

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 and the median student growth percentile will be 75% by 2027.	
ELA 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?
Informational Text: Common Core State Standards (CCSS), ELA-Literacy, RI.6.2, RI.7.2, RI.8.2: Students should determine a central idea of a text and provide a detailed summary, distinct from personal opinions or judgments.	<ul style="list-style-type: none"> • CER/RACE activities • Quill activities (8th grade) • i-Ready mini checkpoints • i-Ready fall/winter diagnostics
CER (Claim, Evidence, Reasoning)/RACE (Restate, Answer, Cite, Explain): CCSS, ELA-Literacy, RI.6.7, RI.7.7, RI.8.7: Students are expected to integrate information presented in different media or formats (e.g., visually, quantitatively, orally) with information from texts to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> • CER/RACE activities • Embedded assessments • Pre and post assessments • Socratic Seminars and Fishbowls • Formative checks for understanding
Conventions (capitalization, grammar usage, punctuation, and spelling): CCSS, ELA-Literacy, W.7.5: With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.	<ul style="list-style-type: none"> • Quill activities (8th grade) • Embedded assessments • Pre and post assessments • Formative checks for understanding

MATH ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% 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?
Common planning across our math-specific teams to include: <ul style="list-style-type: none"> – Use our Illustrative Math (IM) curriculum in alignment with our Everett Public Schools (EPS) scope/sequence to design unit/lesson plans with clear targets (including success criteria.) – Informal assessment practices including IM-based cooldowns. – Common IM and i-Ready data to analyze, discuss, and design for student needs (progress monitoring) Tier I, high-yield practices including foundational direct instruction. – Utilize common high-yield practices including strategies elicit/enhance student-to-student discourse, especially in relation to multistep problems. – Targeted Tier II interventions including lunchtime support groups and extended day opportunities for students in need of targeted support. 	<ul style="list-style-type: none"> • Team-based math planning including designated ALIF (Administrator Directed Learning Improvement Friday) dates • Classroom walkthroughs using common, agreed-upon framework • Monitored student progress (IM unit tests + diagnostic measures) • Posted/communicated learning targets (common to grade level and aligned to our curriculum)
Utilize Claim, Evidence, Reasoning (CER) framework to develop and monitor the growth of our students as they analyze, form, and communicate (verbally and written) their views, especially related to math content.	<ul style="list-style-type: none"> • Number of common cycles with aligned rubrics in math classes • Numeric growth of students by cycle • Number of related/CER-specific professional development opportunities
Enhance use of language scaffolds specific to math/academic vocabulary, to ensure that all students can linguistically access taught content.	<ul style="list-style-type: none"> • Observed frequency of language scaffolds (part of above-noted walkthrough framework) • Number of related/scaffold-specific professional development opportunities
By 2027, all students with an Individualized Education Program (IEP) will have access to a co-taught math class.	<ul style="list-style-type: none"> • Tier I and Tier II instructional practices designed to support students with identified learning needs

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science 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?
Unpack and teach key academic vocabulary in developing scientific arguments for Multilingual Learner (ML) students and all students via monitoring growth.	<ul style="list-style-type: none"> • Summative assessments • Mid-unit formative assessments • Analysis of results in ALIF
Utilize CER framework to develop and monitor the growth of our students as they analyze, form, and communicate (verbally and written) their views, especially related to science concepts/content.	<ul style="list-style-type: none"> • Results of common assessments with aligned rubrics • Student progress by unit
Teachers use formative assessment to identify areas for growth and reteach opportunities. Students will reflect on their progress after each assessment.	<ul style="list-style-type: none"> • Next Generation Science Standards (NGSS) aligned with common unit assessments along with formative assessments • Cool downs, class discussions, lab results

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: Increase opportunities for parent and student engagement with our school, as measured by an increase in parent perceptual survey data.

Physical, Emotional and Intellectual Safety: Student sense of belonging will increase 5% from the fall 2021 to the spring 2022 Panorama Ed survey.

Equitable and Accessible Opportunities: 50% of Multilingual Language (ML) students will be on track to transition out of services within three 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

By 2027, have a thriving Equity Team including students, staff, and parents. In year one, reform the Equity Team to be teacher-driven and invite new participants.

- Team participation rates
- Events/activities provided throughout the year
- Spring Panorama survey results – Diversity and Inclusion

Physically, Emotionally, and Intellectually Safe Environment

ASB, Leadership classes, counselors, and administrators will collaborate to expand choice opportunities for students to participate in social activities attractive to students.

- Participation levels in social by grade level
- Student input to types of social activities desired

Equitable and Accessible Opportunities

By 2027, ML student performance on WIDA will increase by 15%. In the first year, we will develop schoolwide professional development (PD) to grow teacher knowledge of Sheltered Instruction Observation Protocol (SIOP) strategies and implementation.

- ML student performance on i-Ready diagnostics
- ML grade distribution on core classes
- Teacher student growth goals

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and for 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?
Leverage Tier 2 team to define and activate an intervention system for students not regularly attending/not submitting assignments.	<ul style="list-style-type: none">• Number of students accessing targeted interventions• D/F rates disaggregated by race/ethnicity, socioeconomic status (SES), and program
Monitor attendance using Panorama Student Success Platform and provide personalized early outreach to students who are frequently not attending school or avoiding attending classes.	<ul style="list-style-type: none">• D/F rates disaggregated by race/ethnicity, SES, and program• Panorama intervention assignment
Monitor the number of tardies. Inform parents each evening of student tardies.	<ul style="list-style-type: none">• Reduction in tardies

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Results on Panorama parent survey will increase in the area of Family Involvement.

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?
Increase two-way campus communication through social media platforms and ParentSquare.	<ul style="list-style-type: none">• Increased family participation in school as measured by the spring Panorama survey• Increased active ParentSquare accounts• Increased accessibility for families to translate to preferred language
Increase Natural Leaders, PTA, and general parent-staff participation in the school through volunteer opportunities.	<ul style="list-style-type: none">• Increased Natural Leaders/PTA membership and collaboration

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase representation of each sub-group in accelerated courses to match the demographic make-up of the school.

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?
Utilize Panorama Ed student success platform to monitor interventions for students with Ds or Fs in advanced classes.	<ul style="list-style-type: none">• D/F rates for identified students
Leverage Equal Opportunity Schools partnership to ensure enrollment in challenging options matches the demographics of our school.	<ul style="list-style-type: none">• Number of students enrolled in a high school credit-bearing class in 8th grade disaggregated by group• Monitoring list exists and is utilized by office team and teachers