EVERETT PUBLIC SCHOOLS

READING ACTION PLAN

2016-17 SBA Results

Grade 11 (includes previously passed)

Overall: 88%	Below	At or Near	Above
Reading	3.6	39.1	57.3
Listening and Speaking	3.0	59.4	37.6
Writing	2.7	35.1	62.2
Research/Inquiry	1.9	30.2	67.9

Key Performance Outcome:

By eleventh grade, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Reduce the gap between struggling low socio-economic status (SES) and non-low SES learners for students with D or F semester grades from 20% to no more than 12%.

Strategic Plan Reference	Reading Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.b	• UNIT PLAN DEVELOPMENT: Create unit plans that specifically identify 1) instructional outcomes, 2) intellectually engaging strategies, and 3) checks for understanding.	• ELA department unit plans • SBA ELA interim block assessments • Embedded assessments from SpringBoard (with common rubrics) • Grade checks every four weeks disaggregated by race, ethnicity, SES, and program • Formative assessment, graphic organizers, drafts, and revision assessment/scores
TL 1.3.a	• CLOSE READING STRATEGIES: Model, teach, and provide opportunities for students to apply close reading strategies with attention and care using a range of text-dependent questions and tasks that require students to read and reread challenging texts through the lens of critical and creative thinking.	
TL 1.2.b	• COMMON ASSESSMENTS: Create common, formative and summative assessments that measure proficiency on unit standards and give feedback to students.	

Strategic Plan Reference	Reading Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.b	• DEMONSTRATE UNDERSTANDING: Provide students multiple opportunities and/or methods to reflect, revise, and demonstrate their understanding on learning standards throughout the unit.	•
TL 1.2.a	• REVISION AND REFLECTION: Design and embed into units and assessment opportunities for students to revise and reflect on their work and thinking throughout the writing process.	

WRITING ACTION PLAN

2016-17 SBA Results

Key Performance Outcome:

By eleventh grade, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Reduce the gap between struggling low SES and non-low SES learners for students with D or F semester grades from 20% to no more than 12%.

Grade 11 (includes previously passed)

Overall: 88%	Below	At or Near	Above
Reading	3.6	39.1	57.3
Listening and Speaking	3.0	59.4	37.6
Writing	2.7	35.1	62.2
Research/Inquiry	1.9	30.2	67.9

Strategic Plan Reference	Writing Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.b	• UNIT PLAN DEVELOPMENT: Create unit plans that specifically identify 1) instructional outcomes, 2) intellectually engaging strategies, and 3) checks for understanding.	• Baseline argumentative essay data vs. comparative essay later in the year • SBA ELA interim block assessments • Embedded assessments from SpringBoard (with common rubrics) • Grade checks every four weeks disaggregated by race, ethnicity, SES, and program • Formative assessment, graphic organizers, drafts, and revision assessment/scores
TL 1.2.b	• COMMON ASSESSMENTS: Create common, formative and summative assessments that measure proficiency on unit standards and give feedback to students.	
TL 1.3.b	• ENGAGING LESSONS: Create authentic, relevant and challenging tasks that cognitively engage students on important concepts/learning of the unit.	
TL 1.2.b	• DEMONSTRATE UNDERSTANDING: Provide students multiple opportunities and/or methods to reflect, revise, and demonstrate their understanding on learning standards throughout the unit.	
TL 1.2.a	• REVISION AND REFLECTION: Design and embed into units and assessment opportunities for students to revise and reflect on their work and thinking throughout the writing process.	

MATH ACTION PLAN

2016-17 SBA Results

Key Performance Outcome:

By eleventh grade, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in Math.

Reduce the gap between struggling low SES and non-low SES learners from 15% to no more than 12% for students with D or F semester grades.

Grade 11 (includes previously passed)

Overall: 51%	Below	At or Near	Above
Concepts and Procedures	15.0	36.3	48.7
Problem Solving and Modeling & Data Analysis	7.6	45.0	47.3
Communicating Reasoning	7.9	48.7	43.3

Strategic Plan Reference	Math Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.b	• UNIT PLAN DEVELOPMENT: Create unit plans that specifically identify 1) instructional outcomes, 2) intellectually engaging strategies, and 3) checks for understanding.	• Math department unit plans • Grade checks every four weeks disaggregated by race, ethnicity, SES, and program • SBA math interim block assessments • Classroom-based assessments that measure SBA math standards • End of unit assessments
TL 1.3.a	• DISCOURSE: Create open-ended tasks, questions, and discussion prompts that facilitate rigorous academic discourse about content, texts, and ideas.	
TL 1.3.b	• ENGAGING LESSONS: Create authentic, relevant and challenging tasks that cognitively engage students on important concepts/learning of the unit.	
TL 1.2.b	• COMMON CORE MATHEMATICAL PRACTICE STANDARDS: Application of Common Core State Standards (CCSS) mathematical practice standards. Possible areas of focus for students: 1. Make sense of problems and persevere in solving them; 2. Reason abstractly and quantitatively; 3. Construct viable arguments and critique the reasoning of others; 4. Use appropriate tools strategically.	

Strategic Plan Reference	Math Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.b	• COMMON ASSESSMENTS: Create common, formative and summative assessments that measure proficiency on unit standards and give feedback to students.	
TL 1.2.b	• DEVELOP A RESPONSE: Develop targeted interventions for students in areas of need identified through common assessment analysis.	

SCIENCE ACTION PLAN

2016-17 EOC Biology Results

Key Performance Outcome:

By eleventh grade, 100% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

Reduce the gap between struggling low SES and non-low SES learners from 20% to no more than 12% for students with D or F semester grades.

Grade 10 (includes previously passed)

Overall: 87.9%	Claim % Perf. Below	Claim % Perf. Similar
Systems	18.4	81.6
Inquiry	16.5	83.5
Application	14.3	85.7
Processes Within Cells	16.9	83.1
Maintenance and stability of populations	11.2	88.8
Mechanisms of evolution	15.4	84.6

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.2.b	• UNIT PLAN: Create and share unit plans with students listing the unit targets (standards) in student-friendly language.	• Grade checks every four weeks disaggregated by race, ethnicity, SES, and program • Common classroom-based assessments that measure proficiency with the Next Generation Science Standards (NGSS) and model WCAS exemplars • Course success rates disaggregated by race, ethnicity, SES, and program
TL 1.3.a	• CLAIM, EVIDENCE AND REASONING: Implement tasks that require students to use evidence and reasoning to create written/oral arguments and explanations that support a claim.	
TL 1.3.a	• CLOSE READING STRATEGIES: Model, teach, and provide opportunities for students to apply close reading strategies with attention and care using a range of text-dependent questions and tasks that require students to read and reread challenging texts through the lens of critical and creative thinking.	
TL 1.2.b	• COMMON ASSESSMENTS: Create common, formative, and summative assessments that measure proficiency on unit standards and give feedback to students.	

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.2.b	• DEMONSTRATE UNDERSTANDING: Provide students multiple opportunities to reflect, revise, and demonstrate their understanding on learning standards throughout the unit.	

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Close or maintain closure of equity gaps for challenging options enrollment including Advanced Placement (AP) and College in the High School courses.

Strategic Plan Reference	Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
TL 1.2.a	• Conduct Equal Opportunity Schools survey. Identify gap areas, and meet with students to increase diversity in AP enrollment.	• Percent and diversity of students enrolled in AP • Number of students participating in College in the High School through UW English • Number of students enrolling in Capstone • Number of AP PLC meetings
TL 1.2.a	• Expand University of Washington (UW) English to include juniors.	
TL 1.2.a	• Expand AP Environmental Science as a freshman class.	
TL 1.2.a	• Promote the Capstone diploma option.	
TL 1.2.a	• Hold AP Professional Learning Community (PLC) meetings to establish alignment in grading practices, support processes, and recruiting opportunities.	
TL 1.2.a	• Inform the parent community of opportunities and pathways.	

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase the percentage of parents who report positively in the characteristic of Parent and Community Involvement from 53% to 65% by the spring of 2018 as measured by the Educational Effectiveness Survey (EES).

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
SR 5.2.a SR 5.2.b	• Include parent/community involvement at events such as: Advancement Via Individual Determination (AVID) Parent Night, High School and Beyond Family Night, Curriculum Night, and Freshman Orientation.	• Parent attendance rates • PTSA membership numbers • Number of home visits • Presenter feedback • EES parent survey return rate • The development of a Natural Leaders program • Number of volunteers • Home visit logs
SR 5.1.a	• Develop a Natural Leaders program to increase partnership opportunities for our parents of color.	
SR 5.1.a	• Develop a partnership with male mentors from the Youth Development Program (YDP) for our males of color.	
SR 5.1.a	• Visits to homes on an as-needed basis.	
SR 5.1.a	• Treehouse advocate program for foster youth.	

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

Increase the percentage of students who report positively in the characteristic of Supportive Learning Environment from 56% to 65% by the spring of 2018 as measured by the Educational Effectiveness Survey (EES).

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
PSS 3.4.a	• All administrators and staff greet students at the door before school and during every passing period.	• The academic gap for our low SES and Hispanic students • Baseline data (attendance, grades, grade point average (GPA), discipline) compared to parallel data at end of first and second semester • Discipline rates among students of color • Winter Panorama survey results • Spring EES
PSS 3.4.a	• Provide affinity group opportunities through after-school clubs.	
PSS 3.4.a	• Continue equity training for all staff and begin to discuss culturally relevant pedagogy for classrooms.	
PSS 3.4.a	• Provide opportunities for our staff to meet and get to know each other.	
PSS 3.4.a	Increase our customer service by: • Improving school website accuracy and ease of access; • Providing monthly newsletter to all families; • Updating signage in office and parking areas; • Increasing clarity and efficiencies for substitute teacher morning check-in procedures.	• Parent website feedback portal • Number of office phone calls requesting similar information • Number of questions to office staff for in-building directions • Number of students tardy to first period classes • Substitute teacher feedback cards
PSS 3.4.a	Develop our outreach to the Jackson High School community by: • Participating in various Mill Creek Rotary events; • Recruiting Mill Creek Rotary members to participate in various school events; • Patterning with adjacent home owners' associations to address student parking needs/concerns.	• Number of events with combined Jackson High School staff and Rotary member participation • Number of student parking complaints received from Jackson High School community neighborhoods

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
PSS 3.4.a	• Counselors and support specialists serve as liaisons between students who struggle and staff who have connections with them.	• Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first and second semester • Efficiency and effectiveness of drills for Run, Hide, Fight situations • Reduction in discipline incidents, particularly those involving physical aggression disaggregated by race, ethnicity, SES • Winter Panorama survey results • Building response team meeting minutes • Safety drill reports • Discipline data disaggregated by subgroups
PSS 3.4.a	• All-school focus on developing relationships with students.	
PSS 3.4.a	• Jackson High School students will participate in the YDP to provide black students leadership opportunities.	
PSS 3.4.a	• Counselors invite students to participate in groups based on need (divorce, trauma, etc.).	
PSS 3.4.b	• Continue to practice and train all staff and students for all emergency response plans including Run, Hide, Fight and reunification.	
PSS 3.4.a	• Review of discipline incidents monthly to monitor disparity between subgroups.	

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
TL 1.2.a	• Counselors and career specialist provide additional support and education to College Bound Scholars (CBS).	• Four-week grade checks for CBS • AP participation demographic data • Increased participation of special education students in activities and clubs • Increased participation by students and parents of color • Increased participation of special education students in activities and clubs
TL 1.2.a	• Promote rigorous course choices such as honors classes and AP courses to individual students in the gap.	
TL 1.2.a	• Meet 95% threshold for students taking the English and math spring 2018 SBA.	• 95% of eligible sophomore students will meet Washington state criteria for participation on the SBA in both ELA and math
TL 1.2.a	• Monitor assessment sign-in sheets.	
TL 1.2.a	• Complete home visits for any student who did not show up during the first days of testing.	

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
TL 1.2.a	• Provide early notification to students and parents about SBA testing requirements.	
TL 1.2.a	• Schedule multiple make-up testing opportunities for students who miss the original testing window.	

ON-TIME GRADUATION

Key Performance Outcome(s):

By June, 2018 – The percentage of students earning all passing grades each semester will increase to 97 %. One hundred percent of seniors (class of 2018) will have a post-secondary plan.

By August, 2018 – We will increase the percentage of students who meet all graduation requirements on-time in four years to 98.5% (class of 2018) and the percentage of students who meet all graduation requirements within five years to 99% (class of 2017). We will increase the four-year graduation rate for low SES students (class of 2018) to 97%.

Strategic Plan Reference	On-Time Graduation Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
TL 1.1.a TL 1.1.e	• Counselors will meet with all red seniors to develop a plan for graduation. The plan may include close monitoring with student, support group, counseling, support from the career center, family advocate, drug and alcohol specialist, and success coordinator.	• Grade checks at mid-terms and semesters • Four-year plans • Individual student post-high school plans • Numbers of credits recovered by students • Graduation plans in eSchoolPlus • Naviance reports • Charles Darwin University (CDU) reports • Red/Yellow/Green (RYG) lists • Attendance, discipline checks
TL 1.1.e	• Counselors will meet with red and yellow juniors to develop a plan to move to the green. Provide academic support groups, close monitoring, working and consulting with teachers and specialists.	
TL 1.1.e	• Implement Naviance with emphasis on post-secondary planning and a High School and Beyond Plan.	

TL 1.1.a	• Implement pyramid of interventions for students including during the school day and after school. Interventions will include:
	    o Peer tutoring;
	    o Academic interventions within the school day and after school;
	    o Saturday Breakfast Club.
	• Academic support with success coordinator.	

TL 1.1.a	• Provide credit recovery options for students including:
	    o Online options with support during the school year;
	    o Fuel Education;
	    o In-time credit recovery prior to the end of the semester.
	• Summer School.	

ATTENDANCE

Key Performance Outcome(s):

The number of unexcused absences in 2017-18 will be reduced by 10% and narrow the gap between low income and non-low income students by 20% from the 2016-17 rates.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
TL 1.1.a	• Reengage students in transition who have multiple absences.	• Monthly attendance rates • Number of students receiving the award each semester • Number of absences over time • Number of BECCA letters (three or more) sent out each month • Number of students taking the WARNS assessment • Number of BECCA petitions filed • Number of students counseled about their attendance over time • Tri-weekly attendance checks for students with parking permits • Number of teachers reporting timely attendance for one or more periods of the day (monitored tri-weekly) • Number of home visits • Number of attendance-related parent meetings with administrators
TL 1.1.a	• Continue "Excellence in Attendance" award program as a positive incentive for strong attendance.	
TL 1.1.a	• Report absences daily through Blackboard Connect.	
TL 1.1.a	• Send BECCA letters home to students with two or more absences.	
TL 1.1.a	• Send BECCA letters and consent forms to administer the Washington Assessment of the Risks and Needs of Students (WARNS) survey home to students with three or more absences.	
TL 1.1.a	• Hold monthly BECCA meetings with students and parents. Have students fill out the WARNS survey. Tailor interventions based on the results of the survey.	
TL 1.1.a	• File BECCA petitions for students with ten or more absences who are not making progress through interventions.	
TL 1.1.a	• Meet with students with more than five unexcused absences in any class and work with the student and their family to reduce truancy through best practices and progressive discipline.	
TL 1.1.a	• Suspend parking permits for students with five or more unexcused absences or chronic tardiness to their first class of the day.	
TL 1.1.a	• Improve reporting of attendance through feedback to teachers who are failing to report attendance or whose attendance is inaccurate.	

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will increase their overall learning, as well as college and career readiness through instructional technology by:

- Strengthening their technology skills, specifically fluency and proficiency, through increased use of technology during the school day;

- Improving their inquiry and research skills using online tools such as databases to support learning in various content areas;

- Demonstrating their learning via web-based formative and summative assessments, in which students will often receive instantaneous feedback.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your Key Performance Outcome(s)?
TL 1.2.a TL 1.3.a TL 1.3.b	• Use curriculum-based instructional technology resources to enhance instruction and assess student learning, deepening students' content knowledge and skills. • Use databases, statistical analysis tools, and other Internet resources to find evidence to develop arguments and support or refute claims. • Prepare students for the SBA in ELA and math by requiring students to experience the testing tool and like-questions by utilizing the SBA interim block assessments.	• Student performance and growth on SpringBoard assessments (English), DBQs (social studies), and Language!Live (special education) • Students' use of Internet-based resources to develop claims and support or refute them in a variety of produced work (essays, paragraph, posters, presentations, etc.) in all subjects • Student performance on the SBA interim block assessments in ELA and math
III 2.3.a PSS 4.1.a	• Strengthen the building's Chromebook reservation system to allow for the greatest use of Chromebooks to support student learning in a variety of subjects and maximizing student exposure to technology.	• Frequency of Chromebook reservations • Student produced work in collaboration tools • Student presentations • Number and quality of Jackson High School/Fukiai High School student interactions over time
TL 1.3.a III 2.2.a III 2.2.b III 2.3.a	• Use a variety of collaboration tools to create presentations, share information, and demonstrate learning using devices. • Develop purposeful presentations that communicate information and/or articulate an argument.	
III 2.2.a	• Pilot partnership with Fukiai High School in Japan for student communication and collaboration.	