EVERETT PUBLIC SCHOOLS

ELA ACTION PLAN	Key Performance Outcome:
	90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.

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?
• Increase teacher clarity in reading instruction by communicating learning targets and success criteria for essential learnings. Students will be able to answer the following questions: o What am I learning today? o Why am I learning this? o How will I know that I met the learning target?	• Reach for Reading unit assessments • Exit Tickets
• Differentiate reading instruction using the framework of guided reading and independent literacy work so that all students will make at least one-year's growth in reading	• iReady • Reach unit assessments • Reach running records
• Utilize Guided Language Acquisition Design (GLAD) strategies to increase learning supports during Tier 1 whole class instruction for English Learner (EL) and low-income students	• Grades K-2; Developmental Reading Assessment (DRA) and iReady • Reach unit assessments
• Teachers will implement iReady as an intervention tool to help students close skill gaps	• iReady data

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?

• Increase teacher clarity in writing instruction by communicating learning targets and success criteria for essential learnings. Students will be able to answer the following questions:
  o What am I learning today?
  o Why am I learning this?
  o How will I know that I met the learning target?
	• Writing Assessments Quick-Write samples

• Utilize GLAD strategies to increase learning supports during Tier 1 whole class instruction for EL and low-income students	• Writing Assessments Quick-Write samples
• Model and teach explicit instruction for three modes (narrative, informational/explanatory, and opinion) for a variety of audiences	• Writing Foundations Writing Project data • K-2 Building Foundations That Last (BFTL) writing quarterly benchmark data • Grade Level Team Created Assessments

MATH ACTION PLAN	**Key Performance Outcome:**
	90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.

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?

• Increase teacher clarity in math instruction by communicating learning targets and success criteria for essential learnings. Students will be able to answer the following questions:
   o What am I learning today?
   o Why am I learning this?
   o How will I know that I met the learning target?
	• Student Reflection sheets on unit assessments
	• Unit Assessments
	• Exit Tickets

• Implement small group, guided math instruction based on student performance data	• iReady Diagnostic shows minimum of one year's growth in sub categories • Unit assessments show growth in percent of students meeting standard
• Teachers will use GLAD strategies to increase learning supports during Tier 1 whole class instruction for EL and low-income students	• iReady (number of tests passed) • Unit assessments
• Teachers will implement iReady as an intervention tool to help students close skill gaps	• iReady (number of tests passed)

SCIENCE ACTION PLAN

Key Performance Outcome:
90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by.

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 Washington Comprehensive Assessment of Science (WCAS)?

• Increase teacher clarity in science instruction by communicating learning targets and success criteria for essential learnings. Students will be able to answer the following questions:
  o What am I learning today?
  o Why am I learning this?
  o How will I know that I met the learning target?
	• Unit assessments
	• Exit tickets
	• Science journals

• Utilize district Next Generation Science Standards (NGSS) Transition Guides for intentional planning and implementation of district adopted curriculum and ensure students are engaged in the three dimensions (Disciplinary Core Ideas, Science and Engineering Practices, Cross Cutting Concepts) of NGSS	• K-5 teachers collect notebook evidence that will include labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary
• Assure the Highly Capable Professional Learning Community (PLC) will create an assessment to help guide the instruction of scientific writing, most importantly the Claim, Evidence, Reasoning, Rebuttal instructional technique. They will also create a scoring guide to share with the staff to assess this scaffolded learning	• Science unit assessments • Exit tickets • Science journals
• Ensure instructional time for science instruction	• Grade level instructional schedules

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

Key Performance Outcome(s):

Welcoming Culture: In the 2019-20 School Year, students and families of Penny Creek will report that Penny Creek is a place where academic and social emotional learning are accessible to all students, regardless of race, social economic status or cultural background.

Physical, Emotional and Intellectual Safety: The percent of students who report that they see the principals around the school talking to kids will increase from 38.9% to 68.9% Educational Effectiveness Survey (EES). The percent of students at each Tier, according to School Wide Intervention Systems (SWIS) office referral data, will be congruent with that recommended by Positive Behavior Interventions and Supports (PBIS) (Tier 1 = 75-80%; Tier 2 = 10-15%; Tier 3 = 2-5%).

Equitable and Accessible Opportunities: 77% of EL students will be on track to transition out of services within six years by 2027.

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?
Welcoming Culture	
• Increase visibility of administrators before and after school (Exceptions made only when critical issues arise.)	• EES student data • EES parent data

• Increase understanding of Everett Public Schools (EPS) and U.S. school systems generally for families new to Penny Creek. Utilize Natural Leaders in this work:
  o August Welcome Tours
  o Cookies at the Creek Family Night
  o EL Family Night Presentation
  o Festival of Culture Night
  o Monthly Natural Leaders meetings
  o PTA events (Cookies at the Creek, Carnival, Science Day, Play performance, Skate Nights)
  o Music concerts
	• EES parent data
	• Participation levels in evening events for families
	• Educational Effectiveness Survey

• Host Math Curriculum Night for families new to EPS and/or new to U.S. school systems	• Parent feedback forms
Physically, Emotionally, and Intellectually Safe Environment	
• Maintain and continue to refine and improve PBIS Tier 1 systems: o Teach school-wide expectations consistently at the beginning of the year, after breaks, and as needed throughout the year. Professionalism, Responsibility, Integrity, Dignity, and Engagement (PRIDE)	• SWIS Data • Panorama Survey • Educational Effectiveness Survey • On-time Graduation data • Number of PRIDE tickets awarded to students • Tiered Fidelity Inventory

o Implement systems for student recognition that reinforce expected behaviors. PRIDE tickets for individual and school wide rewards; PRIDE recognition assemblies throughout the year o Implement Second Step Social Emotional Learning (SEL) curriculum at all grade levels	
• Maintain and continue to refine and improve PBIS Tier 2 systems • Restorative Justice and Tier 2 interventions training with PBIS coach	• SWIS data • Special Education (SPED) referral data • Academic Performance data
• Maintain or improve appearance and use of physical spaces throughout common areas of the school	• Common spaces at professional standard
Equitable and Accessible Opportunities	
• Provide Equity training at Extended Day Staff Meetings (January 29, February 12, and March 25)	• Panorama data • Educational Effectiveness Survey
• Provide training in Culturally Responsive Teaching through a school wide book study	• Panorama data • Educational Effectiveness Survey
• Provide extended day learning for EL and low-income students with Imagine Learning, iReady supplemental lessons, and Reach for Reading	• English Language Proficiency Assessment (ELPA) data • Imagine Learning data • iReady

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

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?
• Monitor and intervene with students who have three or more absences per month (student incentives, parent meetings, and home visits)	• Attendance data • Student specific progress monitoring
• Penny Creek's Attendance Success Team will meet with families whose students have multiple absences	• Monthly attendance reports • Attendance contracts • Becca referrals • Community Truancy Board progress

• Review students with attendance concerns through the Multi-Tiered System of Supports (MTSS) team to ensure all barriers have been identified	• MTSS data • Student specific progress monitoring
• Recognize students for perfect and improved attendance	• Attendance records

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):
In the 2019-20 school year, the Penny Creek Community will indicate that parents/families report that parents/families report that they are included and valued in the school community.

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?
• Grow Natural Leaders presence through building relationships between staff members and families and by increasing knowledge and understanding of Everett Public Schools in parents	• Number of families participating increases between fall and spring
• Collaborate with PTA to engage families in the Penny Creek Community	• EES parent data
• Host an iReady Night and/or a Math Night for parents/guardians	• Parent feedback forms

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers will increase use of Chromebooks for instructional purposes.

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?
• Teachers will attend 1:1 training in preparation for 1:1 Chromebooks next year • Integrate strategies that support blended learning	• Attendance logs for training sessions • Teacher self-reflection on Blended Learning and technology tools • EES staff data
• Distribute Chromebooks evenly throughout building	• Teachers report greater ease of access to Chromebooks • iReady usage