

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 assess reading comprehension strategies and academic vocabulary such as annotating, inferring, questioning, and summarizing. Provide targeted support to students struggling with particular skills.	<ul style="list-style-type: none"> • Student responses on formative curricular activities (SpringBoard/Pre-AP text-dependent questions, reading graphic organizers such as TPCASST, RAFT, OPTIC) • Text-selection/evaluation process developed • Shared documents of standards-aligned learning activities and assessments that include student-friendly learning targets • In Social Studies classrooms, students annotating texts and using primary source documents • Leveraging non-text based opportunities to support textual literacy, and SIOP strategies. • Annual audits of classroom materials ensuring diversity of perspectives, experiences, and identities.
Incorporate texts that reflect diverse perspectives, identities, and experiences to help students build shared knowledge and break down systemic barriers.	
Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: standards-aligned activities and assessments that include student-friendly learning targets	
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?
Embed evidence-based argument writing into units, focusing on thesis statements, selecting evidence, and crafting cohesive arguments.	<ul style="list-style-type: none"> • List of student-discourse starters developed and shared • Student use of discourse starters during class-discussion activities • All content areas using complex prompts using evidence-based responses
Implement peer and teacher feedback systems that focus on clear, actionable steps for revision.	

Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: standards-aligned activities and assessments that include student-friendly learning targets

- Student inclusion of text-based evidence in their writing to support analysis and claims
- Student responses on reflective writing tasks (journal entry, narrative writing, writer's memo, etc
- Student scores on "Ideas" strand of Embedded Assessment rubric and "Reading" and "Analysis" strands of Pre-AP Unit Assessment rubric
- Shared folder of scaffolded readings, strategies for supporting struggling readers, and feedback cycle

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?
Foster student-led discourse around math topics.	<ul style="list-style-type: none">• Artifacts indicating discussion topics• “Building Thinking Classrooms” principles used in math classrooms, including vertical non-permanent surfaces (VNPS’s) and random grouping• Students will often be seen working in random groups on vertical non-permanent surfaces (VNPS's) in math classrooms.
Know the standards assessed on the Smarter Balanced Assessment, and teach the relevant mathematical construct vocabulary and content as it aligns with the district maps.	<ul style="list-style-type: none">• Shared documents on essential standards, learning targets, and success criteria• Anchor charts• Common formative and summative assessments
Improve teachers' collective efficacy by strengthening teacher teams and focusing on priority work: Utilizing essential / “promise” standards to write student-friendly learning targets and success criteria in all math classes.	<ul style="list-style-type: none">• Shared documents on essential standards, learning targets, and success criteria• Common grading within PLCs• Formative self-assessment by students on the promise standard learning targets• Co-taught classes• Special Education (Resource) following / modifying scope and sequence with gen ed math
Regularly administer common formative assessments, and engage in a collective process / cycle of “teaching, analyzing, and reteaching”. This cycle will improve student performance on summative assessments.	<ul style="list-style-type: none">• Common formative assessments• Analysis of student work (formative data) during PLC time will be used to adjust instruction as needed

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?
Provide scaffolding and practice in all science courses for students to improve students' ability to make and defend claims based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence.	<ul style="list-style-type: none"> • Common formative and summative assessments of students CER (Claim, Evidence, Reasoning) Responses • Focus on supporting student "reasoning" through common scaffolding like sentence stems and key words to include • Common CER rubric across content areas to track student progress • Using Performance Matters for progress monitoring and data analysis
Increase scientific vocabulary to help achievement gaps between groups of students	<ul style="list-style-type: none"> • Common formative and summative measures linked to learning outcomes to assess student learning in content teams
Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: develop common course outcomes, unit goals (based on essential standards), write student-friendly learning targets and success criteria.	<ul style="list-style-type: none"> • Share documents on essential standards, learning targets, and success criteria • Analyze data within teacher teams to offer opportunities for intervention to support student progress toward meeting standard • Evaluation of student performance on released items for the WCAS (as available and appropriate) • Common classroom-based assessments that measure proficiency with the associated NGSS standards and WCAS exemplars
Establish and explicitly share with students clear learning outcomes aligned with essential standards.	<ul style="list-style-type: none"> • Share documents on essential standards, learning targets, and success criteria

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: Students will communicate their perception of feeling a sense of belonging based on Everett's Panorama. In Spring 2023, 32% of the students responded favorably on the theme Sense of Belonging. We will increase this response by 5% by Spring 2024.

Physical, Emotional and Intellectual Safety: Students will communicate their perception of feeling safe in school based on Everett's Panorama survey data form 56% in the Spring of 2023. We will increase this response by 5% by Spring 2024

Equitable and Accessible Opportunities: 100% of ML 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

Expand department scholars for academic achievement and CHAMPS recognition awards to recognize students for character, heart, attitude, mindset, perseverance and strength for students.

Teachers will conduct community building activities in all classes monthly via CHAMPS and shared lessons.

School-wide focus on greeting students at the door by staff and students

Expand student leadership opportunities

Expand club, communities and activities opportunities with an emphasis on areas currently underrepresented

Increase celebration beyond athletics

- Student Survey on first 3 days of school/Camp Seagull
- Classroom assessments indicate that students identify multiple attempts as a positive rather than a negative.
- Panorama Data in Fall of 2022 and Spring 2023
- Panoramic Picture of Sea of E
- Student lead club activities at school events (ie club fair, Seagull days and Tailgate)
- Staff participate in blue/gold Fridays & spirit weeks (welcoming culture)

Physically, Emotionally, and Intellectually Safe Environment

Use Panorama Data to identify Tier 2/3 needs

Develop systems and strategies to provide targeted Tier 2 Interventions.

Implement RULER strategies with students

Recommitment to common REP Everett expectations and consistent application

- Panorama Data
- Development and Implementation of New Intervention system
- Evidence of RULER Strategies in CHAMPS lessons and classrooms
- Evidence of REP strategies
- Enforced and newly enforced phone policy and door locking

Equitable and Accessible Opportunities	
<p>Deliver differentiated professional learning on Equitable Instructional Practices</p> <p>Analyze current curriculum materials to identify areas to broaden representation and future supplementary materials to ensure representation of students, culture and community</p> <p>Analyze common areas and classrooms for representation</p> <p>Analyze SOAR data for all students for overrepresentation of ML (multilingual) and SWD (Student with Disability)</p> <p>Ensure access of each student to CTE and elective courses</p> <p>Refine department equity commitments to ensure evaluation of barriers within our systems and practices.</p> <p>Continue to strengthen the implementation of Since Time Immemorial Curriculum in history classes.</p>	<ul style="list-style-type: none"> • Surveys for Professional Learning • Equity Based Book studies available • Classroom observations • Equity commitment documents • Course registration and grades • History lessons/student assessments or projects • EOS Data on representation in dual credit courses • Equity Audit Form for materials

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?
<p>Improve the Tier 1 intervention systems- monthly focus on attendance rewards systems</p> <p>Improve staff-student relationships from 54% on Panorama to 59% by spring; to increase attendance and engagement</p>	<ul style="list-style-type: none"> • Weekly posting of attendance percentages • Rewards tracking • Panorama data from Spring survey • Engagement Team tracking spreadsheet

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Move school practices actions along the continuum of inform to collaborate to co-create by increasing events that parents co-create from 0 to 3.

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?
<p>Reduce barriers to accessing school information / student progress for non-English speaking parents</p> <p>Co-create, with parents, the Natural Leaders program.</p> <p>Via announcements and social media share positive content on the cultures represented in our school.</p> <p>Host Parent workshops to inform families about college applications, financial aid and career planning including interpretation in Spanish, Russian, Arabic and Marshallese</p> <p>Use multilingual student leaders to invite families to events and provide recognition for the student</p> <p>Host Open House events to strengthen teacher-parent partnerships including interpretation in Spanish, Russian, Arabic and Marshallese</p> <p>Strengthen spring transition meetings, including:</p> <ul style="list-style-type: none"> • Host 8th Grade Parent Information Night • Private School Registration • 8th Grade Transition meetings (three middle schools) • AP Road Show Night/Opportunity Fair <p>Host Family Information Night about registration, with a focus on advanced options and how to meet graduation requirements</p> <ul style="list-style-type: none"> • Co-create, with parents, Latinx Family Information Night about registration, with a focus on advanced options • Co-create, with parents, a Marshallese Family Information Night about registration, with a focus on advanced options 	<ul style="list-style-type: none"> • Language Link Data • RISN Data • Parent Square • Active Participation in IEP Meetings • Parent Survey data • Participation data • Sign-in sheets comparisons from previous years • FAFSA completion percentage • Parent Teacher Association (PTA) membership numbers compared to 2019-20 • Attendance at informational events and community activities • LatinX and Marshallese parent surveys • Using ChatGPT to provide support with translation, Parent Square and Language Services • Attendance at Latino Heritage • Engagement at Regalo Rush • Attendance at Multicultural Night

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

75% of all students will take a dual credit class.

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?

Analyze Equal Opportunity Schools (EOS) data and target student recruitment/registration efforts

- EOS survey results identifying areas of growth and overall program strength
- Insight and College Board reports

Increase participation in AP, CIHS and Running Start courses by underrepresented populations by improving academic supports and sense of belonging in classrooms. Master schedule utilization that maximizes access to all programs.

- Increase in registration for challenging classes
- Registration and course offering data

Identify and support students with PSAT scores that are in a qualifying range of earning National Merit Scholarships

- Strategic outreach and support opportunities.

ON-TIME GRADUATION

Key Performance Outcome(s):

95% 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?
Develop a graduation plan with each senior in jeopardy of not graduating. On Time Graduation Tracking Meeting quarterly. Plans will be reviewed and adjusted at the Semester.	<ul style="list-style-type: none"> • Counselor updates of graduation plans and monthly data analysis • Counselor and administrator meeting with actionable steps for students struggling
Develop and monitor a graduation plan for each off rack student in grades 9-11.	<ul style="list-style-type: none"> • Counselor/student check in meetings • Check-ins with all educational stake holders to monitor the plan
Identify and support 9 th graders to transition to high school and pass all their classes	<ul style="list-style-type: none"> • Ninth Grade Success Team Tracking and meeting with individual students
Implement goal setting and progress reviews for all students to track progress and provide intervention support	<ul style="list-style-type: none"> • CHAMPS Lesson monthly • Increase in student passing rates at the semester
Implement After School Academic Support for students to focus on providing reteaching, homework support and reassessing	<ul style="list-style-type: none"> • After School Sign in Sheets • Analyze quarter grades to identify students in need of support

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s): Demonstrate learning via web-based assessments, thereby preparing students for web-based assessments like the SBA, Performance Matters, Pearson, Canvas and those often taken at the college level.

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?
Use curriculum-based instructional technology resources in all content areas to enhance instruction and assess student learning, deepening students' content knowledge and skills.	<ul style="list-style-type: none">• Lesson and unit plans incorporate use of technology resources• Student use of speech-to-text, desmos and other universal tools to improve learning outcomes
Use Performance Matters to review student data such as ML levels, SBAC and common/End of Unit assessment scores	<ul style="list-style-type: none">• Use of shared reports to have knowledge of student current levels• Student performance on Springboard online assessments• Student performance on common assessments in all departments
Integrate the panel and mirroring/wireless capabilities to increase student engagement and learning	<ul style="list-style-type: none">• Student work displayed on panel• Students interacting with each other and work from different students• Sharing student work via the panels

Multilingual Learners (ML)

Key Performance Outcome(s): 100% of ML Students progress on WIDA State Testing.

Multilingual Learners (ML) 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?
Provide ongoing professional learning to support equitable instructional practices focused on Multilingual Learners (ML) students and maximizing use of communication tools	<ul style="list-style-type: none">• Lesson and unit plans incorporate SIOP and ML strategies• Formative assessment shows increase in student skills
Increase ML home contact communication and involvement	<ul style="list-style-type: none">• Attendance at ML Family night• Send invitations for Arena Conference Night in multiple languages.
Implement instructional goal setting as a ML team using Common Assessments and Rubrics around Writing and Speaking	<ul style="list-style-type: none">• Each ML student will make progress at least by .1 on Overall WIDA score.• Scored common assessments developed in LIF PLCs.
ML Team will share our ML instructional strategies departmentally and schoolwide	<ul style="list-style-type: none">• ML team will be integrated into Equity LIF