Mission
Inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

Vision
Our students will lead and shape the future.
They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate. They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others. They will acquire the knowledge, attitudes and skills to adapt to the emerging needs of a changing world.

Core Values
Our core values drive our actions and behavior.

<table>
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<tr>
<th>Value</th>
<th>Description</th>
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<tr>
<td>Learning</td>
<td>We believe each student has the ability to learn and achieve to high standards.</td>
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<tr>
<td>Equity</td>
<td>We honor and support each student's right to learn and achieve.</td>
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<tr>
<td>Integrity</td>
<td>We act in good faith, serving others with honesty and dignity. We serve as stewards of the public trust.</td>
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<tr>
<td>Passion</td>
<td>We are passionate about teaching and learning.</td>
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<tr>
<td>Respect</td>
<td>We value differences among people and treat one another with respect.</td>
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<tr>
<td>Diversity</td>
<td>We embrace diversity as an essential asset; we are inclusive and treat our differences as a core strength.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>We believe in learning and working together, the value of diverse views, and the power of collective wisdom.</td>
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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.

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<th>Strategic Goals (Focused on priorities)</th>
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| **1.1** Each student graduates from high school ready for college, career, and life with 21st century skills. | **1.1.a** 100% of students graduate.  
(Strategic leaders: Shelley, Peter, Jeanne, Sally, Larry) | - Adjust OTG goals and intervention strategies based on 2019-20 data (focusing on subgroups to improve monitoring effective strategies and interventions)  
- Align OTG goals with WSIF indicators and SBA grade 10 achievement  
- Implement strategies to support and monitor 24 credits graduation requirement  
- Assess second semester 2020 waivers and incomplete grades during closure to drive interventions  
- Increase diversity of students successfully completing HS credit options in middle school  
- Monitor and decrease absenteeism rates K-12, particularly among KIT students  
- Continue middle school transition meetings between grade 5-6 (8-9 like HS transition meetings)  
- Support and strengthen transition articulation between grade 5-6 and grades 8-9 in core content areas (math, ELA, science)  
- Monitor and support the intervention and support programs for Algebra 1 (Intensified Algebra) and Algebra 2 (Algebra 2 Block)  
- Implement timely interventions to address all students who are off-track to graduate on time | - Number of federal subgroup students “in the red” in FGY 2021  
- CDU list  
- Number of targeted student groups identified from the Washington School Improvement Framework Snapshot  
- Panorama SEL indicators  
- Monthly attendance reports by school  
- Monthly attendance reports by KIT status  
- Number of new online courses and number of students enrolled in these courses  
- Number of high school credit-bearing and advanced pathway course offerings at middle school  
- Number of middle school students enrolled in high school credit-bearing and advanced pathway courses  
- Percentage of failing grades in secondary math classes  
- Percentage of student/parent transition meetings grade 5-6 |
| **1.1.b** Students meet or exceed standards by the end of kindergarten.  
(Strategic leaders: Shelley, Peter, Jeanne, Sally, Larry) | **1.1.b** Students meet or exceed standards by the end of kindergarten.  
(Strategic leaders: Shelley, Peter, Jeanne, Sally, Larry) | - Integrate 21st century skills and social emotional competencies into Plan, Do, Reflect with intentional focus on core content  
- Implement common benchmark assessments and progress monitoring resources in kindergarten, grade 1, and grade 2  
- Strengthen common strategies and approaches to assist teachers with creating a welcoming culturally responsive classroom aligned with Positive Behavior Intervention Support  
- Implement aligned curriculum and instructional practices in developmental and ECEAP preschool  
- Develop progress monitoring tool for grades 1, 2, and 3  
- Research and select a dyslexia screener; identify effective instructional resources and implement professional development plan to support instruction in K-2  
- Select and implement dyslexia screener and ensure alignment to reading diagnostic K-5 | - Tools developed to support observation of early literacy and numeracy instruction  
- Spring DRA in kindergarten  
- Revised EPS Kindergarten Guide  
- Percentage of students who meet the WA Kids standards and Kindergarten Assessment Resource Kit (KARK) skills  
- Fall, winter, spring DRA in grades 1 and 2  
- i-Ready math and ELA  
- Reach reading comprehension unit assessments  
- K-2 common writing assessments |
| **1.1.c** Students meet or exceed college, career, and life readiness indicators in grades three through twelve.  
(Strategic leaders: Shelley, Peter, Jeanne, Sally, Larry) | **1.1.c** Students meet or exceed college, career, and life readiness indicators in grades three through twelve.  
(Strategic leaders: Shelley, Peter, Jeanne, Sally, Larry) | - Implement common benchmark assessments and progress monitoring resources in grades 3-5  
- Increase effective use of I-Ready to fill in learning gaps identified by diagnostic assessment results (reading, math) 3-5  
- Monitor student progress on unit and topic assessments (reading, math) 3-5 | - Percentage of students at or above standard on the i-Ready diagnostic assessments  
- Percentage of student participation in online lessons on diagnostic i-Ready  
- Reach reading comprehension unit assessments  
- 3-5 common writing assessments  
- Predictor chart based on unit and topic assessments |
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<td>1.1.1 continued</td>
<td>• Develop common strategies and approaches across the content areas to support teachers with implementation of 21st century skills &lt;br&gt; • Implement Performance Matters analytics to guide school improvement planning, inform instruction, and improve student learning &lt;br&gt; • Develop school-based strategies to monitor and improve student progress in online instruction in i-Ready and growth on diagnostic assessments</td>
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<td>• Summer school attendance &lt;br&gt; • Percent of students meeting the College and Career readiness standard on SBA by 8th grade and 10th grade &lt;br&gt; • Percent of students rated as often or consistent on 21st century skills progress reporting &lt;br&gt; • Career readiness indicators identified (awareness, exploration and preparatory) &lt;br&gt; • Systemic strategy to collect career readiness indicators &lt;br&gt; • Number of internship opportunities and placements</td>
</tr>
<tr>
<td>1.1.d</td>
<td>• Analyze and diminish gaps in progress between postsecondary application, enrollment, and matriculation steps &lt;br&gt; • Refine action plan (and materials and resources) for student internships; integrate with reentry planning &lt;br&gt; • Continue to implement Naviance with students with disabilities as high school and beyond plan for post-secondary readiness &lt;br&gt; • Recruit and place students with disabilities in work-based learning and internship opportunities &lt;br&gt; • Refine cost models for implementation of career connected learning and high school career pathways</td>
<td>• Analyze and diminish gaps in progress between postsecondary application, enrollment, and matriculation steps &lt;br&gt; • Refine action plan (and materials and resources) for student internships; integrate with reentry planning &lt;br&gt; • Continue to implement Naviance with students with disabilities as high school and beyond plan for post-secondary readiness &lt;br&gt; • Recruit and place students with disabilities in work-based learning and internship opportunities &lt;br&gt; • Refine cost models for implementation of career connected learning and high school career pathways</td>
<td>• Percent of students completing High School and Beyond Plan milestones in Naviance, by grade level (grades 6-12) &lt;br&gt; • Percent of seniors applying and accepted for college by June &lt;br&gt; • Percent of students meeting college-ready benchmark on SAT, PSAT &lt;br&gt; • Percent of seniors submitting the FAFSA &lt;br&gt; • Number of student participants in internships and youth apprenticeships, and CTE preparatory programs &lt;br&gt; • Number of industry and community partners offering student internships &lt;br&gt; • Number of training opportunities and percentage attended for post-secondary transition planning for students with disabilities &lt;br&gt; • Number of work-based learning and internships for students with disabilities</td>
</tr>
<tr>
<td>1.2</td>
<td>• Increase and monitor elementary science instructional time &lt;br&gt; • Monitor elementary math instructional time &lt;br&gt; • Increase and monitor middle school math support for student growth &lt;br&gt; • Increase enrollment and support of diverse and underrepresented student populations in advanced pathways &lt;br&gt; • Analyze, and implement strategies to mitigate, disproportionality within advanced academic programs &lt;br&gt; • Design a coherent secondary mathematics curriculum map for special education students &lt;br&gt; • Strengthen system wide implementation of balanced mathematics and implementation of best practices in mathematics learning &lt;br&gt; • Monitor and support implementation of curriculum materials for mathematics in grades 6 through 8 &lt;br&gt; • Refine the CORE Plus (CTE-Math-English) Manufacturing program &lt;br&gt; • Continue to support the ELA and Math elementary coaches to ensure alignment, coherence and rigor in content areas through the implementation of Student-Centered Coaching and through the support of data-informed practices with professional learning communities (grade level teams)</td>
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<td>• Number and diversity of students participating in AP examinations with a qualifying score &lt;br&gt; • Number of minutes students are scheduled into math instruction in school day &lt;br&gt; • Percent and diversity of students enrolled in advanced courses at middle and high school &lt;br&gt; • Number and diversity of students enrolled in College in the High School, Running Start, honors, AP, and Tech Prep options &lt;br&gt; • Number and diversity of students enrolled in K-5 Highly Capable program &lt;br&gt; • Number of units aligned with standards and best practice in the CORE Plus program &lt;br&gt; • Increase minutes by school of elementary science instruction &lt;br&gt; • Number of students receive math and ELA equivalencies in CTE courses &lt;br&gt; • Core high school math instructional materials identified and adopted &lt;br&gt; • Grade 11 science instructional materials identified and adopted &lt;br&gt; • Number of math instructional maps integrating math content and practice stand &lt;br&gt; • Observed increase in time teaching science in elementary classrooms &lt;br&gt; • Grades 6 – 8 science instructional materials identified and adopted</td>
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| 1.2.a continued                        | • Develop support for data-informed practices with professional learning communities in grades 6-12 using common assessments  
  • Implement adoption process for grade 11 science  
  • Implement adoption process for grades 6 – 8 science  
  • Implement adoption process for grades K-5 math  
  • Expand math and ELA course equivalencies with Career and Technical Education Courses | • Number of instructional maps, units, and assessments that integrate content standards, 21st century skills, culturally responsive practices, and technology across content areas  
  • Standards-at-a-glance documents created and published  
  • Tools published in Canvas for every 21st century skill  
  • Updated common Advanced Placement syllabi  
  • Number of content areas available in Canvas portal  
  • Middle school course catalog  
  • Number of users accessing Performance Matters each day  
  • Number of common assessments built in Performance Matters  
  • Number of staff trained in Performance Matters  
  • Data from SpringBoard assessments  
  • Pre-AP scoring sessions held | |
| 1.2.b Common content and outcomes are provided across all like classes. (Strategic leaders: Shelley, Peter) | • Develop and refine district-wide common maps, units, and assessments to integrate content standards, 21st century skills, culturally responsive practices, and technology for all courses  
  • Continue development of Curriculum Portal and continue integration of digital platforms  
  • Implement Performance Matters standards aligned assessments  
  • Develop common assessment in Performance Matters  
  • Integrate digital components into assessments via Performance Matters  
  • Continue development of Curriculum Portal and continue integration of digital platforms  
  • Develop standards-at-a-glance documents for teachers and students across content areas  
  • Support and monitor year 2 implementation of grade 10 science instructional materials  
  • Initial use implementation of new grade 11 science instructional materials  
  • Initial use implementation of new 9-12 Core Mathematics curriculum  
  • Establish common content and outcomes for comprehensive sexual health education course in middle school  
  • Develop a middle school course catalog  
  • Monitor implementation of special education supplemental materials and create maps and assessment to fully integrate into instructional practice  
  • Provide district-wide professional learning and course development for redesigned Advanced Placement courses  
  • Continue to implement the K-12 NGSS Transition Plan  
  • Provide support for ELA CCSS and the new edition of SpringBoard instructional materials, embedded and other assessments, and platform  
  • Provide support for Pre-AP English 1 and 2 implementations, including integration with SpringBoard instructional materials and common scoring opportunities for quarterly performance tasks |
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| 1.3                                    | Each student receives relevant, rigorous, personalized, and engaging standards-based instruction. | 1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.  
(Strategic leaders: Peter, Shelley, Jeanne, Sally, Larry) | Integrate culturally responsive teaching practices into professional learning, instruction, and programs  
Ensure alignment of school improvement actions with Instructional Review action plans  
Grow and monitor proficient and distinguished levels of teaching  
Provide evidence of daily and team unit lesson planning  
Sharpen systems of interventions with support from content directors and facilitators  
Develop system-wide inclusion practices and develop model for implementation  
Build leadership capacity of secondary math supervisors in assessing and monitoring high quality Illustrative Mathematics instruction  
School improvement plans with high impact strategies  
Percent of teachers reaching proficient and distinguished performance ratings  
Usage statistics of digital environments  
Professional learning plans with outcomes that support implementation of culturally responsive/sustaining practices  
Authentic learning experiences, culturally responsive teaching, and inclusion practices embedded in lesson and unit plans  
Standards, authentic learning experiences, culturally responsive teaching, and inclusion practices evident in learning walk and instructional review tools  
Number of curricular professional development offerings integrating culturally relevant teaching practices |
| 1.3.b                                  | Student satisfaction with learning improves.  
(Strategic leaders: Peter, Shelley, Jeanne, Sally, Larry) | Use 2020 Healthy Youth Survey results to ensure the programs are responsive to the needs indicated in the survey  
Expand and monitor activities and athletic participation and offerings at schools  
Panorama survey data on social-emotional indicators  
Monthly monitoring tool for athletics and activities; consider ASB reporting to the board |
| 1.3.c                                  | Students receive and apply health and fitness instruction and make informed choices to improve their health and fitness.  
(Strategic leaders: Shelley, Peter) | Conduct equity audit of district curriculum and instructional materials policy and procedure  
Design and implement implicit bias and microaggression training for staff and students  
Conduct equity learning walks to assess climate and culture issues that impact student learning  
Advance PBIS implementation  
Expand Panorama survey to include items pertaining to re-entry from school closures  
Number of schools completing Tier 2 PBIS training  
Percent of students expressing satisfaction with learning on the annual district wide survey |
| 1.4                                    | Each student demonstrates cultural proficiency and is prepared to live in and contribute to a world economy.  
(Strategic leaders: Shelley, Peter) | Conduct equity audit of district curriculum and instructional materials policy and procedure  
Design ethnic studies coursework and collaborative planning for implementation in 2021-22 school year  
Integrate culturally responsive concepts into all history and English courses  
Support implementation of state standards, inquiry-based learning, and project-based learning in social studies  
Implement state civics requirements in grade 12 government/civics courses  
Implement Since Time Immernal: Tribal Sovereignty Curriculum (STI:TSC) lessons in social studies courses in grades K-5, 7-8, and 11-12, incorporating content and culturally responsive/sustaining practices  
Develop and pilot /Tulalip Tribes Sovereignty Curriculum (TTSC) lessons and culturally responsive/sustaining practices in partnership with the Tulalip Tribes Tribal Sovereignty Cohort  
Ethnic studies course in course catalog  
Number of students enrolled in AP social studies courses  
Number of instructional maps and units that integrate new state standards and inquiry-based learning  
Feedback provided for TTSC lessons piloted |
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| 1.4.a continued                         | • Explore development of a global citizenship graduation certification/pathway plan  
  • Explore development of a high school ethnic studies course aligned with OSPI guidance | | • Number of students enrolled in AP world language courses  
  • Number of students enrolled in world language courses  
  • Number of students earning credit through World Language Assessments  
  • Instructional maps developed incorporating world language standards and adopted instructional materials for French, Spanish, and Chinese language courses.  
  • German instructional materials process completed  
  • Dual language program master plan developed  
  • High school visual arts course sequence defined by December 1, 2020  
  • Planning documents created for arts courses  
  • Instructional maps and syllabi developed incorporating state art standards, AP course requirements, and adopted instructional materials for AP Art courses  
  • High school visual arts instructional materials process completed  
  • Number of students participating in social justice summit  
  • Usage data for student and teacher use of digital platforms  
  • Number of affinity groups created  
  • Club councils are created at all high schools |
| 1.4.b At graduation, students have skills and knowledge in world languages, the arts, history, culture, economics, civics, geography, and social justice. (Strategic leaders: Shelley, Peter, Sally) | • Continue support for the implementation of Spanish, Spanish for Heritage Speakers, French, and Chinese instructional materials adoptions, including development of integrated performance assessments (IPAs)  
  • Complete German instructional materials adoption process  
  • Pilot world language proficiency assessments for district world language courses  
  • Research and develop dual language program plan, aligned with state guidelines, for program implementation in fall 2021  
  • Complete pre-planning for the development of dual language program: instructional materials adoption process; assessments; hiring; professional learning for dual language teachers and school staff; communication; registration process  
  • Continue support for implementation of new state arts standards  
  • Continue support for implementation of Advanced Placement Art standards and instructional materials adoption  
  • Complete high school visual arts instructional materials adoption  
  • Define high school visual arts course sequence and align course content with state arts learning standards  
  • Create affinity groups as part of our retention efforts  
  • Enhance student engagement through clubs  
  • Research, create and plan a dual language master plan for implementation of a district dual language program | | |
| 1.5 Each school and the district meet or exceed federal and state performance requirements. | 1.5.a State and federal achievement targets are met or exceeded. (Strategic leaders: Peter, Shelley, Jeanne, Sally, Larry) | • Enhance professional development for Achieve teachers and all special educators to build capacity for instructional and social emotional practices  
  • Continue work to streamline student intervention/assistance teams district-wide to align and support the implementation of the Multi-Tiered System of Support (MTSS) framework  
  • Strengthen collaboration across curricular areas to include strategies for working with EL students’ general education courses  
  • Continue to provide support for student and teacher implementation of 6-12 adopted ELA intervention instructional materials and digital platform  
  • Support middle and high school English Learner summer school options  
  • Monitor KIT attendance and provide supports needed to ensure students are attending school | | • Percent of Special Education and EL students meeting standard on SBA in grades 3-8, and 11  
  • Percent of students meeting standard on SBA in grades 3-8 and high school  
  • Percent of students meeting the English Language Arts SBA standard with the state approved Locally Administered Assessment  
  • Percent of English Language Learners making progress as measured by the EL progress indicator of the WSIF  
  • Percent of ELL students at middle and high school receiving direct English language development support.  
  • Consistent strategies to support English Learners included in content area professional development  
  • Achievement and usage data for ELA intervention materials and platform  
  • Percent McKinney-Vento and students in foster care meeting standards  
  • Special education suspension/expulsion rates |
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<td>1.5.a continued</td>
<td>• Revise SIP goals incorporating WSIF elements to improve student learning</td>
<td>• KIT attendance rates</td>
<td></td>
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<tr>
<td></td>
<td>• Enhance GLAD/SIOP professional development for all teachers (especially general education teachers) to build capacity for implementation of high yield instructional strategies</td>
<td>• Percent of students passing summer school courses</td>
<td></td>
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<td></td>
<td>• Provide additional training to Instructional Coaches in effective implementation of i-Ready in reading and math</td>
<td>• Usage and achievement data for student and teacher implementation of 6-12 adopted ELA intervention instructional materials and digital platform</td>
<td></td>
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<td></td>
<td></td>
<td>• Increase in student meeting 45 minutes per week in reading and in math on i-Ready</td>
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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.

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<td>2.1</td>
<td>Creativity and innovation are integrated into the instructional and operational work of the district. (Strategic leaders: Brian, Peter, Shelley, Debra)</td>
<td>Leverage digital communication tools during school closure to re-entry classroom models&lt;br&gt;Expand professional development offerings in district applications leveraging online, blended (combination of self-paced and instructor-led sessions), and face to face delivery methods&lt;br&gt;Improve technology professional development offerings by differentiating technology skill level, work assignment, grade level and content</td>
<td>Administrator &amp; Supervisor survey data&lt;br&gt;Integrated Technology professional development survey data&lt;br&gt;Number of staff engaged in all technology professional development by work group and delivery method&lt;br&gt;Number of staff in advanced level training opportunities and certifications relative to their work group&lt;br&gt;Usage statistics on the different formats of professional development that is offered (blended, online, webinar/Zoom, and face-to-face)</td>
</tr>
<tr>
<td>2.1.b</td>
<td>Creativity and innovation are celebrated. (Strategic leaders: Brian, Shelley, Peter, Debra)</td>
<td>Expand afterschool, summer, and classroom-based robotics opportunities to incorporate activities beyond FIRST (in elementary)&lt;br&gt;Continue to provide opportunities for stakeholder participation and engagement in annual arts shows&lt;br&gt;Student recognitions and celebrations are frequent and integrated into each student's day&lt;br&gt;Promote recognition of staff certifications earned</td>
<td>Number of elementary students participating in robotics&lt;br&gt;Number of new elementary robotics programs&lt;br&gt;Evidence of classroom integration of robotics&lt;br&gt;Opportunities for participation and engagement in art shows provided&lt;br&gt;Number of certifications earned by staff from district-offered options and external sources</td>
</tr>
<tr>
<td>2.2</td>
<td>Tools for collaboration, communication, and creativity are available, accessible and widely used. (Strategic leaders: Brian, Kathy)</td>
<td>Implement Year 5 integrated comprehensive technology plan that expands utilization of digital platforms for blended learning and increased utilization&lt;br&gt;Increase capacity and confidence of leadership to model technology integration through personalized professional development&lt;br&gt;Provide instructional facilitator/teacher technology leaders/LMS support for teachers with technology professional development.&lt;br&gt;Expand utilization of Canvas for instruction, professional development, staff and student resource access&lt;br&gt;Expanding video utilization and creation for staff and students within instruction&lt;br&gt;Onboard Remind for improved communication between school and families&lt;br&gt;Deploy 1:1 device rollout at the remaining nine schools: 2 middle schools, 7 elementary</td>
<td>Number of professional development offerings, participation rates, and usage statistics of the different digital learning platforms&lt;br&gt;Number of administrators and content coaches participating in leadership training&lt;br&gt;Survey feedback from building leadership about technology professional development model&lt;br&gt;Usage of staff, students, and parents within Canvas&lt;br&gt;Number of courses published and active in Canvas&lt;br&gt;Usage statistics from video applications used within instruction&lt;br&gt;Usage statistics from Remind&lt;br&gt;Number of infrastructure upgrades completed&lt;br&gt;Number of schools reaching 1:1 deployment&lt;br&gt;Number of deployed student devices</td>
</tr>
<tr>
<td>2.2.a</td>
<td>Access to systems, information and resources is easy and seamless for the end user. (Strategic leaders: Brian, Kathy)</td>
<td>Enhance management systems for greater effectiveness with other departments&lt;br&gt;Enhance access for students to digital applications&lt;br&gt;Enhance network services access for staff working off-site&lt;br&gt;Update and implement cybersecurity enhancements&lt;br&gt;Onboard final phase of online enrollment system</td>
<td>Percentage of open and closed work orders by month&lt;br&gt;Number of additional processes streamlined by Service Now&lt;br&gt;Evidence of integration of Point of Sale with Asset Panda&lt;br&gt;Review of student experience for accessing digital applications&lt;br&gt;Review of staff experience for accessing network services&lt;br&gt;Number of processes migrated from paper to online&lt;br&gt;Evidence of secure district data</td>
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### Additional Information

- **District-wide systems for students and staff.**
- **Foster innovation to serve current and future needs of diverse learners; support innovative approaches to develop, identify, and use information and technology.**
- **Access to systems, information and resources is easy and seamless for the end user.**
- **Creativity and innovation are celebrated.**
- **Tools for collaboration, communication, and creativity are available, accessible and widely used.**
- **Number of processes migrated from paper to online.**
- **Evidence of secure district data.**

**Annual Operating Plan 2020-21**

**Version 2.2**

**July 1, 2020**
## 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.

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| 2.2.c Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities. *(Strategic leaders: Brian, Kathy)* | • Upgrade website to new template and editor  
• Continue to use district app to share information and engage families  
• Incorporate teaching and learning strategies into school monthly parent newsletters  
• Expand participation in family and community engagement events and communicate district-wide strategic priority messages at events  
• Capital projects webpage is maintained with accurate and timely information about construction projects and bond planning activities  
• Enhance staff engagement through community of color coalition  
• Improve community engagement through revision and implementation of advisory groups | • Usage statistics of website  
• Review from stakeholders of website navigation  
• Data from district surveys, engagement activities, communication statistics and content analysis  
• Number of users accessing the information  
• Number of downloads, usership statistics, and content analysis  
• Percent of staff who say they get the information they need in a timely fashion  
• Transition to a new data dashboard platform  
• Number of staff participating in community of color coalition  
• Revise use and purpose of district advisory groups |
| 2.3 Staff apply 21st century knowledge and skills to improve professional practice and productivity in support of student learning. | 2.3.a Staff demonstrate communication, collaboration, critical thinking, creativity, citizenship, and growth mindset in their work. *(Strategic leaders: Debra, Shelley, Peter)* | • Refine and apply continuous improvement model  
• Apply authentic learning practices into work  
• Apply 21st century skills to staff professional development | • Artifacts including:  
  o Learning Improvement Friday agendas  
  o Professional Development agendas  
  o Department work plans  
  o Observations / walk through  
  • Cross departmental meeting agendas |
## 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.

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| **3.1**                                | 3.1.a  
Our workforce is diverse and reflective of our student population and community.  
(Strategic leader: Debra) | • Examine key power metrics in relation to retention of diverse staff in individual schools  
• Recruit in shortage areas (e.g. math, science, STEM, special education, EL, world language) from college teacher prep programs  
• Recruit candidates for underutilized categories  
• Expand and Strengthen diversifying pathways work through the Recruit Washington Teachers – Bilingual Educator Initiative (RWT-BEI) grant in partnership with UW/Bothell, Everett Community College, and Marysville Public Schools by focusing on recruitment and retention practices for professionals of color, pathway expansion, post-secondary articulations  
• Revisit paraeducator “grow your own” program  
• Implement early staffing and hiring  
• Train hiring managers in Targeted Selection interviewing techniques  
• Recruit EL/bilingual ed endorsed teachers who are fluent in Spanish for a dual language program  
• Establish an EL and dual language teacher pipeline through a university partnership | • Percent of certificated and classified staff reporting diverse backgrounds/bilingual as measured annually on October 1 (move annual board presentation to October or November)  
• Staff diversity compared to student diversity data by individual school  
• 100% of certificated vacancies filled before start of school  
• Percent of gender by job classification as part of the annual review of Affirmative Action Plan  
• Number of new connections and campus visits with colleges and universities with diverse populations  
• Number and diversity of students involved in education pathway experiences (enrolled in the Introduction to Education course, membership in Educator Rising Career and Technical Student Association (CTSO), number of students provided education career education experiences)  
• Paraeducator “grow your own” developed  
• All hiring managers are trained and are implementing Targeted Selection | |
| **3.2**                                | 3.2.a  
Staff demonstrate the characteristics of high performing teams.  
(Strategic leaders: Peter, Shelley, Sally, Jai) | • Integrate culturally responsive and inclusive pedagogies in professional learning offerings across the district to implement in district classrooms  
• Integrate equitable practices in all district leadership trainings | • Professional learning agendas including culturally responsive and inclusive pedagogies, including experiential learning opportunities | |
| **3.3**                                | 3.3.a  
Staff collaborate and engage in continuous improvement processes.  
(Strategic leaders: Peter, Shelley, Debra) | • Support struggling veteran teachers  
• Review the continuous improvement process with new staff  
• Collect feedback to inform professional development ongoing and current organizational and departmental priorities  
• Integrate the continuous improvement process into all new hire trainings  
• Align formal induction processes for all new hires with district work priorities  
• Sustain teacher evaluation training sessions  
• Provide targeted professional development around summative evaluation processes in certificated and classified | • Observation/evaluation data on TPEP performance  
• HR Partners meetings with regionals and principals focus on performance management  
• Summative evaluation and observations are completed timely and accurately | |
| **3.3.b**                              | 3.3.b  
Employees are highly proficient and skilled.  
(Strategic leaders: Peter, Debra) | • Continue development and implementation of four-tier evaluation system for employee groups  
• Implement focused evaluation for food and nutrition employees  
• Year 2 of pilot counselors four-tier evaluation | • Baseline 3 years 90-day evaluation/observation data  
• Percent of teachers at each level of performance  
• Four-tiered rubric for trades and technicians completed  
• Year 2 data for pilot counselor four-tier evaluation |
### 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.

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| 3.3.c Employees have access to relevant education and cross training. (Strategic leaders: Peter, Sally, Joi, Debra) | • Expand access of opportunities for professional development relevant for employees across the district  
• Survey professional development needs of staff and provide corresponding training  
• Launch undoing institutional racism trainings for leaders  
• Develop anti-racist training opportunities for certificated and classified staff  
• Establish equity leads at school sites | • Percent of increased professional development offerings for classified staff relevant to their responsibilities  
• Percent of paraeducators attending instructional professional development  
• Professional development survey results  
• Number of trainings  
• Number of equity teams established |
| 3.4 Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness. | • Plan anti-racism training for all staff  
• Expand Panorama survey to yield return-to-school SEL and wellness information  
• Expand and strengthen schoolwide implementation of elementary and middle school Second Step curriculum across district  
• Work directly with school staffs on the use data from Panorama survey to inform and modify existing SEL practices  
• Implement effective training regarding creation of HIB free environments provided to students, including digital safety  
• Continue to train staff on anti-HIB per law and best practices  
• Monitor and strengthen work of campus security officers and school resource officers  
• Create staff affinity groups  
• Develop COVID-19 safety plans at all work sites | • Percent of parents, students, and staff who feel school is safe (as measured by CEE data)  
• Percent of excused and unexcused absences  
• SEL survey components through Panorama  
• Number of HIB complaints  
• Number of HIB complaints closed  
• Number of staff-initiated safety concerns  
• Development and use of a Digital Citizenship board procedure in K-12 schools  
• Reduction in days lost to injury  
• Number of staff engaged in affinity groups  
• COVID-19 safety plans implemented |
| 3.4.a Our students and staff learn and work in physically, socially, emotionally, and intellectually safe and secure environment. (Strategic leaders: Peter, Mike) | • Safety and security upgrades are implemented in collaboration with support departments and school staff  
• Health and safety inspection process is implemented for music, art, theatre, stage, and science classrooms annually  
• Develop and implement COVID-19 safety plans at all work sites | • Percent of increased professional development offerings for classified staff relevant to their responsibilities  
• Percent of paraeducators attending instructional professional development  
• Professional development survey results  
• Number of trainings  
• Number of equity teams established |
| 3.4.b Our facilities are intentionally managed to support safety and security. (Strategic leaders: Mike, Peter) | • Continue emergency response planning and training for emergency operations center, call center operations, and post-emergency reunification process  
• Develop standard COVID-19 response protocol to positive case identifications  
• Develop COVID-19 recovery plan | • Remaining safety and security projects funded by 2016 capital levy are completed by August 31, 2020  
• Health and safety inspection process checklists completed by February 1, 2021  
• COVID-19 safety plans implemented |
| 3.4.c A coherent approach to emergency preparedness exists across the district. (Strategic leaders: Peter, Mike) | • Drills conducted by schools and central/support departments  
• Participant evaluations of safety/security trainings conducted for paraeducators, educators, new employees and substitutes  
• Evidence of COVID-19 response protocol  
• Evidence of COVID-19 recovery plan |
**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.

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| 3.5                                    | Systems and structures are aligned with the requirements of our mission. (Strategic leader: Mike) | • Develop COVID-19 support structures and systems  
• Implement Asset Essentials work order system  
• Conduct RFP and evaluate options for updated vehicle fleet management readers  
• The district’s Strategic Plan is refreshed or updated to reflect new priorities, goals and initiatives | • Evidence of COVID-19 support structures and systems  
• Asset Essentials Work order system implemented  
• RFP for vehicle fleet management readers conducted and options evaluated  
• Strategic planning process is implemented with significant board and community engagement |

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.

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

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| 4.1 Resources (finances, staffing, technology, facilities) are aligned to student learning, and allocation is based on long-term, broad, district needs and goals. | 4.1.a Long-term planning in finances, staffing, technology, and facilities are intentionally and systematically driven by student enrollment, learning measures and strategic priorities. (Strategic leaders: Jeff, Mike) | • Monitor, evaluate, and communicate the short- and long-term fiscal implications of the pandemic  
• Student data and AOP five-year plan guide the short and long-term allocation of resources to support student learning  
• Implement 2016 capital bond and levy projects (technology, HVAC, flooring, roofing, painting, etc.)  
• Upon passage, administer 2020 capital bond  
• Continue purchase of property for future elementary school  
• Construction of Woodside ES modernizations proceed as approved by the board | • Monthly financial reports  
• 4-year fiscal outlook  
• Percent of general fund budget committed to teaching and learning  
• Percent of increase in construction cost and schedules due to change orders during construction |
| | 4.1.b A minimum ending fund balance of five percent is maintained in the general fund. (Strategic leaders: Jeff, Mike) | • Utilize three to five-year budget projections to guide informed decision making in the budget development process using the strategic plan, student data and Instructional Review outcomes to adhere to minimum fund balance of 5 percent | • Monthly financial reports fund balance projection  
• 4-year fiscal outlook |
| 4.2 Strategic priorities drive programs and practices that generate new resources representing 1 percent of the total annual general fund budget. | 4.2.a One percent of the annual general fund budget is generated. (Strategic leaders: Shelley, Peter, Larry, Sally, Debra, Mike, Jeff) | • Refine a resource development plan for generating new resources | • Percent of new resources generated over or under one percent |
### Strategic Priority 5: Strategic Relationships

Develop intentional partnerships and strategic relationships to support student learning.

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| **5.1** Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning. | **5.1.a** Strategic partnerships (family, corporate, community) promote the physical, intellectual and social emotional health, well-being and safety of students and staff in support of learning for all students. (Strategic leaders: Shelley, Peter) | • Strengthen relationships and coordination with Snohomish County, City of Everett and City of Mill Creek Departments of Emergency Management  
• Continue emergency response planning and training for emergency operations center, call center operations, and post-emergency reunification process with RAVE, Snohomish County 911 and other strategic partners  
• Partner with social-emotional learning service providers to strengthen trauma-informed practices | • Joint training exercises |
| | **5.1.b** Strategic partnerships (family, corporate, community) strengthen college and career readiness in support of learning for all students. (Strategic leaders: Shelley, Peter) | • Continue to invest in partnership to support job or volunteer experiences for high school and 18-21 special education programs  
• Establish a self-sustaining regional intermediary in support of employer engagement of career connected learning | • Percent of seniors submitting the FAFSA  
• Percent of eligible 7th and 8th graders registered for College Bound scholarship  
• Percent of students enrolled in college in fall immediately following high school graduation  
• Percent of students who persisted in post-secondary programs and degrees  
• Percent of students graduating on-time by ethnicity  
• Number of AP/College in the High School Parent/Student Information sessions  
• Number of internship employer hosts and student placement opportunities  
• Number of employer participants in career connected learning programs  
• Funding model to sustain intermediary |
| | **5.1.c** Strategic partnerships (family, corporate, community) advise and support long-term planning in finances, staffing, technology and facilities in support of learning for all students. (Strategic leaders: Shelley) | • Leverage community partnerships to acquire equipment for the Medical and Health Careers Pathway facility at Everett High School  
• Engage community in communications about current capital projects and development of future capital bond and levy proposals | • Community engagement activities focused on capital bond and voter support for capital bond  
• Website analytics on capital bond and levy topics |
| | **5.1.d** Strategic partnerships (family, corporate, community) support and strengthen the diversity of students and staff in support of equity for all students' access to learning. (Strategic leaders: Shelley) | • Implement year one of Building Equity in Aerospace Training National Science Foundation partnership grant purposed to diversify the gender participation in district’s CorePlus program  
• Sustain the work of Recruit Washington Teachers partnership grant purposed to increase bilingual student participation in Introduction to Teaching course and Educator Rising CTSO | • Increased strategies for recruitment of more and more diverse students into career pathway programs  
• Increased student participation in career pathway programs  
• Increase in student diversity in career pathway programs |
### Strategic Priority 5: Strategic Relationships

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| 5.2             | 5.2.a All students are ready for kindergarten. (Strategic leaders: Shelley) | - Expand Everett Ready to all elementary schools and to include all enrolled kindergartners  
- Expand Transitional Kindergarten to serve all qualified students  
- Ensure alignment of curriculum and professional development among PreK-5 programs (special education, ECEAP, community PreK)  
- Implement district-wide inclusive preschool model and aligned, core instructional curriculum | - Percent of entering kindergarten students at or above standard on each indicator as measured by WaKIDS/TS Gold  
- Number of partnerships with preschools and early learning stakeholders to support kindergarten readiness  
- Number of students served by Everett Ready  
- Design of continuum of services at PK and K  
- Number of students registered for kindergarten by July 1 |
|                 | 5.2.b Strategic partnerships foster collaboration, communication, common learning and shared practices with the district. (Strategic leaders: Shelley) | - Continue to align professional development with preschool partners  
- Institute a community partners program with preschools  
- Expand PreK-K Focus School work district-wide  
- Expand Play & Learn within the community focusing on underserved populations | - Number of professional development offerings provided to preschool partners  
- Number of community partners engaged  
- Number of Play & Learn sessions offered  
- Number of participants in Play & Learn |
| 5.3             | 5.3.a Strategic partnerships foster collaboration, communication, common learning and shared practices between the district and its partners. (Strategic leaders: Shelley) | - Expand and strengthen CTE general advisory council and program advisory councils  
- Leverage design teams to support design and initial implementation of career pathway (preparatory / skill center) programs  
- Continue to expand community partners’ support of the district’s continuum of career connected learning experiences (awareness, exploration and preparation)  
- Engage in the Career Connect Tech Academy (P-TECH model) feasibility study in partnership with Everett Community College | - Number of employers represented in the CTE general advisory council and program advisories  
- Number of employers represented in career pathway design teams  
- Number of active CTE program advisories  
- Number of employer participants in career connected learning programs |