

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: 74.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	15.6	48.4	36
Listening and Speaking	8.6	67.2	24.2
Writing	14	32.2	53.8
Research/Inquiry	5.1	44.6	50.3

7th Grade

Overall: 79.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	14	41.5	44.5
Listening and Speaking	7	61.2	31.8
Writing	8	32.8	59.2
Research/Inquiry	7	40.1	52.8

8th Grade

Overall: 77.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	9.8	43.4	46.8
Listening and Speaking	7.3	65.7	26.9
Writing	8.3	35.5	56.3
Research/Inquiry	4.6	47.7	47.7

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) How will you know if this action is effective?
1.2 1.3 1.5	<ul style="list-style-type: none"> Ensure high volume of reading across all contents by establishing reading goals and monitoring goals through student self-reflection and written responses to text. 	<ul style="list-style-type: none"> Increase in student independent reading and textual analysis through bi-weekly monitoring of goals and written response journals Increase in peer book talks and book reports connected to SpringBoard units Increase use of Cornell Notes and other note taking strategies in science, social studies and English Increase in circulation stats for all genres and contents

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?
1.2 1.3 1.5	<ul style="list-style-type: none"> Build academic and content-specific vocabulary through use of curriculum (i.e., SpringBoard, social studies, and science) as well as Advancement Via Individual Determination (AVID) Weekly and close reading strategies. 	<ul style="list-style-type: none"> Increase knowledge of vocabulary in social studies based on pre/post tests Increase in student discourse related to text as measured by AP Strategies and AVID strategies Increase in student vocabulary comprehension through Moby Max, SpringBoard units and Words their Way Increase in SAT vocabulary (Abravocabra) measured every two weeks (7th Grade) Increase in student self-monitoring/self-reflection through AP strategies such as Word Walls, personal dictionaries and other strategies used in all content and classes including special education
1.2 1.3 1.5	<ul style="list-style-type: none"> Facilitate and cultivate rigorous and sustained academic discourse about content, texts and ideas which also provides opportunity for students to revise and reflect on their work/thinking throughout the learning process. 	<ul style="list-style-type: none"> Use and participation in Socratic Seminars within all contents and related to SpringBoard units of instruction Increase in discussion strategies (i.e., turn and talk, writing groups, guiding questions, and Revision Assistant) and regular teacher feedback as demonstrated at all grade levels in English (e.g., Community Circle, Socratic Seminars, Philosophical Chairs and other AP/AVID strategies) 8th Grade English will collaborate around strategies to increase and cultivate student discourse and will monitor effectiveness
1.2 1.3 1.5	<ul style="list-style-type: none"> Provide opportunities for students to write and speak using evidence from texts. 	<ul style="list-style-type: none"> Social Studies Classroom Based Assessment on research and summative work Use of R Book for Read 180 and written response journals

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?
1.2 1.3 1.5	<ul style="list-style-type: none"> Ensure high volume of writing every day across all content areas. 	<ul style="list-style-type: none"> Increase in student writing in journals, quick writes, and writing prompts within SpringBoard including over five essays
1.2 1.3 1.5	<ul style="list-style-type: none"> Guide students in use of note-taking strategies and graphic organizers to process and extend text based information and provide opportunities for self-reflection and monitoring of learning. Build awareness of note-taking strategies in the library. 	<ul style="list-style-type: none"> Increased use of Cornell Notes and other graphic organizers and interactive notebooks that promote self-reflection in social studies and English Increased use and awareness of note-taking strategies and graphic organizers provided by SpringBoard and related to embedded assessments Increased collaboration with AVID regarding note-taking, interactive notebooks and "What do you Know? What do you Want to learn? What did you Learn?" (KWL) Increased use and participation in Socratic seminars to support thinking and writing, feedback on pre-writes, self-assessments/peer editing and revising to build understanding of learning targets
1.2 1.3 1.5	<ul style="list-style-type: none"> Teach and provide opportunities to write to learn, such as note-taking, summarizing, questioning, Cornell Notes, and written summaries. 	<ul style="list-style-type: none"> Increased growth on formative and summative assessments within the SpringBoard curriculum

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?
1.2 1.3 1.5	<ul style="list-style-type: none"> Provide opportunities for students to write using text-based evidence including well-defended claims, analysis and accurate summaries. 	<ul style="list-style-type: none"> Increase collaboration with teams regarding research techniques related to citing text-based evidence in research writing Increase in growth on formative and summative assessments in SpringBoard related to text-based evidence and the use of direct quotes 80% of 8th grade students in social studies will demonstrate growth of one level or more from January 2016 to April 2016, to cite text-based evidence to support their analysis of text. Teachers will be implementing this by using collaboratively developed classroom based formative and summative assessment (based on the CBA). Student growth will be measured using a collaboratively developed, four point scoring rubric. Between October and February, all or nearly all of our 7th grade English students will meet or exceed standard in providing text-based evidence and commentary to support reading comprehension targets as measured by a 4-point short answer response rubric. Our team will meet regularly for strategic collaboration meetings to create a common assessment scoring tool, discuss pre-assessment data, design instruction, reflect on student progress, and to gather data and reflect on our final assessment.

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: 63.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	24.8	31.5	43.6
Problem Solving and Modeling & Data Analysis	16.6	39.8	43.6
Communicating Reasoning	17.8	45.9	36.3

7th Grade

Overall: 60.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	23.2	32.2	44.6
Problem Solving and Modeling & Data Analysis	10.4	45.3	44.3
Communicating Reasoning	7.7	52.7	39.6

8th Grade

Overall: %60.2	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	18.3	36	45.7
Problem Solving and Modeling & Data Analysis	11.8	46.3	41.9
Communicating Reasoning	14.9	50.6	34.5

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?
1.2 1.3 1.5	<ul style="list-style-type: none"> Facilitate discourse among students to make sense of mathematical thinking. 	<ul style="list-style-type: none"> Increased success on interim and common summative assessments and class observational data
1.2 1.3 1.5	<ul style="list-style-type: none"> Implement tasks that promote reasoning and problem solving. 	<ul style="list-style-type: none"> Increased success on interim and common summative assessments and class observational data
1.2 1.3 1.5	<ul style="list-style-type: none"> Use and connect math representations. 	<ul style="list-style-type: none"> Increase in students supporting answers with multiple representations as measured by interim and common formative and summative assessments and class observational data
1.2 1.3 1.5	<ul style="list-style-type: none"> Support productive struggle in learning mathematics. 	<ul style="list-style-type: none"> Observed student awareness of growth mindset Retake opportunities for summative assessments and other grading for learning systems Increased number of students coming in for help after school Increased engagement and participation in student discourse

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?
1.2 1.3 1.5	<ul style="list-style-type: none"> Elicit and use evidence of student thinking to assess progress towards mastery. 	<ul style="list-style-type: none"> Between October and May, students will gain proficiency in solving equations per grade level Common Core Standards. Students will be expected to gain at least one proficiency level from the pre to the post test. Increased success on formative assessment Increased collaboration on differentiation strategies based on monitoring of progress through quizzes, exit slips, homework and in class discussions

SCIENCE ACTION PLAN

2014-15 MSP Results

8th Grade

Overall: 77.5%	Strand % Perf. Below	Strand % Perf. Similar
Systems	23.6	76.4
Inquiry	28.9	71.1
Application of Science	36	64
Domains	23.9	76.1

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?
1.2 1.3 1.5	<ul style="list-style-type: none"> Implement communication strategy that articulates the claim, evidence and reasoning. 	<ul style="list-style-type: none"> By the spring of 2016, the majority of 6th – 8th grade students increase at least one level of proficiency in scientific argumentation and explanation through focusing on the Next Generation Science Standards practices of scientific writing, by making a claim that answers a question, supporting it with evidence and connecting the evidence to scientific reasoning as measured by in class assessments
1.2 1.3 1.5	<ul style="list-style-type: none"> Engage students in discussions using Depth of Knowledge (DOK) Questioning. 	<ul style="list-style-type: none"> Increase student dialogue through collaborative inquiry
1.2 1.3 1.5	<ul style="list-style-type: none"> Continued Implementation of strategies for comprehension and analysis (e.g., Cornell Notes, Marking the Text, Interactive Notebooks, Close Reading, Quickwrite, Think, Pair and Share and Fishbowl). 	<ul style="list-style-type: none"> Increase student articulation of science concepts and vocabulary in student writing and speaking
1.2 1.3 1.5	<ul style="list-style-type: none"> Assess content mastery and student misconceptions throughout each unit and engage in collaborative discussions within each team. 	<ul style="list-style-type: none"> Increased success on interim and common summative assessments and classroom observational data

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

- Ensure that all honors classes are at capacity throughout the school year.
- Increase the number of minority and low-income students enrolled in a challenging option so that the demographics in challenging courses are consistent with the building demographics.

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?
1	<ul style="list-style-type: none"> • Emphasize rigorous fiction and non-fiction texts from the AP Booklist. • Emphasize diverse reading from various ethnic authors, topics and genres (e.g., world literature, historical fiction, biography, non-fiction, etc.). 	<ul style="list-style-type: none"> • Increased circulation data on AP books and culturally diverse books • Increased positive teacher and student feedback • Decrease in D and F rates at all grade levels
1.2 1.3	<ul style="list-style-type: none"> • Recruit under-represented students for challenging options courses. 	<ul style="list-style-type: none"> • Increased number of students of color in challenging classes
1.2 1.3	<ul style="list-style-type: none"> • Recruit first generation and/or minority students for AVID. • Recruit teachers for AVID site team and AVID Path training. 	<ul style="list-style-type: none"> • Increased AVID participation and attitude • Increased number of teachers who have participated in AVID training • Increase variety of AVID trainings taken by teachers
1.1	<ul style="list-style-type: none"> • Develop awareness of high school, college and career readiness through interest surveys in Naviance curriculum. 	<ul style="list-style-type: none"> • Increased usage of Naviance by students and teachers • Increased participation in High School and Beyond Night
1.1	<ul style="list-style-type: none"> • Develop student self-perception/confidence through Lifetime Fitness classes. 	<ul style="list-style-type: none"> • Growth in participation, collaboration, risk-taking related to Health and fitness • Growth in self-monitoring strategies related to health issues and choices

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase the level of parent and community involvement in school academic and extracurricular events. Progress for this goal will be quantifiably measured by the growth in positive parent responses to the five questions measured in the annual EES perceptual survey in *the Parent and Community Involvement* areas from an average parent positive response of **70% in October 2014 to 90%** by October 2016 and to increase the number of participants from 26 in 2014 to 200 in 2016.

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?
5	<ul style="list-style-type: none"> Develop and implement systems for communication from school to home: <ul style="list-style-type: none"> Weekly News Letters; Promotional Events (book fairs/High School and Beyond Night/5th Grade Family Night/Curriculum Night/AVID Potluck; Study Club; and Website Updates. 	<ul style="list-style-type: none"> Increased parent and student attendance in district events such as Technology fair and High School and Beyond Night Increased parent involvement in school-based events such as PTA, Curriculum Night/5th grade Family Night Decrease in parent phone calls for basic information Fitness reports sent to families
5	<ul style="list-style-type: none"> Development of clubs (i.e., yearbook, arts, textile art, robotics, choir, and band). 	<ul style="list-style-type: none"> Number of students participating in clubs Number of students participating in musical Number of students participation in Everett Public Schools (EPS) Technology Fair Number of participants and awards earned in the EPS Art Show as well as the number of families who come to the art show
5	<ul style="list-style-type: none"> Development of Natural Leaders Program. 	<ul style="list-style-type: none"> Number of parents participating and number of different ethnic minorities
5	<ul style="list-style-type: none"> Development of community partnerships including visits from authors, Sno-Isle librarian (Lunch and Learn) and AVID speakers and tutors. 	<ul style="list-style-type: none"> Increase in parent volunteers and awareness in academic programs

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

Key Performance Outcome(s):

- By June 2016, the percentage of total discipline suspensions & expulsions from Harassment, Intimidation, and Bullying (HIB), Alcohol, Tobacco or Drugs (ATOD), and fighting will decrease for our Special Education and Low Income student subgroups to mirror their respective percentage of our total student population.
- Increase the level of positive student perception of a respectful school environment. Progress for this goal will be quantifiably measured by the growth in positive student responses to the EES survey question: *Most students are respectful of others at this school* from 56% in October 2014 to 90% by October 2016.

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?
4.1 4.2	<ul style="list-style-type: none"> • Research and develop positive school-wide discipline system. 	<ul style="list-style-type: none"> • Dialogue and action plans established by the Safety, Discipline Committee
5.1	<ul style="list-style-type: none"> • Coordinate services for diverse populations including author visits and guest speakers. 	<ul style="list-style-type: none"> • Number of students utilizing library services before and after school and during lunch • Data from circulation regarding book check out following ethnically or racially diverse speakers or book talks
4.2	<ul style="list-style-type: none"> • Develop and promote opportunities for after school programs. 	<ul style="list-style-type: none"> • Number of students in clubs, study club, and athletics and using the open library

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?
2.3	<ul style="list-style-type: none"> • Develop systems and resources to address bullying. 	<ul style="list-style-type: none"> • Decrease number of HIB reports • Involvement in the Summer Reading program and other library programs such as Makers Space • Data from circulation desk regarding book check out
2.2	<ul style="list-style-type: none"> • Promote the Safety Tip/Harassment Tip line. 	<ul style="list-style-type: none"> • Increase number of safety questions/concerns resolved through mediation and effective problem solving
5.1	<ul style="list-style-type: none"> • Develop and promote partnerships with Jackson High School ASB clubs (i.e., Key and Honor Society). 	<ul style="list-style-type: none"> • Number of high school volunteers

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?
1.1	<ul style="list-style-type: none"> Analyze data in Insight to recruit minority and low Social Economic Status (SES) students for advanced classes. 	<ul style="list-style-type: none"> Increased enrollment in challenging classes
1.1	<ul style="list-style-type: none"> Promote community resources for low SES students such as Operation School Bell and College Bound. 	<ul style="list-style-type: none"> Number of students participating in field trips Percent signed up for College Bound Number of students utilizing library services for technology before/after school and during lunch
1.1 1.2	<ul style="list-style-type: none"> Promote healthy lifestyles and positive choices through health and fitness curriculum. 	<ul style="list-style-type: none"> Between September and May most students in all grade levels will improve their cardio-respiratory endurance as evident by a 10 second or more drop in the mile by May of 2016. Student progress will be monitored throughout the year using a progression of formative mile runs, similar aerobic activities and an increase of aerobic training in order to prepare them for the next level.

HIGH SCHOOL READINESS

Key Performance Outcome(s):

S.M.A.R.T. GOAL:

- 100 percent of students taking Washington State History will meet the requirement in 2015-16.
- The number of students receiving Ds and/or Fs during the first semester will decrease by a minimum of 25 percent during the second semester of 2015-16
- The total number of student earning a "C" or better in each core subject (math, reading/language arts, science and social studies) will increase by 5%.

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?
1.1	<ul style="list-style-type: none"> • Promote and increase enrollment in high-school credited courses at middle school (i.e., algebra, geometry, coordinated science, and 9th grade Honors English) and other accelerated courses (e.g., compacted math sequence, Honors English); and AVID course. 	<ul style="list-style-type: none"> • Increase in enrollment in challenging options, credit bearing and high school readiness classes • Increase in under-represented population in high school readiness and credit bearing courses
1.1 1.2 1.3 1.4 1.5	<p>Conduct grade checks with follow-up on students with Ds and/or Fs and a system for following up with Washington State History (WSH) students:</p> <ul style="list-style-type: none"> • Study Club; • Athletic eligibility; • Attendance monitoring; • Counselor/administrator meetings; • Convene staffings with parents, students, and teachers; and • Design and implement success plans. 	<ul style="list-style-type: none"> • Increase in student attendance after school study club • Increase in teacher participation in after school interventions • Provide additional minutes of instructional paraeducator time in core classes, particularly in 8th grade
1.1	<ul style="list-style-type: none"> • Identify qualified students for College Bound program and promote with parents and students. • Assist parents with the application process. • Monitor College-Bound students' progress; provide appropriate intervention as warranted. 	<ul style="list-style-type: none"> • 100% of eligible students register for the College Bound Scholarship
1.1 5.1	<p>Conduct middle-to-high school transition program lessons using Naviance; college visit; through:</p> <ul style="list-style-type: none"> • AVID selection; • AVID Speakers; and • High School and Beyond Night. 	<ul style="list-style-type: none"> • Increased participation in High School and Beyond Night • Partnerships with Rotary and other stakeholders for AVID speakers and representation in High School and Beyond Night

ATTENDANCE

Key Performance Outcome(s):

Our monthly average daily attendance for **6th – 8th grade will be at or above 95%**, monitored by weekly attendance reports.

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?
1.2 2.2 5.1	<ul style="list-style-type: none"> Conduct daily phone calls home by automated system and weekly phone calls to parents by counselors. 	<ul style="list-style-type: none"> Decrease number of nightly calls
1.2 2.2 5.1	<ul style="list-style-type: none"> Conduct individual meetings with students having attendance issues for the purpose of developing a relationship and devising an action plan to be monitored by counselor and administration. 	<ul style="list-style-type: none"> Increase in attendance for students on action plans
1.2 2.2 5.1	<ul style="list-style-type: none"> Conduct weekly phone calls to parents of students with unexcused absences from the prior week. 	<ul style="list-style-type: none"> Decrease in unexcused absences