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 implement the Science of Reading shifts through Tier 1 whole group and targeted small group instruction to close reading gaps in foundational skills and vocabulary comprehension. Learning Assistance Plan (LAP) will help support targeted small group instruction in the classroom (See LAP SIP School Improvement Plan).	• Kindergarten:
	  o Kindergarten Assessment Resource Kit (KARK) foundationassessment
	  o Imagine Learning instructional monitoring
	  o iReady Diagnostics
	  o Dyslexia Screener (winter)
	  o iReady Reading with Oral Reading Fluency (ORF) (spring)
	• Grades 1 and 2
	  o REACH Unit Comprehension Assessments
	  o Fall and winter iReady diagnostic
	  o Imagine Learning instructional monitoring
	  o iReady Reading with ORF

• Teachers will closely monitor every 4-6 weeks high impact interventions to support English Learner (EL), LAP, Special Education students, and Hispanic students to close the academic gaps in the areas of phonics in grades K-2 and Vocabulary in grades 3-5 to further improve reading comprehension for students.	• Kindergarten:
	  o KARK foundationassessment
	  o Imagine Learning instructional monitoring
	  o iReady Diagnostics
	  o Dyslexia Screener (winter)
	  o iReady Reading with ORF (spring)
	• Grades 1 and 2
	  o REACH Unit Comprehension Assessments
	  o Fall and winter iReady diagnostic
	  o Imagine Learning instructional monitoring
	  o iReady Reading with ORF
	• Grades 3-5
	  o Fall and Winter iReady Diagnostic and Growth Monitoring
	  o Instructional monitoring through Performance Matters
	  o REACH Unit Comprehension Assessments

	o SBA Interims
	o Standards Mastery Assessments
	o iReady Growth Monitoring

• Teachers will monitor high performing academic Highly Capable (HC) students that are not making growth to ensure that students are progressing in their areas of low growth.	• Grades 3-5
	  o Fall and winter iReady diagnostic
	  o iReady growth monitoring and instructional monitoring
	  o REACH Comprehension Assessments
	  o Priority Standards Based Assessments through Performance Matters
	  o SBA Interim Assessments

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
	  o 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
	  o 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 (Guided Language Acquisition Development)], mini-lessons aligned to benchmarks, mentor texts, goal settingand self-reflection) to support and close the performance gap for EL students.	• Grades K-2
	  o Baseline and mid-year assessments based on BFTL as evidenced instudent writing essays and samples in narrative, informational writings.
	• Grades 3-5
	  o 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.

• Integrate Science, Technology, Engineering and Mathematics (STEM/ELA) performance tasks to have students practice claim, evidence and reasoning using Next Generation Science Standards (NGSS) in their writing to develop strong writing task skills.	• Integrate performance tasks in grades 2-5 in elementary units. • WCAS practice tests.

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 (during their administrator learning improvement Friday [ALIF] time) for students below standard or on the "bubble" (Level 2-3) in strand data (Numbers and Operations, Algebraic thinking, Measurement and Geometry) 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 o End of unit interviews • Grades 1-5—specifically in foundational skills of numbers and operationsand algebraic thinking o Fall and winter iReady diagnostic o Formative and summative classroom assessments o Illustrative Mathematics End-of-Unit Checkpoints o Illustrative Mathematics Instructional Monitoring Resources: Cools Downs, Pre-unit practice problems, lesson cool downs, section checkpoints. o SBA Interims
• Teachers will implement small group instruction, as well as pre-teach, re-teach and GLAD strategies that support all leaners, with an emphasis on EL students, Special Education students, and Hispanic students to close the achievement gap.	• Monitor every 4-6 weeks during ALIF time using data from: o Common formative and summative assessment o Pre/post assessments o Grades 1-5: iReady Diagnostic results, iReady instructional growth, KARK (K), Illustrative Math End of Unit Check points, lesson cool downs, and section check points o Grades 3-5: SBA Interim Assessments
• Implement Illustrative Math (IM) curriculum lessons with fidelity, in whole group class lessons and in focused groups to improve students' math performance in numbers and operations, algebraic thinking, measurement and geometry to demonstrate growth towards meeting standard.	• iReady data • IM End of Unit Assessments • IM Lesson daily Cool Downs and Section Check Points • SBA Interim Assessments (Grades 3-5

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 NGSS standards.	• Grades K-5—pre and post assessment in each Science kit to progress monitor learning in the essential learning presented using:
	  o Google Classroom documents to measure student growth inunderstanding of key concepts in written format
	  o Give students the ability to orally share their thinking
	• Classroom-based formative and summative assessment measuring the conceptual understanding of the essential questions for the Science being explored and studied.

• Teachers will facilitate students' discourse according to the claim, evidence, andreasoning model to develop analytical thinking and persuasive/argumentative writing skills:
  o Claim that answers the questions;
  o Evidence from students' data; and
  o 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
	• Washington Comprehensive Assessment of Science (WCAS) Performance Tasks.
	• WCAS practice assessments

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: To provide all students and families the opportunity to contribute their strengths and talents to our school community.

Physical, Emotional and Intellectual Safety: To continue our Positive Behavioral Interventions and Supports (PBIS) for Tier 1 and 2 through restorative practices improving students reentry to in-person learning.

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	
• Communicate via email, newsletters, and social media regarding events, extra-curricular activities, and PTA information to inform families.	• Teacher and principal newsletters • Parent Survey • Number of parents who serve as Natural Leaders and Cultural connectors
• Expand on the role and outreach of our Natural Leader Parents in supporting our families that need additional support, to be connected to the school by eliminating linguistic and equity barriers.	• Parent attendance at Natural Leader meetings and gatherings • Customer service results • Accessibility to Parent/Teacher Conferences in fall, spring
Physically, Emotionally, and Intellectually Safe Environment	

• Staff will implement the following to support all students through PBIS Tier 1:
  ○ Continue systems for positive reinforcement and recognition for students that exemplify Cedar Wood PRIDE.
  ○ Classroom meetings, restorative practices, Second Step lessons 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:
	  ○ Growth mindset will increase by 5% from 61% to 66% to correlate with Independence and Determined (PRIDE attributes)
	• Successful Second Step Lessons provided by staff to support a positive school climate
	• Increase Sense of Belonging by 5% from 74% to 79%

• Revise the PBIS flowchart to the district incident and referral process to identify students who need further support and interventions: Continue to provide social/emotional small groups, restorative practices provided by the counselors to ensure that students feel safe to communicate their needs and to do so in a way that provides for restoration and problem solving.	• Decrease in the number of issues and referrals based on behavior • Panorama data will show the following: ○ Emotional regulation increase by 5% from 52% to 57% • Increase in student self-referrals for support

Equitable and Accessible Opportunities	
• Utilize English Language Proficiency Assessment (WIPA) 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 • Imagine Learning &Literacy Data • WIPA Data
• All staff will engage in professional development centered around equity, diversity, inclusion, and cultural awareness to be better prepared to provide equitable access for all students.	• Attendance at Learning Improvement Day (LID) activities on October 15, 2021 • Attendance at Bill de La Cruz presentations • Increased implementation of culture, inclusion, and equitable practices in daily classroom practices

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 with 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 individually and by classroom).	• Increased attendance data for our Hispanic students • 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:
   o Provide interventions and support regarding barriers to improve studentattendance (phone calls, attendance letters, conferences, home visits and attendance plans).
   o 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
	• Increased attendance data for our Hispanic students

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will increase their ability to increase their proficiency in the ISTE Standards.

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?
• Students will solve problems by creating new, useful, or imaginative solutions by utilizing the engineering design cycle by asking questions, defining constraints, brainstorming, executing, and improvement through innovation and design.	• Students will self-evaluate using a rubric meeting the design during initial testing and improvements to design as a post assessment.
• Students show examples of being an empowered learner by leveraging technology to take an active role in choosing, achieving, and demonstrating, competency in their learning goals, informed by the learning targets	• Students using reading fluency videos in Canvas on a monthly basis to progress monitor their growth in reading fluency.
• Students take teacher feedback through the Google platform their writing to improve their skills in writing over different content areas.	• Pre-feedback rough draft and final draft will progress monitored by the teacher and the student.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2021-22 school year is to further develop our Natural Leaders Program.

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?
• Continue to build on the utilization of the Natural Leaders to support parent that do not have English as a primary language to gain further access to school/supports to provide equitable access for their children's academic and social emotional progress growth.	• Parent Participation Data in Leadership Role • Parent Participation in supports proving equitable access to parents with limited English skills
• 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 importanceof 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 • Parent Survey • Increase in number of parent meetings for EL and LAP parents to demonstrate greater outreach and communication