EVERETT PUBLIC SCHOOLS

| **ELA ACTION PLAN** | **Key Performance Outcome:**<br><br>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. |
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| **Reading Action Items**<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Teachers will closely monitor every 4-6 weeks, high impact Tier 1 instruction and interventions of multilingual learners (ML), Learning Assistance Program (LAP), and Special Education students performing below standard, with an emphasis on increasing proficiency levels to close academic gaps in foundational skills in grades K-2; and word study within context across the curriculum, literary and informational comprehension in grades 3-5. | • i-Ready diagnostic reading assessment (fall, winter, spring)<br>• REACH for Reading end of unit assessments grades 1-5<br>• Oral Reading Fluency (ORF) assessment grades K-2<br>• Rapid Automatized Naming (RAN) assessment (winter) grades K-1<br>• SBA interim assessments grades 3-5 (use suggestions on ELA Instructional Snapshot) |
| Grade level teams will meet in their professional learning communities (PLC) during Administrator Directed Learning Improvement Friday (ALIF) with instructional coaches and administration to review progress on the instructional maps, assessment, and student work. Teams will identify the students in need of Tier 1 interventions, Tier 2 supports and interventions to increase student proficiency in specific identified literacy areas: foundational skills, word study, vocabulary, and comprehension skills for literature and informational text. | • Grades 1-5<br>  ○ i-Ready diagnostic<br>  ○ REACH end of unit assessments<br>• Grades 3-5<br>  ○ SBA interim assessments |
| Implement Reach for Reading (RFR) curriculum with integrity, incorporating foundational routines for phonological awareness, phonics (decoding, encoding, and high frequency words), and fluency daily, utilizing RFR curricular resources, using Word Study resources, protocols, instructional snapshots and pacing guides, following RFR Scope and Sequence. | • REACH end of unit assessments grades 1-5<br>• Kindergarten Washington Kindergarten Inventory of Developing Skills (WaKIDS) and Kindergarten Assessment Resource Kit (KARK) assessments |

| 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? |
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| Teachers will provide explicit instruction on writing, including prewriting, drafting, revising, editing, and publishing. Teach students various writing techniques, such as brainstorming, outlining, and organizing ideas. Model the writing process and provide guided practice to develop skills. | Grades K-2 <br> • Baseline and mid-year assessments based on Building Foundations that Last (BFTL) rubrics and anchor papers for narrative and informational writings <br> Grades 3-5 <br> • Baseline and mid-year assessments based in district writing rubrics as evidenced in students' writing essay and samples in narratives, informational, persuasive and opinion writing <br> • SBA Interim Assessment Block (IAB) data |
| Teachers will emphasize the importance of vocabulary and grammar in writing. Teach students new words, encourage them to use descriptive language, and provide opportunities for vocabulary expansion. Integrate grammar lessons to improve sentence structure, punctuation, and usage. <br><br> Differentiate writing instruction by providing additional opportunities for struggling writers through small group instruction, one-on-one conferences, or targeted inventions. | • Grades K-2 writing assessments based on BFTL benchmarks <br> • Grades 3-5 writing assessments based on writing foundation benchmarks <br> • SBA IAB data (grades 3-5) |
| Regularly assess students' writing progress using a variety of formative and summative assessments. Use rubrics, checklists, and writing samples to evaluate their strengths and areas for improvement. Provide timely and specific feedback to guide their growth. | • Integrated performance tasks in grades 2-5 in elementary units <br> • Washington Comprehensive Assessment of Science (WCAS) practice assessments |

| **MATH ACTION PLAN** | **Key Performance Outcome:**<br>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. |
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| **Math Action Items**<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| The building instructional coach will provide professional learning opportunities, ongoing coaching cycles, and support for the implementation of Illustrative Math in grades K-5. | • Panorama survey |
| Teachers provide 75-90 minutes of math instruction with an emphasis on math language routines.<br><br>Grade level teams will review student responses on formative assessments (cool downs and checkpoints) and use multiple sources of student responses to inform planning for upcoming lessons. | • KARK assessment<br>• i-Ready diagnostic Math assessment<br>• Common grade level formative and summative Illustrative Math end of unit assessments (grades K-5) |
| Grade level teams, academic coaches, and administrators will create data reports using i-Ready, Performance Matters, and other common assessments to monitor student progress and plan interventions, with an emphasis for ML and Special Education students during ALIF and Core Academic Support Team (CAST) meetings. | • Monitor every 4-6 weeks during ALIF time using data from:<br>  ○ Common formative and summative assessments<br>  ○ i-Ready lesson progress monitoring<br>  ○ Grades K-5: i-Ready diagnostic results, i-Ready instructional growth, IM cool downs, IM section checkpoints, KARK, IM unit assessments<br>• SBA interim assessments grades 3-5 (use suggestions on Math Instructional Snapshot) |

| SCIENCE ACTION PLAN | **Key Performance Outcome:** 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) by 2027. |
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| **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? |
| The building science, technology, engineering, arts, and math (STEAM) coach will provide professional learning opportunities, coaching cycles, and support for the implementation of the grades K-5 Science and Engineering Curriculum.<br><br>Teachers will unpack the units, utilizing NGSS transition guides, priority standards, pacing guide, and district WCAS-like assessments for backwards planning and implementation of standards-aligned instruction.<br><br>Teachers will implement all parts of the 5E Science Instructional Framework in their science unit lessons – Engage, Explore, Explain, Elaborate, and Extend. | • Panorama survey<br>• WCAS-like end of unit assessments<br>• WCAS performance tasks |
| Teachers will provide opportunities for students to construct explanations, engage in argumentation from evidence, and build skills in applying all NGSS science and engineering practices within science and engineering lessons. | • Student science notebooks include labeled diagrams/created models, written explanations, and academic vocabulary from discussions (grades K-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:** To provide all students and families the opportunity to contribute their strengths and talents to our school community.

**Physical, Emotional and Intellectual Safety:** Increase safety through consistent Positive Behavioral Intervention Supports (PBIS) implementation, RULER social emotional learning (SEL), and Tier 1 and Tier 2 supports.

**Equitable and Accessible Opportunities:** 75% of Multilingual Language (ML) students will be on track to transition out of services within six years by 2029.

| Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
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| **Welcoming Culture** | |
| Communicate via emails, newsletters, translation services, and PTA information to inform families. | • Teacher and principal newsletters<br>• Parent survey<br>• Natural Leaders and Cultural Connectors participation |
| Create diverse and culturally inclusive performances and events.<br><br>Provide weekly English language classes in a supportive group environment at Woodside Elementary. | • Parent survey results<br>• Attendance at Family Night events |
| **Physically, Emotionally, and Intellectually Safe Environment** | |
| Implement PBIS systems schoolwide.<br><br>Integration of Second Step and RULER in our SEL program schoolwide. | • Multi-Tiered Systems of Support (MTSS)/PBIS team (behavior data)<br>• Electronic referral and quantitative data analysis<br>• Counselor's tracking system<br>• 504/individualized education program (IEP) documentation<br>• Family and student survey |

| **Equitable and Accessible Opportunities** | |
|---|---|
| Identify and monitor all students needing support and provide equitable opportunities to increase student achievement in ELA and math performance. | • Equity targets<br>• i-Ready data<br>• Imagine Language and Literacy data<br>• SBA data<br>• REACH and IM unit assessments |
| All staff will engage in professional development centered around equity, diversity, inclusion, and culturally relevant instructional practices to be better equipped in providing equitable access for all students. | • Staff participation October 13 equity professional development (PD)<br>• Equity webinars – December, February, March<br>• Increased implementation of culturally relevant instructional practices in all classrooms |

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

| Attendance Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
| --- | --- |
| Communicate and help families understand the impact of absences on school success through regular and varied means: newsletters, school website, postcards, conferences, social media, and individual meetings. | • Schoolwide absences and rate by month<br>• Attendance rate of parents attending meetings<br>• Tracking data on number of parents who are opening digital letters to indicate they have been received |
| Implement strategies, such as: home visits, community engagement boards (CEB), daily check-ins, and agency referrals to provide support to students who have missed 10% of school days, with an emphasis on ML students (grades K-5). | • Daily and monthly attendance data<br>• Meeting notes and documentation<br>• Parent participation and survey<br>• Documentation from paraprofessionals providing check-ins |
| Attendance Team to monitor attendance and develop action plans of intervention strategies for students who are at risk of becoming chronically absent. | • Monthly attendance reports<br>• Individualized attendance reports on students who are receiving attendance interventions |

# FAMILY PARTNERSHIPS ACTION PLAN

**Key Performance Outcome(s):**

Increase family participation/involvement by 15%.

| Family Partnerships Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| Expand a welcoming culture of inclusion, belonging and social interactions. | • Attendance at family night events<br>• Panorama parent survey |
| Authentic two-way communication with families, with an emphasis on multilingual families. | • Parent-teacher conferences<br>• Panorama parent survey |
| Implement strategies to increase the participation of all families. | • Survey data<br>• Participation data |

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

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

| Instructional Technology Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
| --- | --- |
| Utilize technology tools to enhance student learning during instruction:<br>• Integration of interactive panel as projection and engagement activities; and<br>• Regular use of sound enhancement devices to support student learning. | • Regular use of panels during instruction<br>• Staff and student surveys |
| Professional development for effective use of technology resources during instruction and assessment. | • Staff participation in PD |
| Use of technology tools for progress monitoring, developing assessments, and creating data reports that inform teaching and learning. | • i-Ready reading and math diagnostic<br>• REACH For Reading online unit assessment data<br>• Illustrative math unit assessments<br>• Staff survey |