EVERETT PUBLIC SCHOOLS

READING ACTION PLAN

2017-18 SBA Results

Key Performance Outcome:

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3

Overall: 73.9%	Below	At or Near	Above
Reading	12.7	38.1	49.2
Listening and Speaking	6.8	50.8	42.4
Writing	10.2	41.5	48.3
Research/Inquiry	9.3	44.9	45.8

Grade 4

Overall: 84.5%	Below	At or Near	Above
Reading	4.7	35.2	60.2
Listening and Speaking	4.7	46.9	48.4
Writing	4.7	34.4	60.9
Research/Inquiry	4.7	29.7	65.6

Grade 5

Overall: 86%	Below	At or Near	Above
Reading	6.1	28.9	64.9
Listening and Speaking	6.1	53.5	40.4
Writing	6.1	27.2	66.7
Research/Inquiry	6.1	28.1	65.8

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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	• Implement **Reach for Reading** curriculum: Use a balanced reading model and high leverage strategies in the Reach curriculum to teach reading, including analysis within or across texts (informational text and literary text). High leverage strategies include: o Guided-skill/strategy based small group targeted literacy instruction o Close Reading o Best Practice Routines (Fishbowl, TIPS, Accountable Talk etc.) o GLAD Strategies o Grammar, Reading Response, Vocabulary	• DRA (K-2) and iReady (3-5) • Reach Unit Assessments (K-5) • KARK data

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?

1.1.b
1.1.c
1.2.a
1.2.b
1.3.a
1.3.b
	• Strengthen the culture, enjoyment and participation of independent reading in each grade level by setting monthly student AR goals and using AR to monitor progress towards achieving that goal
	  o Promote and increase participation in district summer reading challenge
	  o Develop and implement a reading recognition program <u>and/or book sharing</u> for Kindergarteners
		• Number of students' meeting reading goals each month
		• School participation in district summer reading challenge
		• Number of students reaching levels 2-4 in district summer reading challenge
		• K participation in reading/literacy opportunities

1.2.b
1.3.a
3.2.a
	• Examine student work and assessment data in collaborative, high performing team meetings to evaluate student learning progress, plan instruction, and plan interventions.
	  o Interventions include before and after school groups, and LAP groups
	• Monitor progress of target subgroups:
	  o Low Income (G3, G4, G5)
	  o Students with Disabilities (G3, G4, G5)
	  o Transitional Bi Lingual (G3, G4, G5)
	  o Gender Gaps – Boys (G3, G4, G5)
	  o Hispanic/Latino (G4)
		• District literacy assessments disaggregated by subgroup
		• DRA (K-2) and iReady (3-5)
		• Reach Unit Assessments (K-5)
		• Smarter Balanced Interim block assessment data (3-5)
		• KARK data

1.1.b
1.1.c
1.2.a
1.2.b
1.3.a
	• Engage students in lessons that are designed to closely link instructional outcomes, high impact activities, and evidence of learning with the needs of the class/students.
	• Give feedback to students on their learning following the guidelines for impactful feedback outlined in Visible Learning:
	  o Effective feedback to students is "just in time" and "just for me"
	  o Effective feedback includes highlighting student successes and challenges
	  o Effective feedback focuses on next steps for learning
	  o Effective feedback is timely and personal
	  o Effective feedback is supportive of success criteria
	• Examine student work (evidence of learning) in student-centered coaching cycles and workshops to:
	  o Plan lessons collaboratively with clarity in mind.
	  o Examine student work for evidence of student learning.
	  o Reflect on effectiveness of teaching.
	  o Students move towards self-assessment and ownership of learning.
	  o Assign & design targeted interventions based on student work.
		• DRA (K-2) and iReady (3-5)
		• Reach Unit Assessments (K-5)
		• KARK data

WRITING ACTION PLAN

2017-18 SBA Results

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Grade 3

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Research/Inquiry	4.7	29.7	65.6

Grade 5

Overall: 86%	Below	At or Near	Above
Reading	6.1	28.9	64.9
Listening and Speaking	6.1	53.5	40.4
Writing	6.1	27.2	66.7
Research/Inquiry	6.1	28.1	65.8

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?

1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	• Engage students in lessons that are designed to closely link instructional outcomes, high impact activities, and evidence of learning with the needs of the class/students.
	• Give feedback to students on their learning following the guidelines for impactful feedback outlined in Visible Learning:
	  o Effective feedback to students is "just in time" and "just for me"
	  o Effective feedback includes highlighting student successes and challenges
	  o Effective feedback focuses on next steps for learning
	  o Effective feedback is timely and personal
	  o Effective feedback is supportive of success criteria
	• Examine student work (evidence of learning) in student-centered coaching cycles and workshops to:
	  o Plan lessons collaboratively with clarity in mind.
	  o Examine student work for evidence of student learning.
	  o Reflect on effectiveness of teaching.
	  o Students move towards self-assessment and ownership of learning.
	  o Assign & design targeted interventions based on student work.
		• Common grade level narrative, expository/information, opinion/argument common writing assessment data (K-5)
		  o Unit writing projects
		  o Benchmark Assessments

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?

1.1.b
1.1.c
1.2.a
1.2.b
1.3.a
	• Teach narrative, opinion/argument, and expository/information forms following the district writing maps (ELA maps)	• Common grade level narrative, expository/information, opinion/argument common writing assessment data (K-5)
		  o Unit writing projects
		  o Benchmark Assessments
		• District writing rubrics

1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	• Increase perseverance and productive struggle in writing by committing to at least 30 minutes of writing instruction and practice every day, in addition to writing across the content areas. • Includes Reach response to reading, Reach Power Writing, BFTL, and daily writing skills lessons	• Narrative, expository/information, opinion/argument common writing assessments (K-5) • Student work samples (BFTL) or assessments (Writing Projects) from ELA units (K-5)

1.1.b
1.1.c
1.2.a
1.2.b
1.3.a
3.2.a
	• Examine student work and assessment (data) in collaborative high performing team meetings to evaluate student learning progress and plan interventions.
	• Utilize anchor papers in vertical teams to align writing expectations
	• Use district writing rubrics & CCSS to score student writing
	• Monitor progress of target subgroups:
	  o Low Income (G3, G4, G5)
	  o Students with Disabilities (G3, G4, G5)
	  o Transitional Bi Lingual (G3, G4, G5)
	  o Gender Gaps – Boys (G3, G4, G5)
	  o Hispanic & Latino (G4)
		• Common formative and summative assessment data disaggregated by subgroups

MATH ACTION PLAN

2017-18 SBA Results

Key Performance Outcome:

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 77.2%	Below	At or Near	Above
Concepts and Procedures	11.9	16.9	71.2
Problem Solving and Modeling & Data Analysis	11.0	33.1	55.9
Communicating Reasoning	8.5	35.6	55.9

4th Grade

Overall: 87.6%	Below	At or Near	Above
Concepts and Procedures	6.2	20.2	73.6
Problem Solving and Modeling & Data Analysis	4.7	31.8	63.6
Communicating Reasoning	3.1	33.3	63.6

5th Grade

Overall: 74.7%	Below	At or Near	Above
Concepts and Procedures	14.9	17.5	67.5
Problem Solving and Modeling & Data Analysis	14.0	27.2	58.8
Communicating Reasoning	14.9	25.4	59.6

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?

3.2.a
3.3.a
3.3.b
	• Engage students in a balanced math workshop style learning environment where each of the three components of balanced math are emphasized:
	  1. Conceptual Understanding
	  2. Computational & Procedural Fluency
	  3. Problem Solving & Application
	• Implement math workshop structures to support balanced math:
	  o Whole group instruction
	  o Small group instruction (guided math)
	  o Rotations & stations
	  o Online practice (iReady, enVision)
	• Develop and implement a comprehensive list of best practices and resources to support the implementation of a balanced math program:
	  o Mathematical Discourse
	  o Number Talks
	  o 3-Act Tasks
	  o Other mathematically rich and challenging problem-solving tasks
		• KARK assessment data
		• District unit assessment data

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?

1.1.b
1.1.c
1.2.a
1.2.b
1.3.a
	• Engage students in lessons that are designed to closely link instructional outcomes, high impact activities, and evidence of learning with the needs of the class/students.
	• Give feedback to students on their learning following the guidelines for impactful feedback outlined in Visible Learning:
	  o Effective feedback to students is "just in time" and "just for me"
	  o Effective feedback includes highlighting student successes and challenges
	  o Effective feedback focuses on next steps for learning
	  o Effective feedback is timely and personal
	  o Effective feedback is supportive of success criteria
	• Examine student work (evidence of learning) in student-centered coaching cycles and workshops to support the maturation of a balanced math program:
	  o Plan lessons collaboratively with clarity in mind.
	  o Examine student work for evidence of student learning.
	  o Reflect on effectiveness of teaching.
	  o Students move towards self-assessment and ownership of learning.
	  o Assign & design targeted interventions based on student work.
		• KARK assessment data
		• District unit assessment data

1.1.b
1.1.c
1.2.a
1.2.b
1.3.a
3.2.a
	• Examine student work and assessment data in collaborative high performing team meetings to evaluate student learning progress and plan interventions.
	• Monitor progress of target equity groups:
	  o Low Income (G3, G4, G5)
	  o Students with Disabilities (G3, G4, G5)
	  o Transitional Bi Lingual (G3, G4, G5)
		• District unit assessment data disaggregated by subgroups using Admin LIF Data Disaggregation tool
		• KARK assessment data

SCIENCE ACTION PLAN

2017-18 WCAS Results

Key Performance Outcome:

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 78.2%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	27.2	72.8
Life Science	21.9	78.1
Earth and Space Science	23.7	76.3

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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	• Apply the science and engineering practice of planning and carrying out investigations in K-5, including the use of Engineering is Elementary kits o Strengthen correlation of Ask Questions & Define Problems, Develop and Use Models, and Plan & Carry Out Investigations with the school's K-5 Science Fair program in Spring o First grade uses Storybook Stems incorporating science & math	• Observation journal notes with labeled diagrams, written explanations, and collected data as evidence to support specific claims
3.2.a 3.3.a 3.3.b	• Provide clarity for the outcomes & goals for each unit and use the transition guides. • Align clarity in vocabulary for science practices K-5.	• District kit assessment (NGSS aligned) data
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	• Administer the G5, G8, and G11 WCAS training tests to all fifth-grade students to help prepare them for the WCAS item types. • Plan WCAS preparatory activities with fifth grade teachers to implement prior to WCAS administration in the Spring.	• WCAS practice & training tests

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

From fall 2018 to spring 2019 we will improve in the characteristic "Clear and Shared Focus" from below the level of (approximately) a mean of 4.2 to a mean of 4.5+ using the 9 Characteristics Comparison – Mean Scores data.

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 action items?
	• Share the SIP with families through PTA meetings and other gatherings, and the newsletter; and provide regular updates through the newsletter to families on progress towards SIP goals. • Share SBA data with families through creation of a data bulletin board for families to view, as well as share through newsletters.	• Improved response to item "I am informed about progress toward the improvement goals of this school." from 82% positive to 100% positive.
	• Increase parent participation on the 9 Characteristics EES survey in the Spring by sending paper copies home, clearly communicating expectations of participation to families, incentivizing participation to families, and sharing progress towards participation goal regularly during the survey window.	• Improved participation from 113 parent replies to 400+ parent replies or approximately 25% of parent population.
	• Increase PTA membership and participation at PTA meetings	• Attendance & membership

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

Key Performance Outcome(s):

Our Panorama Ed survey data from the fall of 2018 indicates that only 68% of students had a positive response to items contributing to School Safety. Our goal is to increase the positive responses in School Safety to 75%.

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 action items?
3.4.a 5.1.a	• Implement customer service positive procedures incorporating secure front door and lobby to building access.	• Positive feedback from parent community.
3.3.b 3.4.a	• Administrators will visit each classroom at least once per week to conduct learning walkthroughs and talk to students about learning targets.	• Increase positive responses on EES Student Survey item "I often see the principal around the school talking to students." from 54% to 75%.
3.4.a	• Increase the visibility of Forest View (PBIS Aligned) materials: expectations banners, school mission, awards, student work.	• Transition of interior hallways showing more student work, school achievements, PBIS messages.
3.3.b 3.4.a	• Administrators, teachers, and staff will greet children each morning such that all students are welcomed every morning to school by a staff member.	• Increase positive responses on EES Student Survey item "I enjoy coming to this school." from 64% to 75%.

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 action items?

3.4.a	• Implement all components of a PBIS program
	  o Creation of a PBIS Leadership & Data team and monthly meeting schedule
	  o Incorporate Electronic Referrals in Google for behavior data analysis
	  o Revise school behavior matrix
	  o Add and update school slogan materials around the building, incorporating expectations and behavior matrix
	  o Professional development plan with contracted PBIS coach
	  o All staff teach and reinforce common-area expectations for behavior for all students.
		• Monthly referral data review disaggregated by subgroup
		• Staff-created matrix of common-area expectations
		• Completed development of major and minor behaviors

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 action items?

3.4.a 1.3.b	• Monthly student recognition assemblies
	  o Principal award tied to 21st Century Skills (report card)
	  o Classroom growth awards
	  o AR/Reading recognition
	  o Classroom/grade level awards
		• EES Student Survey item "Student success is celebrated in this school" (62% positive in 2017-2018)
		• Percentage of students celebrated for building level celebration programs

1.2.a	• Examine and utilize the SEL data from the Panorama Ed surveys in G3-G5 to support the needs of distinct demographic groups o Disaggregate the data with leadership team • Use Panorama Ed Playbook lessons and activities to target categories of Grit, Growth Mindset, and School Safety	• Panorama Ed Data Spring 18, Fall 18, and Spring 19 showing growth (Grit, Growth Mindset, and School Safety)

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 action items?
1.2.a	• Identify potential highly capable students to complete the referral process	• Number of highly capable referrals at each grade level
1.2.a	• Support school's Student Council to make decisions and implement actions to enrich the student day, support PBIS, and develop school spirit	• EES Student Survey item "Students are involved in decisions about things that affect them in this school." (52% positive in 2017-2018)

1.1.a 3.2.a	• Implement frequent grade level monitoring and review of common assessment data, identifying students who are on the bubble (L2, 3 or Basic), and assign appropriate intervention or referral to SIT
	• Targeted interventions include:
	  o Classroom based small groups
	  o Before or after school groups
	  o iReady before or after school groups
	  o LLI groups (LAP support)
	  o EL intervention groups
		• Subgroup monitoring of current assessment data
		• Percentage and/or number of students participating in extended day intervention groups

1.2.a	• Recruit community and staff mentors for daily/weekly check ins with select students identified during SEL screening processes	• OTG or SEL screening data

ATTENDANCE

Key Performance Outcome(s):

We want to decrease the number of absences and tardies overall. In the monthly absence monitoring reports our goal is to have an average of fewer than 2% absences each month, and fewer than 1% tardies each month.

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 action items?
1.1.a 1.1.b 1.5.a	• Hold regular attendance team (admin, counselor, attendance manager) meetings to examine attendance data and develop plans to address high absences and tardies o Letters and attendance conferences with students and families that have attendance issues o Utilize the schools Community Truancy Board to address persistent and alarming attendance issues	• Monthly attendance data including tardies and total absences
1.1.a 1.1.b 1.5.a	• Communicate to families the importance of school attendance and the negative impact that extended absences (travel, vacation) have on their children's academic performance through principal newsletter and other communication • Host attendance meetings and conferences with families whose students are frequently absent or tardy review state law and district attendance policy and brainstorm solutions to ongoing attendance problems	• Decreased number of absences that are 5+ days in length
1.1.a 1.1.b 1.5.a	• Recruit and utilize a Community Truancy Board to address persistent attendance concerns not solved by regular school interventions	• Community Truancy Board records/notes and membership

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers and students will increase the use of technology as a learning and teaching support tool for instruction and learning in preparation for school's 1:1 adoption in 2019-20.

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 action items?
2.2 2.3	• Develop the capacity of teachers to use technology to deepen the level of thinking in learning using technology through the 1:1 prep course "Authentic Learning Experiences with Technology"	• Feedback during Authentic Learning trainings • Increased number of lessons using technology and
2.2 2.3	• Implement Keyboarding curriculum in G3+ to help prepare students for technology use needs.	• Keyboarding Without Tears participation
2.2 2.3	• Advocate for increased technology distribution to FVE (additional Chromebook cart)	• Number of Chromebook carts in building this year
2.2 2.3	• Technology specialist incorporating 21st Century skills within lessons and instruction	• Recognition of 21st Century skills during assemblies