

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?
Plan, implement, and communicate reading lessons with clear essential learning targets and success criteria for units aligned to Common Core State Standards (CCSS).	<ul style="list-style-type: none"> • K-5 i-Ready diagnostic reading data • 3-5 SBA Interim Assessment Block (IAB) data • Reach Comprehension Unit assessments • Kindergarten Assessment Resource Kit (KARK) data (K) • Formative assessments use during Professional Learning Community (PLC)
Model and teach ELA lessons aligned to CCSS and district adopted materials with research equity based instructional practices that include oral and silent reading opportunities and focused word study vocabulary learning opportunities to elevate student voice .	<ul style="list-style-type: none"> • 1-5 Reach for Reading (REACH) assessments • iReady reading data based on weekly instruction • iReady diagnostic data from fall, winter, and spring • SBA data • Reach unit assessment data that includes student self-reflection
Provide students with effective feedback aligned to assessed learning targets through administration of common and formative assessments.	<ul style="list-style-type: none"> • Reach comprehension unit common assessments • iReady diagnostic data and student lesson data
Collectively analyze data from common and formative assessments to monitor progress and guide/inform instructional decisions.	<ul style="list-style-type: none"> • Reach comprehension unit common assessments • iReady data • Use of formative assessments in PLC's (Self-assessments, cool downs, & sections checkpoints)

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?
Plan, implement, and communicate writing lessons with clear essential learning targets and success criteria for units aligned to CCSS.	<ul style="list-style-type: none"> • Writing assessments aligned in grade levels: narrative, information, and opinion (3-5) • 3-5 SBA Writing Interim Assessment Block (IAB) data • Building Foundations That Last (BFTL) Benchmarks (K-2)
Model and teach the writing process for a variety of purposes: narrative, informational/explanatory, and opinion writing.	<ul style="list-style-type: none"> • 3-5 SBA Writing Interim Assessment Block (IAB) data • Everett Public Schools (EPS) writing rubrics for 3-5 with scoring • BFTL Benchmarks (K-2) on writing for variety of purposes

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?
Plan, implement, and communicate math lessons with clear essential learning targets and success criteria for units aligned to CCSS.	<ul style="list-style-type: none"> • Illustrative Math formative and summative math unit assessments • iReady math online lesson instruction • K-5 iReady math diagnostic data • KARK (K) • Formative assessments use during PLC
Model and teach math lessons aligned to CCSS and Illustrative Math district adopted materials with research equity based instructional practices and focused mathematical vocabulary learning opportunities to elevate student voice .	<ul style="list-style-type: none"> • Illustrative Math (IM) formative and summative math unit assessments • Kindergarten KARK assessment
Provide students with effective feedback aligned to increase math achievement through administration of common and formative assessments.	<ul style="list-style-type: none"> • Illustrative Math unit assessment data • iReady Math K-5 diagnostic assessments • SBA interim assessments • Use of formative assessments in PLC's (Self-assessments, cool downs, & sections checkpoints)
Collectively analyze data from common and formative assessments to monitor progress and guide/inform instructional decisions.	<ul style="list-style-type: none"> • Illustrative Math unit assessment data • iReady Math data

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) 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?
<p>Plan, implement, and communicate science lessons with clear essential learning targets and success criteria aligned to Next Generation Science Standards (NGSS) while utilizing district NGSS transition guides learning progressions that identify next steps of instruction with the three NGSS dimensions addressed (Disciplinary Core Ideas, Crosscutting Concepts and Science & Engineering Practices).</p> <p>Provide students with effective feedback aligned to assessed learning targets through administration of common and formative assessments.</p>	<ul style="list-style-type: none"> • District science assessments online • NGSS science assessments • WCAS practice tests • K-5 student science notebook evidence and informal assessments • Formative assessments use during PLC
<p>Teach NGSS three dimensions, student reading, writing, and speaking and additional research based instructional practices (Guided Language Acquisition Design (GLAD) strategies, accountable talk, use academic vocabulary through Reach for Reading routines, close reading, written and verbal teacher feedback, Claim-Evidence-Reasoning (CER)) so students can master learning targets.</p>	<ul style="list-style-type: none"> • K-5 student notebooks with NGSS three-dimension evidence of labeled diagrams/created models, written explanations, and academic vocabulary from discussions • Observation of student engagement and mastery during experiment participation
<p>Increase opportunities for students to read, write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations to construct explanations and engage in argument from evidence in K-5 to elevate student voice.</p> <p>Collectively analyze data from common and formative assessments to monitor progress and guide/inform instructional decisions.</p>	<ul style="list-style-type: none"> • Written, drawn, and verbally expressed explanations using evidence from multiple sources and reasoning <ul style="list-style-type: none"> ▪ K-1 teacher collected evidence of students' ability to: <ul style="list-style-type: none"> ○ Listen actively to other's arguments and ask questions for clarification (<u>discussion only</u>) ○ Agree or disagree with peer arguments based on evidence (K discussion only) ○ Observational and journal ▪ 2-3 teacher collected journal evidence of students' ability while building on K-1 skills to: <ul style="list-style-type: none"> ○ Construct and/or support scientific arguments drawing on evidence, data, or a model with the ability to distinguish arguments that are supported with evidence from those that are not (in addition to K-1 evidence) ▪ 4-5 teacher collected journal evidence of students' ability while building on 2-3 skills to: • Critique scientific arguments proposed by peers (in addition to K-3 evidence)

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 perceptions of physical and psychological safety and sense of belonging at Whittier based on Whittier's Panorama student data from the fall and spring surveys. We will increase this response by **2%** from the 2022-23 school year.

Physical, Emotional and Intellectual Safety: Students will communicate their perceptions of physical and psychological safety and sense of belonging at Whittier based on Whittier's Panorama student data from the fall and spring surveys. We will increase this response by **2%** from the fall of the 2022-23 school year.

Equitable and Accessible Opportunities: 77% of ML students will be on track to transition out of services within four 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 clear and relevant school event information to families through Blackboard Connect, the Whittier website, Twitter, PTA Facebook, Peach jar, and through direct contact with families in distributing school information directly to parents.

- Attendance at Whittier events compared to 2022-23
- Spanish translations for all school events
- Specific event for Spanish speaking families

Administrators greet students every day at arrival points, building walkthroughs, and through the daily Whittier morning announcements.

- Panorama SEL data for sense of belonging and school safety
- EES student perception data for physical safety and sense of belonging

Create and communicate EPS aligned Diversity, Equity, and Inclusion DEI messages and communication that is visible for all students.

- "All Are Welcome" wall communication and DEI messages at entrance of school

Physically, Emotionally, and Intellectually Safe Environment

Teach Social Emotional Learning (SEL) lessons and Recognizing Understanding Labeling Expressing Regulating emotions (RULER) aligned SEL emotional support systems in each classroom every day.

- SEL 2nd Step Lessons
- RULER training for all staff

Administrators communicate daily morning video announcements with a focus on Whittier expectations, equity, and student celebrations.

- Morning announcement videos with aligned to EPS strategic priorities and equitable outcomes

Equitable and Accessible Opportunities

Plan and implement math and reading push-in intervention support aligned to essential learning targets for students who have not performed at grade level standard.

- Illustrative Math unit assessment data for supported students
- Reach unit assessments
- iReady growth data for supported students

Strengthen Natural Leaders parent engagement program to improve parent representation at school events with a focus greater focus on equitable outcomes.	<ul style="list-style-type: none"> • End-of-year equity focused event: Whittier Festival of Culture and Learning • Natural Leaders World Potluck
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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?
Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings.	<ul style="list-style-type: none"> Schoolwide absences and rate by months, both overall and disaggregated by race/ethnicity, SES, and program
Implement home visits, technology supports for educational access, community engagement boards (CEB), and agency referrals to provide support to students who have missed 10% of school days, and implement additional attendance interventions: <ul style="list-style-type: none"> Contact individual families and provide administrator or counselor support and resources Contact families of students who are absent via daily phone calls home by office staff Reengage students in transition Meet monthly with Whittier Attendance Success Team.	<ul style="list-style-type: none"> Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside support agencies following an intervention Monthly attendance rates compared to 2022-23
Implement attendance incentives that reinforces for students to improve school attendance rates: <ul style="list-style-type: none"> Individual contracts for highest need students: <ul style="list-style-type: none"> Through communication with family and student, create personized incentives as attendance motivation Develop incremental plan, week to week, that gradually builds up attendance and engagement and rewards in increments Quarterly perfect and “most improved” attendance certificates/recognition 	<ul style="list-style-type: none"> Monthly attendance rates compared to 2022-23 Attendance rates of individual students on incentive contracts

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

With a focus on equitable outcomes, we will increase participation of families at both academic and cultural/social school events and increase membership of families in the Whittier PTA for the 2023-24 school year. Increased participation will be based on data taken during 2023-24 school year and compared to the 2022-23 school year.

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?
Offer both in-person and virtual engagement options for all school activities. Utilize Canvas and Seesaw communication tools by teachers to inform families about student learning performance and growth. Leverage social media platforms to raise awareness about learning activities.	<ul style="list-style-type: none">• Parent Conference Attendance Data• Curriculum Night Attendance Data
Utilize Everett Public Schools School Stakeholder Survey data to increase school engagement.	<ul style="list-style-type: none">• Family perceptions of their engagement on School Quality Survey Data
Leverage social media platforms to raise awareness about events. Live stream events so that those families that cannot come in person can participate.	<ul style="list-style-type: none">• Social/cultural events: Whittier Festival of Culture and Learning• Attendance Data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2023-24 school year is 100% of students in all grade levels creating composed published digital based work through a collaborative process in learning and contributing with peers.

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?
Implement the Substitution, Augmentation, Modification, Redefinition (SAMR) model into instruction to create purposeful digital learning experiences, allowing students to utilize technology to allow students to independently and collaboratively compose and publish written work (1-5).	<ul style="list-style-type: none">• Composed & published work using technology for 100% of students (K-5)
Implement instruction that allows students to collaborate, communicate, think critically, and problem solve in a shared digital environment to learn from and contribute to the learning of others.	<ul style="list-style-type: none">• Collaborative team technology-based projects and presentations for 100% of students (K-5)
Facilitated planning for grade level integration within specific lessons or units where students are able to take on an authentic society role and utilize appropriate technologies as part of their learning and connect to audiences beyond the classroom using digital technologies to facilitate communication processes.	<ul style="list-style-type: none">• Integration of at least one domain-specific digital tools that support the learning objectives within student exhibitions of learning in each classroom• Integration of at least one age-appropriate, safe communication digital tools that support the learning objectives throughout a lesson/unit of study in ELA, math, and science