



Everett Public Schools

Strategic Plan Progress Report

Mid-Year 2016-17



February 7, 2017

Everett Public Schools Strategic Plan Progress Report Mid-Year 2016-17

Overview

In May 2011, the Everett Public Schools (EPS) board of directors approved a new strategic plan focused on student learning and the vision **“Our students will lead and shape the future”**. This report presents a summary of the progress made by the district to implement its new strategic plan during the first half of the 2016-17 school year, which is the sixth year of the implementation plan. The time period covered by this report is September 1, 2016 to January 31, 2017.

The strategic plan includes five strategic priorities that are further categorized into 19 strategic goals and 37 Key Performance Outcomes (KPOs).

Strategic Priorities

1. Teaching and learning
2. Inspiration, innovation, and information
3. People, structure, and systems
4. Resource management
5. Strategic relationships

Each of these strategic priorities, along with corresponding goals and KPOs, are listed in order in this report, and narrative summaries of the “Highlights of action items completed” and “Key board dates completed” are presented for each KPO. A list of the “Key board dates upcoming” is also included for each KPO for the remainder of 2016-17.

Report format:

Strategic Priority
Strategic Goal
Key Performance Outcome

Highlights of Action Items Completed

Key Board Dates Completed

Key Board Dates Upcoming

This format is repeated for each KPO, strategic goal, and strategic priority.

A List of Abbreviations is included at the end of this report.

A Word about the Planning Process

To better understand the information in this mid-year report, it is important to first understand the basic structure of the strategic plan and annual operating plan, and the planning process used by the district to guide their implementation.

The district's **Strategic Plan** includes five strategic priorities, with 19 strategic goals and 37 KPOs – all focused directly on those five strategic priorities.

The district's **Annual Operating Plan** (AOP) includes all of the components of the strategic plan, plus a variety of Key Performance Indicators (KPIs) and associated action items – all focused directly on the 19 strategic goals in the strategic plan.

These KPIs and associated action items become the focus of more detailed annual work plans at the cabinet and department levels, and are ultimately included in school improvement plans for each school.

The school board is provided regular opportunities at board meetings to monitor strategic progress, make strategic level decisions, and participate in work/study sessions on the work of the district to implement its strategic plan and AOP.

These board presentations and this work are summarized in this document.

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Strategic Priority: 1 Teaching and Learning

Align curriculum, instruction, and assessment to educate, inspire, and prepare each student to graduate, to contribute to our community, and thrive in a global society.

Strategic Goal: 1.1

Each student graduates from high school ready for college and career with 21st century skills.

Key Performance Outcome: 1.1.a (JS, PS)

100% of students graduate.

Highlights of Action Items Completed

- The 2016-17 On-Time Graduation (OTG) plan focuses on the simultaneous achievement of dual overarching goals: graduation requirements designed to prepare all students for college and careers and improved four and five-year graduation rates by 1 percent. The OTG team meets 18 times during the school year and their work involves closely monitoring the progress of each student expected to graduate in the classes of 2016 and 2017. Newly developed early warning data systems inform resources and real-time interventions.
- A more stream-lined reengagement program provides targeted approaches for individual students facing multiple challenges.
- All comprehensive high schools implement a 24 credit extended day pilot program
- Elementary and middle school OTG meetings address students' social and emotional challenges.
- Teachers and instructional leadership team members draft definitions for 21st century skills.
- Advanced Placement Environmental Science (APES) is offered at all three comprehensive high schools, ten sections in all. Two days of summer 2016 professional development is provided to APES teachers. Coaching support is provided for new hire APES teachers.
- Advanced Placement Computer Science (APCS) is offered at all three comprehensive high schools, five sections in all. Two days of professional development is provided to APCS teachers in the fall of 2016. Partnership with Code.org supports curriculum, professional development, and inclusion in network with APCS educators.
- In support of Algebra 1 intervention, Intensified Algebra is offered at all four high schools, seven sections in all. Week long summer 2016 professional development and ongoing coaching is offered in collaboration with Agile Mind consultants. Microsoft OneNote Notebook is utilized as a collaborative space for Intensified Algebra teachers.
- One section of Algebra 2 Support is offered at each of the four high schools, four sections in all. Professional development includes four afterschool sessions and one full day release.

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- Microsoft OneNote Notebook is utilized as a collaborative space for Algebra 2 Support teachers.

Key Board Dates Completed

- Summer school progress toward graduation (October 25, 2016)
The board receives a report on 2016 summer learning programs provided to K-12 students this past summer and to hear recommendations for the 2017 summer program. Each summer the district provides an array of summer academic offerings for students' preschool through twelfth grade. These activities range from elementary mathematics and reading support, to extended school year for special needs students, to credit in high school courses. This year a new program was formed with the categorical programs department to offer English Learner (EL) support courses for middle school students at no cost. The district is continuing to offer traditional, online and credit recovery programs for high school students. Students are also able to participate in Collection of Evidence (COE) and credit recovery classes.
- Summer reading program (October 25, 2016)
Because reading is an essential life skill and complex text is integrated throughout the Common Core State Standards (CCSS) at all levels, the district launched its first summer reading challenge during the 2015-16 school year. This report highlights the purpose and components of the program, 2016 results, and addresses next steps based on the results.
- 24 credit plan update (November 22, 2016)
Since August 2014, a district steering committee has been leading the state-mandated 24 credit graduation requirement process, including extensive planning, research, and staff input. In 2015-16, the district expanded to a 24 Credit Task Force to include teacher input to review specific school scheduling options to meet the 24 credit requirement. This presentation updates the board on the district's progress to date, including field testing several solutions models to address the 24 credit graduation requirement, and offer next steps.
- Class of 2017 progress to graduation (December 6, 2016)
The class of 2017 is approaching its June commencement and graduation date. Collectively and separately, high schools engage students in preparation for high school graduation and college enrollment. The board is presented a status report on the class of 2017 with specific information about how each school is working to help students fulfill their graduation requirements. In addition, the report includes a deeper look at progress to graduation for special education and English Learner students.

Key Board Dates Upcoming

- High school readiness (March 21, 2017)
- 24 credit plan draft (May 9, 2017)
- Progress to graduation for the class of 2017 (May 23, 2017)
- Sequoia High School Commencement (June 15, 2017)
- Commencements (June 17, 2017)

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Key Performance Outcome: 1.1.b (JS, PS)

Students meet or exceed standards by the end of kindergarten.

Highlights of Action Items Completed

- Math and English language arts (ELA) curriculum specialists co-design collaborative coaching support for the school-based elementary Title/Learning Assistance Program (LAP) math specialists and reading specialists; three meetings to date.
- The elementary math facilitator meets weekly with principals and building leaders of select schools in developing strategy for coaching teachers building-wide on early numeracy instructional strategies; as needed, the facilitator provides coaching support to individual teachers.
- The first of three Pre-Kindergarten to Kindergarten (PreK-K) Connections is hosted in December with a focus on early numeracy strategies by way of introduction to the instructional strategy “mathematizing read-aloud.”
- The Math Collaborative (a collaboration across the district’s math, early learning and special services departments) attends the Northwest Math Conference in Yakima, Washington to engage in professional learning as related to early numeracy strategies; the district elementary math facilitator presents two conference sessions focused on early numeracy strategies.
- Six “Menu of Options” sessions offered, with focus on early numeracy strategies (number talks, counting collections, noticing and wondering, quick images, read aloud).
- Elementary Math Instructional Leadership Team (MILT) (see KPO 3.3.a) is established; first session focuses on early numeracy instructional strategies and how MILT participants can share with school-based colleagues.
- Book study of *Principles to Action: Ensuring Mathematical Success for All* is facilitated at monthly elementary principal meetings. Sessions to date include modeling of effective, high-leverage early numeracy strategies, and the accompanying “look-fors” in support of principals and teachers becoming distinguished in the Teacher Principal Evaluation Pilot (TPEP).
- The early learning team facilitates professional learning for all Everett kindergarten teachers in the EPS 21st Century Skills Full-Day Kindergarten Guide at Kindergarten Institute sessions. On August 18, 2016, all new kindergarten teachers participate, while all returning teachers participate on August 25. The Kindergarten Institute provides an opportunity for teachers to learn from the team of teachers who collaborated throughout the 2015-16 school year to refine kindergarten practices and draft the kindergarten guide.
- The Kindergarten Leadership Team meets on November 1, 2016 and January 24, 2017. The leadership team consists of a representative from each elementary and various district departments. The team debriefs current practices and plans upcoming professional learning opportunities for their kindergarten colleagues. Future leadership meetings are scheduled for March 21 and May 16, 2017. The

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team will seek feedback in the continuous improvement of the kindergarten model.

- All district kindergarten teachers participate in professional learning sessions at the end of November. These sessions are designed by the Early Learning Team based on recommendations from the kindergarten leadership team. Teachers have the opportunity to learn, connect and refine practice to support student learning. Future training sessions are scheduled for February and April 2017.
- In August 2016, the early learning team works with curriculum specialists and the assessment & research department to better align the Kindergarten Assessment Resource Kit (KARK) with the Washington Kindergarten Inventory of Developing Skills (WaKIDS) standards and the kindergarten progress report. The refinements are shared with all kindergarten teachers at the Kindergarten Institute in August.
- All elementary schools are scheduled to complete one lesson study focused on the acceleration of literacy strategies with early readers.
- The special services and early learning departments facilitate monthly meetings with developmental preschool teachers. The expected outcome is to develop special education teachers' capacity, knowledge, and skills resulting in an increase in effective instruction aligned to and fostering students' preparation for kindergarten academic standards.

Key Board Dates Completed

- Early learning update (October 18, 2016)
It is the vision of the EPS that all children to enter kindergarten ready to learn, and to offer an aligned preschool-to-third grade (P-3) program enabling all students to meet academic standards. The district's strategic plan includes targets to enhance planning and development of expanded early learning opportunities for P-3 students. In pursuit of this strategic priority, the district early learning team continues to focus on four key components of an early learning program: leadership, aligned and effective instruction, early learning partnerships and collaborations, and family partnerships and engagement. This study session provides an opportunity for the board to engage in research on early learning investments, highlight the Early Childhood Education and Assistance Program (ECEAP), understand the foundational instructional shifts within the full-day kindergarten model, consider the impact of community partnerships, and identify future steps for continuing development.

Key Performance Outcome: 1.1.c (JS, PS)

Students meet or exceed standards by the end of third grade.

Highlights of Action Items Completed

- Standards-aligned benchmark assessments (reading /writing): staff presentations on the effective use of interim Smarter Balance Assessments (SBA)s are conducted in 13 of 17 elementary schools. Teachers use these assessments to assess student

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learning in alignment with the curriculum maps. Curriculum specialists and instructional facilitators work with teachers and principals to understand how this data can be used to guide instruction and develop classroom assessments.

- STAR360 is implemented in three elementary schools. Staff at these schools are working with data coaches to utilize the assessment data effectively in the classroom.
- A plan to vet and adopt benchmark assessments is underway and will include extensive practice and feedback on the use of benchmark assessments which meet rigorous criteria including validity, reliability, generalizability and standards alignment.
- Building Foundations That Last (BFTL) overview is provided for all new preschool, kindergarten and first grade teachers in August. The training is facilitated by David Matteson, a national literacy consultant. The first round of demonstration days occurs in November 2016 and the second round occurs in January 2017. During the demonstration days, teachers are able to watch a modeled writing lesson and debrief. Future demonstration days are scheduled for March 2017.
- Literacy assessments are reviewed during an adoption process in order to identify and select elementary instructional materials that include both formative and summative literacy measures.
- Training is provided for all elementary literacy coaches focuses on the use of interim block assessments to guide instruction.

Key Board Dates Upcoming

- Elementary literacy adoption (March 21, 2017):
This session will focus on the adoption process.
- Elementary literacy adoption, 2nd (April 11, 2017):
This session will focus on the implementation plan process update for the board.

Key Performance Outcome: 1.1.d (JS, PS)

Students meet or exceed standards by the end of eighth grade.

Highlights of Action Items Completed

- Standards-aligned assessments are implemented in secondary English courses with SpringBoard embedded assessments that assess student progress toward meeting ELA CCSS.
- Curriculum and Learning Management Services (LMS) teams collaborate to develop support for teachers and students for the technology integration called for in secondary English and social studies standards-aligned assessments.
- Standards-aligned assessments are provided with new social studies instructional materials.
- Curriculum and assessment teams provide support to building teams to plan for and implement ELA CCSS-aligned interim block assessments.

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Key Board Dates Upcoming

- High school readiness (March 21, 2017)
(See KPO 1.1.a. for information on this item)

Key Performance Outcome: 1.1.e (JS, PS)

All graduates exit with a post-secondary transition plan for work, career, and/or college, and complete the first steps toward achieving post-secondary goals before graduation.

Highlights of Action Items Completed

- The science/engineering, math/computer science curriculum specialist and ELA specialists collaborate with the Career and Technical Education (CTE) specialist to identify and define “career clusters” that correspond to high demand and sustainable wage career areas. These career clusters will be included in the 2017-18 Course Planning Book. The career clusters include: computer science / information technology, engineering and advanced manufacturing, business and marketing, health science, visual communications, and natural resources and sustainability.
- Career cluster development and course enhancements include preparation for launching an advanced manufacturing program at Cascade High School and a student help desk course/internship at Everett High School. High School and Beyond lessons using Naviance are taught by school counselors in grades 6-12. A curriculum scope and sequence and instructional calendar are developed and are used by school counselors in grades 6-12.
- Naviance staff leads, and representatives from the Parent Teacher Student Association (PTSA) and Everett Public Schools Foundation (EPSF) convene, a “Chart Your Course” group which meets regularly to plan strategies and events for the purposes of communicating and providing information to families that assists them with post-secondary planning.
- College Goal events are held at each High School and Beyond event in October 2016, which results in more Free Application for Federal Student Aid (FAFSA) completions by students than in previous years.
- This academic year, college application events are being held at Cascade and Everett High School. Admissions staff from local and out of state colleges and universities are available at the events to help students submit college applications online. This results in a higher number of college applications submitted to date than in previous years.

Key Board Dates Upcoming

- College and career readiness seminar update (April 11, 2017)
- College readiness indicators (April 18, 2017)
- Post-secondary enrollment patterns (May 23, 2017)

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Strategic Goal: 1.2

Each student has equitable access to rigorous curriculum content with common learning outcomes and assessments.

Key Performance Outcome: 1.2.a (PS, JS)

Each student has equitable access to rigorous course offerings.

Highlights of Action Items Completed

- Addition of an extended learning facilitator to the Science, Technology, Engineering and Mathematics (STEM) team allows for growth of STEM-related extended learning opportunities.
- Expansion of the elementary robotics program results in nearly all elementary schools expanding the number of robotics teams to at least two per school.
- Expansion of the middle school robotics program results in three teams added.
- Summer professional development provides robotics coaches opportunity to deepen knowledge of overall robotics program, and to robot/computer coding specifically
- Elementary and middle school robotics teams compete in December; many teams qualify to participate in the next level of competition (to be scheduled for late January/February)
- Seven new Career and Technical Student Organizations (CTSO) are established. CTSOs provide students opportunity to learn about a specific career area, develop a project, and compete in nationally recognized competitions. The new CTSOs include: Health Occupation Student Organization (HOSA) at each comprehensive high school; Technology Student Association (TSA) expanding to Everett High School, Gateway Middle School, and Evergreen Middle School.
- Middle school English advanced pathways teachers collaborate to develop shared plans for accelerated, rigorous honors courses and to support a focus on the use of high-leverage strategies and a growth mindset for student success
- Administrators, teachers, and curriculum specialists meet to evaluate and refine the communication and recruitment process for advanced pathway courses at the middle school level
- Special services and STEM work to increase access to rigorous courses for students with disabilities. Both departments worked with Everett High School to redesign core math course offerings which will result in increased access to Algebra I, II and geometry in the 2017-18 school year.

Key Board Dates Completed

- AP program performance (January 17, 2017):
This study session provides an opportunity for a comprehensive AP program review, focusing on the past, present, and future of the program. Since the 2013-14 school year, EPS has partnered with Equal Opportunity Schools (EOS) to close the participation gap for students traditionally underrepresented in the AP program.

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The result of the partnership has been overall growth of students participating in the program, increased participation in the AP exams, and participation by underrepresented students in the AP program that proportionally matches the overall high school population. During the study session, directors are provided an analysis of district AP trends, an EOS partnership update, and an overview of the AP Capstone program implementation, which recognizes students for outstanding academic achievement and attainment of college-level academic and research skills through an AP Capstone diploma or certificate. A brief description of the future Everett Public Schools AP Summer Institute is also provided.

Key Board Dates Upcoming

- English Language Arts adoption implementations (June 6, 2017)

Key Performance Outcome: 1.2.b (PS, JS)

Common content and outcomes are provided across all like classes.

Highlights of Action Items Completed

- Four elementary schools pilot K-5 gradebook
- An implementation timeline is established; the timeline aligns to the district's instructional materials adoption matrix.
- District team attends National Science Teachers Association (NSTA) conference in November 2016 to review available Next Generation Science Standards (NGSS)-aligned curriculum.
- Draft framework for system-wide implementation of computer science is completed.
- District is selected as initial member of the national Computer Science for All collaborative
- First semester unit maps completed and available via the curriculum portal for: grades K-5, 6, 7, and 8; 6/7 Compacted, 7/8 Compacted, and 8/Algebra Compacted; Algebra, Geometry, Algebra and 2, Algebra 2 Support
- Five days of professional development for secondary math teacher leaders to ensure math practices is infused and connected with the previously developed proficiency scales and the Smarter Balanced Assessment Blueprints. This professional development aligns to the secondary unit maps
- Two days of summer and two days of fall professional development aligns to each secondary math course focused on unit map and assessment development
- Three days of professional development for elementary teachers focuses on instructional mapping and five days' focuses on assessment writing.
- LMS, teaching and learning, assessment, and curriculum teams work to develop common definitions and rubrics for the six 21st century skills to support integration of 21st century skills into core content, classes, unit plans, and assessments

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- 21st century skills are included in unit overview plans posted on the curriculum portal for core content classes, secondary English instructional guides, and Advanced Placement (AP) course syllabi.

Key Board Dates Completed

- Instructional materials overview, adoption schedule (November 8, 2016)
This presentation provides the board with a forecast of core instructional materials needs in multiple content areas over the next five years, as well as critical factors that drive these needs: equity, standards-alignment, technology integration, collaboration, and continuous improvement. The presentation establishes a common understanding of potential financial implications of long-term adoption plans and outline next steps.

Strategic Goal: 1.3

Each student receives relevant, rigorous, personalized, and engaging standards-based instruction.

Key Performance Outcome: 1.3.a (JS)

Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.

Highlights of Action Items Completed

- The Substitution Augmentation Modification Redefinition (SAMR) model is a learning walk tool to help educators understand at what level teachers integrate technology into teaching and learning
- New hires complete final TPEP sessions in January
- Summary observation reports and summative evaluation conference align throughout the district
- Two high schools and three elementary schools complete second of four technology integrated learning sessions

Key Performance Outcome: 1.3.b (JS)

Student satisfaction with learning improves.

Highlights of Action Items Completed

- Classroom management study team establishes criteria and reviews discipline programs

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Key Performance Outcome: 1.3.c (JS)

Students receive and apply health and fitness instruction and make informed choices to improve their health and fitness.

Highlights of Action Items Completed

- Healthy Youth Survey is administered by middle and high schools in October 2016.
- Panorama, a web-based survey tool measuring student social-emotional health, is piloted at four schools.
- Sexual health education curriculum is implemented at middle and high schools.
- Curriculum maps are revised for high school physical education elective courses

Strategic Goal: 1.4

Each student demonstrates cultural proficiency and is prepared to live in and contribute to a world economy.

Key Performance Outcome: 1.4.a (PS, JS)

Our curriculum incorporates arts, language, culture, and history at all levels.

Highlights of Action Items Completed

- Secondary social studies teachers implementing new instructional materials for core courses participate in initial use professional learning sessions and ongoing professional learning opportunities and support for the first year of implementation in district and building meetings.
- A secondary social studies leadership team, composed of teachers from every district middle and high school, collaborates to develop course maps and other curriculum portal resources for use by teachers in all core social studies courses and to support the development of professional learning communities in their buildings.
- AP social studies teachers implementing new instructional materials engage in initial use professional learning sessions, including the use of digital platforms, and continue to develop and refine common course syllabi.
- AP world language teachers implementing new AP world language courses engage in initial use professional learning sessions for new instructional materials, including the use of digital platforms, are planning for other professional learning opportunities, and are developing common course syllabi.

Key Board Dates Completed

- Social studies implementation update (January 10, 2017)
The district is implementing new social studies instructional materials in middle and high school social studies courses. Adopted by the board of directors in May 2015, these materials provide support to teachers to engage students in learning and becoming proficient with regard to state social studies standards, Common

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Core State Standards for Literacy in History/Social Studies, and 21st century skills. This board presentation highlights the goals and progress of the implementation plan, including professional learning, instructional planning, leadership team development, and support in buildings for standards-based best practices in social studies and the effective use of instructional materials.

Key Performance Outcome: 1.4.b (PS, JS)

At graduation, students have skills and knowledge in world languages, comparative history or culture, global economics, the arts, and social justice.

Highlights of Action Items Completed

- Middle school and high school world language teachers are meeting in a professional learning community (PLC) while also engaging in professional learning opportunities and learning walks. The purpose is to develop and utilize common instructional maps, share instructional resources and ideas for student success and engagement, and develop common assessments.
- Implementation of secondary social studies instructional materials includes initial use and year one professional learning sessions for teachers focused on effective use of materials, including digital platforms, student engagement and an inquiry approach to learning called for by state social studies standards and Common Core State Standards for History/Social Studies.

Key Board Dates Completed

- Social Studies Instructional Materials Implementation Update (January 10, 2017)
The district is implementing new social studies instructional materials in middle and high school social studies courses. Adopted by the board of directors in May 2015, these materials provide support to teachers to engage students in learning and becoming proficient with regard to state social studies standards, Common Core State Standards for Literacy in History/Social Studies, and 21st century skills. This board presentation highlights the goals and progress of the implementation plan, including professional learning, instructional planning, leadership team development, and support in buildings for standards-based best practices in social studies and the effective use of instructional materials.

Key Board Dates Upcoming

- World language update (March 7, 2017)

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Strategic Goal: 1.5

Each school and the district meet or exceed federal and state performance requirements.

Key Performance Outcome: 1.5.a (JS, PS)

State and federal achievement targets are met or exceeded.

Highlights of Action Items Completed

- Multi-Tiered System of Supports team leader outlines future work
- 2016 summer reading program results show increased participation and significant impact on students' developmental reading assessments
- Elementary summer school planning meetings identify sites and discuss inclusion of K-2 students performing below standard
- Imagine Learning is implemented for English Learners (EL) at middle and high school. Level one emerging students and low level two progressing students have individual subscriptions for this computer-adaptive program, which provides instruction in basic English vocabulary and literacy skills. Level one students and low-mid level two students also have individual subscriptions to iReady. This computer-adaptive program provides instruction in literacy skills from kindergarten through eighth grade reading level. Teachers use the diagnostic function of the software to organize small intervention groups and provide targeted instruction. Teachers have completed two of three professional development sessions, with the third scheduled for spring. The first session gave an overview of the program, while the second explained how to use the diagnostic features and resources. Four scaffolded classes are offered for level one and low-mid level two students: algebra and biology at Cascade High School and biology and U.S. history at Everett High School. These courses provide vocabulary support and instruction in addition to content instruction. Teachers have met three times to learn about language acquisition, strategies for working with English learners, and plan collaboratively.
- Planning is underway for summer school for elementary, middle, and high school English learner students. Elementary students will be included in the elementary summer school programs, which are based on Guided Language Acquisition Design (GLAD). A new unit for middle school will be developed based on the framework from last summer. High school classes offerings are tentatively planned for Washington State history, biology, math foundations, Collection of Evidence (COE) and pre-COE, as well as newcomer English fundamentals.

Key Board Dates Completed

- Student performance, EES trends (September 20, 2016)
This study session provides the board with additional insight into the district's performance from several perspectives using multiple data sets. Analysis of organizational effectiveness and student achievement is viewed from three perspectives: performance (i.e., Where are we as a district and where are our schools?), improvement (i.e., Are we getting better as a system?), and growth (i.e.,

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Are we adding value to student learning? Are we adding value to professional growth?). This analysis examines the recently released 2016 student achievement data, including multiple forms of disaggregation by federal subgroups, and the nature of the district's continuous quality improvement efforts.

- Annual student achievement report (September 27, 2016)
In the spring of 2016, for the second time, EPS administered the SBA in ELA and math as part of the Washington Comprehensive Assessment Program. The administration of these assessments followed an extensive period of preparation at the school and district level including the implementation of the Common Core State Standards, adoption and use of Chromebooks in the classroom, and education and training for staff, students, and parents. This report to the board provides 2016 assessment data and demonstrates that, as a result of this careful planning and successful implementation of the SBA, students in EPS outperformed the state consistently at every grade level.
- ESSA implications (October 4, 2016)
This study session provides an opportunity for board development in the provisions related to implementation of the *Every Student Succeeds Act (ESSA)* in Washington. Since *ESSA* will be fully operational in the 2017-18 school year, EPS will implement the provisions. During the study session, directors learn key components of *ESSA*, how the bill is similar and different from the *No Child Left Behind Act*, and are provided an update on the consolidated plan and timeline for implementation, specific roles of each workgroup, and opportunities and challenges that lie ahead.

Key Board Dates Upcoming

- Smarter Balanced update/student data report (February 7, 2017)
- State of School Review analysis (April 25, 2017)

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Strategic Priority: 2 Inspiration, Innovation, and Information

Foster innovation to serve current and future needs of diverse learners; support innovative approaches to develop, identify, and use information and technology.

Strategic Goal: 2.1

Our culture welcomes and celebrates innovative approaches to learning and operations to inspire students and staff.

Key Performance Outcome: 2.1.a (JS, PS, DB, DK)

Creativity and innovation are integrated into the instructional and operational work of the district.

Highlights of Action Items Completed

- Zonar Global Positioning Systems have been installed and are operational in all food service, maintenance and technology department vehicles. Administrative staff have been trained and are able to use this system.
- Electronic time reporting to record the accrual and approval for overtime, work was implemented with the Trades staff in October. Custodial staff receive training on the January 30 maintenance department professional development day. This electronic replaces manual paper based processes.
- A review of work order data is integrated into weekly Maintenance and Operations trades crew and craft meetings to focus on the completion and management of work orders. In August 2016, 1400 open work orders dated as far back as the 2011-12 school year and as of January 4 have been reduced to 850 open work orders including a few remaining from the 2014-15 school year. This has helped to bring greater clarity to current work order needs and priorities.
- RAVE 911 is implemented in the transportation department on the district's small buses. Each bus is outfitted with a smart phone and route numbers. Bus drivers have been trained in the use of RAVE along with SNOPAC 911 call takers. This innovation is the first in the country for RAVE 911 and is a result of the partnership between RAVE, SNOPAC 911 and Everett Public Schools.
- The feasibility of enhanced HVAC system commissioning activities for North MS modernization and new elementary school no. 18 projects is being evaluated. Enhanced commissioning includes four season verification and adjustment, as well as a final re-commissioning one year after occupancy. Enhanced commissioning is anticipated to provide the building occupants greater comfort, will ensure that the HVAC systems are operating at the optimum efficiency, and will save on energy costs.

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Key Performance Outcome: 2.1.b (JS, PS, DB, DK)

Creativity and innovation are celebrated.

Highlights of Action Items Completed

- Superintendent's Leadership Team (SLT) members engage in two sessions on leading for innovation by way of technology. Members share innovative approaches transforming work across the organization and explore ways to promote innovation by communicating effectively in the community.
- June 8, 2017 is secured at Xfinity arena in Everett, Washington for Innovation Expo 2017. Extended learning facilitator coordinates planning for Innovation Expo 2017; committees and timeline/benchmarks are established. Community exhibits will focus on career connected learning (innovative practices).

Strategic Goal: 2.2

District-wide systems for managing and communicating information are coordinated, linked, aligned, compatible, and user friendly.

Key Performance Outcome: 2.2.a (BB, JS, LA)

Tools for collaboration, communication, and creativity are available, accessible and widely used.

Highlights of Action Items Completed

- Tablet deployment, initial trainings, and on-site drop-in sessions and scheduled trainings are completed for all instructional leadership and all buildings' certificated staff (1500 devices).
- Documentation for curriculum and system tools updates are placed on LMS website and added to Service Now knowledge base.
- On-site and departmental Office 365 and EPS Google Apps trainings are hosted, highlighting Atomic Learning resources.
- Discovery phase of Wi-Fi infrastructure and network communication rooms is completed, project scope is defined, and cost estimates are reviewed.
- Training for Session 1 and 2 of Year 1, Cohort 1 in integrating technology into instruction (300 staff) is completed.
- The early learning team coordinates and supports the exploration of Teaching Channel as part of a professional learning platform with curriculum specialists and facilitators in STEM, induction and English learners. Early learning has incorporated the Teaching Channel Teams platform into professional learning sessions for kindergarten and BFTL. Coaching sessions are taking place with Early learning and community preschool providers using the Teaching Channel platform. Collaboration between STEM, literacy, induction and English learner professionals is continuing the exploration of Teaching Channel to further professional learning opportunities for district teachers.

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Key Board Dates Completed

- Integrated Technology Plans (October 11, 2016)
As part of the work of the district 2016-17 Annual Operating Plan and the passage of the bond and levy, a comprehensive technology plan was developed. The implementation of a comprehensive technology plan will lead students to acquire the knowledge and attitude and skills to adapt to the emerging needs of a changing world. This presentation provides the board with an update of the technology plan, the development process, and the beginning steps of the implementation of a completed technology plan.

Key Board Dates Upcoming

- Integrated Technology Plan status (February 7, 2017)
- Integrated Technology Plan devices (April 11, 2017)
- Integrated Technology Plan status (June 20, 2017)

Key Performance Outcome: 2.2.b (BB, JS, LA)

Access to systems, information and resources is easy and seamless for the end user.

Highlights of Action Items Completed

- Service Now product as incident management system is launched, and initial knowledge base resources are built.
- New curriculum tools within Social Studies Adoptions and EL I-Ready software are added, and Holt online utilizing Active Directory is transitioned.

Key Board Dates Upcoming

- Integrated Technology Plan status (February 7, 2017)
(See KPO 2.2.a. for information on this item)
- Integrated Technology Plan status (June 20, 2017)
(See KPO 2.2.a. for information on this item)

Key Performance Outcome: 2.2.c (BB, JS, LA)

Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities.

Highlights of Action Items Completed

- District communications plan 2016-17 is developed
- Superintendent community conversations with Latina/Hispanic, Ukraine/Russian and African American parents are scheduled to occur during the school year

Key Board Dates Completed

- Community engagement plan (November 29, 2016)
This special board meeting provides directors an opportunity to review
February 7, 2017

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communication and engagement needs relating to enrollment growth, long-term solutions, and planning for a potential future bond measure.

- **Legislative priorities (December 6, 2016)**

The assistant executive director for governmental relations from the Washington Association of School Administrators (WASA) joins staff in providing the board a preview of the 2017 legislative session. Each year the board of directors prepares a legislative platform for use with legislators. On September 13, 2016, the board discussed their 2017 preliminary legislative priorities in preparation for the 2016 Washington State School Directors' Association (WSSDA) Legislative Assembly held on September 23-24, 2016. Since that time, staff continue to research legislative platforms provided by state associations to coordinate and align with our local platform. In the 2016 short session, the legislature made little progress in responding to the Washington State Supreme Court's McCleary Orders, prompting the court to continue to hold the state in contempt. Accordingly, the priorities of state associations representing various aspects of the district's operation are very similar to the prior year.

Key Board Dates Upcoming

- Technology Summit (February 16, 2017)
- High School Capacity Analysis (March 30, 2017)

Strategic Goal: 2.3

Staff applies 21st century knowledge and skills to improve professional practice and productivity in support of student learning.

Key Performance Outcome: 2.3.a (JS, PS, DK)

Staff demonstrates communication, collaboration, critical thinking, creativity and self-direction in their work.

Highlights of Action Items Completed

- Instructional leadership team members create common reporting tool for administrative-facilitated collaboration meetings

Key Board Dates Completed

- Integrated tech Plans (October 11, 2016)
(See KPO 2.2.a. for information on this item)

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Strategic Priority: 3 People, Structure, and Systems

Develop people, structures, and systems to support student learning in a culture of mutual respect and intellectual engagement.

Strategic Goal: 3.1

Our long range recruitment, placement and retention plans for certificated, classified, and administrative employees support diversity and future needs.

Key Performance Outcome: 3.1.a (DK)

Our workforce is diverse and reflective of our student population and community.

Highlights of Action Items Completed

- The fourth Staff of Color community event is held in November 9, 2016; participation and interest continues to grow with more employee groups represented. Planning for the next event is in progress with a tentative date scheduled on May 31, 2017.
- Alternate Route to Teaching Programs: Western Washington University (WWU)/EPS Secondary Educators for Equity & Diversity (SEED) block grant – 12 candidates are participating in the SEED program; 3 full time classified employees and 9 emergency substitutes. Graduates will be ready for hire fall of 2017. Candidates are pursuing secondary endorsements in Spanish, ELL and other hard to fill areas. Four additional paraeducators are pursuing teaching credentials through the alternate route program at City University.
- Everett participated in a Virtual Career Fair focusing on special education candidates on January 26, 2017

Key Board Dates Upcoming

- Recruitment, retention, affirmative action (June 20, 2017)

Strategic Goal: 3.2

Our culture supports intellectual engagement and mutual respect among all staff, and values the contributions of each employee.

Key Performance Outcome: 3.2.a (JS, DK)

Staff demonstrates the characteristics of high performing teams.

Highlights of Action Items Completed

- Professional learning communities' consultants provides sessions on the work of high performing teams

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Key Board Dates Upcoming

- Collective bargaining (May 23, 2017)

Strategic Goal: 3.3

Systems supporting professional performance and growth are established and used to support continuous improvement and future needs.

Key Performance Outcome: 3.3.a (JS, DK)

Staff collaborate and engage in continuous improvement processes.

Highlights of Action Items Completed

- Assistant superintendents introduce continuous improvement process to all new staff.
- Professional development survey is administered to all district work groups.
- K-12 STEM science leadership group, comprised of sixty teacher leaders, is strengthened to inform and support program growth.
- Teacher leaders engage in deeper understanding of the Next Generation Science Standards in preparation to introduce their peers to NGSS instructional shifts and are equipped to lead full NGSS implementation alongside their principals,
- Elementary math leadership team is established and meets (formerly known as the K-5 Math Cadre), composed of thirty-five teacher leaders across each elementary school. The purpose of this team is to build capacity of teacher leaders. This year's focus is on instructional strategies that elicit and build student use of the Standards for Mathematical Practice.
- Secondary math leadership team is established and meets, composed of twenty-four teacher leaders across all middle and high schools. The purpose of this team is to build capacity of teacher leaders. This year's focus is on instructional strategies that elicit and build student use of the Standards for Mathematical Practice.

Key Performance Outcome: 3.3.b (JS, DK)

Employees are highly proficient and skilled.

Highlights of Action Items Completed

- Staff meet with nurses' leadership to discuss four-tiered evaluation system development process.
- Three meetings are set for development of four-tiered evaluation system process
- Two-thirds of food & nutrition staff are on four-tiered evaluation system. Positive reviews of evaluation are received.
- First draft of directors' four-tiered evaluation system is completed after meetings with director-level representatives.

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Key Board Dates Completed

- Professional development systems progress (September 13, 2016)
The board is provided an update on the progress of the staff's professional development efforts, including the work of the professional development council and related support systems.

Key Performance Outcome: 3.3.c (JS, DK)

Employees have access to relevant education and cross training.

Highlights of Action Items Completed

- Para-educators participate in technology trainings alongside certificated staff.

Strategic Goal: 3.4

Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness.

Key Performance Outcome: 3.4.a (PS, MG)

Our students and staff learn and work in an emotionally, physically and intellectually safe and secure environment.

Highlights of Action Items Completed

- Training for new administrators is conducted on the district's emergency procedures. Sgt. Reeves from the Everett Police Department assists with the training. The training includes Run, Hide Fight, Incident Command Structure, the district's Emergency Operations Center (EOC), the role of social media and the district's response and an active shooter table top simulation exercise.
- New administrators and related assistants who are assigned roles in the district's EOC receive an orientation on the EOC organizational structure, roles and responsibilities and familiarization with the facilities and equipment. The district receives support for this from the City of Everett's Department of Emergency Management.
- Planning is underway for an upcoming EOC simulation exercise that will further expand the use of technology into the EOC operations. The City of Everett's Department of Emergency Management is assisting with the exercise.
- RAVE 911 is being implemented in the transportation department on the district's small buses. Each bus is being outfitted with a phone linked to route numbers. Bus drivers are trained in the use of RAVE along with SNOPAC 911 call takers. This innovation is the first in the country for RAVE 911 and is a result of the partnership between RAVE, SNOPAC 911 and Everett Public Schools.
- Plans are underway to install gyro-activated camera systems to record event-related data on Durham busses.

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- 86.6% of all employees have completed the annual harassment, intimidation, bullying mandatory training.
- Signs of Suicide curriculum is implemented at all middle and high schools.
- Elementary social and emotional curriculum (Second Step) is being implemented at all elementary schools.
- A comprehensive K-12 social-emotional framework is being developed.

Key Board Dates Completed

- Social/emotional support update (November 1, 2016)
This study session provides context for students' social-emotional learning (SEL) in EPS, illustrates systems-level preventive and responsive support of SEL, and provides the board an opportunity to observe and participate in examples of SEL. This study session responds to the superintendent's goal for Standard Three, Strand Two: Systematically conduct data-based evaluation of the effectiveness of practices that address employee and student safety and well-being, as well as students' social-emotional learning.

Key Performance Outcome: 3.4.b (MG)

A coherent approach to emergency preparedness exists across the district.

Highlights of Action Items Completed

- (See KPO 3.4.a. for information on this item)

Key Board Dates Completed

- (See KPO 3.4.a. for information on this item)

Strategic Goal: 3.5

Our organization structure, including roles, reporting relationships, decision-making processes, and other organization design elements, supports effective service delivery to students and other constituents.

Key Performance Outcome: 3.5.a (MG)

Systems and structures are aligned with the requirements of our mission.

Highlights of Action Items Completed

- Discussion of work order data is integrated into weekly Maintenance and Operations department trades crew and craft meetings to focus on the completion and management of work orders. In August 2016, open work orders dated as far back as the 2011-12 school year and as of January 4 have been reduced to a few remaining from the 2014-15 school year. This has helped to bring greater clarity to current work order needs and priorities. 2016 work order data showed that there was a 44% completion rate within 7 days, as of January 6, the 2017 data shows a modest improvement of up to 47% completed in seven days. To improve work order completion data, smart phones that allow for the trades group to access the

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School Dude app to directly close work orders should also contribute to improved results over time along with clearing out the oldest work orders. Data by craft group is disaggregated for department and craft review in the respective meetings.

Key Board Dates Upcoming

- Strategic plan mid-year progress report (February 7, 2017)
- Board goal progress (March 7, 2017)
- Strategic plan update (April 11, 2017)
- Board goals 2016-17 progress review (May 23, 2017)
- 2016-17 Strategic KPOs/KPIs (May 30, 2017)
- Strategic plan update (June 6, 2017)
- Annual operating plan (June 20, 2017)
- Strategic plan end of year progress (July 5, 2017)

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Strategic Priority: 4 Resource Management

Generate, align, and coordinate all available resources to serve the best interests of the students. Develop flexibility and adaptability to achieve our mission in a changing economic environment.

Strategic Goal: 4.1

Resources (finances, staffing, technology, facilities) are aligned to student learning, and allocation is based on long-term, broad, district needs and goals.

Key Performance Outcome: 4.1.a (JM, MG)

Long-term planning in finances, staffing, technology, and facilities are intentionally and systematically driven by student enrollment, learning measures and strategic priorities.

Highlights of Action Items Completed

- The long-range Capital Projects Fund budget is updated to include revenues from the successful \$89,624,000 capital levy and \$149,700,000 capital bond in April 2016, as well as State Construction Assistance Program funds, mitigation/impact fees, property sales and leases, interest earning, and other miscellaneous revenues. This cash flow projection includes all anticipated resources and expenditures for the CPF through 2023, totaling \$290.3 million.
- The board participates in a study session at Garfield Elementary School on October 18, 2016, focused on development of an EPS framework for early learning, including articulation of a theory of action, research, site visits, district demographics, and a possible service model.
- Short and long-range enrollment projections are updated, and preparations are made for presenting this information to the board in February. These projections indicate continuing enrollment growth, and are used for staffing, budgeting, portable placement, and facilities planning processes.
- The Education Specifications for North MS and elementary school no. 18 are nearly completed, and the design teams are progressing through Schematic Design.
- Based on enrollment projections and input from several departments, eight portable classrooms have been purchased for installation in summer of 2016. Additional portable classrooms may be purchased based on refinement of needs with special services and ECEAP.
- Planning for a possible 2018 bond is underway.
- Development of five-year budgets modeling three levels of impact from the 2018 levy cliff. The models demonstrate that the district's focus on increasing fund balance has created a sufficient buffer to avoid a Reduction in Force (RIF) should a full four percent cut in levy authority occur. While the worst case scenario avoids a RIF, other cuts will be necessary should the full cliff occur.

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Key Board Dates Completed

- Fiscal outlook 2016-22 (October 25, 2016)
The board is provided a presentation on a multi-year fiscal outlook for the general fund. Long-range projections depend heavily upon the predictability of state, federal, and local revenues. Legislative response to the Supreme Court decision in *McCleary v. State* continues to fall behind the expectations of the Supreme Court, most notably in the under-funding of basic education employee compensation. Budget projections are significantly influenced by the timing and extent to which the Washington Legislature fulfills this paramount duty as well as the timing and extent to which legislators reduce the maximum amount for local educational programs and operation levies.
- Collective bargaining (December 6, 2016)
The board reviews several options for relieving vacancy rate pressures, primarily centered on increasing the certificated substitute pay rate, to determine parameters for amending the current collective bargaining agreement between the district and the Everett Education Association. The district has been combating a chronic shortage of substitutes for the past several years. Substitute needs for certificated staff are generated by a variety of causes, such as illness, personal leave, and professional leave. The robust local economy and the higher substitute daily wages paid by neighboring districts threaten the district's ability to conduct all of the technology and instructional materials initial trainings needed this year. This will be exacerbated the next several years as the 1:1 platform is implemented.
- First Quarter Financial Update (January 10, 2017)
Monthly budget status reports for each fund are provided to the board to include the most current fiscal activity by summary accounts in state form F-198. In addition to the required document, the finance department provides more detailed information on general fund (operating fund) year-to-date expenditure and revenue activity, a projected ending fund balance, a cash report, and an investment summary. On a quarterly basis the board receives a brief presentation on the current fiscal status of major funds. The first quarter fiscal activity is typical for this time of year and in alignment with the 2016-17 budget.

Key Board Dates Upcoming

- Enrollment outlook (February 7, 2017)
- Budget development (February 7, 2017)
- Budget development workshop (March 14, 2017)
- Second quarter financial report (March 21, 2017)
- High school capacity analysis (March 30, 2017)
- Collective bargaining (June 20, 2017)
- 2017-18 Budget adoption, 1st (July 5, 2017)
- 2017-18 Budget hearing, 2nd (August 29, 2017)

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Key Performance Outcome: 4.1.b (JM, MG)

A minimum ending fund balance of five percent is maintained in the general fund.

Highlights of Action Items Completed

- The actual ending fund balance for the 2015-16 fiscal year is \$20.4 million, or 8.9 percent of total expenditures. This amount is above the 5 percent target identified in Policy 6000.

Key Board Dates Completed

- Fourth Quarter Financial Update (November 22, 2016)
Monthly budget status reports for each fund are provided to the board and include the most current fiscal activity by summary accounts in state form F-198. In addition to the required document, the finance department provides more detailed information on general fund (operating fund) year-to-date expenditure and revenue activity. On a quarterly basis, the board receives a brief presentation on the current fiscal status of the major funds.

Strategic Goal: 4.2

Strategic priorities drive programs and practices that generate new resources representing 1 percent of the total annual general fund budget.

Key Performance Outcome: 4.2.a (PS, JS, LF, SL, DK, MG, JM)

1 percent of the annual general fund budget is generated.

Highlights of Action Items Completed

- The district participates in energy conservation programs through the Snohomish Public Utility District and Puget Sound Energy. To date, the district has received \$14,000 reimbursement for Light Emitting Diode (LED) light installations and energy conservation. The LED light life lengthy span also reduces the labor required to replace burned out bulbs and ballasts.
- Work funded by the \$99,284 Office of the Superintendent of Public Instruction (OSPI) Healthy Kids Healthy Schools grant is completed, including a new dishware washing station at Sequoia HS, and one new water bottle filling station at all four high schools.
- Work funded by the \$29,507 Snohomish County grant for playground equipment at Hawthorne ES, Lowell ES and Cedar Wood ES is completed.
- Snohomish County staff recently indicated that the EPS will receive \$300,000 for capital expenditures at Memorial Baseball Stadium to make improvements to the baseball field.
- EPS receives a \$103,000 insurance refund for repairs made the Jackson High School HVAC system chiller, damaged in an August, 2015 wind storm.

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- EPS receives a \$90,000 award from the Boeing Company supporting a two-year build out of district-wide, K-12 career connected learning program.
- EPS science, technology, engineering, mathematics (STEM) department receives a:
 - \$29,457 computer science grant from the Office of the Superintendent of Public Instruction to support program development.
 - \$35,000 programming/computer science principles development from Code.org
 - \$10,250 College Spark/OSPI grant to support the development of the Bridge to College math course.
 - \$11,070 First Lego League robotics award, to be distributed among 23 schools for further development of robotics programming
 - \$15,000 Restoration Ecology Student Network grant from the Mountaineers Foundation to support integrated ecological study in multiple courses.
- EPS teaching & learning receives a total of \$195,000 grant funding to support Teacher/Principal Evaluation Project work as well as new teacher / mentorship program development.
- EPS early learning department retains and plans to use \$19,000 from an original \$35,000 Gates Foundation grant focusing on PreK-K connections and transitions.
- The Snohomish County Human Services grants \$173,500 to support Student Support Advocates in all high schools.
- The Everett Rotary Next Generation Grant provides \$12,000 for College in the High School tuition assistance for Everett, Cascade, and Sequoia High School students.
- The Everett Public Schools Foundation provides \$12,000 in grant funding annually to support fall K-12 High School & Beyond events.

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Strategic Priority: 5 Strategic Relationships

Develop intentional partnerships and strategic relationships to support student learning.

Strategic Goal: 5.1

Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.

Key Performance Outcome: 5.1.a (PS, DB)

Strategic partnerships (family, corporate, community) promote the health, well-being and learning of all students.

Highlights of Action Items Completed

- Strategic partnership plan is revisited in January board study session
- Social-emotional supports are strengthened in schools with the addition of family support liaisons
- Social-emotional supports are strengthened in middle and high schools with the addition of therapists from Sea Mar Community Health Services.
- A therapist from YWCA Domestic Violence Services supports students at Jackson High School.
- Cascade High School, Everett High School and Jackson Elementary School apply for and are awarded grants from Snohomish County Human Services to receive trauma-informed practices consultation over the next two years.
- EPS is awarded a grant in partnership with YMCA to hire two “Navigators” to work with families who are homeless or in transitional housing to help them access affordable housing and meet other basic needs.
- Student Support Advocates are partially funded by a grant through Snohomish County Human services, and serve students and families as case managers in all district comprehensive high schools.

Key Board Dates Completed

- Strategic partnerships (January 17, 2017)
(See KPO 5.4.a. for information on this item)

Key Board Dates Upcoming

- Equity & access advisory council (May 2, 2017)

Key Performance Outcome: 5.1.b (PS, DB)

Strategic partnerships (family, corporate, community) strengthen college and career readiness.

Highlights of Action Items Completed

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- Partnership with Bootstrap and Code.org supports district CS.
- Partnership with FIRSTWashington supports the district robotics programs.
- A project management team is established in support of the partnership between EPS, Everett Community College, and University of Washington Bothell. This partnership is developing course pathways in the areas of medical careers and teaching careers; the project management team meets monthly.
- Middle school counselors and administrators receive weekly updates from the state portal regarding FAFSA completion rates and College Bound scholarship registration rates. This is being monitored on a regular basis.
- High school counselors receive training in recruiting students for AP courses. This training is provided by Equal Opportunity Schools partnership directors.
- Rotary Next Generation provides tuition assistance for Advanced Via Individual Determination (AVID) students to access College in the High School courses and scholarships to attend college.
- Everett Rotary provides scholarships to selected students each year.
- Naviance staff leads, and representatives from the Parent Teacher Student Association (PTSA) and Everett Public Schools Foundation (EPSF) convene, a "Chart Your Course" group (as described in KPO 1.1.e).
- College Goal events are held at each High School and Beyond event in October 2016, which results in more Free Application for Federal Student Aid (FAFSA) completions by students than in previous years (as described in KPO 1.1.e).

Key Board Dates Completed

- Strategic partnerships (January 17, 2017)
(See KPO 5.4.a. for information on this item)

Strategic Goal: 5.2

Our strategic relationships improve the quality and coherence of pre-kindergarten through third grade learning opportunities.

Key Performance Outcome: 5.2.a (PS)

All students are ready for kindergarten.

Highlights of Action Items Completed

- The Everett Ready program, funded by the EPSF, moves into the second year of implementation this summer. The program will double in size and expand to twelve classrooms. Additional schools are being identified based on low income and English learner percentages. The Everett Ready program provides an opportunity for a smooth transition to kindergarten for students with little or no preschool experience, students who qualify for free or reduced-priced meals and students who speak a language other than English at home. Students participate in an introductory kindergarten session focused on school and classroom environment, social and emotional skills, and academic skills.
- The early learning team plans implementation of Play and Learn groups for the first time this spring. Play and Learn groups will be offered to four year-olds who will begin kindergarten in the fall and have little or no previous preschool experience.

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The purpose is to provide caregivers information, resources and support to promote optional development of the children in their care. Presenters will provide children with intentional, developmentally appropriate learning experiences with their peers and caregivers. Play and Learn groups will be offered one Friday a month from February to June.

- In December and January, the Early Learning Team collaborates with the Northwest Educational Service District (NWESD) to refine systems for sharing student information across the PreK-K continuum. In previous years, Snohomish County has used a different transition form from other counties in the NWESD region. In collaboration with NWESD, the early learning team is in the process of refining the transition form to move forward with the Snohomish County form as the common form region-wide.

Key Board Dates Completed

- Study Session: Early Learning Update (October 18, 2016)
This study session provides an opportunity for the board to engage in research on early learning investments, highlight the Early Childhood Education and Assistance Program (ECEAP), understand the foundational instructional shifts within the full-day kindergarten model, consider the impact of community partnerships, and identify future steps for continuing development. It is the vision of the Everett Public Schools that all children to enter kindergarten ready to learn, and to offer an aligned preschool-to-third grade (P-3) program enabling all students to meet academic standards. The district's strategic plan includes targets to enhance planning and development of expanded early learning opportunities for P-3 students. In pursuit of this strategic priority, the district early learning team continues to focus on four key components of an early learning program: leadership, aligned and effective instruction, early learning partnerships and collaborations, and family partnerships and engagement.

Key Performance Outcome: 5.2.b (PS)

Community partners are engaged in common learning and shared practices with the district.

Highlights of Action Items Completed

- BFTL overview is provided for ECEAP, Head Start and community preschool providers in August. The training is facilitated by David Matteson, a national literacy consultant. The first round of demonstrations takes place in January. During the demonstration day, teachers are able to watch a modeled writing lesson and debrief. Future demonstration days are scheduled for March.
- The early learning team partners with Snohomish County ECEAP and the district's elementary math facilitator to plan and coordinate professional learning for community preschool providers. Snohomish County ECEAP is facilitating three full-day math professional learning sessions for ECEAP throughout the year.
- The early learning team collaborates with the University of Washington Bothell to provide three math professional learning sessions for community preschool providers and EPS kindergarten teachers. These PreK-K Connection Event sessions

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are focusing on mathematizing read-alouds. The first session takes place in December 2016 with future sessions scheduled for February and April 2017.

Strategic Goal: 5.3

Our strategic relationships contribute resources that help grow a more robust and well aligned pre-kindergarten through third grade system.

Key Performance Outcome: 5.3.a (PS, JS)

A higher degree of collaboration and communication between the district and its partners is achieved.

Highlights of Action Items Completed

- A seven-member team from the early learning department participates in the 2016 National P-3 Institute during the last week of October 2016. Only one hundred people were selected to participate, and EPS was the only team from Washington state of the fourteen teams from across the country. The EPS early learning team that attended consisted of members from the EPS Curriculum, Assessment and Special Programs department (CASP), ECEAP and a building principal, as well as partners from Opportunity Council and Everett Community College. The institute provided intense professional learning to deepen and extend efforts to implement P-3 approaches that create meaningful change. The EPS team had time to learn together and refine practices using protocols, tools and resources provided by the National P-3 Institute.
- The EPS P-3 Leadership Team meets on September 27 and November 30. The EPS P-3 Leadership Team meets quarterly throughout the year to partner in creating P-3 communication, connections and alignment to support high quality learning for our youngest learners. The P-3 Leadership Team consists of EPS teachers, curriculum specialists, facilitators, directors, and principals, as well as community partners. The community partners represent organizations such as Snohomish County Human Services, Child Care Aware & Opportunity Council, United Way, Everett Community College and Head Start. Future meetings are scheduled for February 14 and April 25, 2017.
- The early learning team coordinates with the Snohomish County Early Learning Coalition, United Way and Everett Community College to engage community early learning providers in activities and discussions regarding the future of early learning in the Everett area. The Snohomish County Early Learning Coalition is sponsoring a Data Carousel on Monday, March 13, 2017 from 12:30 to 4:00 pm. The Coalition is also sponsoring an early learning community conversation at Everett Community College on March 22, 2017 from 5:00 to 7:00 pm.
- The Early Learning Department is in the planning stages of an Early Learning Symposium for Saturday, April 29, 2017.

Key Board Dates Completed

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- Integrated tech Plans (October 11, 2016)
(See KPO 2.2.a. for information on this item)

Key Board Dates Upcoming

- Integrated technology plan status (June 20, 2017)
(See KPO 2.2.a. for information on this item)

Strategic Goal: 5.4

Our strategic relationships improve the quality and coherence of K-12 learning opportunities in science, technology, engineering, and math.

Key Performance Outcome: 5.4.a (PS, DB)

A higher degree of collaboration and communication between the district and its partners is achieved.

Highlights of Action Items Completed

- A strategic partnership theory of action is drafted and presented to the board in January.
- Career connected learning 2-year timeline and logic model is developed (5.4.b).
- Diversifying pathways project management team is formed (5.1.b).
- Career and Technical Education (CTE) General Advisory Committee, comprised of approximately 25 representatives of high demand industry, meets monthly.
- STEM staff participate in various committees to foster relationship (Governor's STEM Innovation Council; Economic Alliance Snohomish County Advocacy Board; Washington STEM Policy Committee; Sno-Isle Administrator Working Group; STEM Network District Representatives; Washington Alliance for Better Schools District Coordinators; Pacific Science Center Science and Education Advisory Committee; Washington LASER Steering Committee; OSPI State Science Leadership Team; Washington MESA; Washington FIRST; Leadership Snohomish).
- Two new Facilitators – a Career Connected Learning Facilitator and an Extended Learning Facilitator – support STEM program engagement with community / industry.
- Initial planning takes place for the June 27 Career Connected Learning community symposia.
- Initial planning takes place for the June 8 Innovation Expo, which will feature approximately 35 industry exhibits that exemplify career connected learning.
- In support of establishing support for a Medical Pathways facility and program at Everett High School, 20 letters of support are provided by institutions of higher education, government agencies, health care agencies, community and advocacy support organizations, and neighboring school districts.

Key Board Dates Completed

- Study Session: Strategic Partnerships (January 17, 2017)
The objectives of this board study session are to re-familiarize the board with the February 7, 2017

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purpose of strategic partnerships; be introduced to example strategic partnerships; and to solicit feedback on strategies that are designed to sharpen focus on strategic partnership efforts. Strategic relationships is one of five strategic priorities in the EPS strategic plan. Strategic relationships are a vehicle to achieve district priorities in order to ultimately improve student learning. They improve the quality and coherence of programs and often contribute resources that help advance the mission and vision of the organization. The sharing and leveraging of resources allows the achievement of goals that cannot be achieved alone.

Key Performance Outcome: 5.4.b (PS, DB)

Community partners are engaged in common learning and shared practices with the district.

Highlights of Action Items Completed

- The district receives a \$90,000 award from the Boeing Company to support a two-year build out of district-wide, K-12 career connected learning program
- The STEM department develops a two-year timeline / logic model for roll out of career connected learning program and completes an internal audit of existing K-12 career connected learning programs. Initial external (statewide) audit of successful career connected learning programs (learning tours, or visits to programs) begins in January.
- Expansion of extended learning as described in KPO 1.2.a
- The Extended Learning Facilitator identifies industry partners aligned to each of the district's CTSOs
- As part of the district's career connected learning efforts (see KPO 1.1.e and 5.4.b) an initial list of community career connected learning partners (i.e., industry partners) is developed to become community partner database. This database will support extended learning (before and after school learning) opportunities

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List of Abbreviations

AOP	Annual Operating Plan
AP	Advanced Placement
APCS	Advanced Placement Computer Science
APES	Advanced Placement Environmental Science
AVID	Advanced Via Individual Determination
BFTL	Building Foundations that Last
CASP	Curriculum, Assessment, and Special Programs
CCSS	Common Core State Standards
COE	Collection of Evidence
CS	Computer Science
CTE	Career and Technical Education
CTSO	Career and Technical Student Organizations
ECEAP	Early Childhood Education Assistance Program
ELA	English Language Arts
EL	English Learner
EOC	Emergency Operations Center
EOS	Equal Opportunity Schools
EPS	Everett Public Schools
EPSF	Everett Public Schools Foundation
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
GLAD	Guided Language Acquisition Design
HOSA	Health Occupation Student Organization
KARK	Kindergarten Assessment Resource Kit
KPI	Key Performance Indicators
KPO	Key Performance Outcome
LAP	Learning Assistance Program
LED	Light Emitting Diode
LMS	Learning Management Services
MILT	Math Instructional Leadership Team
NGSS	Next Generation Science Standards
NWESD	Northwest Educational Service District 189
NSTA	National Science Teachers Association
OTG	On-Time Graduation
PLC	Professional Learning Communities
PTSA	Parent Teacher Student Association
RIF	Reduction in Force
SAMR	Substitution Augmentation Modification Redefinition
SBA	Smarter Balanced Assessment
SEED	Secondary Educators for Equity & Diversity
SEL	Social-Emotional Learning
SLT	Superintendents Leadership Team
STEM	Science, Technology, Engineering, and Mathematics
TPEP	Teacher Principal Evaluation Pilot
TSA	Technology Student Association
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WASA	Washington Association of School Administrators
WSSDA	Washington State School Directors' Association
WWU	Western Washington University