

**CULTURAL COMPETENCY –**

<b>EAAC Work Plan Priorities &amp; Action Items</b>	<b>Leads</b>	<b>Indicators of Accomplishment</b>	<b>Strategic Plan Cross-Reference(s)</b>
<ul style="list-style-type: none"> <li>Research and identify experts who provide professional development related to classroom implementation of culturally responsive practice.</li> </ul>	Peter Scott Maria Peña Wilson Arnold Tami Farber Betty Cobbs	<ul style="list-style-type: none"> <li>Partnering with experts on providing professional learning for staff related to equitable, rigorous instruction and culturally responsive practice</li> </ul>	5.1 Our district-wide strategic relationships contribute directly to district goals and student learning; we support community partners whose work is aligned with our student learning mission.  1.3.a Rigorous and engaging instruction is demonstrated in all classrooms.  3.3 Our employees are highly proficient and skilled to meet current and anticipated future role needs, and have access to relevant education and cross-training.

**COMMUNICATION –**

<b>EAAC Work Plan Priorities &amp; Action Items</b>	<b>Leads</b>	<b>Indicators of Accomplishment</b>	<b>Strategic Plan Cross-Reference(s)</b>
<ul style="list-style-type: none"> <li>Determine and apply multiple, effective means of communicating with parents and community members, particularly those of diverse, English learner backgrounds and those with special needs children.</li> </ul>	Conchita Chinchilla Sandra Mejía Camilla Mejía David Paratore Mary MacLean	<ul style="list-style-type: none"> <li>District and school communications are enhanced and increasingly accessible to English learners</li> <li>District and school communications include information and resources relevant to communities serving special needs children</li> </ul>	2.2.a Annual assessment of district systems and processes for innovation, communication and technology is developed and implemented.  5.2.a Family partnering strategies are incorporated into district and school improvement plans.

**FAMILY & COMMUNITY ENGAGEMENT –**

<b>EAAC Work Plan Priorities &amp; Action Items</b>	<b>Leads</b>	<b>Indicators of Accomplishment</b>	<b>Strategic Plan Cross-Reference(s)</b>
<ul style="list-style-type: none"> <li>Establish operating definition and deepen systems knowledge and application of family &amp; community engagement in development work with the EAAC and ILT.</li> <li>Expand and galvanize <i>Natural Leaders</i> by developing infrastructure to provide sustainability and support relative to schools' improvement plans.</li> </ul>	<p>Sandra Mejia Corinna Bockstruck Cynthia Jones Lynn Lahey Betty Cobbs</p>	<ul style="list-style-type: none"> <li><i>Natural Leaders</i> training activities and events are coordinated for the purpose of increasing family awareness of key strategic learning priorities</li> <li><i>Natural Leaders</i> trainers are developed as parent leaders to provide direct support to eight school-based Natural Leader teams</li> <li>Local work plans that complement each school's school improvement plan</li> <li><i>Natural Leaders</i> is promoted in district sponsored events and work in partnership with other family engagement entities (e.g., PTA) where applicable</li> <li>Parents are assisted in navigating the parent volunteer process</li> </ul>	<p>5.2.a Family partnering strategies are incorporated into district and school improvement plans.</p>

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**STUDENT ADVOCACY –**

<b>EAAC Work Plan Priorities &amp; Action Items</b>	<b>Leads</b>	<b>Indicators of Accomplishment</b>	<b>Strategic Plan Cross-Reference(s)</b>
<ul style="list-style-type: none"> <li>Ensure support groups exist for diverse student groups (e.g., Gay-Straight Alliance, multi-cultural clubs, GEARUP, AVID).</li> </ul>	Greg Stair  Wilson Arnold	<ul style="list-style-type: none"> <li>Support groups are established and strengthened in order to meet specific student needs and facilitate student success</li> </ul>	1.3.b Students are engaged and successful learners, and student satisfaction with learning is improved.  3 Develop people, structures, and systems to support student learning in a culture of mutual respect and intellectual engagement.

**STAFFING –**

<b>EAAC Work Plan Priorities &amp; Action Items</b>	<b>Leads</b>	<b>Indicators of Accomplishment</b>	<b>Strategic Plan Cross-Reference(s)</b>
<ul style="list-style-type: none"> <li>Review and provide input to Human Resources regarding extended recruitment efforts of employee candidates who reflect student and community demographics.</li> </ul>	Debbie Kovacs  Laurie Franklin  Mary MacLean	<ul style="list-style-type: none"> <li>Revised recruitment materials</li> <li>Partnership with Western Washington University Pipeline initiative</li> <li>Specific connections with Everett Community College for mutual support programs for students</li> <li>Increased sources/outreach for recruitment</li> </ul>	3.1.a Our long range staffing plan for certificated, classified, and administrative employees supports diversity and future needs.
<ul style="list-style-type: none"> <li>Partner with Everett Community College and other community partners to share effective recruitment and retention strategies.</li> </ul>	Laurie Franklin  Maria Peña  Debbie Kovacs	<ul style="list-style-type: none"> <li>Clear bridges/scaffolding among EPS, EvCC and WWU to support students moving from one institution to another</li> <li>Continual progress on affirmative action and diversity goals</li> </ul>	

**STUDENT ACHIEVEMENT –**

<b>EAAC Work Plan Priorities &amp; Action Items</b>	<b>Leads</b>	<b>Indicators of Accomplishment</b>	<b>Strategic Plan Cross-Reference(s)</b>
<ul style="list-style-type: none"> <li>Collect and analyze disaggregated data related to bullying, attendance and graduation rates.</li> <li>Identify student perceptions on barriers to student achievement and on-time graduation.</li> </ul>	<p>Christian Paige Jeanne Willard Becky Ballbach Camilla Mejía</p>	<ul style="list-style-type: none"> <li>Data is analyzed for purposes of informing school improvement plans and future professional development opportunities</li> </ul>	<p>1.3.a Rigorous and engaging instruction is demonstrated in all classrooms.</p> <p>1.5.a District and school improvement plans include strategies to improve student performance to meet state requirements and federal adequate yearly progress requirements.</p>

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