EVERETT PUBLIC SCHOOLS

ELA ACTION PLAN	**Key Performance Outcome:** 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.
Reading Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Utilize Reach for Reading curriculum: Use the structured literacy model and high leverage strategies to teach reading through targeted, differentiated instruction. High leverage strategies support the strengthening of student independent reading skills and include: • Flexible, skill-based, small groups provide student-centered, targeted instruction; • Utilize common, schoolwide, developmentally appropriate Guided Language Acquisition Design (GLAD) Strategies to reinforce learning and retention of skills; • Implement academic discourse routines to build students' language and comprehension; • Provide Multilingual Learner (ML) pre-teaching vocabulary and key concepts in Reach for Reading, as needed' and • Include ML best practices (GLAD) as part of Tier 1 core instruction.	• Oral Reading Fluency (ORF) (K-2) • Kindergarten Assessment Resource Kit (KARK) • WIDA • i-Ready diagnostic information and literary text • Reach assessments (K-5) o Information and literary text comprehension
Analyze common formative assessments and collaboratively use the data to inform next steps in instruction planning.	• ORF (K-2) and Rapid Automatized Naming (RAN) • i-Ready diagnostic • Reach assessments (K-5) • Reach foundational skills assessments • KARK • WIDA

Writing Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Utilize Everett Public Schools foundations writing curriculum that aligns with Reach for Reading in narrative, informational, and opinion writing: • Calibrate scoring of student writing samples across grade level bands. • Provide Tier I instruction for diverse learners that include ML best practices (GLAD).	• Grades 3-5 Foundations Writing Project data (identified by district maps and scored with district writing rubrics) • Grades K-2 Building Foundations that Last (BFTL) writing quarterly benchmark data • WIDA • SBA

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?
Implement standards-based instruction with intentional unit and lesson planning using the Illustrative Mathematics (IM) curriculum.	• IM end of unit assessments • i-Ready math diagnostics • Formative assessments including student work samples, monitoring sheets, cool downs, and checkpoints
Use common formative assessments to monitor student learning and inform next steps.	• Formative assessments including student work samples, monitoring sheets, cool downs and checkpoints • i-Ready math lessons pass rate
Implement ML teaching practices and strategies that provide equitable access to our diverse learners.	• Formative assessments including student work samples, monitoring sheets, cool downs and checkpoints • IM end of unit assessments • i-Ready math diagnostics

SCIENCE ACTION PLAN	**Key Performance Outcome:**
	90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
Teachers will use the essential questions from the Science kits to develop students' understanding of the core concepts and vocabulary tied to Next Generation Science Standards (NGSS) standards: • Implement ML best practices in Tier 1 core instruction, including GLAD strategies (anchor charts, sentence stems).	• K-5 pre- and post-assessment in each Science kit to progress monitor learning • Washington Comprehensive Assessment of Science (WCAS)
Collaborate in teams to analyze pre- and post-assessment data and plan next steps for classroom instruction, intervention, and student support.	• Assessment data (pre- and post-) grades K-5 • WCAS-aligned assessments grades 1-5

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 communicate their perceptions of their sense of belonging at Forest View Elementary based on Panorama student data from the fall and spring surveys. We will increase this response by 5% from 70% in the fall of 2023-24 to 75% in the spring of 2023-24.

Physical, Emotional and Intellectual Safety: Students communicate their perceptions of their ability to regulate emotions at Forest View Elementary based on Panorama student data from the fall and spring surveys. We will increase this response by 5% from 75% in the fall to 80% in the spring of the 2022-23 school year.

Equitable and Accessible Opportunities: 77% 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	
Establish events to engage all families in Forest View Elementary school culture. - Meet and greet - Curriculum Night - Family learning events - Natural Leaders - Volunteer opportunities 5th grade camp - Parent-Teacher conferences - Kindergarten orientation - Multicultural Night - Music concerts - Collaborate with PTA - Monthly newsletters	- Panorama survey results - Attendance at events
Improve communication with families using district print and digital tools (school newsletter, Blackboard Connect, Twitter) to engage our multilingual families when possible.	- Panorama survey results - Blackboard Connect data
Physically, Emotionally, and Intellectually Safe Environment	
Continue implementing systems of instruction for Second Step social skills, Kelso's Choice lessons in grades K-5 (Tier 1), RULER, Bullying Protection unit, and Child Protection unit.	- Panorama student survey - Number of Second Step lessons taught by teacher - Staff creates charter and Mood Meter for RULER - Lessons taught by school counselor
Identify students that need intervention support to increase safety, build, and academic skills.	- Panorama student survey - Multi-Tiered System of Supports (MTSS) Help Form
Implement Tier 1 and Tier 2 schoolwide expectations, monitor and regularly evaluate: - Fabulous Falcon tickets - Monthly Falcon Assembly	- Teacher Access Center (TAC) - Panorama survey

Equitable and Accessible Opportunities	
Continue to provide opportunities for general education teachers to collaborate with the special education team to provide access for diverse students to integrate within classrooms and learn alongside peers.	- Monitor inclusion minutes based on students' strengths - Panorama data
Engage in collaborative lesson planning with support from ML coach to incorporate GLAD strategies.	- WIDA data - Building professional development (PD) attendance and feedback
Provide opportunities through extended day and within the school day for active ML students to increase English language proficiency through Imagine Learning	- Imagine Learning usage report

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?
Hold regular attendance team (administrators and attendance manager) meetings to examine attendance data and develop plans to address high absences and tardies. • First conference with family through a phone call; • Letters and attendance conferences with students and/or families that have attendance issues; and • Utilize the schools Community Engagement Board to address persistent and alarming attendance issues.	• Monthly attendance data including tardies and total absences
Communicate to families the importance of school attendance and the negative impact that extended absences (travel, vacation) have on their children's academic performance through principal newsletter and other communication. Host attendance meetings and conferences with families whose students are frequently absent or tardy to review state law and district attendance policy and brainstorm solutions to ongoing attendance problems.	• Decreased number of absences that are 5 or more days in length
Utilize Language Link to communicate with non-English speaking families to explain the district attendance policy.	• Absence rate of ML students

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase family participation/involvement by 10%.

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?
Continue to build Natural Leaders, Watch D.O.G.S, and programs that are inclusive for all families to enhance our family partnerships.	• Track number of participants • Sign-in sheets from activities
Engage families in Reading and Science, Technology, Engineering and Math (STEM) through family learning events: • Create intentional opportunities for ML families.	• Attendance • Sign-in sheet
Inform ML families of programs, resources, and services that promote access to academic content: • Scheduled virtual meetings; and • Communications in native language, when possible.	• Participation • Survey
Increase communication with families by monthly family newsletter, Blackboard Connect calls, website information, and social media.	• Blackboard Connect data • Website visits

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

100% of our students have access to technology in order to collaborate, think critically, investigate, and solve problems.

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 21st century instruction that allows students to collaborate, communicate, think critically, and problem-solve to increase their learning and impact the learning of their peers.	• Technology-based projects and presentations for students (grades K-5) • Use of smart panels by students and teacher • i-Ready usage • Imagine Learning usage
Teachers will provide one-to-one technology to support differentiation and student learning at school and home.	• Progression through i-Ready lessons • Google Classroom and Seesaw usage report