EVERETT PUBLIC SCHOOLS

READING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3

Overall: 53.4%	Below	At or Near	Above
Reading	23.5	45.9	30.6
Listening and Speaking	13.3	60.2	26.5
Writing	21.4	48.0	30.6
Research/Inquiry	18.4	54.1	27.6

Grade 4

Overall: 70.3%	Below	At or Near	Above
Reading	7.3	51.0	41.7
Listening and Speaking	10.4	61.5	28.1
Writing	15.6	38.5	45.8
Research/Inquiry	16.7	46.9	36.5

Grade 5

Overall: 71.2%	Below	At or Near	Above
Reading	15.8	43.4	40.8
Listening and Speaking	6.6	57.9	35.5
Writing	10.5	40.8	48.7
Research/Inquiry	14.5	36.8	48.7

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 PSS 3.3	• Increase teacher clarity by using backwards design to collaboratively plan learning targets and success criteria aligned with Reach for Reading assessments • Provide students with regular feedback that supports them in monitoring their own progress toward learning targets and success criteria	• Reach for Reading assessments (K-5)
TL 1.2	• Continue full implementation of the Reach for Reading curriculum by increasing the level of rigor and SBA-format alignment in questioning	• Reach for Reading assessments (K-5) • Teacher-created assessments (K-5) • SBA interim assessments
TL 1.3	• Use the iReady benchmark assessment system to identify students in need of reading interventions and to monitor progress toward equity targets for grades 3-5	• iReady diagnostic assessments and online lessons

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 measure of student learning that would predict strand level proficiency performance on the SBA?
	• Provide students with regular opportunities to use iReady online lessons	
TL 1.3	• Teach and assess student understanding of word meanings and language use through Reach for Reading vocabulary strategies and Guided Language Acquisition Design (GLAD) strategies • Provide students with regular opportunities for academic discourse/accountable talk	• Reach for Reading assessments (K-5) • SBA interim assessments on language/vocabulary use (3-5) • DRA testing and progress monitoring (K-2) • iReady diagnostic assessments
TL 1.3 III 2.1	• Set and monitor independent reading goals through the use of Accelerated Reader (AR) in grades 2-5, and in kindergarten and first grade for those students who are independent readers • Recognize students for AR participation through regular assemblies • Increase participation in the Summer Reading Challenge • Increase the number of students attending summer school	• Monthly AR participation data • Summer Reading Challenge participation data • Summer school attendance data
	• Ensure 95% SBA participation in each specific subgroup o Monitor daily and testing date attendance closely o Make personal calls to families of non-attending students o Home pick-up transportation for students who are absent	• Participation rate increase on 2018-19 SBA in each subgroup

WRITING ACTION PLAN

2017-18 SBA Results

Key Performance Outcome:

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3

Overall: 53.4%	Below	At or Near	Above
Reading	23.5	45.9	30.6
Listening and Speaking	13.3	60.2	26.5
Writing	21.4	48.0	30.6
Research/Inquiry	18.4	54.1	27.6

Grade 4

Overall: 70.3%	Below	At or Near	Above
Reading	7.3	51.0	41.7
Listening and Speaking	10.4	61.5	28.1
Writing	15.6	38.5	45.8
Research/Inquiry	16.7	46.9	36.5

Grade 5

Overall: 71.2%	Below	At or Near	Above
Reading	15.8	43.4	40.8
Listening and Speaking	6.6	57.9	35.5
Writing	10.5	40.8	48.7
Research/Inquiry	14.5	36.8	48.7

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 PSS 3.3	• Increase teacher clarity by using backwards design to collaboratively plan learning targets and success criteria aligned with Reach for Reading and Building Foundations that Last assessments • Provide students with regular feedback that supports them in monitoring their own progress toward learning targets and success criteria	• KARK (K) • Reach for Reading assessments (K-5) • Building Foundations that Last benchmark assessments (K-2) • Common writing assessments scored with SBA-aligned district rubric (3-5)
TL 1.3	• Use the balanced literacy model to provide opportunities for citing evidence across the forms of writing	• Reach for Reading assessments (K-5) • SBA interim assessments (3-5)
TL 1.2	• Continue full implementation of the Reach for Reading curriculum: In the primary grades, focus on aligning Reach and Building Foundations that Last; and in the intermediate grades, adapt Reach prompts to align with SBA-style question stems	• Reach for Reading assessments (K-5) • Building Foundations that Last benchmark assessments (K-2) • Common writing assessments scored with SBA-aligned district rubric (3-5)
TL 1.3	• Teach revision and editing at each grade level using staff-created, vertically aligned materials such as checklists and common proofreading marks	• Reach for Reading assessments (K-5) • Building Foundations that Last benchmark assessments (K-2) • Common writing assessments scored with SBA-aligned district rubric (3-5) • SBA interim assessments on revision/editing (3-5)

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3	• Provide daily opportunities for explaining thinking in writing across the content areas, with a focus on using academic and domain-specific vocabulary	• Math, science, and reading journals

	• Ensure 95% SBA participation in each specific subgroup
	   o Monitor daily and testing date attendance closely
	   o Make personal calls to families of non-attending students
	   o Home pick-up transportation for students who are absent
		• Participation rate increase on 2018-19 SBA in each subgroup

MATH ACTION PLAN

2017-18 SBA Results

Key Performance Outcome:

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 64.6%	Below	At or Near	Above
Concepts and Procedures	16.8	34.7	48.5
Problem Solving and Modeling & Data Analysis	16.8	48.5	34.7
Communicating Reasoning	8.9	52.5	38.6

4th Grade

Overall: 57.1%	Below	At or Near	Above
Concepts and Procedures	26.0	37.5	36.5
Problem Solving and Modeling & Data Analysis	15.6	43.8	40.6
Communicating Reasoning	19.8	41.7	38.5

5th Grade

Overall: 61.2%	Below	At or Near	Above
Concepts and Procedures	19.7	21.1	59.2
Problem Solving and Modeling & Data Analysis	11.8	48.7	39.5
Communicating Reasoning	13.2	44.7	42.1

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 PSS 3.3	• Increase teacher clarity by using backwards design to collaboratively plan learning targets and success criteria aligned with district proficiency-scaled topic assessments • Provide students with regular feedback that supports them in monitoring their own progress toward learning targets and success criteria	• KARK (K) • District proficiency-scaled topic assessments (1-5) • SBA interim assessments
TL 1.2 TL 1.3	• Provide a math program that balances conceptual understanding, computational and procedural fluency, and problem-solving and application, with a focus on regular use of three-act tasks and performance tasks	• enVision and supplemental performance tasks (3-5) • Math journals/student work (K-5)
TL 1.3 III 2.1	• Teach strategies for flexible math fact fluency in grades 1-5 in order to support student proficiency in the concepts and procedures claim • Track math fact progress/growth and recognize students for their achievements	• Teacher-created fact fluency assessments
TL 1.3	• Use the iReady benchmark assessment system to identify students in need of math interventions and to monitor progress toward equity targets for grades 3-5	• iReady benchmark assessments and online lessons

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 measure of student learning that would predict strand level proficiency performance on the SBA?
	• Provide students with regular opportunities to use iReady online lessons	
TL 1.3	• Implement flexible intervention groups overseen by math specialist • Foster schoolwide focus on geometry and measurement through supplemental activities facilitated by math specialist, and vocabulary support for EL students	• Curriculum-based and teacher-created pre- and post- tests

	• Ensure 95% SBA participation in each specific subgroup
	   o Monitor daily and testing date attendance closely
	   o Make personal calls to families of non-attending students
	   o Home pick-up transportation for students who are absent
		• Participation rate increase on 2018-19 SBA in each subgroup

SCIENCE ACTION PLAN

2017-18 WCAS Results

Key Performance Outcome:

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 73.7%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	23.4	76.6
Life Science	32.5	67.5
Earth and Space Science	29.9	70.1

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.3	• Teach science content vocabulary using strategies that mirror those used in reading, and GLAD strategies	• District science kit assessments • Science journals
TL 1.2 TL 1.3	• Integrate district science kits and math using activities such as data displays, analysis/interpretation, and measurement	• Science journals
TL 1.3 PSS 3.3	• Provide staff with opportunities to engage in deeper study of Next Generation Science Standards, supporting documents from the district (curriculum guides and assessments), and supplemental materials • Analyze student work/data in teams to align curriculum, instruction, and assessment through backward design	• Science journals • District science kit assessments • Fifth-grade WCAS practice assessments
TL 1.3 PSS 3.3	• Train all teachers with the Washington Comprehensive Assessment of Science so that they understand what fifth-grade scientific thinking entails • Provide fifth-graders with WCAS practice	• Science journals • Fifth-grade WCAS practice assessments

	• Ensure 95% WCAS participation in each specific subgroup
	   o Monitor daily and testing date attendance closely
	   o Make personal calls to families of non-attending students
	   o Home pick-up transportation for students who are absent
		• Participation rate increase on 2018-19 WCAS in each subgroup

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Jefferson staff members will increase and foster two-way communication with family members, who in turn will take a more active role in the life of the school.

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 measure will you use to determine the success of your action items?
SR 5.1	• Promote family/guardian involvement in school, PTA, and Lighthouse events through school and teacher newsletters, phone calls, and e-mails • Ensure that written communication is translated into multiple languages • Increase Jefferson's social media presence	• Feedback forms (including translations from other languages) from school events • Blackboard Connect delivery rates • EES family/guardian survey data

SR 5.1 SR 5.2	• Increase the amount of home/school interaction about academics through:
	  o Family nights (math, literacy, STEM, art, etc.)
	  o Resources shared at conferences
	  o Newsletter articles with resources and information
		• Home/school communications
		• Increase family night participation data by 10%
		• Family Learning Night presentation slides

SR 5.1 SR 5.2	• Provide families with information and training on PBIS as Jefferson fully implements the new system	• Home/school communications • Family Learning Night presentation slides
SR 5.1 SR 5.3	• Expand Watch Dads of Great Students (D.O.G.S.) and Natural Leaders programs	• Increase volunteer participation data by 10%

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

Key Performance Outcome(s):

Students, family/community members, and staff will view Jefferson Elementary as a welcoming, safe place where learning and support are accessible to all regardless of language, socioeconomic status, or cultural background.

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 measure will you use to determine the success of your action items?
SR 5.1	• Foster and maintain a feeling that all families are welcome regardless of background or language, and that they can access teachers and school leaders easily	• High principal and assistant principal visibility as measured by the Educational Effectiveness Survey (EES) • Number of translators provided
PSS 3.4	• Strengthen customer service processes and the physical environment of the office to welcome family members and guest teachers using the video intercom system	• Parent and staff feedback on office environment • Substitute feedback postcards • Monthly monitoring of the office environment
TL 1.4 SR 5.1	• Continue Culture Night program and bring back school-wide Cultural Explorations Day in the spring	• Participation data from events • Families' feedback from response sheets
PSS 3.4	• Strengthen elements of the physical environment: parking lot signage and flow; signage for student recognition of academic achievements and positive behavior; signage for School Improvement Plan actions and progress (data wall)	• Quarterly campus walk results

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 measure will you use to determine the success of your action items?
PSS 3.4	• Fully implement PBIS Tier 1 common expectations, incentive system, and response system through a trauma-informed practices lens • Increase student recognition for positive behavior	• Staff and student EES survey results • SWIS data on office referrals • Student recognition data
PSS 3.4	• Implement regular use of Second Step lessons by classroom teachers	• Baseline number of lessons taught by teachers at each grade level
TL 1.1	• Administer Panorama Social-Emotional Survey in grades 3-5 and use results to refine on-time graduation (OTG) interventions	• Panorama survey results • OTG intervention data

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 measure will you use to determine the success of your action items?
TL 1.1 TL 1.5	• Analyze student achievement by subgroup and provide interventions to close achievement gaps	• SBA interim assessments • DRA • iReady data
TL 1.3 PSS 3.3	• Target underperforming students through the Student Intervention Team (SIT) process	• Documentation of Student Intervention Team interventions
SR 5.1	• Foster an environment in which school leaders are visible and accessible	• EES survey showing high principal and assistant principal visibility
SR 5.1	• Ensure that language differences and lack of Internet access do not stand in the way of family involvement	• Home/school communications in multiple languages and formats • Number of translators provided
TL 1.2 PSS 3.4	• Analyze student discipline data by subgroup to ensure equitable practices	• Student discipline data

ATTENDANCE

Key Performance Outcome(s):

Student absences and tardiness will continue to decrease.

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 measure will you use to determine the success of your action items?
PSS 3.5	• Reengage students in transition who have multiple absences	• Monthly attendance rates
SR 5.2	• Communicate to families the importance of consistent attendance and increase families' understanding of district policy and procedures, such as attendance letters	• Newsletter articles • Communications discussed at conferences
PSS 3.5	• Hold monthly meetings of assistant principal and counselor to monitor attendance and follow up with students/families	• Notes from monthly meetings • Student attendance data
PSS 3.5	• Focus on attendance concerns and action plans with teachers through on-time graduation (OTG) intervention process	• Spreadsheets from OTG • Student attendance data
III 2.1 PSS 3.4	• Lower the tardy rate by implementing an incentive/recognition system for low tardy rates	• Student attendance data • Student recognition data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will have increased access to technology tools and activities.

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 measure will you use to determine the success of your action items?
TL 1.3	• Provide regular opportunities for students to use online iReady lessons for individualized learning	• iReady lesson usage data
TL 1.3	• Integrate Reach for Reading digital resources (myNGconnect) into classroom lessons	• myNGconnect use data • Reach for Reading online assessments
PSS 3.2	• Increase collaboration between classroom teachers and technology specialist around student use of different programs/sites and digital citizenship instruction	• Teacher planning documents • Data on digital citizenship lessons taught
PSS 3.3	• Participate in district training for 1:1 accessing authentic learning Chromebook transition and implement the SAMR model	• List of staff members trained • Observation of SAMR lessons