EVERETT PUBLIC SCHOOLS

READING ACTION PLAN

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).

2017-18 SBA Results

Grade 3

Overall: 57.1%	Below	At or Near	Above
Reading	0.0	66.7	33.3
Listening and Speaking	16.7	33.3	50.0
Writing	16.7	33.3	50.0
Research/Inquiry	16.7	66.7	16.7

Grade 4

Overall: 46.2%	Below	At or Near	Above
Reading	25.0	58.3	16.7
Listening and Speaking	8.3	66.7	25.0
Writing	33.3	50.0	16.7
Research/Inquiry	16.7	66.7	16.7

Grade 5

Overall: 71.4%	Below	At or Near	Above
Reading	28.6	14.3	57.1
Listening and Speaking	14.3	57.1	28.6
Writing	28.6	42.9	28.6
Research/Inquiry	14.3	42.9	42.9

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Model, teach, and provide opportunities to apply close reading strategies	• Students in K complete WA Kids literacy assessment • Students in grades 1-2 who are at grade level in the green status continue to move a tier by the spring DRA • Students in grades 1-2 who are below grade level that are in the yellow status move to green by the spring DRA • Students in grades 3-8 who are below grade level that are in the red status move to close the gap to yellow by the spring i-Ready • Students in grades 6-10 use SpringBoard embedded assessments
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Implement instructional strategies across the content areas to cultivate use of textual evidence in discourse about complex texts	• Student work samples with feedback • Students in grades 6-10 use SpringBoard embedded assessments • Student journals K-2 show evidence of improved skills using text based evidence as measured by a rubric • Interim Assessment Block (IAB) targeting Informational Text: ○ Grades 4-6 Target #1 (inferences) and #2 (central ideas)

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?
		o Grade 6 Target #6 (text structures and features) o Grade 7 Target #1 (supporting inferences and conclusions)
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Build academic and content specific vocabulary	• Pre-assessment and post-assessment results of academic and content vocabulary using formative age and content appropriate assessments such as CCD or QHT and vocabulary maps • REACH for Reading and Science vocabulary focus on content and academic vocabulary • Interim Assessment Block (IAB) targeting Informational Text: o Grade 7 Target #10 (word meanings)
	• 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: 57.1%	Below	At or Near	Above
Reading	0.0	66.7	33.3
Listening and Speaking	16.7	33.3	50.0
Writing	16.7	33.3	50.0
Research/Inquiry	16.7	66.7	16.7

Grade 4

Overall: 46.2%	Below	At or Near	Above
Reading	25.0	58.3	16.7
Listening and Speaking	8.3	66.7	25.0
Writing	33.3	50.0	16.7
Research/Inquiry	16.7	66.7	16.7

Grade 5

Overall: 71.4%	Below	At or Near	Above
Reading	28.6	14.3	57.1
Listening and Speaking	14.3	57.1	28.6
Writing	28.6	42.9	28.6
Research/Inquiry	14.3	42.9	42.9

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Implement instructional strategies across the content areas to cultivate use of textual evidence in written work	• Students in K complete WA Kids language assessment • Student work samples with feedback (specifically targeting text citation) • Students in grades 6-10 use SpringBoard embedded assessments • IAB for familiarity of the SBA structure and expectations
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Model, teach, and provide opportunities to develop understanding and use of the writing process. Use of prewriting, drafting, revising, editing, and publishing	• Student writing samples show evidence of improved skills as measured by a rubric • Students in grades 6-10 use SpringBoard embedded assessments • Student writing K-5 show evidence of improved skills using text based evidence as measured by a rubric such as David Matteson, and classroom based rubrics • Increased student use of KWT data to allow fluency in composing

	• Ensure 95% SBA participation in each specific subgroup
	    ○ Monitor daily and testing date attendance closely
	    ○ Make personal calls to families of non-attending students
	    ○ 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: 42.9%	Below	At or Near	Above
Concepts and Procedures	33.3	16.7	50.0
Problem Solving and Modeling & Data Analysis	16.7	33.3	50.0
Communicating Reasoning	16.7	50.0	33.3

4th Grade

Overall: 38.5%	Below	At or Near	Above
Concepts and Procedures	54.5	9.1	36.4
Problem Solving and Modeling & Data Analysis	45.5	18.2	36.4
Communicating Reasoning	27.3	54.5	18.2

5th Grade

Overall: 42.9%	Below	At or Near	Above
Concepts and Procedures	42.9	28.6	28.6
Problem Solving and Modeling & Data Analysis	14.3	42.9	42.9
Communicating Reasoning	14.3	57.1	28.6

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Identify students one grade level or more behind and collaborate with parent teachers to provide interventions and instruction to bring them closer to grade level	• Students in K complete WA Kids math assessment • Students in grades 1-8 i-Ready beginning-of-year and mid-year assessments • Students in grades K-5 EnVision embedded topic/chapter assessments • Students in grades 6-7 Open Up Math embedded topic/chapter assessments
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Focus on instructional strategies for making sense of problems and persevering in solving them (Counting Collections, Noticing and Wondering, Quick Images, Problems without Numbers)	• Embedded Open Up and EnVision chapter/topic Performance Tasks and formative assessments
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Building mathematical vocabulary, focusing specifically on geometry, data, and MS math vocabulary	• Pre-assessment and post-assessment results of academic and content vocabulary using formative age and content appropriate assessments such as Cognitive Content Dictionary (CCD from GLAD) or Questions/Heard-of-it/Teach it (QHT) • i-Ready use in site-based math and/or science classes and remotely
	• Ensure 95% SBA participation in each specific subgroup o Monitor daily and testing date attendance closely	• Participation rate increase on 2018-19 SBA in each subgroup

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?
	o Make personal calls to families of non-attending students o Home pick-up transportation for students who are absent	

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: 85.7%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	14.3	85.7
Life Science	0.0	100.0
Earth and Space Science	28.6	71.4

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Students applying the Scientific Process (question, hypothesis, research, data, conclusion) and the Engineering Design Process (ask, imagine, plan, create, improve)	• Student science journals show evidence of improved skills using scientific method and engineering process as measured by ongoing formative assessments • WCAS Practice Tests in 2nd semester 5 and 8 grade Science classes • Student science projects for grades 4-8 measured using district-provided rubrics
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	• Implement instructional strategies to cultivate a culture of deeper comprehension of science texts: close reading, citing textual evidence, and building academic vocabulary	• Pre-assessment and post-assessment results of academic and content vocabulary using formative age and content appropriate assessments such as CCD or QHT
	• 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):

Increase the engagement of parent educators in the program that leads to increased student success.

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e, 5.1a	• Increase the specificity of data reported in monthly two-way progress reports. Develop and model examples which indicate measurement of progress across the grade levels and content areas. Facilitate parent teachers including specific references to the CCSS, rubrics, and other formative/summative assessments by returning those progress reports that are too vague. Hold parent partnership meetings (Progress Report workshop, MS orientation, test readiness) to inform parent teachers of expectations • Provide feedback and intervention plans with parent educators to increase the student learning aligned to CCSS and NGSS and current WA State Art Learning Standards.	• Monitor growth throughout the school year of the specificity of data reported in monthly two-way progress reports on Wings • Implement parent trainings and distribute samples of well-written progress reports for all subject areas and grade levels