

READING ACTION PLAN
Key Performance Outcome:
2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

6th Grade

Overall: 61.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	25.1	56	18.9
Listening and Speaking	9.6	71.8	18.6
Writing	15.8	48.8	35.4
Research/Inquiry	11.3	56	32.6

7th Grade

Overall: 60.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22	47.9	30.2
Listening and Speaking	10.5	68.5	21
Writing	18	45.9	36.1
Research/Inquiry	12.8	54.8	32.5

8th Grade

Overall: 69.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	16.3	46.1	37.6
Listening and Speaking	12.2	66.8	21
Writing	8.5	45.1	46.4
Research/Inquiry	10.8	48.8	40.3

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) How will you know if this action is effective?
TL 1.3a	<ul style="list-style-type: none"> After analyzing a text using academic vocabulary and academic conversations, students will cite relevant evidence to support an inference or claim through short answer responses 	<ul style="list-style-type: none"> Short answer question rubric administered each unit Rubric scored student assessment results
TL 1.3a,b	<ul style="list-style-type: none"> Students will utilize close reading strategies (reading with a purpose, annotation in margins & text, rereading, posing questions/pursuing answers, contextual vocabulary) to comprehend and analyze complex texts 	<ul style="list-style-type: none"> SpringBoard short cycle online assessments administered one or more times per unit SpringBoard online unit assessments Student samples of annotated reading passages
TL 1.5a	<ul style="list-style-type: none"> Implement SBA comprehension checks for RL/I 6.1 and RL/I 6.3 for each Springboard unit and meet as grade level teams to analyze results and develop an intervention plan 	<ul style="list-style-type: none"> Springboard short cycle comprehension checks online
TL 1.5a	<ul style="list-style-type: none"> Administer online unit assessments (Springboard, SBA Interim). Based on assessment results, students will reflect on their progress and set personal goals; teachers will provide re-teaching and 	<ul style="list-style-type: none"> Springboard Unit test results by grade level SBA (Winter and Spring) Interim assessment performance reports

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) How will you know if this action is effective?
	enrichment opportunities (SBA practice assessments)	
TL 1.3a,b	<ul style="list-style-type: none"> Set and monitor student independent reading goals 	<ul style="list-style-type: none"> Monthly reports of student AR participation and proficiency rates STAR reading data SRI and Read-180 data (for special education students) Summer Reading Challenge 2016 results
TL 1.4a	<ul style="list-style-type: none"> <u>HISTORY</u>: Analyze and evaluate primary and secondary sources (for purpose, context, bias, speaker) 	<ul style="list-style-type: none"> Increase proficiency percentage as measured by A.P. document based question rubric

WRITING ACTION PLAN

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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) How will you know if this action is effective?
TL 1.3a,b	<ul style="list-style-type: none"> Students will support claims using valid reasoning and relevant evidence in their written responses 	<ul style="list-style-type: none"> SpringBoard embedded assessments (argumentative and expository) Short answer responses in SpringBoard workbooks
TL 1.3a,b	<ul style="list-style-type: none"> (ELA 7): Students will self and/or peer evaluate narrative writing responses for ideas, structure, and use of language 	<ul style="list-style-type: none"> Springboard narrative writing rubric Student rough/final writing drafts scored with narrative writing rubric
TL 1.3a,b	<ul style="list-style-type: none"> Administer SpringBoard embedded assessments. Based on assessment results, students will reflect on their progress and set personal goals, and teachers will provide re-teaching and enrichment opportunities 	<ul style="list-style-type: none"> Individual student reflection/goal-setting plans Team notes on analysis of data (LIF day notes) LMS data indicating progress (using S.B. writing rubrics)
TL 1.4a	<ul style="list-style-type: none"> <u>HISTORY</u>: Students will respond in writing to prompts using textual evidence from multiple sources to support their claim 	<ul style="list-style-type: none"> Increase proficient percentage from pre and post assessment of document based question (DBQ) rubric
TL 1.4a	<ul style="list-style-type: none"> <u>HISTORY</u>: STRAND SPEAKING & LISTENING: Students will clearly articulate their position and the position/ideas of others through academic conversations (turn and talk, group discussions, philosophical chairs, socratic seminar), and final written response 	<ul style="list-style-type: none"> Increase proficiency percentage as measured by multiple student self-assessment using the common rubric

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

6th Grade

Overall: 42.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	33.2	41.1	25.7
Problem Solving and Modeling & Data Analysis	30.5	51	18.5
Communicating Reasoning	22.9	57.2	19.9

7th Grade

Overall: 50.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	35.9	31.7	32.4
Problem Solving and Modeling & Data Analysis	12.7	56.5	30.7
Communicating Reasoning	12.4	60.1	27.5

8th Grade

Overall: 43.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	30.6	38.2	31.3
Problem Solving and Modeling & Data Analysis	15.3	58	26.7
Communicating Reasoning	23.6	52.4	24

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) How will you know if this action is effective?
TL 1.3a,b	<ul style="list-style-type: none"> Students will engage in learning tasks that use <i>Accountable Math Talk, Academic Conversations, Written Summary</i> to demonstrate their mathematical understanding and reasoning 	<ul style="list-style-type: none"> Results on performance tasks (rubric scored) to measure growth Formative/summative unit assessments Student notes and written summaries in math interactive notebooks
TL 1.3a,b	<ul style="list-style-type: none"> Students will demonstrate proficiency on scaled, grade level common assessments. Results will be used to determine enrichment/intervention regrouping and teaching strategies 	<ul style="list-style-type: none"> Common unit assessment results PLC planning notes for reteaching/ intervention regrouping based on student data Reteach/reassessment results
TL 1.3a,b	<ul style="list-style-type: none"> Students will self-assess and monitor their progress on the eight mathematical practices as demonstrated on unit performance tasks 	<ul style="list-style-type: none"> Student individual performance (PT) tracking sheets Results on performance tasks (rubric scored) to measure growth
TL 1.3a,b	<ul style="list-style-type: none"> Students will select and apply an appropriate mathematical strategy (i.e. QTIPS, Close Reading, Draw Picture, Table, etc.) to solve a complex word problem 	<ul style="list-style-type: none"> Weekly reviews/exit slips/frequency of use in walkthroughs Formative/summative unit assessments Results on performance tasks (rubric scored) to measure growth
TL 1.5a	<ul style="list-style-type: none"> Students will take interim assessments prior to the SBA in April 2016 to become familiar with test setting and performance tasks 	<ul style="list-style-type: none"> Number of students having completed an interim assessment prior to April 2016

SCIENCE ACTION PLAN

2014-15 MSP Results

8th Grade

Overall: 72.5%	Strand % Perf. Below	Strand % Perf. Similar
Systems	26.4	73.6
Inquiry	30.2	69.8
Application of Science	55.2	44.8
Domains	29.9	70.1

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students in the 8th grade meeting standard on the MSP in Science.

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) How will you know if this action is effective?
III 2.3a	<ul style="list-style-type: none"> Science staff will develop a scoring rubric for <i>procedure</i>, <i>results</i>, and <i>conclusion</i> to be applied Gr. 6-8 to evaluate student proficiency in inquiry and application learning tasks 	<ul style="list-style-type: none"> Lab report scoring rubric Scored student work (science interactive notebooks) using the rubric
TL 1.3a,b	<ul style="list-style-type: none"> Strand-Application of Science: Students will design, conduct and evaluate experiments for each instructional unit to apply their understanding of core concepts 	<ul style="list-style-type: none"> Valid Procedure and Conclusions: Lab report scoring rubric to measure percent proficient Student science interactive notebooks – lab procedures and conclusions
TL 1.3a,b	<ul style="list-style-type: none"> Strand-Inquiry: Students will create accurate graphs and charts using data collected in their experiments 	<ul style="list-style-type: none"> Valid Data/Results: Lab report scoring rubric to measure percent proficient Student science interactive notebooks – lab results
III 2.3a	<ul style="list-style-type: none"> Science staff will develop and use grade level common formative and summative assessments that are grouped by standards. Data will be analyzed by the team within one week following an assessment. Primary results will be used to determine enrichment/intervention regrouping and teaching strategies 	<ul style="list-style-type: none"> Common unit assessments by grade level PLC LIF notes showing team analysis of student data PLC planning notes for reteaching/ intervention regrouping based on student data Reteach/reassessment results
TL 1.3a,b	<ul style="list-style-type: none"> Student will use close reading strategies to analyze, code, and understand procedures for lab investigations 	<ul style="list-style-type: none"> Interactive Science Notebooks: Student samples of coded close read lab procedures

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase the number of students enrolled in a challenging option course (Honors, High School Credit bearing, STEM) by 15% from the previous school year.

Strategic Plan Reference	Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.2a	<ul style="list-style-type: none"> Increase Robotics sections to two for 2015-16 	<ul style="list-style-type: none"> Increased percentage of students enrolled in Robotics from 2014-15
TL 1.2a	<ul style="list-style-type: none"> Increase student enrollment in Coordinated Science to three for 2015-16 	<ul style="list-style-type: none"> Increase percentage of 8th grade students enrolled in Coordinated Science from 2014-15
III 2.1a	<ul style="list-style-type: none"> Train staff and implement new STEM course (Video Game and App Design Through Coding) into Unified Arts rotation (U.A.) for 7th and 8th grade 	<ul style="list-style-type: none"> Addition of course to 2015-16 Master Schedule Percentage of Gr. 7-8 students enrolled in course
TL 1.2a	<ul style="list-style-type: none"> Increase the number of minority and low income students taking a challenging option course by 10% when compared to 2014-15 	<ul style="list-style-type: none"> Increased percentage of minority and low-income students enrolled in a challenging option course from 2014-15
TL 1.2a III 2.1a	<ul style="list-style-type: none"> Develop articulated MS STEM pathways for Gr. 6-8 (Engineering, Computer Science, Visual/Graphic Arts) with Gr. 7-8 offerings earning High school credit for U.A. rotation for the 2016-17 master schedule 	<ul style="list-style-type: none"> MS STEM pathways are included in the 2016-17 master schedule draft by June 17, 2016

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase in the number of community and family engagement multicultural events from the 2014-15 school year.

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) How will you know if this action is effective?
SR 5.1a	<ul style="list-style-type: none"> Expand the Natural Leaders parent partnership 	<ul style="list-style-type: none"> Increase in parent participation in Natural Leaders from 2014-15 Increase in community events hosted by National Leaders at school from 2014-15
III 2.1a SR 5.1a	<ul style="list-style-type: none"> Implement a 6 week Boeing Family STEM Night (Natural Leaders Organized) for 20 diverse families throughout Feb-March 2016 	<ul style="list-style-type: none"> Number of families who participated in this event for all 6 evening events
III 2.1a	<ul style="list-style-type: none"> Develop an Arts & Multicultural Celebratory Night for community and families to showcase student talent in February 2016 	<ul style="list-style-type: none"> Attendance of event participants
SR 5.1a	<ul style="list-style-type: none"> Partner with PTA to host <i>Wolf Wellness</i> parent engagement events four times a year in conjunction with PTA meeting nights 	<ul style="list-style-type: none"> Parent attendance at <i>Wolf Wellness</i> events

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

Key Performance Outcome(s):

Parents will communicate their perception of parent and community involvement in school academic and extracurricular events. This goal will be measured based on our school CEE parent data in *Parent and Community Involvement* from an average parent positive response (almost always true or almost true) of 79% in October 2014 to 85% by October 2016.

Students will communicate their perception of feeling safe at Evergreen based on our school CEE student data in response to the following prompt: "I feel safe at school." In 2014-2015, 73% of the students responded almost always true or almost true. We will increase this positive response by 10% for the 2015-16 school year.

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) How will you know if this action is effective?
SR 5.1b	<ul style="list-style-type: none"> Re-establish YMCA/MAP After School Program by seeking out new staff liaison and YMCA lead advisor 	<ul style="list-style-type: none"> Continuation of the MAP Program for 2015-16 on site Number of students participating in MAP Program
PSS 3.4a	<ul style="list-style-type: none"> Pack Pride Student Recognition Program (promoting acts of Kindness, Integrity, Honesty & Respect) 	<ul style="list-style-type: none"> Number of students who received this award at each grade level
SR 5.1a,b	<ul style="list-style-type: none"> Host first <i>Timberwolf Tailgate</i> for students at Everett Memorial Stadium during the CHS vs. EHS football game; provide free admission for students needing assistance 	<ul style="list-style-type: none"> Number of students who attended this event
SR 5.1b III 2.2c	<ul style="list-style-type: none"> Host Family Engagement Nights to promote a welcoming school environment 	<ul style="list-style-type: none"> Pictures of Harvest Carnival, Movie Nights, Bingo Night, SBA Night
SR 5.1b III 2.2c	<ul style="list-style-type: none"> Clear and relevant school information will be communicated to families through Peachjar flyers, bi-weekly newsletters, up-to-date website information, PTA Facebook page, and direct contact with families 	<ul style="list-style-type: none"> Increased family participation at evening and community engagement events
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) How will you know if this action is effective?
PSS 3.3c PSS 3.4a	<ul style="list-style-type: none"> Train staff and teach students the SOS Suicide Prevention curriculum 	<ul style="list-style-type: none"> All staff trained (recorded on sign-in sheets) Number of students Gr. 6-8 who received the SOS student lessons
III 2.2c	<ul style="list-style-type: none"> Wolf Wellness section added to staff and parent newsletter to inform stakeholders of our actions to promote social and emotional well-being in our school 	<ul style="list-style-type: none"> Wolf Wellness entries in Parent and Staff Newsletters

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) How will you know if this action is effective?
TL 1.3b PSS 3.4a	<ul style="list-style-type: none"> Develop and teach HIB lessons, student-led assemblies, and No Bull (Bullying) student challenge (January 2016) to students to promote anti-bullying climate 	<ul style="list-style-type: none"> Agendas and pictures of the student led assemblies Counselor lesson plans for HIB lessons
TL 1.3b PSS 3.4a	<ul style="list-style-type: none"> Create a Safe Schools Parent/Student Advisory Group to share and gain feedback from community stakeholders 	<ul style="list-style-type: none"> Agendas, sign-in sheets recording stakeholder attendance

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) How will you know if this action is effective?
SR 5.1b	<ul style="list-style-type: none"> Sign up all eligible students for College Bound Scholarship (C.B.S.) 	<ul style="list-style-type: none"> Percentage of eligible students who complete a C.B.S. by June 17, 2016
TL 1.2a SR 5.1b	<ul style="list-style-type: none"> Develop and implement AVID site plan; increase minority student participation rates in AVID Program 	<ul style="list-style-type: none"> Approved AVID Site Plan for 2015-16 Increase in percentage of participation in AVID classes from 2014-15
III 2.1b	<ul style="list-style-type: none"> Latino Club student leaders attend <i>La Chispa!</i> Leadership Conference in October 2016 	<ul style="list-style-type: none"> Number of events Latino Club members plan and lead for students during and after school
TL 1.3b	<ul style="list-style-type: none"> Establish new clubs for students to be involved in afterschool enrichment activities (i.e. Robotics Club, Cheer Club, Fashion Club, Ballroom Dancing) 	<ul style="list-style-type: none"> Number of new clubs offered for 2015-16 Student participation rates in established and new after school clubs

HIGH SCHOOL READINESS

Key Performance Outcome(s):

The number of student earning a "C" or better in each core subject (math, reading/language arts, science and social studies) will increase by 5% each semester.

All 7th & 8th grade students enrolled by March 14, 2016 will successfully complete the Washington State History graduation requirement by June 17, 2016.

Strategic Plan Reference	High School Readiness Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
PSS 3.5a	<ul style="list-style-type: none"> Monitor academic performance of all students enrolled in WA State History every 2 weeks Provide academic support afterschool for students who are not passing the course with a C or better 	<ul style="list-style-type: none"> Monitoring list of WA State History students for academic support Percentage of students who passed the course each semester (and students passing the course with a C or better)
PSS 3.5a	<ul style="list-style-type: none"> Develop an RTI system for after school learning support 	<ul style="list-style-type: none"> Completed schedule of after school Tier II interventions Grade reports of students assigned to small tutoring groups showing a reduction in failing grades
TL 1.5a	<ul style="list-style-type: none"> Monitor student's grades to assign academic interventions Specific monitoring of ELL & Special Education students to assign academic intervention in small groups after school 	<ul style="list-style-type: none"> Reduction in percentage of students failing one or more courses from 2014-15 Increase in percentage of students with a C or better in core classes Increase in the percentage of ELL students passing core subjects Increase in the percentage of SpEd students passing core subjects
III 2.1a	<ul style="list-style-type: none"> Students will use <i>Naviance</i> as a resource for Career and College Readiness exploration and planning 	<ul style="list-style-type: none"> Number of students who logged into <i>Naviance</i> for 2015-16
III 2.3a	<ul style="list-style-type: none"> Administrators will meet with grade/content teams every six weeks to monitor student progress, review student data, and plan for intervention 	<ul style="list-style-type: none"> Notes taken in meetings identifying students needing intervention and plans to address those needs

ATTENDANCE

Key Performance Outcome(s):

Our monthly average daily attendance for 6 – 8th grade will be at or above 95%.

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) How will you know if this action is effective?
PSS 3.5.a SR 5.1.b	<ul style="list-style-type: none">Counselors make weekly phone calls on students who are receiving academic interventions after school and have poor attendance	<ul style="list-style-type: none">Attendance reports showing reduction of student absences of targeted students in each grade level by month
PSS 3.5.a SR 5.1.b	<ul style="list-style-type: none">Attendance meetings with students, parents, and administrator to develop attendance contracts	<ul style="list-style-type: none">Samples and number of student attendance contractsNumber of BECCA petitions filed
PSS 3.5.a SR 5.1.b	<ul style="list-style-type: none">Home visits to families of students not attending school to reengage them in school	<ul style="list-style-type: none">List of home visits made by EVG staff