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?
Provide targeted professional development and consistent feedback to improve the implementation of Reach for Reading instructional routines to improve Tier 1 instruction and student outcomes.	• Reach for Reading summative assessments (K-5) • I-Ready reading diagnostic assessments (K-5) • Walkthrough data collection forms (K-5)
Use flexible groups to provide push in intervention for students not at grade level in foundational reading skills (*grades K-2*) and or word study (*grades 3-5*). (*Student-Led IM Centers, I-Ready, Para or teacher led reach for phonics small groups*).	• Reach for Reading summative assessments (K-5) • Reach for Reading/ teacher-created formative assessments (K-5) • I-Ready reading diagnostic assessments, *phonological awareness and phonics domains* (K-2), *high frequency words & vocabulary domains* (3-5)
Utilize common assessment data during grade level team meetings to adjust reading instruction and identify students for targeted intervention.	• Reach for Reading summative assessments (K-5) • Reach for Reading/ teacher-created formative assessments (K-5) • I-Ready reading diagnostic assessments, *comprehension domain* (3-5)
Create make and take GLAD (*process grid, cooperative strip paragraphs, and sentence patterning charts*) materials for Reach for Reading units to support diverse learners to increase student academic vocabulary.	• Reach for Reading summative assessments based on ML students (K-5) • I-Ready reading diagnostics assessments based on ML students, *high frequency words & vocabulary domains* (K-5)

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?
Utilize the Building Foundations That Last (K-3) and Reach for Reading (3-5) aligned writing units to increase practice of writing skills.	- Writing Foundations Benchmark Assessments (K-3) - Reach for Reading Common Writing Assessments (3-5) - Teacher-created formative assessments (*K-5*)
Plan and implement a written response structure for all students to utilize across content areas	- Writing Foundations Benchmark Assessments (K-3) - Reach for Reading Common Writing Assessments (3-5) - Teacher-created formative assessments (*K-5*)
Utilize common assessment data during grade level team meetings to adjust writing instruction	- Writing Foundations Benchmark Assessments (K-3) - Reach for Reading Common Writing Assessments (3-5) - Teacher-created formative assessments (*K-5*)
Ensure all students engage in daily writing tasks across content areas to construct explanations from evidence	- Writing Foundations Benchmark Assessments (K-3) - Reach for Reading Common Writing Assessments (3-5) - Teacher-created formative assessments (*K-5*)

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?
Provide targeted professional development and consistent feedback to improve the implementation of Illustrative Mathematics instructional routines to improve Tier 1 instruction and student outcomes.	• Illustrative Mathematics summative assessments (K-5) • I-Ready mathematics diagnostic assessments (K-5) • Walkthrough data collection forms (K-5)
Use math centers to provide push in intervention for students not at grade level in number and operations (g*rades K-2*) and algebra and algebraic thinking (*grades 3-5*). (*Student-Led IM Centers, I-Ready, Para-led IM Centers, and Teacher led small group*).	• Teacher-created or IM-created formative assessments (*K-5*) • Illustrative Mathematics summative assessments (K-5) • I-Ready mathematics diagnostics assessments (K-5)
Utilize common assessment data during grade level tea meetings to adjust mathematical instruction and identify students for targeted intervention.	• Illustrative Mathematics summative assessments (K-5) • Teacher-created or IM-created formative assessments (*K-5*) • I-Ready math diagnostic assessments, number sense domain (3-5)
Create make and take GLAD (*process grid, cooperative strip paragraphs, and sentence patterning charts*) materials for Illustrative Mathematics units to support diverse learners to increase student academic vocabulary.	• Illustrative Mathematics summative assessments based on ML students (K-5) • I-Ready Mathematics diagnostic assessments focused on ML students (K-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?
Create make and take GLAD (*process grid, cooperative strip paragraphs, and sentence patterning charts*) materials for each science unit to support diverse learners to increase student scientific vocabulary.	• Materials created for science units (*K-5*) • EPS Science Kit Assessments focused on ML students (*K-5*)
Plan and implement science units focused on Next Generation Science Standards to ensure all students receive high-quality science instruction weekly.	• EPS Science Kit Assessments (*K-5*) • Teacher-created science formative assessments (*K-5*)
Utilize common assessment data during grade level team meetings to adjust writing instruction	• EPS Science Kit Assessments (*K-5*) • Teacher-created science formative assessments (*K-5*)

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2020-21 school year is 100% of students in all grade levels creating published digital-based work through a collaborative process

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?
Grade level team planning to intentionally integrate the use of technology for students to design, create, and add value to their work	• K-5 digital evidence of technology-based composed or published work and technology-based projects or presentations
Create the opportunity to participate in an after-school robotics program with a focus on recruiting students that reflect the school's population.	• Team roster reflects student demographic

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

Key Performance Outcomes:

Welcoming Culture: Students will communicate their perceptions of physical safety and sense of belonging based on Panorama student data from the fall and spring surveys. We will increase this response from fall to spring of the 2022-2023 school year

Physical, Emotional and Intellectual Safety: Students will communicate their perceptions of psychological safety and sense of belonging based on Panorama student data from the fall and spring surveys. We will increase this response from fall to spring of the 2022-2023 school year

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	
Create additional family engagement opportunities with an academic focus through science, literacy, and mathematics focused family involvement nights.	• Family sign in sheets for academic nights • School Stakeholders Annual Survey: Family (*Family Engagement*)
Provide professional development to all staff around equity and culturally responsive practices to improve staff cultural awareness and increase student sense of belonging.	• School Stakeholders Annual Survey: Staff (*Belonging and Cultural Awareness/Action*) • School Stakeholders Annual Survey: Student 3-5 (*sense of belonging*)
Physically, Emotionally, and Intellectually Safe Environment	
Develop a plan to create a safer and more structured recess experience to improve students' sense of safety.	• School Stakeholders Annual Survey: Student 3-5 (*safety*)
Implement the *Zones of Regulation* curriculum to help students develop self-management skills.	• School Stakeholders Annual Survey: Student 3-5 (*self-management*)
Provide additional professional development to teachers on developing independent learners to improve student engagement.	• School Stakeholders Annual Survey: Student 3-5 (*engagement and growth mindset*)
Equitable and Accessible Opportunities	
Develop assessment collection and database tools that allow analysis by various demographic groups based on race, ethnicity, gender, and ability.	• Data Dive Meeting Minutes • End of Unit Assessments in Performance Matters • I-Ready Diagnostic Assessments

Meet every 2-4 weeks in professional learning communities (PLCs) with instructional coaches and administrators to review progress on the instructional maps, assessment data, and student work.	• Data Dive Agendas and Notes • End of Unit Assessments in Performance Matters • Intervention Group Tracking Data
After school academic and enrichment opportunities to enhance student's prior knowledge, capitalize on their interests, create a sense of belonging at school, and progress towards proficiency.	• Afterschool club attendance • I-Ready usage reports • Imagine Language and Learning usage reports

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 attendance and develop action plans for students who are at risk of becoming chronically absent.	• Monthly attendance rates and disaggregated by race/ethnicity, SES, and program
Implement home visits, community engagement boards, and agency referrals to provide support to families of students who have missed 10% of school days.	• Monthly attendance rates and disaggregated by race/ethnicity, SES, and program

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):
Hawthorne will increase and foster family and parent engagement through regular communication, two-way communication, and responsive school community events.

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?
Engage the Parent Teacher Association and Natural Leaders in the planning of family and parent engagement events that fit the needs and interests of parents	• School Stakeholder Annual Survey (*Participation Rate*) • School Stakeholder Annual Survey (*Family Engagement*)
Create opportunities for parents to provide school leadership with feedback through the development of a parent advisory group	• School Stakeholder Annual Survey (*Participation Rate*) • School Stakeholder Annual Survey (*School Fit and Learning Model*)