



Strategic Plan End-of-Year Progress Report 2017-18

Regular Board Meeting
August 28, 2018



Strategic Links & Objective



Strategic Links

- Board goal S.4.a., Monitor student learning improvement progress
- Board goal S.4.b., Monitor key strategic priorities progress
- KPO 3.5.a., Systems and structures are aligned with the requirements of our mission

Objective

- Provide an overview of the end-of-year strategic plan progress report for 2017-18 - a summary of the progress made by the district to implement its strategic plan during the 2017-18 school year

Overview - Telling the Stories



Major accomplishments in our five strategic priority areas

1. Teaching and Learning
2. Inspiration, Innovation, and Information
3. People, Structure, and Systems
4. Resource Management
5. Strategic Relationships



1. Teaching and Learning



Expand partnerships with community health providers to support students' social-emotional needs



Therapeutic Health Services

1. Teaching and Learning




Strengthen transitions between grades 5-6 and grades 8-9



1. Teaching and Learning



Monitor and decrease K-12 absenteeism



Response/Action Required


June 1, 2018

To: All Principals and Assistant Principals
 From: Joyce Stewart
 Regarding: Monitoring Absences

The Absences and Rate by School report and an Absences and Rate by Month report are attached. These reports are being provided to you so that you can monitor ALL (excused and unexcused) absences more consistently.

Required Action:

Please use the monthly report to monitor your attendance goals.



Absences and Rate by School
Sep 6, 2017 - May 28, 2018

High Schools				Elementary Schools			
School	Type	Total Days	Rate	School	Type	Total Days	Rate
Cascade High School	Absent	23348	8.1%	Cedar Wood Elementary	Absent	4601	3.7%
	Tardy	17445	6.0%		Tardy	1543	1.2%
Everett High School	Absent	27408	12.0%	Emerson Elementary	Absent	4840	4.5%
	Tardy	15642	6.8%		Tardy	2692	2.5%
HM Jackson High School	Absent	23720	6.6%	Forest View Elementary	Absent	4800	3.8%
	Tardy	18634	5.2%		Tardy	2534	2.0%
Sequoia High School	Absent	7334	23.9%	Garfield Elementary	Absent	3179	4.4%
	Tardy	1909	6.2%		Tardy	2364	3.3%
Middle Schools							
School	Type	Total Days	Rate	School	Type	Total Days	Rate
Eisenhower Middle School	Absent	8187	5.5%	Hawthorne Elementary	Absent	3990	4.9%
	Tardy	6894	4.6%		Tardy	2949	3.6%
				Jackson Elementary	Absent	3098	5.3%
					Tardy	1391	2.4%
				Jefferson Elementary	Absent	3911	4.4%

Elementary School

2017-2018 School Year

Garfield Elementary	All	Absent	241	3.3%	341	4.0%	438	5.7%	264	5.9%	453	5.6%	326	4.5%	442	5.1%	344	5.4%	331	4.4%
		Tardy	186	2.5%	236	2.8%	273	3.5%	192	4.3%	282	3.5%	300	4.2%	397	4.6%	220	3.5%	278	3.7%

Middle School

2017-2018 School Year

North Middle School	All	Absent	692	5.1%	1013	6.3%	914	6.3%	611	7.3%	1139	7.5%	1034	7.6%	1204	7.3%	799	6.7%	929	6.5%
		Tardy	409	3.0%	945	5.9%	908	6.3%	750	9.0%	1135	7.5%	1228	9.0%	1666	10.1%	1233	10.3%	1468	10.3%

High School

2017-2018 School Year

HM Jackson High School	All	Absent	1625	4.1%	2724	5.9%	3067	7.4%	1743	7.2%	2746	6.3%	2685	6.8%	3665	7.6%	2576	7.4%	2889	7.0%
		Tardy	1330	3.4%	2011	4.4%	2039	4.9%	1388	5.8%	2025	4.6%	2047	5.2%	3034	6.3%	2339	6.7%	2411	5.9%

1. Teaching and Learning



Design and implement elementary report card with 21st century skills

Everett Public Schools 2017-18 Grades 3-5

Collaboration
Working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.

	Novice	Basic	Proficient	Advanced
Working interdependently	Identifies roles and norms within a provided or familiar team structure and fulfills a role with close guidance from or monitoring by others.	Describes different roles within a team and fulfills the duties completing the tasks of a single role while following established norms in order to reach team goals.	Works with others to define roles and responsibilities clearly for each team member and fulfills the duties and responsibilities within the team following agreed-upon norms .	Determines group and individual goals when teaming, builds shared knowledge and co-creates a product where each team member is able to contribute new ideas or propose solutions alternatively and reflects as a group on learning.
Learning and contributing to learning	Answers specific questions about individual work and provides general feedback to others.	Reviews work in response to feedback from teacher and/or peers, shares learning during group discovery time, and provides feedback to others based on the team's goal.	Revises work in response to feedback, peer interaction, and self-reflection to meet or exceed the criteria for success, expands on the learning and resources gathered by other group members, and provides specific feedback to others based on success criteria .	Engages team to advance the knowledge base of all group members and uses self-reflection and feedback to ask clarifying questions to guide analysis or make improvements to the product to meet or exceed criteria for success.
Purpose	Sets completion goals as a team with guidance and submits products related to the goals without prompting .	Sets learning goals as a team that relates to the task and makes individual contributions to final group product.	Determines group and individual goals related to the task, builds shared knowledge, creates a product, and reflects on learning.	Explains rationale behind team and individual goals balancing individual task completion, builds shared understanding, meets team goals in agreed timeframe in order to create a product, and shows evidence of self-reflection on individual and group learning.

I think its best if you find synonyms for the highlighted words. The class as a whole would not understand this.
-Trevor

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This Rubric is confusing because some of the words used are hard to understand like Rationale, pertain, norm and others. It is also confusing because some of the words I do know are paired with another word I know and it doesn't make sense.

1. Teaching and Learning




Design and implement elementary report card with 21st century skills

Everett Public Schools 2017-18 Grades 3-5

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Its a lot of words

Everett Public Schools 2017-18 Grades 3-5

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I think they took something simple and made it difficult to grasp the meaning of the text.

1. Teaching and Learning



Design and implement elementary report card with 21st century skills

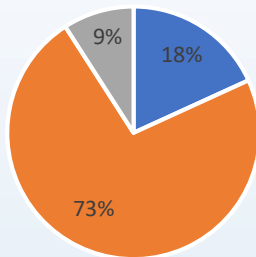


1. Teaching and Learning



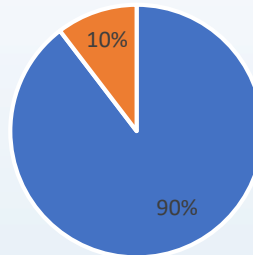
Assess long-term progress of students in summer programs

2018 Garfield ELA SBA Scores of 10 Summer School Students



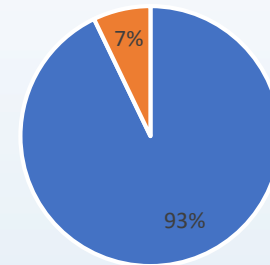
■ Level 2 ■ Level 3 ■ Level 4

Impact of 2016-2017 Summer School on Emerson DRA



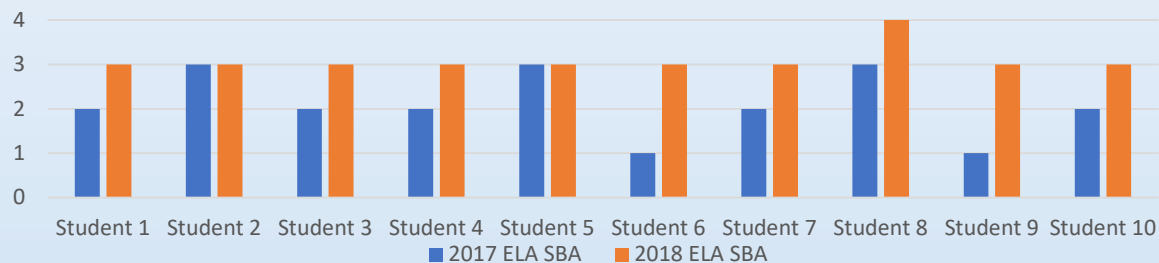
■ DRA Increased or Maintained ■ DRA Decreased

Impact of 2015-2016 Summer School on Lowell DRA



■ Increased or Maintained DRA ■ Decreased DRA

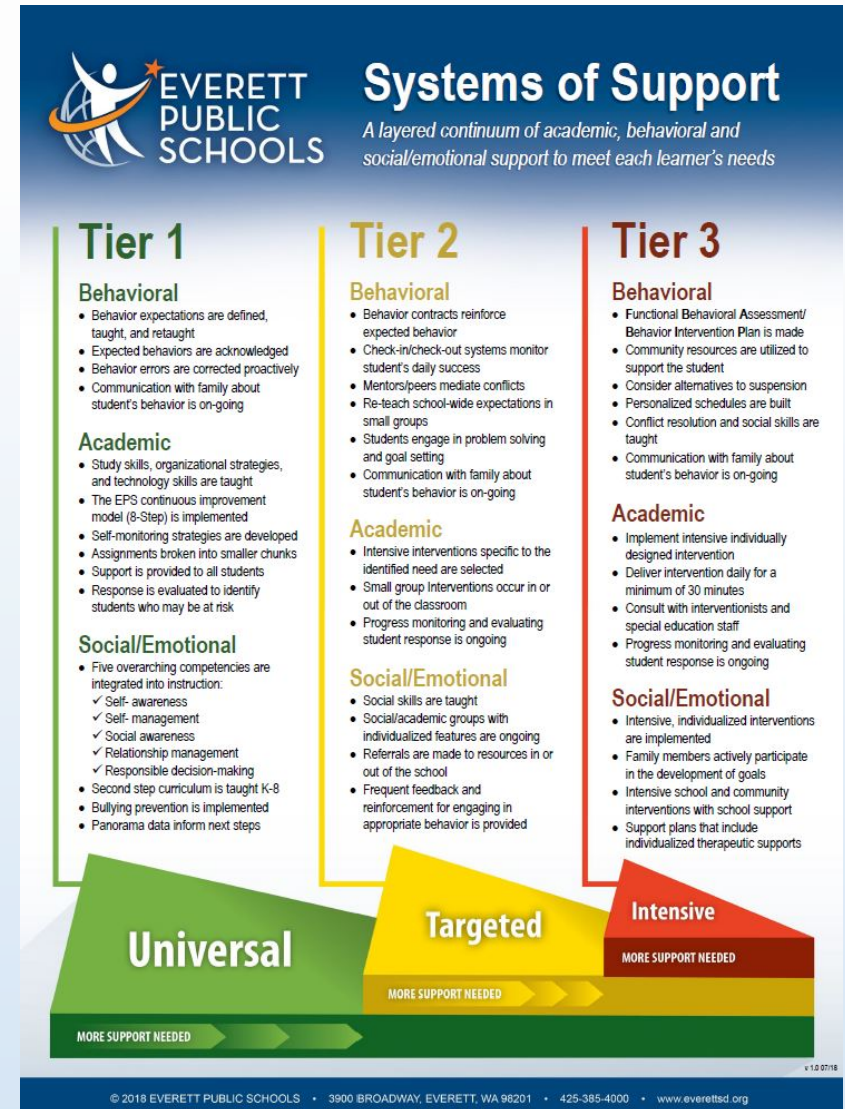
ELA SBA Scores of 10 Summer School Students at Forest View



1. Teaching and Learning



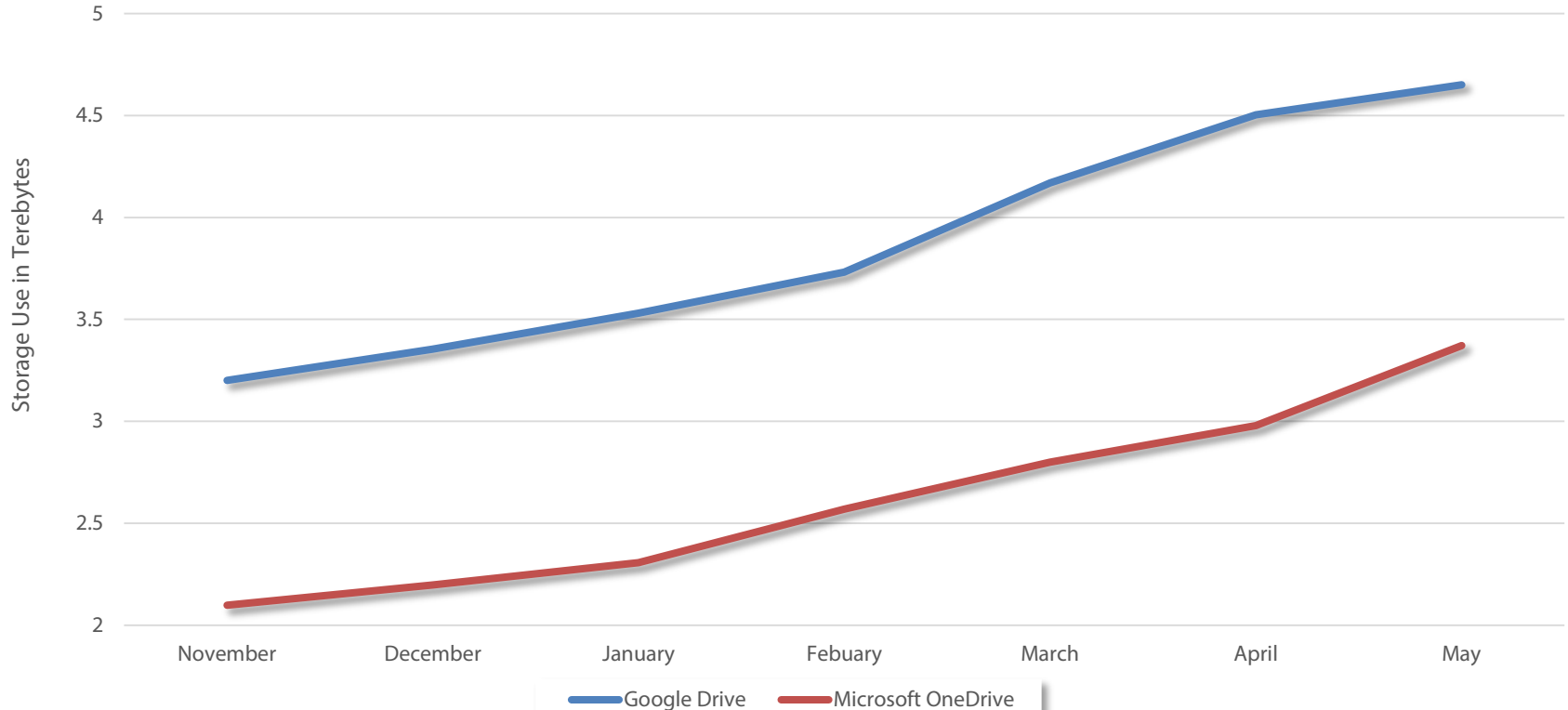
Develop the multi-tiered system of support framework



2. Inspiration, Innovation, and Information



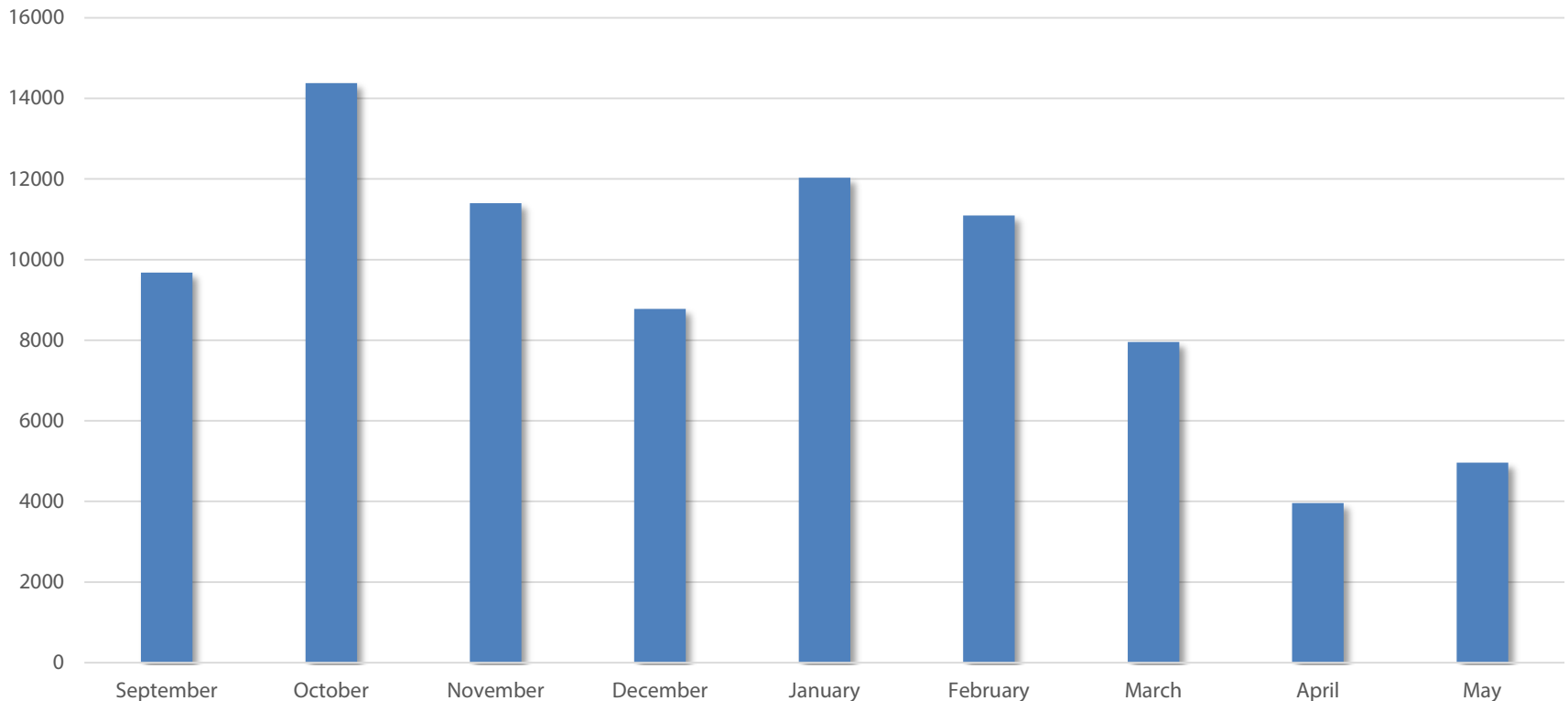
2017-18 Cloud Storage Growth



2. Inspiration, Innovation, and Information



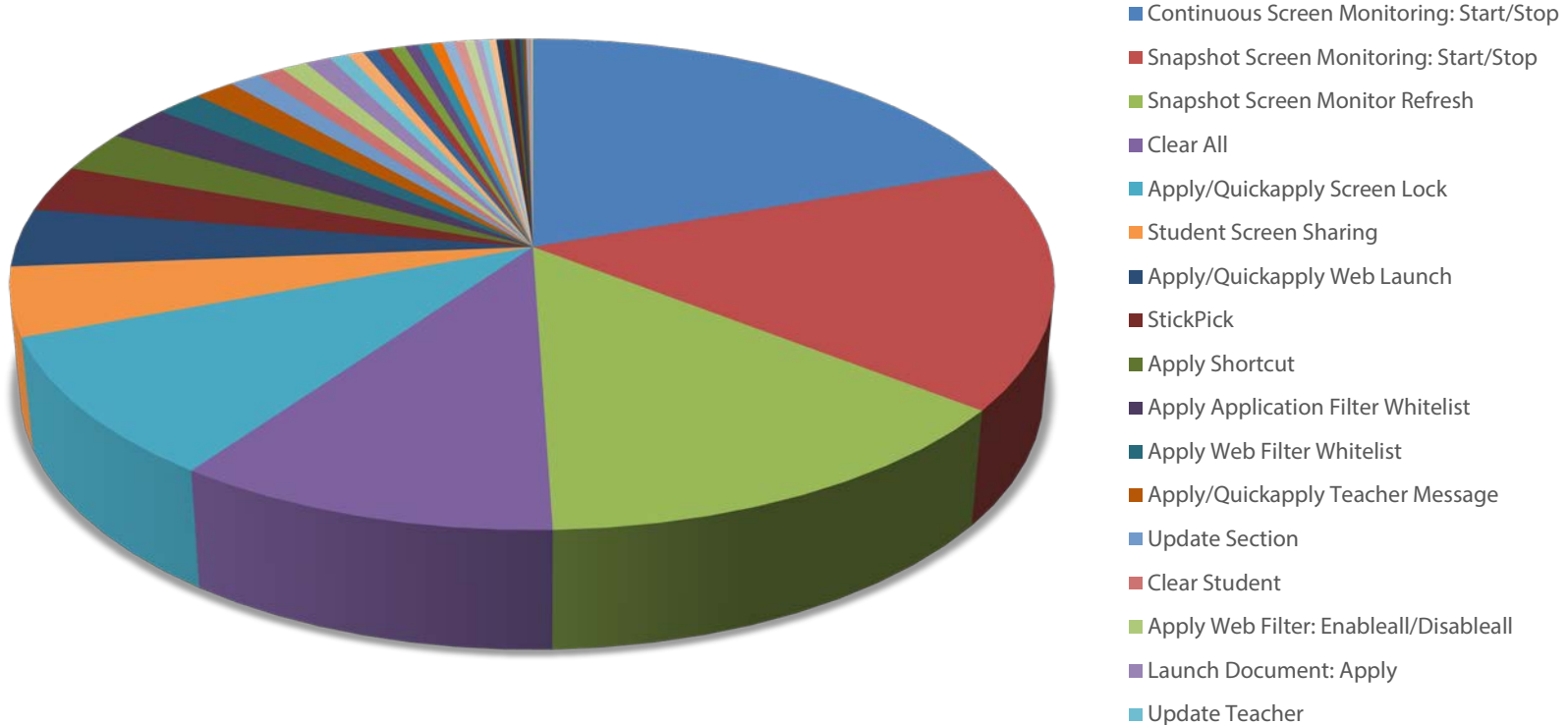
**ClassPolicy Classroom Management System
Monthly Teacher Feature Actions**



2. Inspiration, Innovation, and Information



ClassPolicy Feature Usage by Type

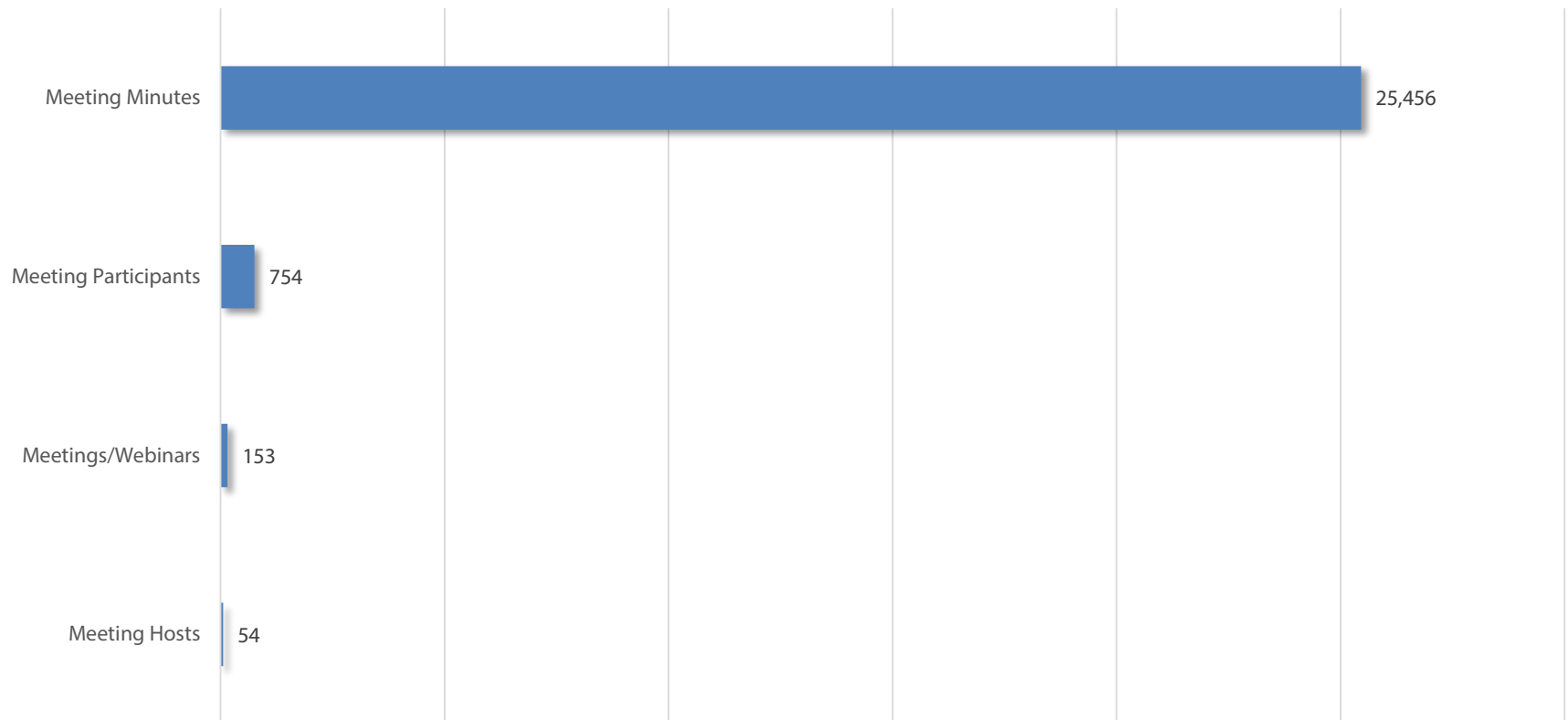


2. Inspiration, Innovation, and Information



zoom

ZOOM Online Video Conferencing System Usage



3. People, Structure, and Systems



Equity is ensuring that each student has access to resources to reach their dreams and goals, and achieve success.

- Community Engagement
- Natural Leaders Celebration
- YDP Graduation



3. People, Structure, and Systems



Equity is ensuring that each student has access to resources to reach their dreams and goals, and achieve success.

- Equity Training
- Culturally responsive practices in TPEP
- Student resources



3. People, Structure, and Systems



Continue to build organization capacity to support strategic partnerships



Everett Police Department Everett Public Schools School Resource Officer Expectations

SRO Program Goals

The goals of the SRO Program are to:

- Protect student community;
- Foster positive
- Be a resource

The National Association of School Resource Officers (NASRO) defines the role of an SRO as an educator, law enforcement officer, and community member.

Job Description, Duties and Accountability

The primary duty of the SRO is to ensure the safety of students, staff, and all persons on their assigned school campuses. These duties include, but are not limited to:

- Maintaining a working partnership with their respective school administrators;

Officer Responsibility

An SRO's primary duty is that of a uniformed law enforcement officer. There will be occasions when an officer will be confronted with situations of student misconduct that is less than a criminal violation. Such student misconduct violations will be referred to school administrators for corrective action. The SRO will ensure the safety of school staff members enforcing a school corrective action and, in the absence of a school staff member being present, will notify school administrators of the situation.

- Assisting school investigations and including the use of the district's security camera system;
- Completing required police reports in a timely manner; and
- Assisting elementary schools as needed in their assigned geographical area.



4. Resource Management



Elementary School No. 18



4. Resource Management



North Middle School



4. Resource Management



Technology implementation – one to one rollouts

- Cascade HS and Jackson HS
- Cedarwood, Jackson, and Whittier ES
- 25 portable classrooms



Synthetic turf fields



- Baseball field at Memorial Stadium complete
- Everett HS Lincoln Field underway

Site Improvements

- Landscape and irrigation system upgrades district-wide
- Everett HS tennis courts underway



4. Resource Management



Safety and security, roofing, property, and other projects

Diagram illustrating the layout of a school building, highlighting security zones and upgrades. The plan includes areas labeled: Gym and Cafeteria, Lobby, Reception, Conference, Nurse, Principal, and a New front entry with canopy. Security zones are marked: 1. Secure Zone, 2. Main Office Zone, 3. School Zone. A note indicates: "Main entrance door locked - Expect for student arrival and departure - All visitors to check in at the main office". The diagram is titled "Everett School District Safety and Security Upgrades Cedar Wood Elementary School".

Safety and Security Update

Video intercom and access control systems

Images showing the installation of video intercom and access control systems, including a close-up of a door handle and a control panel.

Cabinet meeting | March 6, 2018

Aerial map showing the location of Everett Public Schools property, including GESE (3.83 Acres), EPS Property (3.04 Acres), RAMPTON (1.03 Acres), EPS Property (4.78 Acres), and GUTSCHMIDT (1.88 Acres). The map also shows the location of the school building and the parking lot. The text "EVERETT PUBLIC SCHOOLS 180th St. SE Property 29.2 Acres (Total = 37.02 Acres)" is overlaid on the map.

4. Resource Management



Capital planning

- 2018 capital bond proposal
- Post bond planning for high school growth options
- Elementary boundaries



4. Resource Management



Effective management of resources

- Exceptional bond ratings
- Superior audits and awards
- Comprehensive Annual Financial Report awards

*“Everett School District benefits from a **strong** and **proactive** management team that demonstrates conservative budgeting practices, conducting multi-year forecasts, cash-flow projections, and scenario analysis.”*



MOODY'S



5. Strategic Relationships



Growing a more robust and well aligned PreK-3 system

- P-3 Leadership Team
 - New work with Snohomish County Human Services, ECEAP, Snohomish County Health District, Child Care Aware, Opportunity Council, United Way, Everett Community College, Head Start, Everett Public Library
- Boeing grant – Early Numeracy Facilitator
- Play and Learn – new City of Mill Creek partnership



5. Strategic Relationships



Community Partners are engaged in common learning and shared practices with the district

- Community professional learning
 - *Stop, Think, Act: Integrating Self-Regulation in the Early Childhood Classrooms*
 - *Purposeful Play*
 - *Making and Tinkering with STEM: Solving Design Challenges with Young Children*
- *Zeno MathFest*



5. Strategic Relationships



Improve the quality and coherence of K-12 learning opportunities in science, technology, engineering, and math.

1-to-1 Program Support

Everett Public Schools will provide 1-to-1 support throughout the internship program. It is our goal to be your partner and resource.

Internship Program Timeline

The 1-to-1 support program provides students with the opportunity to earn high school credit while gaining valuable experience in a real-world setting. This program is designed to be a seamless transition from classroom learning to the workplace. The timeline is as follows:

June	July	August	March	April	May
Schedule for Summer Internship 1-to-1 support from district throughout internship program			Preparation for Summer Internship 1-to-1 support from district throughout internship program		
Joint Tasks (June – August) <ul style="list-style-type: none"> Program Orientation (Event 1 is required for all) Completion of other required paperwork as listed on page 13 of the Request Form Packet Regular communication with Worksite Learning Coordinator Regular monitoring of internship hours Midterm Review Evaluation (Event 2, Student Learning Coordinator and Worksite Supervisor) Final Review and Evaluation of Student Worksite Learning Plan Complete joint internship evaluation and interview 			Student Tasks (March – April) <ul style="list-style-type: none"> Students apply to Summer Learning Program Students engage in professional development activities Student Worksite with Worksite Learning Coordinator 		
			Worksite Supervisor Tasks (March – April) <ul style="list-style-type: none"> Review student application and interview Review student work and provide feedback Provide student with Worksite Learning Coordinator 		
			Joint Tasks (May) <ul style="list-style-type: none"> Student and Worksite Supervisor complete application Student and Worksite Supervisor complete application Student and Worksite Supervisor complete application Student and Worksite Supervisor complete application 		



Employer engagement opportunities

	Program	Description	Time Commitment	Average Student Age	Approximate Number of Students
Career awareness	Innovation Expo	Spring event celebrating innovation in our schools and from industry. Employers are invited to host a hands-on display to introduce regional careers.	6 hours	All ages and grades	Over 2000 students, families and community members
	High School and Beyond Night	Full events at each of the 3 comprehensive high schools. Employers are invited to host a table and share regional career information.	6 hours per event	All ages and grades	1200
	Career Guest*	Support for teachers and students understand regional careers by way of presentations, co-teaching, and/or communication via email or Skype.	Variable	All ages and grades	Up to 12 per class
Career exploration	Career Field Experience*	Field trips to regional industry to include tours, hands-on activity, and introduction to industry-related career pathways.	1 day	Middle School	Number of students varies depending on career topic and host capacity
	Industry Embedded Professionalism	Industry professionals collaborate with classroom teachers to deliver content and provide work place content.	Variable	All ages and grades	Up to 12 per class
	Industry Based Problem	Students learn course content by actively and collaboratively solving real-world problems presented in a context similar to the work environment.	Variable	All ages and grades	Up to 12 students per class
Career preparation	Work Based Learning	Students engage in authentic experiences in the workplace where they can apply academic and technical skills while developing their employability.	180 per semester	High School	1 or more
	Internship	Typically, a summer credit bearing experience, employers mentor students at their workplace.	90 hours	High school juniors and seniors	1 or more
	Apprenticeship	A school to work initiative in which students complete apprenticeship coursework and 2000 hours of on the job training. An intermediary organization recruits employers and supports placement of students.	2000 hours over two years	High school juniors and seniors	Variable

For more information regarding Everett Public School Career Pathways, please contact careers@everett.k12.wa.us. Each high school's career specialist and counselors can review this document with students and families.

*This program is development document updated May 2018

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CAREER CONNECTED LEARNING



***Discussion, comments and
questions***