

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?
<ul style="list-style-type: none"> Collaboratively analyze student data in Professional Learning Communities (PLC) using a culturally responsive lens to plan next steps for classroom and grade level interventions for students showing little to no progress. 	<ul style="list-style-type: none"> Disaggregated data (Panorama, SBA, grades, attendance, and discipline) Create targeted lists of students and embed continuous monitoring strategies. Use Strategic Theme B and seek to humanize the data—provide more anecdotal perspectives.
<ul style="list-style-type: none"> Monitor student reading goals through logging reading minute/pages periodically as directed by their teacher or independently (exploring). Ensure Informational Text is a standard and focus area across all content areas. Increase volume of reading across all contents by establishing reading goals and monitoring goals through close reading, student self-reflection, and written responses to text. 	<ul style="list-style-type: none"> Monitor online reading logs and student self-assessment in order to promote and record increased reading levels. Broaden reading types to include eBooks, audiobooks, and graphic/comic books. Review Zinc Reading Labs placement tests to analyze grade-level and the Lexile Framework for Reading data for baseline purposes and increased reading levels.
<ul style="list-style-type: none"> Ensure meaningful reflection and understanding of reading concepts through a written reading response for assessment (responding). 	<ul style="list-style-type: none"> Formative and summative assessments, SpringBoard, and LANGUAGE! Live assessments. Independent or small group research on reading genres—use of online discussion tools such as Canvas or Google Classrooms. Grade level scaffolding through constructed written responses (6th grade—restate, annotate, cite, explain [RACE]; 7th grade—RACE/TLQCC [writing response strategy/protocol]; and 8th grade—TLQCC).

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?
<ul style="list-style-type: none"> • Ensure various writing opportunities everyday across all content areas through brief writes, note taking and journaling. • Utilize cross grade level collaboration and team alignment to ensure consistent clarity from 6th-8th grade. 	<ul style="list-style-type: none"> • Using grade level rubrics, each teacher will monitor writing assignments within the various assignments and assessments in order to clarify alignment and progress. • ELA department will provide various writing approaches across all subjects in order to promote writing in a variety of contexts. • Using Strategic Theme A, B and C, utilize different resources for writing practices including online and in-person resources/strategies.
<ul style="list-style-type: none"> • Provide feedback for student writing revision/editing across all contents and purposes. 	<ul style="list-style-type: none"> • Use of Canvas feedback tools (SpeedGrader) • Google documents/slides comments
<ul style="list-style-type: none"> • Students will analyze and provide textual evidence to develop a well defended claim, analysis, commentary, elaboration, and accurate summaries. 	<ul style="list-style-type: none"> • Use of strategies such as RACE and TLQCC in formative and summative 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?
<ul style="list-style-type: none"> Identify, post, and review learning target, success criteria and learning progression that align to the Common Core State Standards (CCSS). 	<ul style="list-style-type: none"> Administrator walk-through form Self-monitoring Closure LT Review and Exit Ticket Illustrative Math (IM) Cool Down Activities
<ul style="list-style-type: none"> Increase student progress through student discourse: communicating reasoning, student analysis and discussions of problems (especially those missed). Engage students in connecting multiple visual representations. Students use their own words to describe the relationship between visuals and equations. 	<ul style="list-style-type: none"> Utilizing Open Up resources and other platforms (i.e., Khan Academy, Jamboard, Desmos, Padlet), students are increasingly and openly able to describe their reasoning during each lesson verbally and in writing. Weekly formative assessments create greater opportunities for student discourse and reasoning descriptions. Feedback is provided and proficiency is monitored.
<ul style="list-style-type: none"> Provide math support interventions for reteach, relearn, and retake opportunities through small group meetings during directed independent learning time. 	<ul style="list-style-type: none"> Create targeted lists of students and monitor progress. Formative and summative assessments
<ul style="list-style-type: none"> Collaboratively analyze common formative assessments based on the Everett Public Schools Pacing Guide and through a culturally responsive lens using the results to plan for core instructional shifts, adjustments, and interventions. 	<ul style="list-style-type: none"> Review disaggregated data (Panorama, SBA, grades, attendance, and discipline) and create targeted lists of students for targeted interventions. Embed continuous monitoring strategies and promote progress throughout all subjects/teachers. Reduction in D and F grades in the area of math.

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?
<ul style="list-style-type: none"> Create opportunities for students to use different methods to construct explanations and engage in argumentation through written and verbal expression using evidence from multiple sources including: Claim, Evidence, Reasoning (CER), creating and modifying models, and classroom discourse. 	<ul style="list-style-type: none"> Formative measures including weekly check-ins, projects, and lab investigations. Next Generation Science Standards (NGSS) aligned common unit assessments.
<ul style="list-style-type: none"> Implement Science, Technology, Engineering and Mathematics (STEM) projects to increase understanding and application of the NGSS science and engineering practices. Integrate technology and 21st century skills into science instruction to increase engagement and accessibility for all students. 	<ul style="list-style-type: none"> Monitor progress and increased science applications through NGSS identified lab experiences. PhET and Gizmo for modeling and simulations. Create videos and have students create videos using WeVideo to demonstrate science concepts, STEM projects. Common formative and summative assessments
<ul style="list-style-type: none"> Implement common grade level assessments aligned to NGSS scientific practices and implement crosscutting skills using Washington Comprehensive Assessment of Science (WCAS) stems and models. 	<ul style="list-style-type: none"> Common aligned formative and summative assessments
<ul style="list-style-type: none"> Utilize WCAS aligned check-ins and meet as a PLC to collaboratively analyze data through a culturally responsive lens and plan next steps for classroom interventions for students not showing academic progress. 	<ul style="list-style-type: none"> Disaggregated data (Panorama, SBA, grades, attendance, and discipline). Create targeted lists of students and embed continuous monitoring strategies.

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s): Increase student achievement and family engagement.

Foster a greater number of students in marginalized groups in accelerated courses to match the demographic make-up of the school.

Increase family engagement through our Natural Leaders Program.

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?
<ul style="list-style-type: none"> Coordinate with feeder elementary schools to help bolster registration of incoming 6th grade students and inform all students and families of advanced pathways and high school credit courses. 	<ul style="list-style-type: none"> Monitor the various students lists and work with counselors, teacher teams, and families.
<ul style="list-style-type: none"> Create a variety of parent presentations through webinars, blackboard connects, website messaging and counselor phone calls that provide an overview of the advanced pathways program. 	<ul style="list-style-type: none"> Increase the number of marginalized students in high school credit courses. Monitor registration data and make intentional and targeted phone calls and create invitations in order to create greater opportunities for all students to be placed in advanced courses.
<ul style="list-style-type: none"> Monitor D and F grade rates and develop interventions to increase student achievement. 	<ul style="list-style-type: none"> Decrease in D, F, U grades list and increase in student grade reports. Monitor the Panorama data to seek a better understanding of other barriers.
<ul style="list-style-type: none"> Increase Natural Leaders Parent and Staff participation. 	<ul style="list-style-type: none"> Increased parent engagement and participation especially from parents of marginalized populations: Latinx, African American/Black and/or Two or more races. Match up with elementary and high school teams to foster a greater community of involvement around Natural Leaders.

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: Increase opportunities for parent and student engagement within the school community. Demonstrate an increase in parent survey data to 90% or above in Parent and Community Involvement and Collaboration and Communication.

Physical, Emotional and Intellectual Safety: A student's sense of Belonging will increase 10% from spring 2021 to spring 2022 Panorama Ed Data.

Equitable and Accessible Opportunities: 75% of English Learner (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

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| <ul style="list-style-type: none"> • Host a variety of events that engage students and parents individually and as a family unit. • Provide opportunities for families to get involved in the school community. | <ul style="list-style-type: none"> • Use Panorama data to create target groups and monitor effectiveness. • Create parent and student panels throughout the school year and monitor feedback. • Monitor Two-Way Communication. |
| <ul style="list-style-type: none"> • Explore a variety of student interests and extend extracurricular opportunities to all students as well as partner with Jackson High School and other community groups in order to provide mentoring and support for ALL students. • Increase opportunities with Jackson High School regarding community-wide events in order to provide greater family engagement. • Create opportunities that reflect diversity and cultural competency in order for all students to feel safe, valued, involved and successfully a part of the school community. • Implement systems for positive reinforcement and recognition as a part of the Tier 1 Multi-Tiered Systems of Support (MTSS). | <ul style="list-style-type: none"> • Monitor club and extracurricular involvement. • Review Panorama data for increased attendance, grade, and positive social emotional learning (SEL) factors. • Partner with guest speakers and mentors from the community in order to gain greater adult and role model involvement. • Reboot the Positive Behavioral Interventions and Supports (PBIS) team and invite parents to join. • PBIS team meeting reviews. • Allow the PTA and other outside school community groups to partner with the PBIS efforts. |

Physically, Emotionally, and Intellectually Safe Environment

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| <ul style="list-style-type: none"> • Engage staff in culturally responsive professional development. • Harassment, Intimidation and Bullying (HIB) and Signs of Suicide (SOS) assemblies—make them smaller and more meaningful. | <ul style="list-style-type: none"> • Use Panorama data to continually review progress on current data. • Analyze data—discipline, attendance, and grades. |
| <ul style="list-style-type: none"> • Through the various Second Step lessons, assemblies, spirit weeks, student groups—be sure that the material is student-friendly, and the creation of trusting relationships is a focus. | <ul style="list-style-type: none"> • Analyze the data—discipline, attendance, and grades. • Use Panorama Survey Data/Healthy Youth Survey Data. |

Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> Implement Tier I schoolwide expectations and devise systems for monitoring and maintenance. 	<ul style="list-style-type: none"> Review and monitor Panorama data for various benchmarks for success: <ul style="list-style-type: none"> Attendance Grades SEL factors
<ul style="list-style-type: none"> Focus on increasing Advanced Via Individual Determination (AVID) qualified teachers and programs. 	<ul style="list-style-type: none"> Survey the parents and students in AVID. Increase communications about AVID and survey parents. Track number of participants from middle school to high school.
<ul style="list-style-type: none"> Focus on our Multi-Language Learners (MLL), and Special Services learners to better support students and teachers. 	<ul style="list-style-type: none"> Track grades, attendance and overall progress through grades, attendance, and Panorama.
<ul style="list-style-type: none"> Review our club offerings, grading practices and student expectations/handbook 	<ul style="list-style-type: none"> Review the number of participants in each club. Survey the students to be sure that their interests are being met and there are options for their involvement.

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?
<ul style="list-style-type: none">Communicate the impact of absences on school success with students and families through regular and varied means.	<ul style="list-style-type: none">Utilize schoolwide attendance data and analyze the data by ethnicity, socio-economic status (SES), grade and program.
<ul style="list-style-type: none">Reengage students in transition who have chronic absences.	<ul style="list-style-type: none">Review monthly attendance rates.Track parent meetings for BECCA and Washington Assessment of the Risks and Needs of Students (WARNS).
<ul style="list-style-type: none">Conduct daily phone calls to homes of absent students and communicate continued tracking progress to administrators and counselors. Host individual meetings with chronic cases.	<ul style="list-style-type: none">Review monthly attendance rates.
<ul style="list-style-type: none">The PBIS team rewards students with good attendance.	<ul style="list-style-type: none">Review monthly attendance rates.

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

By spring of 2022, 100% of teachers will have increased their knowledge and technology applications in the classroom.

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?
<ul style="list-style-type: none">Expand the training opportunities for staff regarding various technological platforms and tools.	<ul style="list-style-type: none">Provide and communicate district and campus training options.Give teachers a voice (via survey) as to what they need and what would be useful for professional development (PD) purposes.
<ul style="list-style-type: none">Create opportunities for teachers to share various platforms and functions within. For example: Canvas, Zoom, Jamboard, Gimkit, Padlet, Nearpod, and Desmos.	<ul style="list-style-type: none">Increased technological tool application by all staff.Increased sharing of ideas and highlights during staff PLCs.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Family involvement and engagement will increase over the course of the school year based on need and interest.

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?
<ul style="list-style-type: none">Implement systems to gather data regarding incoming students and provide informed and equitable access to various academic pathways that will be most beneficial for student progress.	<ul style="list-style-type: none">Parent communication with counselors and administration.Create a course catalog that allows for greater dialogue and comprehensive decision-making.Increase in student registration in high school credit courses.
<ul style="list-style-type: none">Grow the presence of the Natural Leaders group in order to grow the opportunity for ALL families to join.	<ul style="list-style-type: none">Family attendance and feedback surveys.Provide translators and child-care.
<ul style="list-style-type: none">Increase volunteer opportunities and overall communication through surveys and open office hours/coffee with the principal events.	<ul style="list-style-type: none">Family attendance and feedback surveys.PTA collaboration.