As a school, our improvement plan is anchored in our four priorities or "big rocks." These four interconnected priorities are specifically designed to improve various conditions for meaningful learning. 1A (below) is our overarching goal for improvement. 2A, 2B, and 2C are formative (or conditional) to 1A.

1A: Uphold High Academic Standards and Expectations: Develop and utilize a common framework of core instructional practices that are common to all of our North learning environments.
 (*what makes North, North*)
- Identify and utilize a set of high yield, Tier I instructional strategies, across all of our learning environments, that both engage and build skills within our learners (notetaking, Claim-Evidence-Reasoning/CER, etc.).
- Reading across + writing across each content area
- Structure Struggle: Teach standards/content w/ rigor - accommodate/scaffold accordingly (proof in aligned targets + success criteria).

2A: Enhance Behavior & Safety: Increase the interdependent elements of behaviors and safety through the implementation and continual refinement of Aligned expectations, practices (Tier I), systems/processes (Tier II), and communication.
- With our core PBIS/MTSS team, develop aligned expectations for student behavior including how we will teach/reteach these across the 23/24 school year.
- Develop a framework of common, Tier I (classroom/minor) practices specific to addressing negative behaviors.
- Develop, communicate, implement, and continually refine consistent Tier II systems/processes for responding to negative behaviors (continual and major)
- Develop and implement a common communication channel for needed daily (continual) and periodic (refinement) behavior monitoring.

2B: Improve Readiness for Learning: Before our students can learn at high levels, they my first satisfy specific prerequisites. To improve readiness, we will focus on the below beyond and within our learning environments.
- Increase daily attendance rates, specifically for students absent, targeting the 46% of North students who attend school less than 90%.
- Develop, teach, and reteach a core set of readiness behaviors specifically designed to develop within our students the *how* of learning.
- Enhance student metacognition of their readiness skills/behaviors through the development and implementation of a self-assessment rubric.

2C: Growth of Collaborative Practices/Structures: As a foundational structure to effective teaching/learning, we will collectively grow each Professional Learning Community, advancing the function and interdependence of each from September to June.
- Clarify the purpose, importance, expectations, and supports for PLCs.
- Develop common structures and practices, including data informed decision making, across our North PLCs that define/distinguish each as a professional learning community.
- Utilize a common self-assessment as a no-shame starting point, focused purely on collaborative growth as professional teams.
- Learn from one another through "bright spots" and narratives.

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?
Regular (weekly) common planning across all North teams to include: • Clear, aligned targets (below 1) • Common assessments for aligned data analysis (below 2) • Tier I, high-yield practices (below 3) • Reading across the curriculum as a common priority. • Tier II type interventions (below 4)	• Weekly, team-based planning • Classroom walkthroughs • Monitored student progress (interim + diagnostic measures) • Aligned arc of professional development for the 23/24 school year • Extended day opportunities
(1) Plan, utilize, and communicate learning targets and success criteria aligned to content/standards, in alignment with our Everett Public Schools (EPS) scope/sequence and adopted curricular materials.	• Posted/communicated learning targets • Student knowledge/understanding of target (*what am I learning & why*)
(2) Plan and utilize common assessments including informal elements like do-nows and exit tickets, and formal elements (to include end-of-unit exams).	• Informal assessment repertoire including common do-nows and exit tickets • Formal, aligned assessments including • As relevant, interim diagnostic assessments (iReady)
(3) Utilize common high-yield strategies across North, including those that enhance/improve student discourse and supported, short answer responses (like Claim, Evidence, Reasoning, CER).	• Develop an aligned list of high-yield instructional strategies to inform an arc of professional development for the year • Regular, common team-based planning
(4) Targeted Tier II interventions including extended day opportunities for student in need of targeted support.	• Indicators to both identify students in needs and monitor their progress • Utilization of Learning Assistance Program (LAP) and/or ML funding to structure program, compensate educators, and purchase materials
Collaborative, coteaching in support of our Multilingual Learners (ML - cohort) and students supported through Special Services Individual Education Program (IEPs - coteach).	• Structured, common planning • Use Targeted Vocabulary and Guided Language Acquisition Design (GLAD) strategies • Regular, strategic small-group instruction

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?
Regular (weekly) common planning across all North teams to include: • Clear, aligned targets • Tier I, high-yield practices for writing across the curriculum including structured note taking (below 1)	• Weekly, team-based planning to produce aligned targets/practices • Springboard Embedded Assessments writing • Classroom-based formative writing samples and CER responses • Classroom walkthroughs
Utilize common tools/practices to collect/analyze interim writing progress.	• Common writing prompts (one-sentence, each class, each day – fist five/last five), short-write assessments, and other common tools • CER progress monitoring • College Board Writing Skills Surveys
Align our professional development opportunities to include reading/writing integration across all content areas including the common use of Cognitive Content Dictionaries (CCDs) and Claim, Evidence, Reasoning (CER) written response opportunities.	• Aligned professional development calendar • Common CER rubrics • CCDs tool Advanced Via Individual Determination (AVID) training

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?
Regular (weekly) common planning across all North teams to include: • Clear, aligned targets (below 1) • Common assessments for aligned data analysis (below 2) • Tier I, high-yield practices (below 3) • Enhance coteach opportunities to better support students with particular/unique needs (below 4) • Tier II type interventions (below 5)	• Weekly, team-based planning • Classroom walkthroughs • Monitored student progress (interim + diagnostic measures) • Aligned arc of professional development for the 2023-24 school year
(1) Use our Illustrative Math (IM) curriculum in alignment with our EPS scope/sequence to design unit/lesson plans with clear targets (including success criteria).	• Classroom walkthroughs • Peer-to-peer opportunities
(2) Utilize common IM and iReady data to analyze, discuss, and design for student needs (progress monitoring).	Progress monitoring through: • iReady diagnostic data (particularly growth) • Analysis of IM cooldown exit tickets • End of Unit exams
(3) Utilize common high-yield practices including strategies elicit/enhance student-to-student discourse, especially in relation to multistep problems.	• Student discussion analysis • 3-column notes • Student exit tickets
Utilize collaborative planning and cross-team partnerships to enhance coteaching in math classes.	• PLC meetings, notes, etc. • IM-based cooldown (exit tickets) • End of Unit (EOU) exams • Use of high-yield, Tier II strategies including targeted vocabulary, GLAD strategies, and (as possible) small-group instruction/interventions

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 Washington Comprehensive Assessment of Science (WCAS)?
Regular (weekly) common planning across all North teams to include: • Clear, aligned targets (below 1) • Common assessments for aligned data analysis (below 2) • Tier I, high-yield practices (below 3)	• Weekly, team-based planning • Classroom walkthroughs • Monitored student progress (interim/EOU assessments)
(1) As a science team/PLC, plan/design and communicate specific learning targets (w/ success criteria) aligned to Next Generation Science Standards (NGSS) and our adopted curriculum.	• Learning targets (posted and communicated, w/ success criteria) • Alignment of adopted curriculum (OpenSciEd), scope/sequence, and NGSS
(2) Utilize common, formative assessments for CER.	• Common formative assessments, do-nows/exit tickets (interim checks for mastery) and end-of-unit exams

(3) Work to collectively plan/incorporate high-yield instructional strategies particularly relevant to science learning.	• Guided note taking, use of composition notebooks
	• Use of entry tasks, do-nows, and exit tickets
	• Professional development opportunities and aligned, instructional walkthroughs specific to the below listed strategies
	    o Claim, Evidence, Reasoning (CER)
	    o GLAD Strategies
	    o Student-to-student discourse opportunities
	    o Strategies associated with our OpenSciEd
	    o AVID strategies

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

Key Performance Outcome(s):

Student Safety: Improve how students perceive the safety of our North campus to 70% positive (40% in spring, 2023).

Positive, Learning Conductive Behavior: Improve how students perceive how the behavior of others impact their learning to 70% positive (31% in spring, 2023).

Equitable and Accessible Opportunities: 77% of our students receiving multilingual services will be on-track for reclassification within six years of their enrollment/start, 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?
Student Safety	
With our core Positive Behavior Intervention Support (PBIS)/Multi-Tiered Systems of Support (MTSS) team, develop aligned expectations for student behavior including how we will teach/reteach these across the 2023-24 school year.	• Create common Opening of Schools expectations lessons, all classes/all students • Develop and implement class-by-class expectations presentations/discussions, delivered by grade-level administrators during the second week of school (after the above) • Revisit expectations early/often through announcements, classroom discussion, (STAR) periods, and other regular opportunities
Develop a framework of common, Tier I (classroom/minor) practices specific to addressing negative behaviors.	• Develop and present to our North team as part of our Opening LIDs • Implement and utilize Student Conductor to monitor and proactively address tardy incidents and cell-phone use on campus • Develop and utilize common, internal practices for responding to negative student behaviors with aligned consequences (progressive in nature and aligned with EPS policies/procedures)
Develop, communicate, implement, and continually refine consistent Tier II systems/processes for responding to negative behaviors (continual and major)	• Develop and implement a common "ladder" for responding to student behaviors including an aligned system of warnings, parent calls/meetings, detentions, and Friday school
Refine and Enhance MTSS Tier II Systems/Processes.	• Refine and enhance MTSS Tier II meetings/processes to include an aligned process with documented interventions, progress monitoring (Panorama Student Success profiles), and regular intervals for collaborative, team-based checks-ins
Develop and implement a common communication channel for needed daily (continual) and periodic (refinement) behavior monitoring.	• Implement regular behavior specific reflection/redesign opportunities between administrators (weekly) and teams including our North Leadership Team and MTSS team (scheduled)

Positive, Learning Conductive Behavior	
With our core PBIS/MTSS team, develop aligned expectations for student behavior including how we will teach/reteach these across the 2023-24 school year.	• Create common Opening of Schools expectations lessons, all classes/all students • Develop and implement class-by-class expectations presentations/discussions, delivered by grade-level administrators during the second week of school (after the above) • Revisit expectations early/often through announcements, classroom discussion, STAR periods, and other regular opportunities
Revisit and redesign our school-wide Tier I systems to include regular, positive recognition of meeting/exceeding behavioral expectations.	• STARbucks systems including recognition and rewards • Aligned use of Positive Referral Forms • Schoolwide rewards/celebrations for achieving specific Tier I-aligned goals
Develop during and extended-day activities and clubs aligned to student interests.	• Assessment of student interest • Development of aligned clubs (during and extended day) • Lunchtime opportunities for students who are not interested in field/commons • Monitoring of student feedback through fall/spring Panorama surveys and other, shorter/more specific feedback loops
Develop and implement a common communication channel for needed daily (continual) and periodic (refinement) behavior monitoring.	• Implement regular behavior specific reflection/redesign opportunities between administrators (weekly) and teams including our North Leadership Team and MTSS team (scheduled) • Monitoring of student feedback through fall/spring Panorama surveys and other, shorter/more specific feedback loops

Equitable and Accessible Opportunities	
Refine and Enhance MTSS Tier II Systems/Processes.	• Refine and enhance MTSS Tier II meetings/processes to include an aligned process with documented interventions, progress monitoring (Panorama Student Success profiles), and regular intervals for collaborative, team-based checks-ins
Enhance access to rigorous course and/or electives for students (student choice).	• Enhance enrollment/participation in AVID • Develop a schoolwide, multi-year plan in alignment with AVID-related deliverables • Identify students not self-selecting into honors/HS level courses and counsel accordingly • Add disproportionality analysis as part of regular progress monitoring data points (NLT meetings) • Enhance communication to our North families including multiple formats (video/examples) and languages
Celebrate and honor our community through the regular recognition and aligned, schoolwide learning opportunities.	• Messaging/celebrations via Morning Announcements, lunchtime messages, and schoolwide assemblies
Enhance family engagement through the growth of our Natural Leaders, with special attention/outreach to our 6th grade families.	• Increase number of Natural Leaders events • Increase number of Natural Leaders participants
Increase Parent Teacher Association (PTA) and Natural Leaders-hosted events.	• Attendance at Parent Teacher Association (PTA) events and meetings • Attendance at Natural Leader events and meetings • Parent/guardian feedback related to family-involvement opportunities via our spring Panorama survey

ATTENDANCE
Key Performance Outcome(s):

Rates of "regular attendance" will reach/exceed 90% for all and every subgroup by 2027, as reported by OSPI.

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?
Increase school/home communication to amplify the critical need of regular attendance (90% good, 95% great).	• Utilize daily interschool communication and monthly newsletters to effectively communicate attendance goals and progress
Tier II action plans for students who fall below designated rates.	• Identify and utilize existing Tier II opportunities to identify root-causes and develop plans to improve attendance • Adhere to and utilize EPS attendance systems/procedures and supports to respond, as needed, to less-than-acceptable attendance • Utilize our Community Engagement Board (CEB) to support students and their families and share correlating research of attendance to achievement
Improve tardy rates through an aligned monitoring system	• Implement and utilize the Student Conductor system to track and communicate tardy incidents, identify patterns/needs, and respond with supports and consequences

FAMILY PARTNERSHIPS ACTION PLAN
Key Performance Outcome(s):

Enhance/improve access to needed school-related resources for families/students in need of specific supports.

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?
Enhance parent/family feedback options through weekly updates (email), monthly newsletters, targeted surveys, and casual but purposeful connection events (coffee w/ opportunities for parents/guardians).	• Communication and connection related metrics (targeted surveys and spring Panorama survey)
Enhance family engagement through the growth of our Natural Leaders, with special attention/outreach to our 6th grade families.	• Increase number of Natural Leaders events • Increase number of Natural Leaders participants
Increase PTA and Natural Leaders-hosted events.	• Attendance at Parent Teacher Association (PTA) events and meetings • Attendance at Natural Leader events and meetings • Parent/guardian feedback related to family-involvement opportunities via our spring Panorama survey
Enhance our campus environment and needed student services through external partnerships.	• Grow on-campus therapy opportunities through partnership w/ Center for Human Services • Develop partnerships with external organizations to increase the presence of caring, student-focused volunteers on campus on a regular basis

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Enhance 1) classroom-based teaching and learning, and 2) school-home learning connections through the regular use of aligned technology (hardware + programming).

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?
Utilize interactive panels across the instructional day to enhance teaching/learning.	• Develop and implement "just-in-time," embedded professional learning opportunities in relation to our classroom, interactive panels
Enhance interschool communications and collaborative work products through the use of common platforms.	• Develop, implement, and utilize Microsoft TEAMs as our common North platform for interschool communication • Utilize daily video announcements (morning and commons) to enhance school-wide communication
Increase targeted school/home communication.	• Develop communication practices to include weekly update emails and monthly newsletters (North News), to include video announcements, as available/relevant

CHALLENGING OPTIONS ACTION PLAN
Key Performance Outcome(s):

Increase representation of each student subgroup in accelerated courses, seeking to align with the demographics of our school/student body.

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?
Enhance access to rigorous course and/or electives for students (student choice).	• Enhance enrollment/participation in AVID • Develop a schoolwide, multi-year plan in alignment with AVID-related deliverables • Identify students not self-selecting into honors/HS level courses and counsel accordingly • Add disproportionality analysis as part of regular progress monitoring data points (NLT meetings) • Enhance communication to our North families including multiple formats (video/examples) and languages