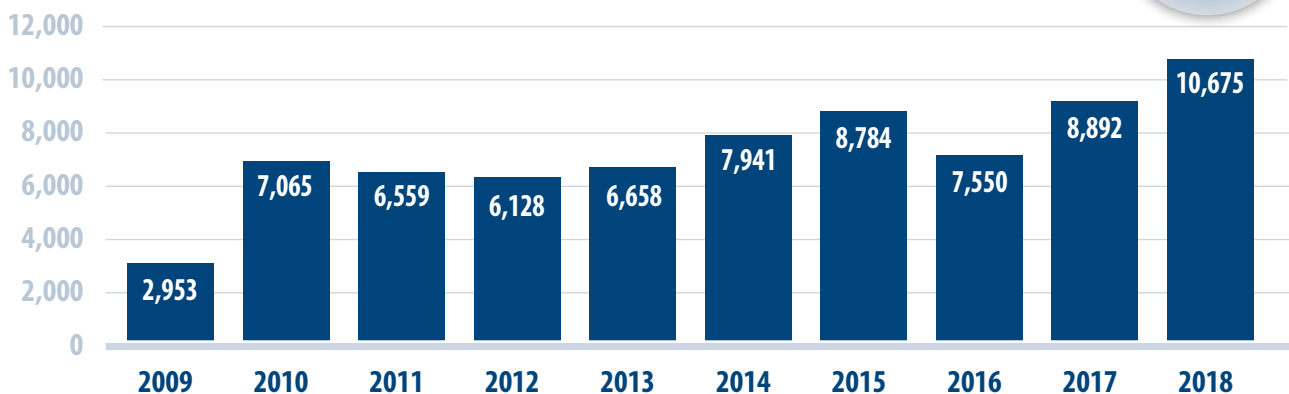
- The district made the College Board AP Honor Roll twice – the first time in 2011 and again in 2018 – for boosting the number of students in AP classes, taking and succeeding on AP tests and for enrolling more students from diverse backgrounds. Perhaps the change in culture is best explained by an Everett High student who said, “Before, I thought AP classes were for people who didn’t look like me. I thought it was for people who are white and really, really smart.”
- Highly Capable programs for elementary students are now available in centers serving all district elementary students; screening for Highly Capable programs begins in kindergarten for all children.

The following graphs highlight our enrollment increase and student success in challenging classes.

Highly Capable enrollment increase

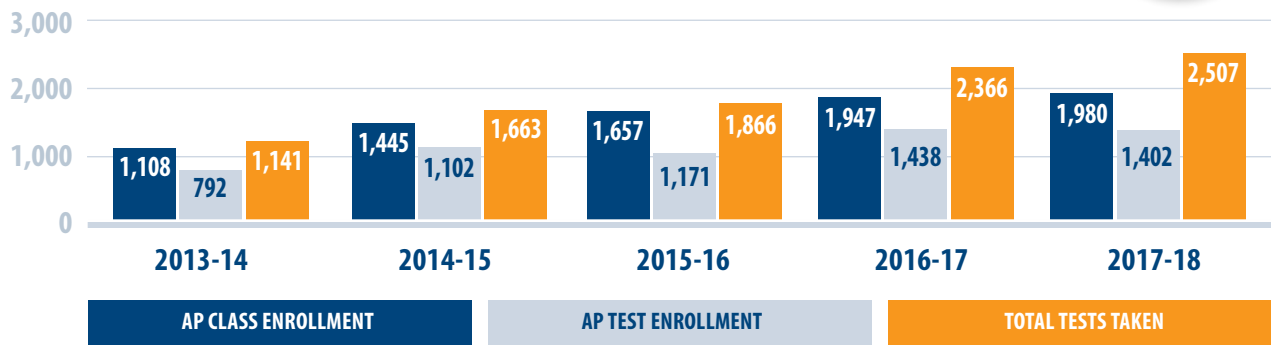


College in the High School enrollment increase

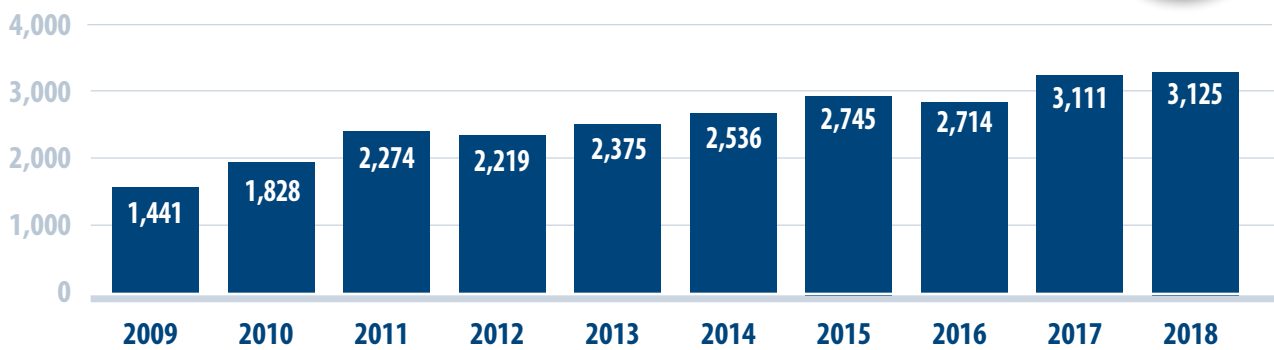




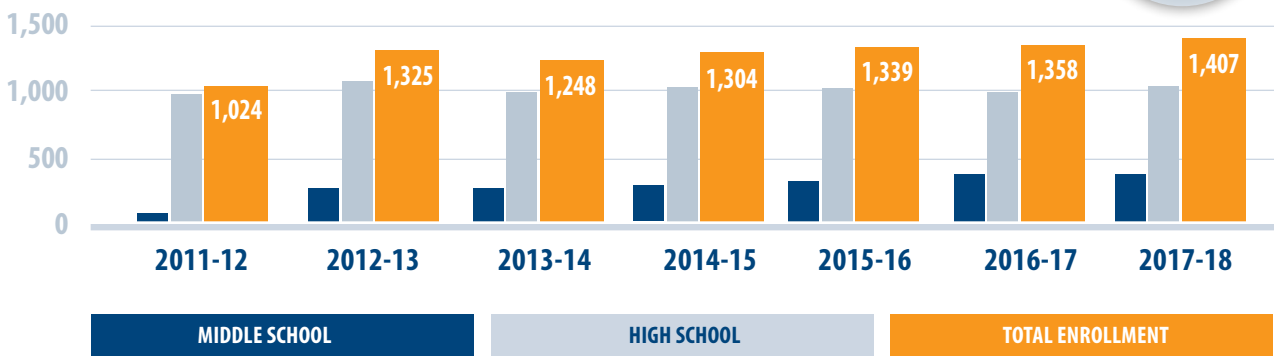
Advanced Placement enrollment increase



World languages enrollment increase



CTE middle and high school enrollment increase



Full day kindergarten for all



In 2009, full day kindergarten was available only at some schools for families who could afford full day tuition or were able to qualify for tuition support from Everett Public Schools Foundation. While full day kindergarten (FDK) is now state funded, Everett was ahead of the curve with its FDK program and budget priorities making FDK possible at all elementary schools before the state began picking up that cost.

Kindergarten readiness for all



Ninety percent of a child's brain develops by the time that child is five years old. Partnering with regional preschool staff, Everett teachers collaborate on lessons and programs to increase kindergarten readiness and thus bolster each student's future school success and graduation. The district is part of an early learning consortium which includes regional K-12 districts, the University of Washington and the Gates Foundation.

Transition support for success after high school



Partnerships with institutions of higher learning help clarify post high school expectations and ensure high school courses prepare students for college success. The district collaborates actively with Everett Community College, Edmonds Community College and Washington State University to clear barriers to transition from high school to beyond – and to ensure high school course content prepares students to succeed in classes after high school.

A culture of planning for college and career



High School & Beyond in 2009 was an event at just one high school – ONLY for high school students. Today, Everett Public Schools Foundation sponsors all three comprehensive high schools hosting these events for K-12 students and families to learn about, plan for and set goals for graduation and beyond.

AVID expanded to all elementary and middle schools



AVID recruits and supports middle and high school students who might be first-generation college-goers to aspire to and succeed in challenging classes and set college as a goal. AVID includes college and career field trips and personalized pathways for students to transition successfully from high school to college.

Everett and Cascade high schools are GEAR UP schools



In seventh grade, students destined for EHS and CHS can enroll in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a college access program giving students and families needed support for resources to get into and succeed in college.

FREE Pre-SAT and SAT tests



Every high school student can take these tests as sophomores and juniors during the school day to test themselves and discover their college potentials. The district also holds **FAFSA** clinics to help students and families apply for financial aid for college and technical schools.

Updated instructional materials AND staff training to use them



Since 2011 the board has approved 52 new instructional materials adoptions for grades K-12 and in subjects spanning the visual and performing arts, social studies, math, world language, writing, reading and STEM. With community input and involvement, materials are selected to be challenging, inclusive, and unbiased; increasingly, online resources and subscriptions for updates are available as well.

Course offerings designed to prepare students for local careers



High school courses foster student learning in engineering and math, computer science and technology, health services, natural resources and sustainability and visual communication – all industry clusters with job opportunities in this region.

Arts are alive and well



During the 2008 recession and its aftermath, the district preserved fine and performing arts when other districts cut back their programs. Subsequently the orchestra program lost decades ago was re-established through Jackson High in the south region, and is being re-started through North Middle and Everett High in the north region. The district partners with Music4Life to pair K-12 students and donated musical instruments. Music programs are available at all schools K-12, and students in 14 of the district's elementary schools now enjoy violin classes in preparation for their middle and high school transitions as music continues to crescendo in Everett Public Schools. Art is highlighted on the highly sought district publication – the school year calendar. The Community Resource Center becomes an art gallery five times a year for elementary, middle and high school art, the PTSA Reflections art show and the district staff art show.

Athletics and activities open doors for students



Middle and high school students enjoy Washington Interscholastic Activities Association (WIAA) sanctioned competitions in traditional school sports, and the district partners with regional athletics associations to host competitions at school sites. Associated Student Body leader presentations are an annual highlight at a spring school board meeting. Fifty robotics programs operate among the district's 26 schools.

Everett is a “STEM district”



Rather than a district with pockets of STEM programs at some schools or some grade levels, the deliberate decision to infuse STEM learning K-12 prepares each student for opportunities available in high-demand careers regionally, and ensures students are skilled in science, technology, engineering and math. This work was jumpstarted in 2013 with a \$180,000 two-year grant from The Boeing Company and \$40,000 over two years from the city of Everett, Frontier Communications and Providence Regional Medical Center. Today, those organizations continue their support and are joined by other community partners who enrich STEM curriculum with internships for students and externships for staff. Schools routinely take part in *Hour of Code* activities.



Soccer is now a WIAA sport at middle schools



As part of the district's equity work, soccer clubs at a few elementary and middle schools were expanded to every elementary and then to all middle schools. Today, every middle school offers a WIAA approved competitive soccer team.

Learning Management Services (LMS) expand



- **Personalized graduation toolkits and Naviance planner** – From kindergarten through high school, students and parents can download a toolkit to plan for and track progress toward graduation, college and career. The online tool, Naviance, for students and families, is a powerful portfolio, planner and college and career matchmaker. Students and families can virtually explore far-flung college campuses, meet people who work in careers of interest, collect a history of documents and map past and future K-12 courses.
- **Parents are empowered to be partners in student learning** – An online gradebook shows middle and high school families and students real-time information including assignments, grades and attendance. The online Home Access Center for K-12 students and families opens access to attendance, discipline, special education personalized learning plans, transportation information and cell phone and email contacts. Families can learn technology skills in tandem with students through Hoonuit's free tutorials. LMS staff hold seminars to ensure parents know how to use the online tools – and to help parents understand ways to keep students safe online.

BoardDocs



This digital meeting management system virtually opens the doors to school board business, meeting agendas and minutes, presentations, resolutions, meeting calendars, goals and more. The archive of resources goes back to the 2010 launch. Video recordings are also online.

Annual Innovation Expo



This is NOT an old-fashioned science fair, but a regional expo; it brings students from every school to the City of Everett's convention center to showcase STEM learning. Sponsored by The Boeing Company and Everett Public Schools Foundation, the expo includes regional STEM experts who judge student projects and present awards and prizes. Students K-12 participate, and the Expo is a family event.



Strategic partnerships support the vision and mission



Three strategic partners occupy offices in the Community Resource Center – Everett Public Schools Foundation, Everett Public Schools PTSA, and the Opportunity Council (offering services to early learning providers). Other businesses, regional, city and county governments, service groups and educational institutions work with the district to develop and advise programs, align curricula, host student events or sponsor events. Businesses work with district program leaders to advise K-12 and post secondary course offerings to ensure learning pathways are aligned to local STEM careers. Local tech companies lend their professional staff to work with high school teachers in the Technical Education and Literacy in Schools (TEALS) program. Evergreen Middle and Everett High are Microsoft Schools, a global community of schools collaborating to innovatively change and improve teaching and learning with technology.

Schools are part of a community network of supports



- In addition to the strategic partners housed at the Community Resource Center, SeaMar Community Health staff are housed at every high school and four middle schools to connect students to services as needed.
- Natural Leaders parents help other parents – many of whom do not speak English as their native language – learn about schools and how to support student learning. Watch D.O.G.S. volunteer at elementary and middle schools as positive role models for students.
- Snohomish County Front Door, the Developmental Disabilities Administration and Division of Vocational and Rehabilitation Services are examples of specific, targeted partnerships to support student and family individual needs and to personalize instruction.

Schools are safe places to learn and grow



Agreements with the cities of Everett and Mill Creek fund School Resource Officers (SROs) on high school and middle school campuses. A unique partnership with regional first responders and 911 call centers enables quick video and physical access to schools in emergencies. Each school has an emergency response plan and a plan for evacuating if necessary. Voter-approved capital levy dollars are invested in state-of-the-art video security systems with over 800 security cameras districtwide.



Older schools are outfitted with video and intercom entry systems to increase safety and monitor who comes and goes from school.

Older schools are outfitted with video and intercom entry systems to increase safety and monitor who comes and goes from school. Newly built schools are designed with secure entryways and locking systems to limit access if necessary. The district subscribes to a safety alert system which accepts anonymous information about safety concerns and routes those reports to an appropriate responder.

Schools foster cultures of empathy and inclusion. The collective bargaining agreement with teachers formalizes an expectation for relationship building with students and getting to know and greet them each day in school hallways.

The district budget process focuses on strategic plan priorities and continuous improvement using student data, community, and staff input



Each year members of the school board, district leadership team, principals, and invited community leaders visit each school for a State of the School Review (SOSR). Schools summarize efforts and results to improve student achievement as outlined in the strategic plan. School staff also indicate what supports and resources would be most helpful in their work. Based upon SOSR information, the budget process proceeds through the cabinet, the superintendent and board, taking into consideration feedback from the Equity and Access Council, the Technology Advisory Council, the Superintendent's Leadership Team, the Special Education Advisory Council, the Weighted Allocation Committee and the 24-Credit Committee. Throughout the process, the Fiscal Advisory Committee reviews materials – ultimately presenting a summary report to the board each spring.

Promises made, promises kept on past construction bond and levy projects

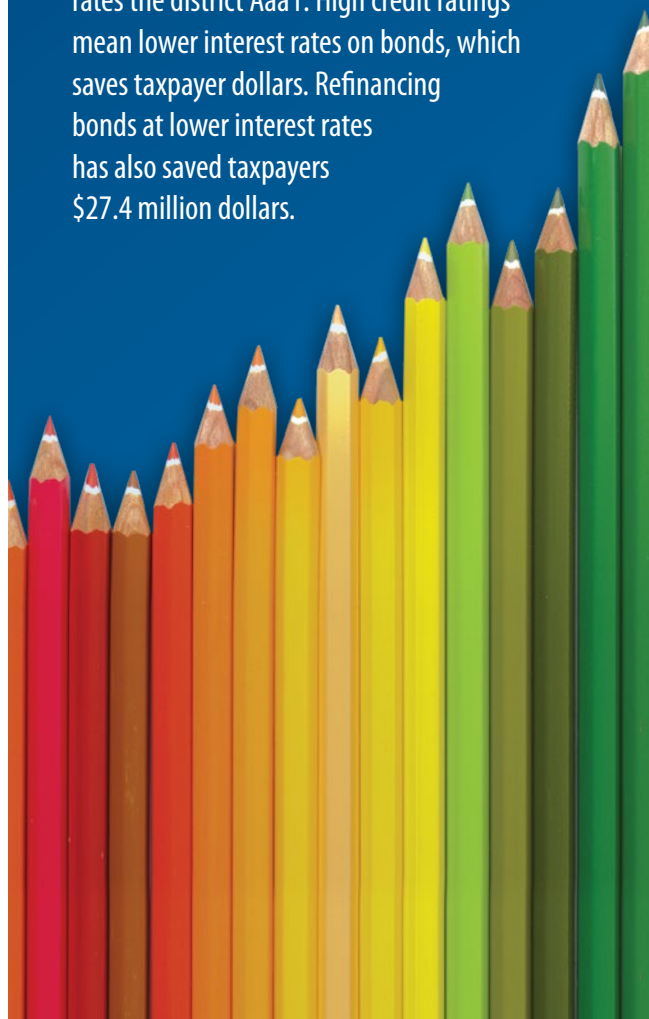


- In 2006, the community supported the largest construction bond in the district's history (\$198.9 million), making it possible between 2006 and 2014 to build a new elementary school (Forest View), remodel six others (Garfield, Jefferson, Monroe, Silver Lake, View Ridge and Whittier), modernize the Everett High School gym and Little Theater, add a gym to North Middle School and build a new centralized school bus facility.
- The 2010 capital levy provided \$6 million per year, with 75 percent of that going toward technology, laying the groundwork for today's Integrated Technology program and putting a learning device into the hands of each student.
- The 2016 capital bond (\$149.7 million) pays for the district's eighteenth elementary – Tambark Creek Elementary, to open in 2019. It modernizes North Middle and Woodside Elementary.

History of clean audits and a high credit rating



Twelve of the last 13 years of State Auditor's Office audits have been without findings. This compares to an average of four audit findings in the last 10 years among the 21 comparable state school districts. Among those 21 districts, only three have a better audit record. Moody's rates the district Aaa1. High credit ratings mean lower interest rates on bonds, which saves taxpayer dollars. Refinancing bonds at lower interest rates has also saved taxpayers \$27.4 million dollars.



- The 2016 capital levy (\$89.6 million) makes it possible to complete safety projects, upgrade technology infrastructures and put electronic learning devices into the hands of each student. The levy also helps lessen the impact of growth by paying for portables and buying land for a future school.
- These voter-supported capital finance measures and Replacement Educational Program levies also included basic school maintenance, thus saving long-term costs created by deferred maintenance. Roofing, flooring, HVAC, paint, lighting – these and other “good housekeeping” projects are monitored and attended to by the facilities and planning department, and cared for by maintenance crews.
- The district has also leveraged state construction assistance funds and other capital revenue to modernize athletic facilities, buy portables, add to school square footage (most notably Jackson High School additions), and consolidate support services into a new Community Resource Center.
- Memorial Stadium’s new, all-weather turf is thanks to a partnership with financial contributors The AquaSox and Snohomish County.

Incorporating community perspectives and insight



- Ten distinct Superintendent’s Advisory Councils help ensure citizens’ experiences and voices are included in processes leading to district decisions. As membership rotates over the years, the district and community benefit by having citizens who clearly understand and can explain to others the complexities of K-12 education – and how ultimately all decisions are based upon what it takes to improve student learning. In addition to the advisory councils, various district committees take on specific tasks for a specified time and present recommendations for those projects.
- Frequently held “Community Conversations” and “Family Conversations” bring specific groups together to dive deeply into topics such as graduation support, technology and enrollment growth. Recently families of Hispanic, African American, Russian/Ukrainian, Native American and Marshallese students responded to Family Conversation invitations to talk about learning experiences and expectations for their students.

The district recruits and retains a highly professional staff of life-long learners



- Revamped recruiting and employee application processes are streamlined to attract a diverse, skilled staff who are supported with professional growth opportunities and the district’s culture of collaboration.
- Teachers, administrators and classified staff come to work in Everett Public Schools and stay here, in part because voters consistently approve funding for schools and staff above the state’s basic formula AND because the community supports long-term funding for facility and technology improvements. The district supports professional growth with hundreds of staff development classes and workshops each year on topics for classified and certificated staff. District staff are frequent presenters at state and national conferences, and many hold leadership positions in their professional organizations.
- School and district leaders are also among the state’s most highly regarded, and their longevity in leadership positions helps solidify student learning success. As with their support staff peers, many district administrators have earned awards granted by their professional organizations for their leadership and the success of students and staff in their schools.
- The district was a leader at the forefront of implementing the state’s required Teacher Evaluation Program – adhering to both the spirit of continuous improvement and professional growth and to the intent of the new law.
- The superintendent launched a similar accountability and evaluation process for his own four-step evaluation process, forming a multi-agency and multi-district team to establish the model for superintendents and boards, using a Teacher/Principal Evaluation Program (TPEP)- and standards-aligned framework featuring high levels of accountability and growth for district leadership.

A School Board of Distinction



- Washington State School Directors Association honors exemplary school boards who improve student learning and follow best practices of governance. Everett Public Schools Board of Directors has earned the Board of Distinction honor four times since 2014. From among the board of distinction applications districts in 2014, Everett's board was named **Board of the Year**.
- As one of the few districts in the state with six-year board of director terms, the district benefits from board stability and long-term commitment.

Community Resource Center (CRC) is a community hub and center for collaboration



Built to be efficient, flexible, easily accessible and open to community users, the CRC fulfills its purpose as a meeting location, training center, and community use facility. Its fully equipped meeting spaces are available for community groups and are a central location for professional development for district staff. Over 60,000 people used the Community Resource Center last year.

A Superintendent of the Year



In 2016, Superintendent Cohn was named the state's Superintendent of the Year – because of the remarkable leadership team he assembled, the working relationship of the board-superintendent team and the strong student learning results produced by stable, effective leadership.

LITTLE THINGS MAKE A BIG IMPACT

This 10-year summary of achievements is possible only because everyone in the organization played well their key roles – no matter how big or small they might appear to the casual observer.

Little things make a big impact: a simple act of kindness like a custodian opening a door on a cold morning, a food and nutrition staff member serving a smile with a salad, a para professional helping calm a nervous child, an office staffer helping find a tissue for a runny nose, a bus driver with the first and last smile of the day, a grounds keeper removing winter leaves so spring tulips could shine, a bright, friendly voice on the phone, a quick and thorough response to an email inquiry, a principal welcoming a new family, and a teacher making time to “high five” every student who enters the door.

*The **Everett Way** is tangible, alive and powerful in our schools and support facilities. It is making a world of difference for our students' futures and for the economic and social stability of our communities.*





Nondiscrimination statement

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Office – Randi Seaberg, rseaberg@everettsd.org, 425-385-4104

Title IX Officer – Mary O'Brien, MO'Brien@everettsd.org, 425-385-4106

504 Coordinator – Becky Ballbach, rballbach@everettsd.org, 425-385-4063

ADA Coordinator – Becky Clifford, rc Clifford@everettsd.org, 425-385-5250

Address: 3900 Broadway, Everett, WA 98201

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