

2019-20

End-of-Year Strategic Plan Progress Report

July 1, 2020



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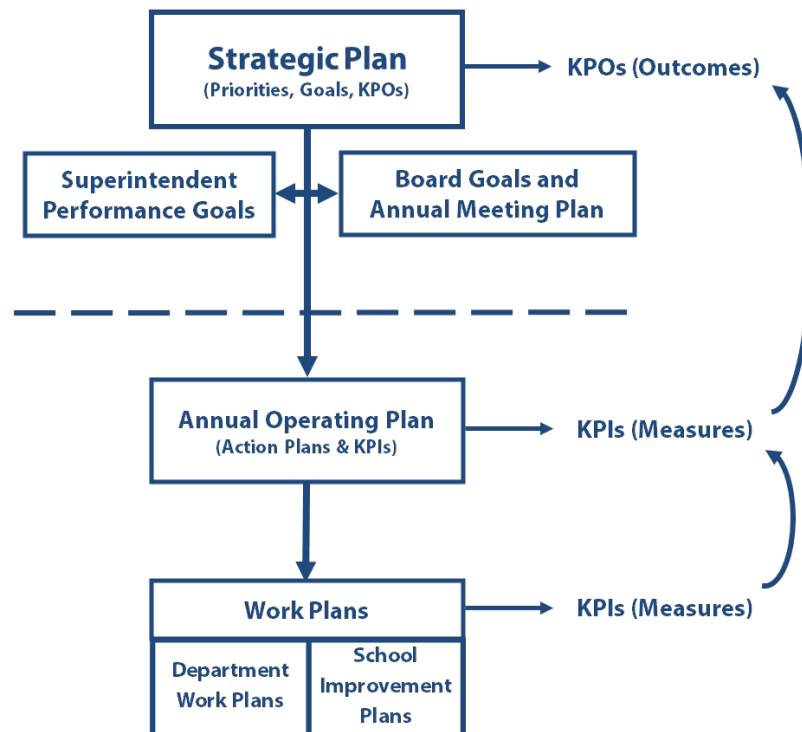


Everett Public Schools Strategic Plan Progress Report End-of-Year 2019-20



Overview

In May 2011, the Everett Public Schools (EPS) board of directors approved a strategic plan focused on student learning and the vision “**Our students will lead and shape the future**”. This report presents a high-level summary of the progress made by the district to implement its strategic plan during the 2019-20 school year, which is the ninth year of the implementation plan. The time covered by this report is September 1, 2019 to August 31, 2020.



The Planning Process

The district’s **Strategic Plan** includes five strategic priorities, with 18 strategic goals and 37 Key Performance Outcomes (KPOs) – all focused directly on those five strategic priorities.

The district’s **Annual Operating Plan (AOP)** includes all the components of the strategic plan, plus a variety of Key Performance Indicators (KPIs) and associated action items – all focused directly on the 18 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 and action plans for each department.

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, and hyperlinks are provided to additional information on the board agenda item or topic selected.



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.

Overview

School improvement planning, instructional design, [professional learning](#), and leadership development represent the core work of stimulating improved student achievement outcomes. Priority work in this area was built on strengthening actions that promote the district's four pillars of climate, culture, systems, and instruction.

Approximately two hundred principals, teachers, and district leaders engaged in a two-day instructional leadership workshop in August. Five hundred paraeducators were trained in two-day professional development institute and from late summer to early fall, entire staffs from twenty-two schools attended workshops on high-leverage instructional strategies.

New Hire Orientation onboarded staff new to EPS, engaging staff on issues pertaining to technology, HR systems, effective student/teacher partnerships, academic content, and best instructional and classroom management practices.



Longitudinal [student achievement trends](#) and [stakeholder perceptual data](#) is analyzed, demonstrating strengths (e.g., all schools above low-income level vs. achievement percentile regression line; 95.9% four-year graduation rate) and areas in need of significant improvement (e.g., math and science stagnant and lower proficiency over time). The class of 2020 is regularly monitored for progress to graduation, with intentional focus on English Learners and Special Education students.

[Instructional Reviews](#) involve teachers, principals, and central office leadership convening in a workshop and walkthrough environment to examine teaching and learning in each school and collaboratively drive a systems-level response. The process is designed to build skills and capacity of participants by coming to a common understanding of effective instructional practice and how to scale it across the system.

[Teaching and learning coronavirus responses](#) include [structures](#) to improve predictability and routines for [students and families](#) during school closure. Digital instructional strategies are monitored and shared to scale up best practices in the remote learning environment. A [continuous learning plan](#) was approved by the board and accepted by OSPI.

i-Ready implementation focused on leadership for learning with increased professional development for instructional coaches and principals, building led data meetings, and increased parent engagement.

Anchored by the board's [Resolution 1237](#) affirming its commitment to condemning racism and supporting peaceful protest, district leadership is developing a more comprehensive set of approaches to improve its racial equity work. Building on the Equity and Access Advisory Council's workplan, strategies include holding courageous conversations about race; anti-racist professional development for all staff and students; student achievement and advocacy; community and family engagement; and recruitment and retention of staff of color.

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Board Agenda Items

September 24, 2019	Summer School Report
October 1, 2019	Student Performance Data and EES Trends
October 8, 2019	Annual Student Achievement Report
November 5, 2019	Postsecondary Enrollment Patterns
November 5, 2019	Promise Kindergarten
November 5, 2019	Summer Reading Program Celebration
November 19, 2019	Instructional Review Process
November 19, 2019	Next Generation Science Standards Transition Status
December 3, 2019	Class of 2020 Progress to Graduation
January 14, 2020	Math Performance Status Update
January 28, 2020	Math Performance Status Update
April 28, 2020	Comprehensive Sexual Health Education
May 12, 2020	Instructional Reviews: Process and Impact
May 19, 2020	Continuous Learning Plan
May 19, 2020	High School Mathematics Instructional Materials Adoption





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.

Overview

Professional Educators Standards Board (PESB) Fundamental Course of Study (FCS) implemented fall 2019; over 500 paraeducators participated in a two-day training in [August](#) focused on topics ranging from: positive & safe learning environment; child & adolescent development; cultural identity & diversity; technology; roles & responsibilities; instructional practices; communication strategies. Approximately 70 attended makeup sessions in [October](#). Paraeducators were given the opportunity to complete additional FCS training during the remote work period (through state online courses and district offered online courses), allowing paraeducators to complete the full 28 hours of the Fundamental Course of Study earlier than required by the State.

Work has begun on planning paraeducator professional development for the 2020-21 school year and will include FCS offerings for those who are newly hired and those who will have not yet completed the full 28 hours. Additional professional development clock hours provided in 2019-20 and 2020-21 to paraeducators who have completed the full 28 hours of the FCS, may be applied towards earning their General Paraeducator Certificate or their Subject Matter Certificate. Online classified professional development opportunities were expanded during the remote work period, with over 160 online classes being offered since March 2020.

Work continues with implementation of the district's 2016-22 [Integrated Technology Plan](#). In preparation for the Cohort 4 schools going 1:1, seven schools had infrastructure upgrades completed. WIFI updates completed at North and Gateway middle schools and upgrade work started on the remaining 17 elementary schools. At the middle school level, over 7,000 Chromebooks provisioned and deployed at the middle and elementary school level. A modernized anti-virus platform has been installed and a new internet filtering solution is in place to enhance cyber-security. There has been increased functionality added in the firewall to allow more visibility into network utilization and activity.

Expansion of digital platforms continues for blended learning, professional development and access to adopted curriculum. This fall there have been a number of product integrations set up have been made using Clever, Google, and Canvas. Canvas school usage has increased with more assignments, files uploaded, student seats, and media uploads. Further work in Canvas include 45 courses with centralized blueprint content, the launch of curriculum and other resource portals with increasing utilization including: ELA, Mathematics, Health, Science, World Language, Digital Tools, SIS Documentation, and Social Studies Portals. All levels of Summer School will utilize Canvas for content delivery. Google Classroom continues to be a well-used tool with over 1,200 classrooms created to begin the school year. Increasing focus on applications that allow staff and students to be creators of content using applications like WeVideo and Sway.

Staffing to support teachers with embedded professional development continues with four instructional facilitators, one at each comprehensive high school and a dedicated middle school facilitator for the three middle schools launching their 1:1 initiative. Professional development for schools preparing to go 1:1 continues with training on leveraging devices for authentic learning bringing the number trained close to 1250 out of approximately 1600 teachers district-wide. In addition, LMS directors hosted sessions both online for four courses and face to face at five separate summer technology professional development offerings around technology tools,

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accessibility, and Canvas. Self-service technology resources continue to be utilized through Hoonuit and Zoom. Building platform-specific expertise by offering certification options for teachers as Google Educators and Microsoft Innovative Educators and for Classified staff Microsoft Office Specialist. Training for robotics coaches was expended to the summer affording coaches multiple days of training. Lead teachers from secondary schools were trained in drone instruction and flight.

Learning and Information Technology Services modified the HelpDesk Web entry screen so staff submit a request or problems without needing to know which team would be responding. Part of the update to Service Now allowed for a better workflow for new employees from account creation to notifying all LITS teams to fully set up accounts and permissions. The digital tool review process has also been updated to take advantage of request workflows. Each month the Learning and Information Technology Services department tracks open and closed work orders submitted on [HelpDesk Web](#). On average, 98% of the 4,364 open work orders have been resolved and closed on time each month.

The after-school robotics leagues were expanded to two seasons. As a result, middle and high school robotics now run September through April. Currently there are fifty-two elementary and middle school FIRST Lego League (FLL) teams participated in the December regional qualifying competition. The district art show has over 20 staff artists from departments and schools from across the district on display.



Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities. The district data dashboard has transitioned to an updated and more user-friendly format. Canvas Parent App and web access automated as of March. Remind application launched in Summer School for texting. Staff have continued to express positive feedback about district communications, with 82.4% saying they receive district information in a timely fashion. The new monthly 3 messages, implemented in September has also received positive feedback. Community engagement is improving with 7,636 current downloads of the school district app, a 28% increase. Social media channels have also shown steady increases, as evidenced by the following: Facebook: 7,216 followers, 3% increase; Twitter: 2,989 followers, 13% increase; Instagram: 2,850 followers, 12% increase. In addition, district information is being shared at all school events via a pre-event PowerPoint.

Board Agenda Items

September 10, 2019
October 8, 2019

October 8, 2019
October 15, 2019
November 5, 2019
November 5, 2019
January 28, 2020

[Professional Development Systems](#)
[Award Contracts for Birth-to-Three Early Intervention](#)
[Special Services Programs](#)
[Award Contracts for Special Education Service Providers](#)
[Bond Communications and Community Outreach](#)
[Summer Reading Program Celebration](#)
[Award Contract for Interpretation and Translation Services](#)
[Award Contract for Regional Intermediary for High School Internship Program](#)



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.

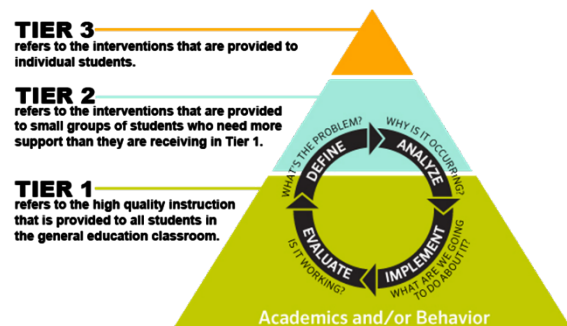
Overview

Human Resources collected feedback from primary customers (hiring managers and principals), analyzed the data, and examined current practices to improve systems for hiring managers to support hiring qualified teachers. District team comprised of human resources leaders, regional superintendents, and principals attended the [Urban Schools Human Capital Academy](#) (USHCA) in November. Using survey/anecdotal evidence and new learning from USHCA, human resources practices are revamped to meet customer needs with a focus on efficiency. Enhancements include central level screening and transitioning to an electronic hiring process. 2020-21 staffing process is accelerated to prepare for job fair on March 20, 2020. Collaboration continues with the USHCA team and certificated/classified advisories on progression. Work in progress on electronic Personnel Action Form (PAF) to enable hiring managers to go to one location for hiring paperwork as well as provide data integration from Frontline directly into BusinessPlus (core HR/PR financial system) creating efficiencies and eliminating risk of error.

As part of the USCHA model, the *Targeted Selection Process* for hiring and selection for administrators was implemented. This process uses a *Behavioral Event Interviewing* technique that shifts the focus on “who” rather than the “what” in the selection process. It is an *unbiased* tool used to identify and develop talent which is used by many districts across the nation. Questions are designed to determine whether the applicant has the skills and abilities to produce the outcomes we are looking for, e.g., experience with closing the achievement gap. This is accomplished by asking questions focused on “*what they HAVE done*” rather than what they “*would do*.” General answers no longer suffice. Questions must be specific in order to ensure that principals and assistant principals are well *matched* to the school; to improve the *rigor* of the selection process; and to ensure that each applicant has their best *opportunity* to present their qualifications for leadership roles in Everett Public Schools. Training for hiring managers was completed in June.

Development of the *Preparing New Principals Program* is underway. It is a pathway for high-potential assistant principals in the district to a principalship. The program is built around a series of job-embedded learning experiences and performance assessment tasks so that, if the assistant principal successfully completes the program, they will be eligible for placement in a principal role. The program will run from August 2020 to May 2021. Future programs will be 22 months long.

A multi-tier system of supports (MTSS) framework continues to be developed to tailor specific student interventions and monitor progress. Directors, building administrators and counselors engaged in professional development to strengthen the Panorama Student Success Platform utility and analyze schools’ Fall 2019 student social-emotional indicator data. This training is designed to prepare staff for systems alignment to advance the district MTSS Systems of Support model.



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In its sixth year, [Communities of Color Staff Receptions](#) in partnership with the Communities of Color Coalition continue to build momentum with high attendance at the November 15, 2019 reception. Events focus on building a sense of belonging and community among the district's staff of color.

Professional Educators Standards Board conducts site visit at district high schools to observe progress on [Recruit Washington Teachers-Bilingual Educator Initiative](#) (RWT-BEI) grant pilot as a recruitment strategy to "grow our own" with a focus on diversifying the teacher pipeline as part of the Diversifying Pathways consortium (UW|Bothell, Everett Community College, Marysville Public Schools, and EPS).

Positive behavior interventions and supports (PBIS) training continues, focused on strengthening Tier I supports and transitioning to building on Tier II supports. District counselors' evaluation pilot was initiated, aligning standards of performance to Danielson's framework.

Nine district staff are attending a Culturally Responsive Teaching course offered through Educational Service District 189. Work has begun to integrate core concepts into our daily work and professional development.

New [HRMS Frontline](#) system implementation completed (Recruiting & Hiring, Professional Development, Absence Reporting) in support of districtwide professional development offerings, absence management and hiring).

Paraeducators receive training on implicit bias, microaggressions, and developing an equitable culture and climate. Paraeducators were given the opportunity to complete an in-person equity course as part of the district's Fundamental Course of Study offerings and were given an opportunity to complete this course on-line during the remote work period.

Safe schools training was completed by all employees to ensure all staff support procedures and practices that promote a climate that is positive, friendly, and responsive to individual student needs.

All administrators received training on new student discipline changes in state law, including updated district policy and procedure and standard practices. Training provided to teachers as requested by individual schools. All district employees received training on civil rights of staff and students in Everett Public Schools and how to access district policies and procedures on discrimination.

Safety and security facility upgrades continue across the district with installation of additional lock-down doors and access control hardware in vestibules and hallways at eight more schools. Emergency preparedness training is provided to all administrators at the annual *Equip to Lead* professional development training and to CRC staff at selected CRC staff meetings. The district's on-line school safety center system information is expanded to include school/site maps and is now available to law enforcement. The RAVE 911 emergency communication system is expanded to include all Durham school buses serving the district in addition to its use on all district-owned transportation vehicles.

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[Four-tiered evaluation](#) system has been developed for counselors. During the 2019-20 school year, 18 elementary, middle and high school counselors will voluntarily participate in a Counselor Evaluation pilot. Participating counselors must have completed four years of satisfactory evaluations before the 2019-20 school years in order to be part of the pilot. Pam Rosa, consultant, provided professional development to school counselors and administrators on the development and implementation of the counselor evaluation rubrics and tools. The counselor evaluation is based on the WA State Framework for School Counselors and the ESA Danielson's Framework for School counselors. Nurses, technicians, and grounds staff will be evaluated this year using a 4-tier evaluation system.



Board Agenda Items

September 10, 2019
November 5, 2019
February 11, 2020
March 10, 2020
March 17, 2020
April 14, 2020
April 14, 2020
May 5, 2020
May 26, 2020
June 9, 2020
July 1, 2020

[Professional Development Systems](#)
[Award Contract for Interscholastic Athletic Rebate Program](#)
[Strategic Plan Mid-Year Progress Report 2019-20](#)
[Coronavirus Update](#)
[Coronavirus Response and Planning Update](#)
[Board Goals 2019-20 Progress Review](#)
[Coronavirus Update](#)
[College, Career and Life Readiness Indicators w/SEL](#)
[Equity and Access Advisory Council Annual Report](#)
[Recruitment, Retention, Affirmative Action](#)
AOP Updates



Strategic Priority: 4 Resource Management

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

Overview

The district's total combined \$486.6 million [2019-20 budget](#) is made up of the general fund (\$347.3 million), capital fund (\$75.0 million), debt service fund (\$61.5 million), associated student body fund (\$2.6 million) and transportation vehicle fund (\$0.2 million). The allocation of resources in finances, staffing, technology and facilities is driven by enrollment, learning needs and program requirements, and strategic priorities as proposed by district staff and approved by the school board.



In November of each year the board is provided with a [four-year fiscal outlook](#) as a baseline for the ensuing budget development process. The current projection plans for utilization of reserves during the 2019-20 fiscal year lowering ending fund balance from 10.6 percent (August 31, 2019) of total expenditures to 9.2 percent (August 31, 2020). The projection called for identification of \$1-2 million of program reductions for the 2020-21 fiscal year to maintain an ending fund balance for that year of 8.0 percent (August 31, 2021), well above the target of 5.0 percent identified in [Board Policy 6000](#). The annual budget development workshop with the Board occurred on March 17, 2020. The 4-year fiscal outlook highlighted the use of reserves in combination with \$2-3 million in reductions each year holding off more significant cuts until 2022-23. Further, the board was presented with a set of program enhancements and reductions resulting in a net cut of \$2.0 million.

On March 13, 2020, Governor Jay Inslee ordered a six-week closure of school facilities as part of Washington's response to the pandemic. Further, gubernatorial action required school facilities to remain closed through the end of the 2019-20 school year. As a result of the pandemic the state revenue forecasts project a \$4.5 billion decline in the 2019-21 biennium. On June 23, 2020 the board heard the first reading of the 2020-21 operating budget. The 4-year fiscal outlook was updated in response to the deteriorating state funding outlook dropping the projected ending fund balance to 6.0 percent at the end of the 2020-21 fiscal year. It further accelerates the need for major cuts to the 2021-22 fiscal year.

Work is progressing on the [2016 capital bond and levy projects](#). Major accomplishments this year include the opening of Tambark Creek Elementary School, completion of the North Middle School Modernization and Partial Replacement project, continuation of the modernization project at Woodside Elementary School, and other projects across the district enhancing safety and security, upgrading building systems, and replacing technology.

A key initiative this year is a \$317.4 million [2020 Capital Bond](#) measure on the August 4, 2020 primary election ballot (previously scheduled for the April 28, 2020 ballot) that is designed to

- Give our students facilities and tools necessary for STEM career pathways
- Increase safety and security for students and schools
- Ensure students have enough room to learn by adding 21st Century classroom space, modernizing and repairing building systems
- Provide equitable access and opportunities for students while not increasing tax rates

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Board Agenda Items

September 24, 2019	<u>Review 2020 Capital Bond Proposal</u>
October 8, 2019	<u>Approve Bond Proposal for April 28, 2020 Election</u>
November 5, 2019	<u>Support for Bond Proposal</u>
November 19, 2019	<u>Fourth Quarter Financial Update</u>
November 19, 2019	<u>Fiscal Outlook 2019-23</u>
January 14, 2020	<u>First Quarter Financial Update</u>
January 28, 2020	<u>First Quarter Financial Update</u>
February 11, 2020	<u>Budget Development Update</u>
March 10, 2020	<u>Award of Bid for Everett High School Main Building</u>
	<u>Exterior Finish Restoration – Phase II</u>
March 10, 2020	<u>Enrollment Outlook 2020-2030</u>
March 17, 2020	<u>Budget Development Workshop</u>
March 24, 2020	<u>Rescinding Portions of Resolution 1216 and Postponing</u>
	<u>Bond Proposition</u>
April 14, 2020	<u>Second Quarter Financial Update</u>
April 28, 2020	<u>Call for Bids for Jackson HS Science Classroom</u>
	<u>Conversions</u>
April 28, 2020	<u>Review 2020 Capital Bond Proposal</u>
May 5, 2020	<u>Purchase Property for Elementary No. 19</u>
May 5, 2020	<u>Approve Bond Proposal for August 4, 2020 Election</u>
May 19, 2020	<u>Coronavirus Update: Revenue Refunds</u>
June 23, 2020	<u>Adoption of the Operating Budget for Fiscal Year 2020-21</u>
	<u>(first reading)</u>



Strategic Priority: 5 Strategic Relationships

Develop intentional partnerships and strategic relationships to support student learning.

Overview

Numerous partnerships and strategic relationships are developed and fostered to achieve the breadth of district priorities and goals with the ultimate outcome of supporting student learning.

A sampling of these includes vaping presentations conducted in partnership with Snohomish County Health District; award of a new grant through Snohomish County Children's Wellness Coalition in collaboration with Snohomish County Human Services with focus on trauma; placement of SeaMar counselors at all secondary schools and selected elementary schools; the Office of the Superintendent of Public Instruction's (OSPI) Homeless Student Stability Education grant partners the district with Cocoon House and supports an education advocate to support unaccompanied homeless youth; the Improving School Attendance Collaborative funded through the United Way brings together 22 community partners to provide resources and support for district McKinney-Vento families; and the district continues to host regional McKinney-Vento meetings attended by Snohomish County school district personnel, OSPI, the Education Service District 189, Department of Children, Youth, and Families to coordinate support for students and families experiencing homelessness.

A partnership with Washington Kids in Transition (WA KIT), a local non-profit whose goal is to provide basic needs to homeless children enrolled in Snohomish County schools, including Edmonds and Everett Public Schools. They assist in providing support in gap areas for some of our most vulnerable students and their families. Items like food, emergency clothes, a temporary hotel stay, or even help with costs to move into a stable and safe home. While the EPS KIT program can meet some needs for homeless students through the McKinney-Vento Act, WA KIT supplements these efforts by filling in the gaps for a family to grant a special wish or to get connected with housing services.

Fifteen local employers representing 29 distinct worksites hosted fifty high school students in completing 90 or more hours of the Everett CareerLink summer 2019 internship activities. Forty-five employers have expressed interest in participation in the summer 2020 modified online version of Everett CareerLink. Through the Next Generation Project, the Rotary Club of Everett continues to provide funds to support students in the AVID (Advancement Via Individual Determination) elective. The district partnership with GEAR UP includes a grant which supports preparation for low-income students in the class of 2023 to prepare for postsecondary education. The district's involvement with the Washington Student Achievement Council Dual Enrollment Scholarship Program provides tuition funds to low-income students at Everett and Cascade High School enrolled in College in the High School courses.

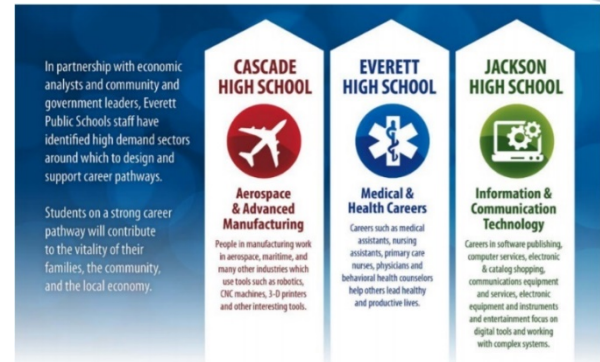
Everett Public Schools continues to partner with the College Bound Scholarship program which is an early commitment for state financial aid eligible to middle school students who fulfill a scholarship pledge. This year the district launched a new partnership with Providence Regional Medical Center who now through Project SEARCH hosts students in the 18-25-year-old program.

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An intensive communication process is underway to inform staff and community members about the \$317.4M capital bond proposal on the August 2020 special election ballot. Efforts include the preparation and scheduling of over 40 community presentations, and development of a community newsletter and mailer. Three community listening events are held regionally to hear from families, and critical district information and developments about the district are communicated through web messages and Twitter feed. Additionally, a Longfellow Property Advisory Task Force composed of fifteen community members is developing recommendations regarding the potential and preferred uses of Longfellow property to be delivered to the superintendent in June 2020.



The launch of the National Science Foundation grant-funded project, Building Equity in Aerospace Training, in partnership with Everett Community College, the National Girls Collaborative Project, and Marysville and Mukilteo School Districts supports the recruitment and retention into district's manufacturing-related coursework. The continuation of the Professional Educators Standards Board grant-funded project, Recruit Washington Teachers, in partnership with Everett Community College, University of Washington Bothell, and Marysville School District supports efforts to diversify the participation in the Careers in Education course at all three comprehensive high schools. Colleagues of the Communities of Color Coalition participate in the high school math adoption.

Additional partnerships in support of strengthening the diversity of staff and students include the Washington Alliance for Better Schools' support to engage multicultural parents and family members to serve as a bridge between families and their schools to create more cohesive community; NAACP Snohomish County and Everett Community College's Diversity and Equity Center in implementing the Youth Development Program (YDP) designed to meet the specific needs of students of African Descent; and the YMCA Snohomish County in implementing the My Achievers Program designed to support disadvantaged and under-represented youth to achieve higher education goals.

The district's Early Learning team supports student readiness for kindergarten in partnership with Everett Public Library and the City of Mill Creek continue weekly Play and Learn groups for birth to five-year-old children and their parents

Representation from STEM-related business, labor and higher education participate in the refresh of the Career and Technical Education (CTE) general advisory, as well as the establishment of six CTE program advisories. The Boeing Company continues to provide support of the implementation of the Core Plus program which is the foundation of the Cascade High School three-credit manufacturing course. Providence and Everett Community College serve as lead advisors for the development of the three-credit Foundations of Health course, a Certified Nursing Assistant program to launch at Everett High School. Award of a Career Connect Tech grant from Career Connect Washington providing the district to partner with Everett Community College in a feasibility study for a regional P-TECH program (Pathways in Technology Early College High School).

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Board Agenda Items

October 8, 2019

[Award Contracts for Birth-to-Three Early Intervention
Special Services Programs](#)

November 5, 2019

[Award Contract for Interpretation and Translation Services](#)

November 5, 2019

[Promise Kindergarten](#)

November 19, 2019

[Next Generation Science Standards Transition Status
Update](#)

April 28, 2020

[Career and Technical Education Progress Report](#)

May 5, 2020

[College, Career and Life Readiness Indicators w/SEL](#)

May 19, 2020

[Progress to Graduation and 24 Credit Plan Update](#)

End of Document