

<b>ELA ACTION PLAN</b>	
<b>Key Performance Outcome:</b> 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027.	
<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"> <li>• Student responses on formative curricular activities (SpringBoard/Pre-AP text-dependent questions, reading graphic organizers such as TPCASST, RAFT, OPTIC)</li> <li>• Text-selection/evaluation process developed</li> <li>• Shared documents of standards-aligned learning activities and assessments that include student-friendly learning targets</li> <li>• In Social Studies classrooms, students annotating texts and using primary source documents</li> <li>• Leveraging non-text based opportunities to support textual literacy</li> </ul>
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: standards-aligned activities and assessments that include student-friendly learning targets.	
<b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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, interpret using text-based evidence using SIOP strategies.	<ul style="list-style-type: none"> <li>• List of student-discourse starters developed and shared</li> <li>• Student use of discourse starters during class-discussion activities</li> <li>• All content areas using complex prompts using evidence-based responses</li> <li>• Student inclusion of text-based evidence in their writing to support analysis and claims</li> <li>• Student responses on formative curricular</li> <li>• Student scores on "Ideas" strand of Embedded Assessment rubric and "Reading" and "Analysis" strands of Pre-AP Unit Assessment rubric</li> <li>• Shared documents of standards-aligned learning activities and assessments that include student-friendly learning targets</li> </ul>
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.	
Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: standards-aligned activities and assessments that include student-friendly learning targets.	

## MATH ACTION PLAN

### Key Performance Outcome:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027.

<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"><li>• Artifacts indicating discussion topics</li></ul>
Know the standards assessed on the SBA and teach the relevant mathematical construct vocabulary and content as it aligns with the district maps.	<ul style="list-style-type: none"><li>• Shared documents on essential standards, learning targets, and success criteria</li><li>• Anchor charts</li><li>• Common formative assessment</li><li>• District summative assessment</li></ul>
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.	<ul style="list-style-type: none"><li>• Shared documents on essential standards, learning targets, and success criteria</li><li>• Formative self-assessment by students on the promise standard learning targets.</li><li>• District summative assessment</li><li>• Special Education (Resource) following/modifying scope and sequence with gen ed math</li></ul>
Teachers will administer 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).	<ul style="list-style-type: none"><li>• Common formative assessment</li><li>• Analysis of student work (cool down data) during Professional Learning Community (PLC) time will be used to adjust instruction as needed</li></ul>

<b>SCIENCE ACTION PLAN</b> <b>Key Performance Outcome:</b> 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in science by 2027.	
<b>Science Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
Provide scaffolding and practice in all science courses for students to improve students' 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"> <li>• Common formative and summative assessments of students CER (Claim, Evidence, Reasoning) Responses</li> <li>• Common CER rubric across content areas to track student progress</li> <li>• Using Performance Matters for progress monitoring and data analysis</li> </ul>
Increase scientific vocabulary to help achievement gaps between groups of students.	<ul style="list-style-type: none"> <li>• Common formative and summative measures linked to learning outcomes to assess student learning in content teams</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Share documents on essential standards, learning targets, and success criteria</li> <li>• Analyze data within teacher teams to offer opportunities for intervention to support student progress toward meeting standard</li> <li>• Evaluation of student performance on released items for the WCAS (as available)</li> <li>• Common classroom-based assessments that measure proficiency with the associated Next Generation Science Standards (NGSS) standards and WCAS exemplars</li> </ul>
Establish and explicitly share with students clear learning outcomes aligned with essential standards.	<ul style="list-style-type: none"> <li>• Share documents on essential standards, learning targets, and success criteria</li> </ul>

## 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 2023, 32% of the students responded favorably on the theme Sense of Belonging. We will increase this response by 5% by Spring 2024.

**Physical, Emotional and Intellectual Safety:** Students will communicate their perception of feeling safe in school based on Everett's Panorama survey data form 56% in the Spring of 2023. We will increase this response by 5% by Spring 2024.

**Equitable and Accessible Opportunities:** 100% of ML 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

Reestablish department scholars for academic achievement and maintain CHAMPS recognition awards to recognize students for character, heart, attitude, mindset, perseverance and strength for students.

Teachers will conduct community building activities in all classes monthly via CHAMPS and shared lessons.

School-wide focus on greeting students at the door.

Expand student leadership opportunities.

Expand club, communities and activities opportunities with an emphasis on areas currently underrepresented.

Increase celebration beyond athletics.

- Student Survey on first 3 days of school/Camp Seagull
- Classroom assessments indicate that students identify multiple attempts as a positive rather than a negative.
- Panorama Data in Fall of 2022 and Spring 2023
- Panoramic Picture of Sea of E
- Student lead club activities at school events (i.e., club fair, Seagull days and Tailgate)

### 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.

Implement Recognizing Understanding Labeling Expressing Regulating (RULER) strategies with students.

Recommitment to common REP Everett expectations.

- Panorama Data
- Development and Implementation of New Intervention system
- Evidence of RULER Strategies in CHAMPS lessons and classrooms
- Evidence of REP strategies

<b>Equitable and Accessible Opportunities</b>	
<p>Deliver differentiated professional learning on Equitable Instructional Practices.</p> <p>Analyze current curriculum materials to identify areas to broaden representation and future supplementary materials to ensure representation of students, culture and community.</p> <p>Analyze common areas and classrooms for representation.</p> <p>Analyze Safe On task Act responsibly show Respect (SOAR) data for all students for overrepresentation of ML (multilingual) and SWD (Student with Disability).</p> <p>Ensure access of each student to Career and Technical Education (CTE) and elective courses.</p> <p>Refine department equity commitments to ensure evaluation of barriers within our systems and practices.</p> <p>Continue to strengthen the implementation of Since Time Immemorial Curriculum in history classes.</p>	<ul style="list-style-type: none"> <li>• Surveys for Professional Learning</li> <li>• Equity Based Book studies available</li> <li>• Classroom observations</li> <li>• Equity commitment documents</li> <li>• Course registration and grades</li> <li>• History lessons/student assessments or projects</li> <li>• Equal Opportunity Schools (EOS) Data on representation in dual credit courses</li> <li>• Equity Audit Form for materials</li> </ul>

<b>ATTENDANCE</b>	
<b>Key Performance Outcome(s):</b>	
Attendance rates will reach 90% for all and every subgroup by 2027.	
<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<p>Improve the Tier 1 intervention systems- monthly focus on attendance rewards systems.</p> <p>Improve staff-student relationships from 54% on Panorama to 59% by spring; to increase attendance and engagement.</p>	<ul style="list-style-type: none"> <li>• Weekly posting of attendance percentages</li> <li>• Rewards tracking</li> <li>• Panorama data from Spring survey</li> <li>• Engagement Team tracking spreadsheet</li> </ul>

## 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.

<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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 announcements and social media share positive content on the cultures represented in our school.</p> <p>Host Parent workshops to inform families about college applications, financial aid and career planning including interpretation in Spanish, Russian, Arabic and Marshallese.</p> <p>Use multilingual student leaders to invite families to events and provide recognition for the student.</p> <p>Host Open House events to strengthen teacher-parent partnerships including interpretation in Spanish, Russian, Arabic and Marshallese.</p> <p>Strengthen spring transition meetings, including:</p> <ul style="list-style-type: none"> <li>• Host 8th Grade Parent Information Night</li> <li>• Private School Registration</li> <li>• 8th Grade Transition meetings (three middle schools)</li> <li>• AP Road Show Night/Opportunity Fair</li> <li>• Host general Family Information Night about registration, with a focus on advanced options</li> <li>• Co-create, with parents, LatinX Family Information Night about registration, with a focus on advanced options</li> <li>• Co-create, with parents, a Marshallese Family Information Night about registration, with a focus on advanced options</li> </ul>	<ul style="list-style-type: none"> <li>• Language Link Data</li> <li>• Refugee and Immigrant Services Northwest (RISN) Data</li> <li>• Blackboard Connect Message Translated</li> <li>• Active Participation in Individualized Education Program (IEP) Meetings</li> <li>• Parent Survey data</li> <li>• Participation data</li> <li>• Sign-in sheets comparisons from previous years</li> <li>• Free Application for Federal Student Aid (FAFSA) completion percentage</li> <li>• Parent Teacher Association (PTA) membership numbers compared to 2019-20</li> <li>• Attendance at informational events and community activities</li> <li>• LatinX and Marshallese parent surveys</li> <li>• Using ChatGPT to provide support with translation</li> </ul>

## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

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

<b>Challenging Options Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Analyze Equal Opportunity Schools (EOS) data and target student recruitment/registration efforts.	<ul style="list-style-type: none"><li>• EOS survey results identifying areas of growth and overall program strength</li><li>• Insight and College Board reports</li></ul>
Increase participation in AP, CIHS and Running Start courses by underrepresented populations by improving academic supports and sense of belonging in classrooms.	<ul style="list-style-type: none"><li>• Increase in registration for challenging classes</li><li>• Registration and course offering data</li></ul>
Identify and support students with PSAT scores that are in a qualifying range of earning National Merit Scholarships.	<ul style="list-style-type: none"><li>• Strategic outreach and support opportunities</li></ul>

## 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.

<b>On-Time Graduation Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Develop a graduation plan with each senior in jeopardy of not graduating. On Time Graduation Tracking Meeting quarterly. Plans will be reviewed and adjusted at the Semester.	<ul style="list-style-type: none"><li>• Counselor updates of graduation plans and monthly data analysis</li><li>• Counselor and administrator meeting with actionable steps for students struggling</li></ul>
Identify and support 9th graders to transition to high school and pass all their classes.	<ul style="list-style-type: none"><li>• Ninth Grade Success Team Tracking and meeting with individual students</li></ul>
Implement goal setting and progress reviews for all students to track progress and provide intervention support.	<ul style="list-style-type: none"><li>• Character, Heart, Attitude, Mindset, Perseverance, and Strength (CHAMPS) Lesson monthly</li><li>• Increase in student passing rates at the semester</li></ul>
Implement After School Academic Support for students to focus on providing reteaching, homework support and reassessing.	<ul style="list-style-type: none"><li>• After School Sign in Sheets</li><li>• Analyze quarter grades to identify students in need of support</li></ul>



## INSTRUCTIONAL TECHNOLOGY

**Key Performance Outcome(s):** 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.

<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Use curriculum-based instructional technology resources in all content areas to enhance instruction and assess student learning, deepening students' content knowledge and skills.	<ul style="list-style-type: none"> <li>• Lesson and unit plans incorporate use of technology resources</li> <li>• Student use of speech-to-text, desmos and other universal tools to improve learning outcomes</li> </ul>
Use Performance Matters to review student data such as ML levels, SBAC and common/Endo of Unit assessment scores.	<ul style="list-style-type: none"> <li>• Use of shared reports to have knowledge of student current levels</li> <li>• Student performance on Springboard online assessments</li> <li>• Student performance on common assessments in all departments</li> </ul>
Integrate the panel and mirroring/wireless capabilities to increase student engagement and learning.	<ul style="list-style-type: none"> <li>• Student work displayed on panel</li> <li>• Students interacting with each other and work from different students</li> <li>• Sharing student work via the panels</li> </ul>

## Multilingual Learners (ML)

**Key Performance Outcome(s):** 100% of ML Students progress on World-Class Instructional Design and Assessment (WIDA) State Testing.

<b>Multilingual Learners (ML) Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Provide ongoing professional learning to support equitable instructional practices focused on Multilingual Learners (ML).	<ul style="list-style-type: none"> <li>• Lesson and unit plans incorporate Sheltered Instruction Observation Protocol (SIOP) and ML strategies</li> <li>• Formative assessment shows increase in student skills</li> </ul>
Increase ML home contact communication and involvement.	<ul style="list-style-type: none"> <li>• Attendance at ML Family night</li> <li>• Send invitations for Arena Conference Night in multiple languages</li> <li>• Attendance at Latino Heritage</li> <li>• Engagement at Regalo Rush</li> <li>• Attendance at Multicultural Night</li> </ul>
Implement instructional goal setting as a ML team using common assessments and rubrics around writing and speaking.	<ul style="list-style-type: none"> <li>• Each ML student will make progress at least by .1 on Overall World-Class Instructional Design and Assessment (WIDA) score</li> <li>• Scored common assessments developed in LIF PLCs</li> </ul>
ML Team will share our ML instructional strategies departmentally and schoolwide.	<ul style="list-style-type: none"> <li>• ML team will be integrated into Equity LIF</li> </ul>