

INTERCULTURAL COMPETENCIES –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> • Compile a district-wide list of equity trainings looking at frequency, evaluations and impact. • Develop common vocabulary, definition and vision around the development of equity skills. • Analyze EES data from students/parents to establish training considerations. • Create and implement an equity training plan. • Develop an induction plan ensure incoming teachers understand our commitment to developing equity skills. 	<p>Jennifer Reyes Amy Balmer Tami Farber LaRae Marks</p>	<ul style="list-style-type: none"> • Review of past racial equity trainings. • Clearly developed equity training goals. • List of equity terms and definitions. • Plan for evaluating the impact of future training towards the goals. • Equity training plan. 	<p>5.1 Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.</p> <p>1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.</p> <p>3.3 Systems supporting professional performance and growth are established and used to support continuous improvement and future needs.</p>

COMMUNICATION –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> • Determine and apply multiple, effective means of communicating with parents and community members, particularly those of diverse backgrounds of limited English proficiency and those with special needs children. • Evaluate communications that are sent home with ELL/IEP student and develop a plan for ensuring communication is proactive, consistent and focused. • Audit district website is accessible for all 	<p>Cynthia Jones Sandra Mejia</p>	<ul style="list-style-type: none"> • District and school communications are enhanced and increasingly accessible to limited English proficiency. • District and school communications include information and resources relevant to communities serving special needs children. • District website accessibility. 	<p>2.2.c Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities.</p> <p>5.2.b Community partners are engaged in common learning and shared practices with the district.</p>

FAMILY & COMMUNITY ENGAGEMENT –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Integrate family hopes and needs identified through community conversations into a streamlined, consistent systems approach to engaging families got on-time graduation. • Expand and galvanize Family Engagement by developing infrastructure to provide sustainability and support relative to schools' improvement plan. • Increase communication to families with diverse backgrounds and languages with district tools such as Naviance and LMS. 	<p>Sandra Mejia Heather Paddock Cynthia Jones Corinna Donnerberg</p>	<ul style="list-style-type: none"> • Community conversations are held with Hispanic/Latino, Russian, Marshallese and African-American Families. • A family engagement handbook is developed and uploaded. • Family STEM nights are hosted by Natural Leaders at North and Silver Lake. • Naviance and LMS trainings are held in multiple languages and venues to reach a broad variety of families. 	<p>5.1 Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.</p>

STUDENT ADVOCACY –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Ensure diverse student groups are supported through effective clubs such as Gay-Straight Alliance, multi-cultural clubs, GEARUP, and AVID). • Conduct a review of forms/materials and revise to meet the needs of all of our students/families. 	<p>Heather Lechner Wilson Arnold Tami Farber Greg Stair</p>	<ul style="list-style-type: none"> • Training, resources, materials and protocols are provided to groups. • A process is developed to survey the effectiveness of the extracurricular club and measure improvements towards engagement in group activities. • Audit and update district forms to reflect all students. • Students engaged in EAAC work. 	<p>1.3.b Student satisfaction with learning improves.</p> <p>3.2 Our culture supports intellectual engagement and mutual respect among all staff, and values the contributions of each employee.</p>

STAFFING –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Assist Human Resources in enacting strategies for the recruitment & development of teacher and classified staff candidates who reflect student and community demographics. • Partner with Everett Community College, U.W. Bothell and other community partners to develop and implement effective recruitment and retention strategies. • Explore grant opportunities to develop a strong pathways program from high school to college programs. 	<p>Debbie Kovacs Ed Buendia</p>	<ul style="list-style-type: none"> • Specific connections with Everett Community College and UW Bothell for mutual support programs for students. • Alignment among EPS, EvCC, WWU, & UWB to support students moving from one institution to another. • Evaluation of seed grant for teacher pipeline partnerships. • Feedback from teachers and staff of color social events. • Look at hiring practices through an equity lens. 	<p>3.1. Our long-range recruitment, placement and retention plans for certificated, classified, and administrative employees support diversity and future needs.</p>

STUDENT ACHIEVEMENT –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Collect and analyze disaggregated data related to bullying, attendance and graduation rates. • Identify student perceptions on barriers to student achievement and on-time graduation. • Counseling K-5 guidance curriculum includes strategies to build resilience through the Second Step Curriculum. • Secondary schools use the Signs of Suicide curriculum, which provides students tools to access support for themselves and for friends who are dealing with feelings of depression, anxiety, or self-harm. 	<p>Becky Ballbach</p> <p>Jeanne Willard</p> <p>Chad Golden</p>	<ul style="list-style-type: none"> • Data is analyzed for purposes of informing school improvement plans and future professional development opportunities. • Information from WARNS surveys. • Student work samples from Second Step Curriculum. • Evaluation comments from SOS curriculum. 	<p>1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.</p> <p>1.5 Each school and the district meet or exceed federal and state performance requirements.</p>



**Equity & Access Advisory Council
2016-2017 Work Plan**