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?

Teachers will administer progress monitoring assessments every 4-6 weeks for students below standard or on the "bubble" (Level 2-3) in order to provide equitable, high impact interventions and English Language (EL) supports to close the skill gaps in phonics in grades K-3 and vocabulary in grades 3-5 to improve comprehension in reading.	• Kindergarten:
	  ○ Winter Developmental Reading Assessment (DRA)
	  ○ Kindergarten Assessment Resource Kit (KARK) foundation assessment
	  ○ Imagine Learning instructional monitoring
	• Grades 1 and 2
	  ○ Fall and winter DRA
	  ○ DRA progress monitoring
	  ○ REACH foundation assessments
	  ○ Fall and winter iReady diagnostic
	  ○ Imagine Learning instructional monitoring
	• Grades 3-5
	  ○ Fall and winter iReady diagnostic
	  ○ iReady growth monitoring and instructional monitoring

Teachers will closely monitor every 4-6 weeks high impact interventions to support EL, LAP, special education and Hispanic students to close the academic gaps in the areas of phonics in grades K-3 and vocabulary in grades 3-5 to further improve reading comprehension.	• Kindergarten:
	  ○ Winter DRA assessment
	  ○ KARK Foundation assessment
	  ○ Imagine Learning instructional monitoring
	• Grades 1 and 2
	  ○ Fall and winter DRA
	  ○ DRA progress monitoring
	  ○ REACH Foundation assessments
	  ○ Fall and winter iReady diagnostic
	  ○ Imagine Learning instructional monitoring
	• Grades 3-5
	  ○ Fall and winter iReady diagnostic
	  ○ iReady growth monitoring and instructional monitoring

Teachers will monitor high performing academic students that are not making growth to ensure that students are progressing in their areas of low growth.	- Grade 2
	  - Fall and winter DRA
	- Grades 2-5
	  - iReady growth monitoring and/or instructional monitoring

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?

Teachers will analyze and discuss student progress in grades K-5 during Professional Learning Communities (PLC) time (3-4 times a year) to develop skills in various genres of writing to improve instructional practices in improving student performance in writing.	- Grades K-2
	  - Baseline and mid-year assessments based on Building Foundations That Last (BFTL) as evidenced in student writing essays and samples in narrative, informational writings
	- Grades 3-5
	  - Baseline and mid-year assessments based on district writing rubrics as evidenced in students' writing essays and samples in narratives, informational, persuasive and opinion writings

Teachers will implement high-impact strategies (Guided Language Acquisition Design [GLAD], mini-lessons aligned to benchmarks, mentor texts, goal setting and self-reflection) to support and close the performance gap for EL students.	- Grades K-2
	  - Baseline and mid-year assessments based on BFTL as evidenced in student writing essays and samples in narrative, informational writings
	- Grades 3-5
	  - Baseline and mid-year assessments based on district writing rubrics as evidenced in students' writing essays and samples in narratives, informational, persuasive and opinion writings

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?

Teachers will administer progress monitoring assessments every 4-6 weeks for students below standard or on the "bubble" (Level 2-3) in numbers and operations to improve academic success and to meet grade level standards.	• Kindergarten—specifically in foundational skills of numbers and operations and algebraic thinking
	     o KARK math assessment
	     o Winter iReady diagnostic and instructional monitoring
	     o Formative and summative classroom assessments
	 • Grades 1-5—specifically in foundational skills of numbers and operations and algebraic thinking
	     o Fall and winter iReady diagnostic
	     o Fall and winter iReady growth monitoring and instructional monitoring
	     o Formative and summative classroom assessments

Teachers will analyze cohort scores focusing on the following subgroups: EL, LAP, special education, and Hispanic students in order to close the academic gaps in numbers and operations in all grade levels.	• Kindergarten—specifically in foundational skills of numbers and operations and algebraic thinking
	     o KARK math assessment
	     o Winter iReady diagnostic and instructional monitoring
	     o Formative and summative classroom assessments
	 • Grades 1-5—specifically in foundational skills of numbers and operations and algebraic thinking
	     o Fall and winter iReady diagnostic
	     o Fall and winter iReady growth monitoring and instructional monitoring
	     o Formative and summative classroom assessments

Teachers will monitor high performing academic students that are not making growth to ensure that students are progressing in their areas of low growth.	• Grades 1-5—specifically in foundational skills of numbers and operations and algebraic thinking
	     o Fall and winter iReady diagnostic
	     o Fall and winter iReady growth monitoring and instructional monitoring
	     o Formative and summative classroom assessments

SCIENCE ACTION PLAN **Key Performance Outcome:** 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.	
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?

Teachers will use the essential questions from the Science kits to assess students understanding of the Core concepts tied to Next Generation Science Standards (NGSS) standards.	• Grades K-5—pre and post assessment in each Science kit to progress monitor learning in the essential learning presented through the use of:
	    o Google Classroom documents to measure student growth in understanding of key concepts in written format
	    o Seesaw to measure the understanding of key concepts orally
	    o Classroom-based formative and summative assessment measuring the understanding of key concepts

Teachers will facilitate students discourse according to the claim, evidence, and reasoning model to develop analytical thinking and persuasive/argumentative writing skills:
•   Claim that answers the questions;
•   Evidence from students' data; and
•   Reasoning that involves a rule or principle that describes why the evidence supports the claim.
	• Students will be measured on the following to demonstrate clear understanding of claim, evidence, and reasoning skills:
	    o Classroom-based assessments including Canvas, Google classroom, Seesaw and Flipgrid
	    o Science Journals
	    o Washington Comprehensive Assessment of Science (WCAS) sample items

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: Parent input, Panorama data, parent survey and parent participation

Physical, Emotional and Intellectual Safety: PRIDE celebrations and recognition, Panorama data

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	
Implement a weekly Family Connections newsletter to keep students well apprised of the happenings at Cedar Wood especially during the remote learning time.	• Customer service results established by administration • Increase in parent participation at student conferences and engagements via attendance data from 85% to 90%
Continue parent engagement events 3-4 times a year to engage families in the Cedar Wood community and culture.	• Parent attendance data • Customer service results established by administration
Implement and train Natural Leaders (parents) to support our families that need additional support in being connected to school by eliminating linguistic barriers.	• Parent attendance data • Customer service results established by administration
Physically, Emotionally, and Intellectually Safe Environment	
Staff will implement the following to support all students through Positive Behavioral Interventions and Supports (PBIS) Tier 1: • Continue systems for positive reinforcement and recognition for students that exemplify Cedar Wood PRIDE. • Classroom meetings, restorative practices, Second Step and digital citizenship lessons.	• Number of students recognized for displaying PRIDE attributes • Number of classes that have been recognized with PRIDE celebrations • Panorama data will show the following: o Growth mindset will increase by 5% from 57% to 62% to correlate with Independence and Determined (PRIDE attributes)
Utilization of PBIS flowchart to identify students who need further supports and interventions: Implement social and emotional small groups with counselors to ensure that student feel safe to communicate their needs and to do so in a way that restores relationships and solves problems.	• Decrease in the number of issues and referrals based on behavior • Panorama data will show the following: o Emotional regulation increase by 5% from 53% to 58% • Increase in student self-referrals for supports
Convene regular safety team meetings to discuss and act on building student and staff safety.	• Minutes of safety committee meetings • Safety work order completion • Implementation of Covid-19 safety protocols

Equitable and Accessible Opportunities	
Utilize English Language Proficiency Assessment (ELPA 21) to identify needs and adjust support plans for qualifying EL students including GLAD strategies, REACH EL, Pre-Teach and Imagine Learning English.	• Equity targets • iReady data
Ensure the rapidly growing number of qualifying EL students use Image Learning English consistently.	• Comparison of Image Learning English fall sub score change by increasing the score by one level • Comparison of ELPA 21 2020 screener and ELPA 21 2021 test data

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?
Monthly newsletters providing families information on how to improve attendance (Social Emotional Learning (SEL), habits, data, etc.)	• Increased monthly attendance rates
Explore and implement ways to promote attendance through an incentive program that will motivate students to fully engage in school (i.e. monthly attendance celebrations and recognitions both individual and by classroom).	• Increased attendance data • Increase in student recognition for improved or perfect attendance
Hold frequent meetings lead by the assistant principal with the attendance team to monitor attendance and follow up with students/families: • Provide interventions and supports regarding barriers to improve student attendance (phone calls, attendance letters, conferences, home visits and attendance plans). • Administrator will meet on an as-needed basis with district Becca coordinator to align attendance processes with district policies and continue supporting the district's community truancy board.	• Daily review of attendance and record interventions and family connections • Number of supports for families to improve attendance • Reduction in the rate of students needing tier 3 interventions

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

We will increase family participation/involvement by 5% as measured by the EES Parent Survey

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?
Initiate the training of Natural Leaders in October and November 2020 and fully begin building the Natural Leaders program to support parents that do not have English as their primary language and to gain further access to school/supports for their children's academic progress.	• Plan development and recruitment of leaders • Parent participation data • Natural Leaders data
Explore and implement Spanish Literacy classes for parents and enable them to support reading comprehension using research based instructional strategies for their children.	• Parent survey data and parent participation data • Increased student reading comprehension data
Provide academic support and resources for families, stressing the importance of reading and math for all students but especially for those students that struggle to reach grade level standards. This includes LAP/EL Family Nights and Conferences, Math Night and Reading Night and Reading with Rover.	• Attendance data • CEE survey • Increase in number of parent meetings for EL and LAP parents to demonstrate greater outreach and communication

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

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?
Integrate Canvas and Google Classroom into all classrooms to improve students' technology skills.	• Number of students accessing Canvas and Google classroom in grades 1-5
All students will have increased exposure to Science, Technology, Engineering and Math (STEM) activities through technology instruction that includes coding or other STEM topics at least once per month.	• Projects that were created by students and graded with a rubric
Increase students' ability to understand and apply ISTE Digital On-Line Citizenship and utilize the proper and responsible use of digital devices.	• Decrease in the incidents of improper use of technology