

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.	
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?
Provide text-centered instruction that includes text-specific tasks* designed to improve student reading comprehension so that all students read grade-level complex texts independently and proficiently. *including annotating the text	<ul style="list-style-type: none"> • Student scores on digital curricular formative assessments (SpringBoard Quizzes, SpringBoard Unit Exams, Pre-AP Quizzes) • Student scores on reading Interim Assessment Blocks (IAB) • Student responses on formative curricular activities (SpringBoard/PreAP text-dependent questions, reading graphic organizers such as TPCASST, RAFT, OPTIC) • Text-selection/evaluation process developed • List of culturally responsive teaching strategies developed, including shared-knowledge activities • Shared documents on essential standards, learning targets, and success criteria
Incorporate texts and reading instruction that represent multiple perspectives, identities, and experiences to develop students' shared knowledge and to challenge systemic and ideological barriers that prevent knowledge-building.	
Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: develop essential standards, unpack them, write student-friendly learning targets and success criteria.	
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?
Integrate strategies and opportunities for evidence-based discourse to create a classroom community of learning where all students process, understand, discuss, and interpret using text-based evidence.	<ul style="list-style-type: none"> • List of student-discourse starters developed and shared • Student use of discourse starters during class-discussion activities (Socratic Seminar, Canvas Discussion Board, Padlet) • Student inclusion of text-based evidence during class-discussion activities (Socratic Seminar, Canvas Discussion Board, Padlet)
Include strategies and opportunities that use increasingly complex prompts for evidence-based writing, emphasizing the importance of identifying, evaluating, and using evidence to support knowledge retention and writing competency.	

<p>Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: develop essential standards, unpack them, write student-friendly learning targets and success criteria.</p>	<ul style="list-style-type: none"> • Student responses on formative curricular activities (SpringBoard/PreAP Check Your Understanding prompts, Quick Writes, writing graphic organizers) • Student scores on writing IABs and research IABs • Student scores on “Ideas” strand of Embedded Assessment rubric and “Reading” and “Analysis” strands of Pre-AP Unit Assessment rubric • Shared documents on essential standards, learning targets, and success criteria
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MATH ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math 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 foster student-led discourse around math topics.	<ul style="list-style-type: none"> • Artifacts from Geogebra and Desmos indicating discussion topics • Shared documents on essential standards, learning targets, and success criteria • Word walls • Common formative assessment grades in Performance Matters • District summative assessment grades in Performance Matters • IAB results • SBA results • Formative self-assessment by students on the promise standard learning targets. • Analysis of student work (cool down data) during Professional Learning Community (PLC) time will be used to adjust instruction as needed
Teach the relevant mathematical construct vocabulary for the SmarterBalanced Assessment (SBAC) as it aligns with the district maps.	
Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: develop essential standards, unpack them, write student-friendly learning targets and success criteria in geometry classes.	
Teachers will administer Illustrative Mathematics (IM) cool downs as common formative assessments and engage in a collective process of teach, analyze, and reteach cycle. This cycle will improve student performance on the district summative assessments. (at least once a week)	

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 Washington Comprehensive Assessment of Science (WCAS)?
Provide scaffolding and practice in all science courses for students to improve their ability to make and defend claims based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence.	<ul style="list-style-type: none"> • Common formative and summative assessments of students Claim, Evidence, Reasoning (CER) responses • Common CER rubric across content areas to track student progress • Common formative and summative measures linked to learning outcomes to assess student learning in content teams • Share documents on essential standards, learning targets, and success criteria • Analyze data within teacher teams to offer opportunities for intervention to support student progress toward meeting standard • Evaluation of student performance on released items for the WCAS (as available) • Common classroom-based assessments that measure proficiency with the associated Next Generation Science Standards (NGSS) standards and WCAS exemplars
Increase scientific vocabulary to help achievement gaps between groups of students.	
Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: develop common course outcomes, unit goals (based on essential standards), write student-friendly learning targets and success criteria.	
Establish and explicitly share with students clear learning outcomes aligned with essential standards.	
Implement the high leverage strategy of analyzing and interpret data using mathematical and computational thinking.	

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: Students will communicate their perception of feeling a sense of belonging based on Everett's Panorama. In Spring 2021, 29% of the students responded favorably on the theme Sense of Belonging. We will increase this response by 5% by Spring 2022.

Physical, Emotional and Intellectual Safety: Students will communicate their perception of feeling safe in school based on Everett's Panorama survey data In Fall of 2019, in person learning, 55% of students responded favorably to the School Safety Prompt. We will increase this response by 5% by Spring 2022.

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 "soft start", Camp Seagull, focusing on orientation and socioemotional learning for each student.

Create perseverance awards for students who try repeatedly but may have trouble understanding a concept. Create a culture of Growth (Mindset) and implement Growth Mindset Mantras on the announcements.

Teachers will conduct community building activities in all classes monthly.

Conduct welcoming grade level assemblies and getting each student an Everett High School (EHS) t-shirt.

- Student Survey on first three days of school/Camp Seagull
- Classroom assessments indicate that students identify multiple attempts as a positive rather than a negative.
- Student survey on 5-star app. Re: Feeling comfortable in the classroom
- Panorama Data in spring 2022
- Panoramic Picture of Camp Seagull

Physically, Emotionally, and Intellectually Safe Environment

Use Panorama Data to identify Tier 1 needs and develop Tier 1 Multi-Tiered Systems of Support (MTSS) strategies.

Develop systems and strategies to provide targeted Tier 2 Interventions.

Hold a minimum of three Safety Committee Meetings and hold security debrief meetings following every drill performed during the year.

Implement table-top activities with the Security Resource Officer (SRO) to train the school admin and response team on responding to safety events.

- Panorama Data
- Development and Implementation of New Intervention system
- Debriefing notes
- Drill reports
- Safety meeting notes/tabletop notes

Equitable and Accessible Opportunities	
<p>Refine Equity Team's purpose and deliver differentiated professional development on Diversity, Equity and Inclusion, Equitable grading practices, Culturally Responsive teaching practices and identifying barriers to student access and implement at least two things they learn.</p> <p>Refine department equity commitments to ensure evaluation of barriers within our systems and practices.</p> <p>Implement Ethnic Studies course choice for students in grades 10-12.</p> <p>Continue to strengthen the implementation of Since Time Immemorial Curriculum in history classes.</p>	<ul style="list-style-type: none"> • Surveys from Professional Development (PD) • Classroom observations • Equity commitment documents • Course registration and grades • History lessons/student assessments or projects

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?
Improve the Tier 1 intervention systems- monthly focus on attendance rewards systems, such as cookie drops.	<ul style="list-style-type: none"> • Weekly posting of attendance percentages • Rewards tracking • Panorama data from Spring survey • Engagement Team tracking spreadsheet
Improve Teacher-student relationships from 54% on Panorama to 59% by spring; if students feel more connected to teachers, they will attend school more.	
Implement Engagement Team to track and do home visits for students not attending classes.	

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Move school practices actions along the continuum of inform to collaborate to co-create by increasing events that parents co-create from 0 to 3.

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?
<p>Reduce barriers to accessing school information / student progress for non-English speaking parents.</p> <p>Co-create, with parents, the Natural Leaders program.</p> <p>Via video announcements, social media and Student Body Canvas page, regularly share positive content on the cultures represented in our school.</p> <p>Host monthly parent Zooms to inform families about college applications, Free Application for Federal Student Aid (FAFSA), career planning.</p> <p>Host Open House events to strengthen teacher-parent partnerships.</p> <p>Principal presents at all PTA meetings and support PTA initiatives.</p> <p>Strengthen spring transition meetings, including:</p> <ul style="list-style-type: none"> • Host 8th Grade Parent Information Night • Private School Registration • 8th Grade Transition meetings (three middle schools) • AP Road Show Night/Opportunity Fair • Host general Family Information Night about registration, with a focus on advanced options • Co-create, with parents, LatinX Family Information Night about registration, with a focus on advanced options • Co-create, with parents, a Marshallese Family Information Night about registration, with a focus on advanced options 	<ul style="list-style-type: none"> • Language Link Data • Refugee and Immigrant Services Northwest (RISN) Data • Active Participation in Individualized Education Plan (IEP) Meetings (we are hopefully getting a baseline for parent participation... 60% as baseline?) • Parent Survey data • Participation data • Sign-in sheets comparisons from previous years • Free Application for Federal Student Aid (FAFSA) completion percentage • Parent Teacher Association (PTA) membership numbers compared to 2019-20 • Attendance at informational events and community activities • LatinX and Marshallese parent surveys

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

75% of all students will take a dual credit class.

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 action items?
Participate in Equal Opportunity Schools (EOS) survey and share perceptual data with staff and students.	<ul style="list-style-type: none"> • Survey results including Panorama and End of Semester (EOS) • Registration and course offering data • Using EOS data to refine how the program is delivered to ensure equity and access for all students • Insight and College Board reports • EOS survey results identifying areas of growth and overall program strength • Increase in registration for challenging classes
Analyze structures, mindsets, and practices through participation in Equal. Opportunities Schools Equity Leader Labs and Radically Imagining School Equity team.	
Increase participation in Advanced Placement (AP) courses by improving academic supports and sense of belonging in AP classrooms.	
Implement a tutoring center staffed by a certificated teacher and National Honor Society students to increase support for students in challenging classes.	
Ensure that during registration, students from all subgroups are encouraged to try at least one challenging option each year.	

ON-TIME GRADUATION

Key Performance Outcome(s):

95% of all and every subgroup will graduate within four years by 2027.

90% of all ninth-grade students will pass all credits attempted.

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 action items?
Implement After School Support Club for 9th grade students to focus on checking grades, executive functioning skills, planning each week, assistance with homework.	<ul style="list-style-type: none"> • Semester grades for the target groups in After School Support Club (ASSC) • Graduation rates, overall and for subgroups • Semester Grades for all students and subgroups • Counselor updates of graduation plans and monthly data analysis • Building On-time Graduation (OTG) meetings on a monthly basis • Increased numbers of green students in grades 9-11 • Credit recovery data • Increased numbers of students in all grades taking summer school credit recovery options and in school Safe On task Act responsibly show Respect (SOAR) and dual credit numbers
Hold 1:1 registration meetings between students and counselors to personalize registration plans and identify early needs for credit recovery.	
Develop a graduation plan with each senior in the Red Zone grades 9-12. Plans will be reviewed on a monthly basis. Identify red and yellow zone students in grades 9-11 and meet with students to develop graduation and post-secondary plans. Review lists and identify level of interventions for yellow and red students.	
Administrators will conduct gradebook audits and hold subsequent conversations with teachers with failure rates over 10% about fair gradebook practices and interventions and support needed.	

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will increase their college and career readiness by:

- Increase access to technology during the school day, enabling students to develop fluency and proficiency in different computer-based technologies.
- Develop skills related to inquiry, research, reasoning, online collaboration, and web-based organization that support and enhance learning.
- Demonstrate learning via web-based assessments, thereby preparing students for web-based assessments like the SBA, Performance Matters, Pearson, Canvas and those often taken at the college level.

Instructional Technology Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Use curriculum-based instructional technology resources in all content areas to enhance instruction and assess student learning, deepening students' content knowledge and skills.

Use databases, statistical analysis tools, and web-based resources to find evidence to support or refute claims and develop arguments.

Use Learning Improvement Fridays (LIF)/Learning Improvement Days (LID) to provide building level professional development, focusing on instructional technology skills.

Develop compelling presentations/assignments using web-based resources like Canvas Studio/Nearpod/PearDeck/etc.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Student performance on Springboard online assessments
- Student performance on common assessments in all departments
- Performance tracked via heart-rate technology in Physical Education (PE) classes to show improvement in cardiac performance
- Student usage data of 1:1 devices
- Staff use of Canvas, Class Policy, Google Drive, and One Drive
- Student presentation or projects where better use of technology is used in a manner that would not have been possible without this access

English Language Learners (ELA)

Key Performance Outcome(s): 77% of English Learners (EL) students will be on track to transition out of services within six years by 2027.

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?
Incorporate Sheltered Instruction Observation Protocol (SIOP) to plan and deliver high-quality lessons to allow ELs to acquire knowledge in core content classes as they develop language proficiency. Implement co-teaching with EL and core teachers in US History and Geometry.	<ul style="list-style-type: none">• 90% of Long Term English Learner (LTELs) will score 3 or 4 on the writing rubrics in narrative, expository and persuasive writing units. (Nat Geo Great Writing Program)• Scored common assessments developed in LIF collaboration• Grades for co-taught classes