

P-5 Instruction and Early Learning Programs

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P-5 Instruction and Early Learning Programs Overview

The P-5 Instruction and Early Learning Programs department is part of the Academics office. It provides support for all instruction and content from preschool through fifth grade (P-5) including math, science, literacy and visual and performing arts, as well as the Highly Capable Program and Early Learning programs that support students and families in the birth to five continuum. The P-5 structure supports an aligned and consistent system across content, for all students, and highlights the importance of early learning experiences to prepare our youngest students for success in kindergarten, which is a strong indicator of being at benchmark in math and reading in third grade.

The P-5 Early Learning team includes staff that provide direct program support as well as professional learning to teachers, paraeducators and school leaders. Instructional facilitators also provide coaching and job-embedded learning opportunities to P-5 teachers. The team works to build common understanding and implementation of best instructional practices and standards-aligned resources to support student learning.

The Early Learning programs supported by the P-5 team, include:

- ECEAP (Early Childhood Education and Assistance Program)
- Play and Learn
- Transitional Kindergarten
- Everett Ready
- Community Preschool Partnerships
- Preschool to Kindergarten Connections
- WaKIDS
- Kindergarten Enrollment and Program Support

Purpose Statement

The P-5 Instruction & Early Learning Programs Team's purpose is to ensure each child and family engages in high-quality early learning experiences supporting whole-child development. We collaborate and align with district and community partners to lead, facilitate, and sustain a comprehensive preschool through fifth grade system within Everett Public Schools.

This purpose will be guided by the P-5 Instruction & Early Learning Program Team's Theory of Action.

If:

- we increase access to early learning opportunities for our most vulnerable students,
- we cultivate reciprocal relationships with children's early care providers (parents, childcare, guardians),
- we enhance the quality and alignment of students' preschool through fifth grade learning experiences
 - through developmentally appropriate and rigorous curriculum, assessment, and instruction in all content areas;
 - through culturally sustaining, equitable practices honoring the family's culture and diversity, supporting the parents' role as the child's first teacher;
 - through an intentional focus on social and emotional learning to mitigate the effects of Adverse Childhood Experiences (ACEs) and other childhood trauma;
 - through professional development and coaching for teachers;
 - by developing the capacity of district, school, and teacher leaders to build a strong P-5 system,

Then, we create a sustainable P-5 system which:

- Ensures 3rd grade literacy
- Increases science achievement
- Increases math achievement
- Reduces gaps in achievement among student groups
- Ensures students are prepared to succeed in college and career
- Strengthens student wellness, engagement, and safety

Instructional Vision for P-5

*Everett Public Schools provide universal access to high impact, standards-aligned, Tier 1 instruction. Our classrooms are safe, joyful and inclusive spaces where **ALL** students are empowered to own their learning and celebrate their growth! Students are eager to come to school because in our classrooms:*

Students do the thinking. They make authentic connections between what they learn both within and across content areas. They engage in productive struggle and persevere through challenges because they know they *can and will* master content and skills. They collaborate with one another, as a community of learners, and construct multiple paths for solving problems. They share their ideas and thinking in a variety of ways.

Student voice is elevated. They do most of the talking. They are encouraged to process and communicate in their native language or mode of communication. They ask questions, drive discourse, explain their thinking and prove their points. When students share, their peers probe, provide feedback and/or build on their ideas. They use academic language and push each other for precision.

Students are supported. The students are ours; every single one of them. We take collective ownership of the success of every single student in our schools. They are seen as individuals who have unique strengths that are assets to share with the collective. Their needs are known, and their teachers provide access to grade level instruction and content within **every classroom** by using high quality instructional materials and leveraging best practices (like scaffolding, Universal Design for Learning, SIOP and GLAD) to fully meet the needs of each student. They are encouraged to take risks and embrace making mistakes as part of the learning process; they embody a growth mindset. They regularly receive meaningful feedback related to their learning and growth.

Students are empowered. They bring their own knowledge, native languages, abilities, and lived experiences to the table. They see themselves represented in the materials, culture and staff at our schools. They exercise choice and agency. They cogenerate our classrooms with our teachers (co-creating; routines, collective knowledge and resources, and agreements) because they feel ownership of the learning space and outcomes.

P-5 Literacy

Reach for Reading, a comprehensive K-5 literacy curriculum, was adopted by the school board in the spring of 2017. This comprehensive literacy program is taught in all Everett Public Schools (EPS) elementary classrooms to ensure that each student has access to and is engaged in learning that will ensure college and career readiness. Published by Cengage-National Geographic, the instructional materials feature authentic, multicultural literature that align with the content from National Geographic and real-world accounts from the National Geographic Explorers.

The program was designed to address the shifts in practice in reading, writing, speaking, and listening that alignment to the Common Core State Standards (CCSS) required. The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students learn to use clear reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

Reach for Reading

Reach for Reading aligns to research-based instructional practices in reading, writing, speaking, and listening. It includes eight units, each with four weeks of instructional plans for whole group, small group, and independent reading time. *Reach's* comprehensive literacy approach embeds phonemic awareness, phonics, fluency, and vocabulary and comprehension instruction into one program.

Students participate in inquiry cycles with essential questions that frame the monthly units. The engaging content, matched with rigorous tasks, challenge students to use 21st Century Skills as they collaborate, critically analyze texts, and communicate information from multiple sources to build arguments to respond to the essential questions.

Best practices are used to provide instructional routines for foundational reading skills as prescribed by the Science of Reading research which includes and prioritizes instruction in phonological awareness, phonics, word analysis, word recognition and fluency. Daily instruction is systematic and based on a defined scope and sequence. Instruction is explicit providing differentiated practice and transfer opportunities.

Social studies and science content are embedded to engage readers, as a catalyst for rich academic discourse, and to build vocabulary. In alignment with the Science of Reading research *Reach for Reading* focuses on students building knowledge based on topics. Content is layered within and across grade levels, while questions and student responses require evidence from the text. Shared, small group and independent reading texts include a variety of genres such as poems, articles, books, and videocontent to engage students.

Writing Foundations

Writing is used as a process to make meaning and support comprehension while being used to communicate and demonstrate understanding. The Common Core State Standards require students to be proficient in writing across the three text types and purposes (opinion, informational, and narrative). Students need daily opportunities to read and write across content areas to build proficiency. To support vertical alignment in writing, students in preschool through fifth grade are taught Writing Foundations writing process strategies which include: prewriting, planning, drafting, revising, editing, and publishing.

A central strategy to Writing Foundations is teacher modeling. A teacher model is crafted during instruction so the writing may ebb and flow as it is developed with students. Following the Writing Foundations method, the teacher model incorporates descriptive language, varied sentence structure, and high levels of vocabulary. The model supports students' understanding of proficient writing and how to develop an idea, create a plan, and then construct a completed piece of writing. Additionally, foundational skills, vocabulary, grammar, conventions, and writing behaviors are authentically applied and integrated.

During writing instruction, the teacher introduces or reviews a writing mini lesson and models the strategy within the context of an authentic written piece. The model is followed by students writing, practicing, and applying the lesson or strategy to their own written piece. While students are writing, teachers conference with small groups or individuals based on need or established goals. The writing session is concluded with a time for reflection and/or sharing.

Writing Foundations strategies have been closely aligned to the Reach for Reading topics in grades K-5 to support content integration. During the prewriting phase students are immersed in shared reading texts to help students develop a thorough understanding of the text type they will be writing. The goal is to move students from explorers of a text type to writers of that text type. It is often through immersion that a natural reading/writing connection is formed. Writing models and resources have been developed at each phase of the writing process to support teachers with planning, modeling, and assessing student writing including the K-2 Everett Public Schools Writing Benchmarks and 3-5 Writing Rubrics.

Assessment

Varied diagnostic, formative and summative assessment tools, including weekly checks and reteach opportunities, along with unit and benchmark assessments support the monitoring of instruction. Assessments occur at regular and strategic times throughout the year to help teachers identify students who need additional instruction on key skills that were taught, as well as provide valuable information about student learning and progress on standards.

Weekly and unit assessments measure student progress on the skills taught during that week and within that unit. Each unit also provides oral reading assessments to measure oral reading fluency and comprehension, as well as reading strategy assessments that may be used in conjunction with the small group reading (decodable readers for grades 1 and 2). Rubrics and other teacher tools

help teachers to score the assessments and capture observations. Informative reports monitor and track progress for each week, unit, and across the year.

Digital Resources

The digital platform provides activities and resources to enrich learning for teachers and students. Students have access to a variety of online resources, including:

- student eEditions, note taking and search tools, audio support and vocabulary notebooks, vocabulary games, background videos, assessments, and digital libraries.

The online teacher resources provide support for each unit, including:

- teacher eEditions with links, classroom presentation tools that allow projection and printing of materials, customizable online lesson planner, activities for whole group close reading, assessment to help guide instruction with multiple reporting options and online professional development courses.

District Supports and Tools

There are three types of District maps (instructional guidelines) that have been created by teachers, coaches, and central office facilitators to support elementary literacy implementation:

- Year-at-a-Glance (YAG) - summary of each unit and is primarily for use with parents
- Instructional Snapshot - scope and sequence of units across the school year
- Unit Overviews - weekly view of critical content aligned to the instructional model

These resources, along with other support materials, can be found on [Canvas](#).

K-2 English Language Arts Instructional Model

Foundational Skills

Whole Group

- Print Concepts
 - Letter Recognition
 - Phonological Awareness
 - Phonics
 - Word Recognition
 - Fluency
- (30 – 45 minutes daily)

Shared Reading and Read Aloud

Whole Group

- Speaking and Listening
- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding
- Grammar

Flexible Targeted Small Groups

Independent Application

- Foundational Skills
- Reading for Meaning
- Writing

- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding

Writing

Whole, Small Group and Independent Application

- Writing Process
- Text Types and Purposes
- Grammar
- Conventions
- Handwriting

3- 5 English Language Arts Instructional Model

Word Study

Whole Group

- Advanced Phonemic Awareness
- Phonics
- Word Recognition
- Morphology
- Fluency
- Vocabulary Development
(15 – 25 minutes daily)

Shared Reading and Read Aloud

Whole Group

- Academic Conversations
- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding
- Grammar

Flexible Targeted Small Groups

Independent Application

- Word Study
- Reading for Meaning
- Writing

- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding

Writing

Whole, Small Group and Independent Application

- Writing Process
- Text Types and Purposes
- Grammar
- Conventions
- Handwriting/Keyboarding

P-5 Math

Students need to understand mathematics, use it to solve problems, reason logically, compute fluently, and use it to make sense of their world. For this reason, our district's math program, preschool to high school, is focused on the essential elements of teaching and learning, access and equity, curriculum, tools and technology, assessment actions to realize the goal of ensuring mathematical success for all.

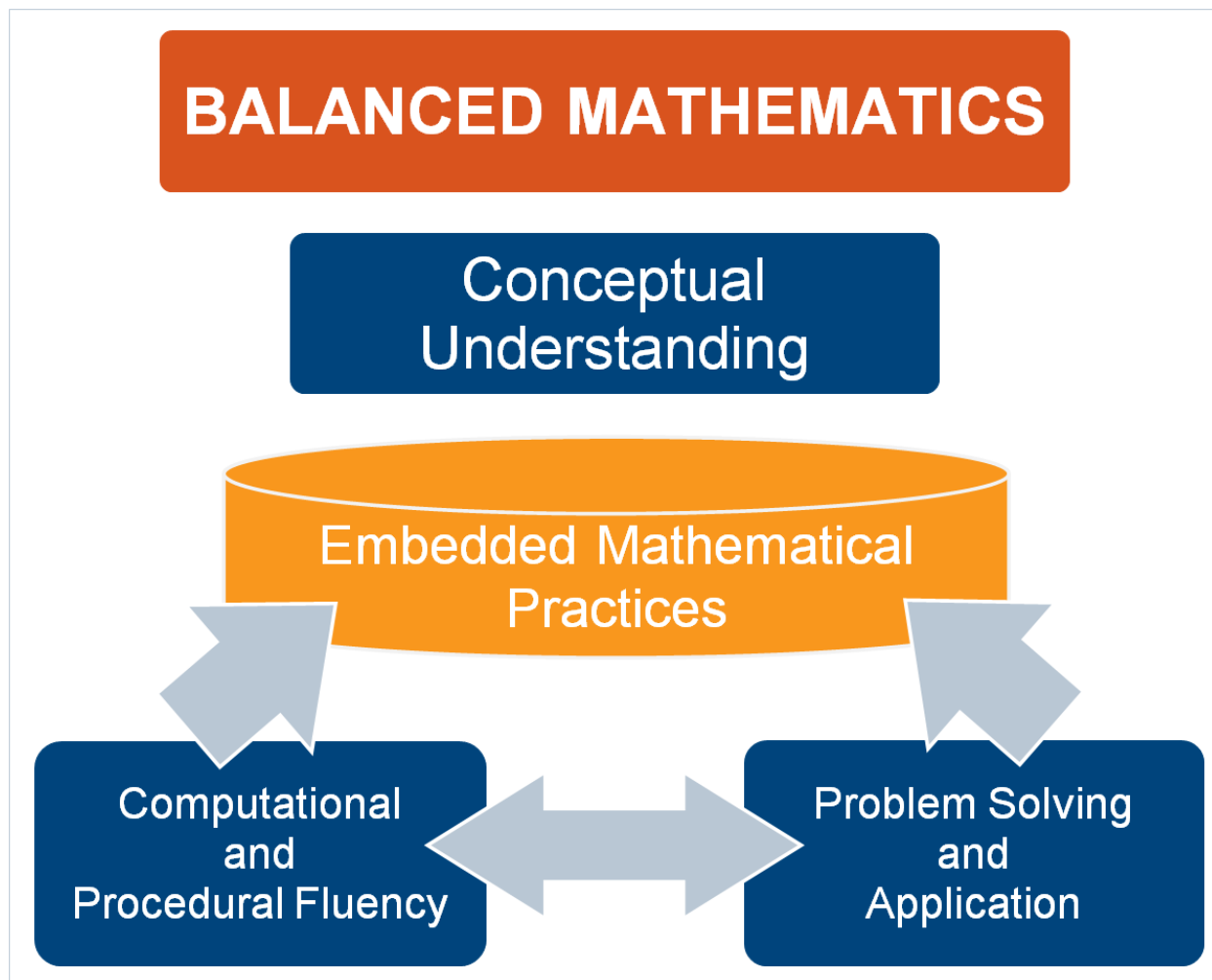
In 2011 Washington state adopted the Common Core Standards for Math Practices. Students in Everett Public Schools at each grade level are engaged with a math curriculum aligned to Common Core State Standards that promotes conceptual understanding, procedural fluency, and problem solving.

In 2021, EPS adopted a new K-5 math program, *Illustrative Mathematics*. This adoption created vertical alignment for all students, those in kindergarten to those enrolled in high school Advanced Algebra. They are all using the adopted instructional materials, *Illustrative Mathematics*. These materials are problem-based, rooted in conceptual understanding, and use instructionally strong mathematical routines to foster success for all students.

Balanced Mathematics

In EPS, we ensure the rigor of the CCSS-M by providing instruction and learning experiences with equal intensity to three critical aspects: *conceptual understanding, procedural skills and fluency, and application*.

The following two graphics, show a Balanced Mathematics model across the P-12 grades and the K-5 instructional model with the specific components of the elementary mathematics lesson and learning process: *warm up, instructional activities, math centers, lesson synthesis/cool down*.



Illustrative Mathematics (IM)

IM aligns to the EPS Instructional Vision for P-5 by committing to the four principles of students do the thinking, student voice is elevated, students are supported, and students are empowered. IM provides opportunities for students to bring their personal experiences as well as their mathematical knowledge to problems and discussions. Value is placed on students' voices as they communicate ideas, ask questions, justify their responses and critique the reasoning of others. IM was designed with Universal Design for Learning, supporting students at all stages of mathematical understanding. Additionally, IM embeds Math Language Routines to support our multi-lingual learners.

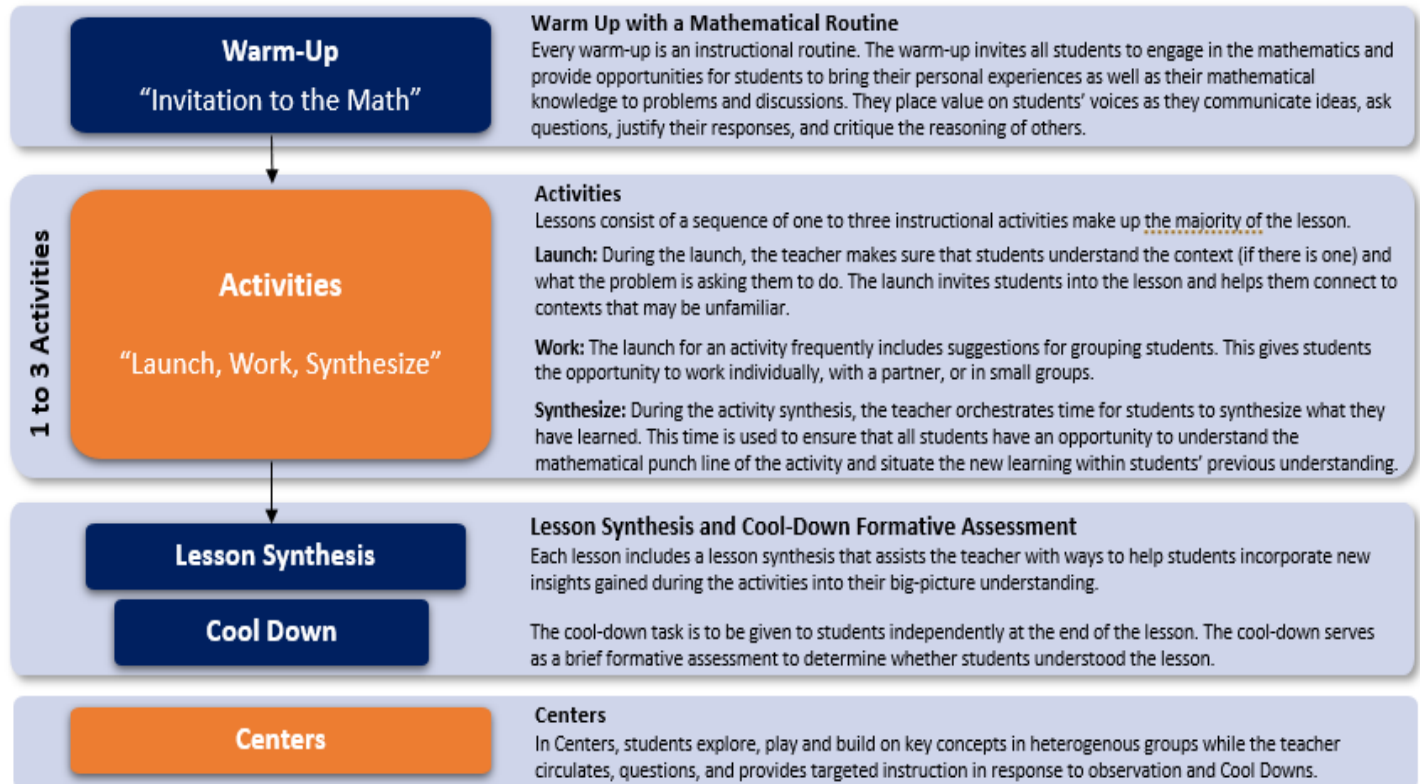
A typical lesson includes:

- Warm-Up: (5 – 10 minutes) learning activities that invite all students to engage in mathematics. Teachers and students engage in these warm-ups on a regular basis so that

the activity becomes “routine”. They have a regular structure for interaction among teachers and students and can be used across content and grade levels for a variety of instructional objectives (Lampert, 2010). *Mathematically productive* instructional routines make students’ mathematical thinking visible and require teachers to pay attention to build on and respond to student thinking. Using such routines frequently can support the development of a classroom culture in which sense-making is at the heart of all activity, and mistakes are “gifts that promote discussion.”

- 1 – 3 Activities: (30 – 40 minutes) The activities have a consistent model of “launch – work – synthesis.” In the launch, students are given enough information to get started and begin connecting to the mathematics. During the work, students work individually, in partners or in small groups to make sense of the mathematics and apply it in the given context. During the synthesis, the teacher supports students making connections between the different approaches and solidifying their learning.
- Lesson Synthesis: (5 minutes) In this portion of the lesson, the teacher supports students in building on their previous understanding with new insights and connects it to the bigger picture of the unit.
- Cool Down: (5 minutes) A task given to students to be done individually, it serves as a brief formative assessment to determine to what degree students understood the mathematical learning of the lesson.
- Centers (built into Activities at K and 1, additional at 2 – 5): (15 minutes) Students explore and build on key concepts, often while engaging in a math game or other structured activity.

K - 5 Mathematics Instructional Model



Assessment

Varied diagnostic, formative and summative assessment tools, including observational checklists, lesson cool downs, and mid-unit and unit assessments support the monitoring of instruction. Assessments occur at regular and strategic times throughout the year to help teachers identify students who need additional instruction on key skills and concepts that were taught, as well as provide valuable information about student learning and progress on standards. Rubrics and other teacher tools help teachers to score the assessments and capture observations. Informative reports monitor and track progress for each week, unit, and across the year.

Digital Resources

The digital platform provides activities and resources to enrich learning for teachers.

The online teacher resources provide support for each unit, including:

- teacher eEditions with links, classroom presentation tools that allow projection and printing of materials, as well as online access to all teacher print materials.

District Supports and Tools

These Instructional Snapshots have been created by teachers, coaches, and central office facilitators to support elementary math implementation. They include a scope and sequence of units across the school year and, for grades 3 – 5, recommends SBA interim assessments that can be given to support student test-taking as well as provide feedback to students and teachers as to how students are demonstrating their understanding of the standards.

These resources, along with other support materials, can be found on [Canvas](#).

P-5 Science and Engineering

Science and engineering are core to STEM (Science, Technology, Engineering, Math) education which is foundational for the future of today's students. Starting in our preschool programs, and continuing through each students' high school experience, Everett students engage in science and engineering curriculum that promotes conceptual understanding, science and engineering practices, and problem solving.

In 2013 Washington State adopted the *Next Generation Science Standards (NGSS)* as the state's science standards. The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all students should master in order to prepare for success in college and 21st-century careers.

A district-wide NGSS Design Team developed NGSS course maps and have been leading the vetting and adoption of new NGSS aligned science and engineering curriculum.

To begin to assure inclusion of engineering teaching and learning at the elementary level, *Engineering is Elementary* supplemental curriculum was adopted and integrated with the existing science materials (described on the next pages). These materials leverage science to engage in engineering design to solve authentic problems based on human or animal need. For preschool students we have supported the use, through materials and professional learning, of the *Making and Tinkering* and ECHOS curriculum.

NGSS Implementation Plan

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px;">Awareness</div> <div style="background-color: #e69d00; color: white; padding: 5px; border-radius: 10px;">Transition</div> <div style="background-color: #ffc000; color: white; padding: 5px; border-radius: 10px;">Implementation</div> </div>					
	Initial Exposure	Deepening Understanding	Shifting Instruction	Full alignment of Instruction	
	<p>Teachers and administrators learned and familiarized themselves with NGSS instructional shifts, the three dimensions of learning, and the performance expectations</p>	<p>Teachers engaged in research and the building of personal understanding of NGSS instructional shifts, the three dimensions of learning, and the performance expectations</p>	<p>Teachers and administrators make initial curricular shifts to align to the NGSS three dimensions and performance expectations; and continue to research district-wide curriculum options for NGSS full alignment.</p>	<p>Teachers plan and implement instruction as aligned to district-supported NGSS aligned instructional materials, courses and assessments</p>	<p>Once fully implemented, the NGSS will support students in preparation for college, career and life readiness by way of their application of science and engineering content and practices to developmentally appropriate phenomenon in the natural world as well as real-world societal problems.</p>
	2012 - 2015	2015 - 2017	Fall 2017 - Spring	Ongoing	
Grades K-5	<ul style="list-style-type: none"> o Review of Standards o Creation of Proficiency Scales o Implementation of <i>Engineering is Elementary</i> curriculum o Launch of STEM Science Leaders 	<ul style="list-style-type: none"> o Continue STEM Science Leaders training o Launch NGSS Design Team o District-wide professional development including: NGSS awareness and OSPI assessment sessions o Enhance existing instructional materials: integration of science and engineering practices into lesson plans 	<ul style="list-style-type: none"> o STEM Science Leaders available for school-based support o Streamline existing instructional materials for NGSS alignment o Support use of existing instructional materials with NGSS Transition Guides o Develop WCAS-aligned assessments o Design Team to explore NGSS aligned curriculum to inform K-5 adoption 	<ul style="list-style-type: none"> o Follow district NGSS curriculum maps o Implement NGSS adopted curriculum o Implement formative and summative WCAS-aligned assessments 	<p>Students will solve authentic, relevant, interdisciplinary problems, using multiple resources, practices and skills.</p>

Students engage in science and engineering with the support of STC, FOSS, Insights, ECHOS, *Making and Tinkering* and *Engineering is Elementary* kits

Grade Level	Science Kit	Science Kit	Engineering is Elementary Kit
Preschool	District preschool programs use the ECHOS (Early Childhood Hands-on Science) curriculum and the Making and Tinkering resources for engineering.		
1st Grade	Animals 2x2 (FOSS)	Balls and Ramps (Insights)	STEM Challenges*
2nd Grade	Solids and Liquids (FOSS)	Pebbles, Sand and Silt (FOSS)	A Sticky Situation
3rd Grade	Structures of Life (FOSS)	Sound (Insights)	Bridges
4th Grade	Land and Water (STC)	Changes of State (Insights)	A Stick in the Mud
5th Grade	Ecosystems (STC)	Motion and Design (STC)	Maglev

* Kindergarten STEM Challenges are embedded in instructional maps and can be used to expose kindergarteners to the engineering design process. STEM Challenges have been teacher created or identified from the book *Making and Tinkering with STEM*.

P-12 Visual and Performing Arts

The Washington State PreK-12 Arts Learning Standards describe what students should know and be able to do in the arts, including 11 anchor standards and four artistic processes for all grade levels.

Washington's PreK-12 Arts Learning Standards

	Creating	Performing/Presenting/ Producing	Responding	Connecting
Artistic Process	Conceiving and developing new artistic ideas and work.	Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
Anchor Standards	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Visual arts, music, and theatre classes focus on the standards and the 21st century skills in Pre-K-12 classes, which offer students the opportunity to learn rigorous concepts and processes in the arts, while finding ways to express and understand themselves through artworks, music performances and theatre experiences. Through the arts students produce, perform, and present as well as deepen their cultural proficiency, their ability to understand perspectives, and their creative and critical thinking skills- all of which will help them succeed in college, career, and life and to thrive in an interconnected global community.

The Visual Arts

With a focus on state arts standards and 21st century skills, visual arts classes in Everett Public Schools offer students the opportunity to work with a wide variety of methods and mediums from clay to painting, from digital art to drawing.

As students create art works, they develop knowledge and skills in **Creating, Producing, Presenting, Responding and Connecting**. Our art specialist teachers, along with district leadership, have developed an arts vision that supports best practices in arts education, art standards and 21st century skills.

Students do the thinking.

We see this in action in our Arts classrooms when:

- Students are the creators. They make purposeful choices to best express themselves through the arts.

- Students embrace art as a process. They generate ideas and conduct research in order to bring those ideas to life. They problem-solve throughout design and creation in order to best realize their visions.
- Students communicate their understanding and skills through both language and action; they use the vocabulary of art fluently and are comfortable using a variety of mediums.

Student voice is elevated.

We see this action in our Arts classrooms when:

- Students operate as an arts community. They collaborate to produce art and provide each other with intentional feedback to further develop practice and to produce highly refined works of art.

Students communicate important and personal messages in the art they create.

Students are supported.

We see this in action in our Arts classrooms when:

- Students take artistic risks, revising and refining their understanding of craft along the way.
- Students set their own goals around developing their perspective and craft. They maintain a growth mindset when faced with challenges.
- Students have fun; art is a class they look forward to- a place where they are safe to be themselves.

Students are empowered.

We see this in action in our Arts classrooms when:

- Students produce art with deeply personal meaning, rooted in their worldview, in response to their concerns and/or as a way of more fully expressing themselves.
- Students learn about a variety of artists and art modalities that act as both mirrors to their own identities and experiences and windows into others.
- Students embody habits of mind; they do the things real artists do.

The elementary visual arts curriculum focuses on building art skills, understanding and using elements of art, exploring different media, and finding creative ways to communicate ideas. Art specialist teachers or classroom teachers utilize adopted instructional materials from the *Art of Education* curriculum to teach art lessons. Art lessons also integrate Social Emotional Learning (SEL) as well as Science, Technology, Engineering and Math (STEM). Art docent programs, led by the Parent Teacher Student Association (PTSA) in several schools teach core art lessons in many of the district elementary schools that focus on understanding the language of art, and responding to artwork with creative art making. Grade level teachers also integrate the arts into content area studies.

Each year Everett Public Schools reports to the Washington State Office of the Superintendent of Public Instruction (OSPI) regarding standards-aligned assessments. Elementary school visual arts specialists administer an assessment to grade 5 students.

OSPI visual arts assessments are the starting place for teachers to find resources for implementing standards- aligned assessments in the visual arts. Visual arts teachers have implemented revised versions

of the OSPI Visual Arts Classroom Based Performance Assessments (CBPAs) in common across the district.

Each school year, Everett Public Schools, in partnership with the Everett Public Schools Foundation, is pleased to display the work of student artists in art shows at the Community Resource Center (CRC). The Elementary Art Show displays the art of elementary student artists and sponsors an open house event for families to view artwork in the evening.

The Performing Arts

Performing arts programs in Everett Public Schools are standards-aligned to provide students with general music and performance knowledge and skills at the elementary level and opportunities to hone those skills through middle and high school. Students enrolled in these programs perform throughout the school year.

Every elementary school offers a general music program for Pre-K- 5 students. The elementary music program emphasizes basic music theory, note reading, singing, and performance to prepare students for a successful music experience in middle school. Participation in a strings program at grade 5 is an option in many district elementary schools, and this program continues to expand across the district. Learning music in elementary school gives students the opportunity to experience the fun, excitement, and joy that music can offer.

Teachers use a variety of assessments to evaluate student learning and achievement. Elementary school music specialists administer an OSPI-developed performance assessment at 5th grade that is designed to measure learning of Washington State Performing Art Standards. The assessment prompts each student to create a rhythmic composition using music notation, and perform their music composition with correct rhythmic value, a steady beat and smooth transitions. Teachers record and assess each student's composition. Music assessments are a way to measure instruction and student progress over time.

LEAP (Learning Enrichment Achievement Program) and Highly Capable Program

LEAP and Highly Capable (HC) Programs in Everett Public Schools are designed to meet learning needs and challenge students who exhibit advanced thinking and academic abilities.

Students are identified and selected for LEAP through a universal CogAT (Cognitive Abilities Test) screener in first and fifth grade. All students in those grades are screened, no referrals are necessary. Kindergarten students are screened through a parent referral process. Students identified/qualified for LEAP receive enrichment in the same school and classroom they are currently attending in the second semester of the school year they are identified. Teachers and parents typically work together to determine, based on student data, which area of study (math, reading, science) the student would benefit from accelerated course work. LEAP Services may include differentiation, enrichment activities, grouping with peers of similar ability, project-based learning or other activities that extend learning.

Highly Capable classes are open to students in second, third, fourth and fifth grade. To qualify for the program, student referrals are accepted from parents, teachers or community members and students are tested in the winter on the full battery of CogAT tests and the Iowa Test of Basic Skills (ITBS). HC students learn and study in self-contained classrooms with an accelerated curriculum that encourages and inspires them to develop higher-level thinking skills. HC classrooms are held in specific schools in the district, based upon qualified enrollment. The district provides transportation to students in HC classes.

Early Learning Programs

Early Learning funding comes from a combination of district funds, grants, and Categorical Program budgets (LAP and Title I).

The specific Early Learning programs administered in EPS are:

- Early Childhood Education and Assistance Program (ECEAP)

Washington State's free preschool program for low-income children and their families. ECEAP subcontracts with Snohomish County Human Services, who receives funding from the Washington State Department of Children, Youth and Families (DCYF). ECEAP funding is based on a per student slot amount. EPS has 320 ECEAP slots at six elementary schools. In 2022, we expanded the half day model to include three full day classrooms (Hawthorne and Jackson) and two inclusive classrooms which include general education students and students with Individualized Education Plans (IEPs) at Hawthorne and Lowell Elementary Schools.

- Play and Learn

A free, drop-in preschool experience for children birth to five, and their caregivers (parent, grandparent, childcare provider, etc.) offered five days a week at community and district locations throughout the district (Everett Public Library Main Branch and Evergreen Branch, Mill Creek City Hall and Sequoia High School/Port Gardner).

- Everett Ready

A transition-into-kindergarten program for all enrolled kindergartners, conducted for one week in late August at all 18 elementary schools. Over 1000 students participated in 2023.

- Transitional Kindergarten (TK)

A second semester program launched in 2020 to serve students who will be attending kindergarten in the fall and haven't had access to an early learning experience. TK is offered to all eligible students and is hosted at elementary schools across the district where classroom space is available.

In 2023, EPS had six TK classrooms, serving 118 students, including those with IEPs (Individualized Education Plan).

- Preschool to Kindergarten Connections

Five free professional learning opportunities, annually, for community and district preschool staff and kindergarten teachers. Designed to build alignment and learning across programs and support transitions from preschool into EPS kindergarten programs.

- Kindergarten Enrollment and Program Support

Community wide efforts to promote kindergarten enrollment in the spring to provide successful kindergarten transitions and launch students into the K-12 system and beyond.

- WaKIDS (Washington Kindergarten Inventory of Developing Skills)

A process to transition children and families into the K-12 experience. There are three components in WaKIDS:

1. Family Connections Meetings: Every kindergarten student and family participate in a Family Connection Meeting the first three days of kindergarten to welcome them and build relationships so that they can work together to support the student's success in school.
2. Whole-Child Assessment: Teachers use an observational assessment tool called WaKIDS GOLD by Teaching Strategies to take an inventory of each child's developing skills in six areas: Social-emotional, Physical, Cognitive, Language, Literacy, Mathematics. This inventory is completed in the first nine weeks of school and provides kindergarten teachers with information about students' strengths and challenges in order to design appropriate instructional opportunities.
3. Early Learning Collaboration: Professional learning and collaboration opportunities offered to district and community preschool partnerships through the sharing of ideas, best practices, and data.

- Early Entrance:

Early Entrance into kindergarten or first grade is an optional program designed for families of students who do not meet the state uniform entry age for kindergarten or first grade, five or six years old by August 31. EPS policy allows families to apply for early entrance if their student has a birthday between September 1 and October 31 and the student shows substantial, above average ability. Applications to participate in the screening and assessment process are due April 15. To qualify for early entrance a child must show substantial, above average ability in the following areas: Mental Ability, Language Development, Visual Discrimination, Auditory Discrimination, Gross Motor Skills, Fine Motor Skills, Social & Emotional Development, and Readiness Skills/Academic Skills.