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?
Collaboratively analyze student data in Professional Learning Communities (PLC) using a culturally responsive lens to plan next steps for classroom and grade level interventions for students showing little to no progress.	• Disaggregated data (Panorama, SBA, grades, attendance and discipline) • Create targeted lists of students and embed continuous monitoring strategies • Reduction in D/F grade rates
Monitor student reading goals through logging reading minute/pages periodically as directed by their teacher or independently (exploring). Increase volume of reading across all contents by establishing reading goals and monitoring goals through close reading, student self-reflection, and written responses to text.	• Monitor online reading logs and student self-assessment in order to promote and record increased reading levels. • Review STAR/Accelerated Reader (AR) tests to analyze grade-level and Lexile data for baseline purposes and increased reading levels
Ensure meaningful reflection and understanding of reading concepts through a written reading response for assessment (responding).	• Formative and summative assessments, SpringBoard and LANGUAGE! Live assessments • Independent or small group research on reading genres—use of online discussion tools such as Canvas or Google Classrooms • Grade level scaffolding through constructed written responses (6th grade—restate, annotate, cite, explain (RACE); 7th grade—RACE/TLQCC (writing response strategy/protocol); and 8th grade—TLQCC)

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?
Ensure various writing opportunities everyday across all content areas through brief writes, note taking and journaling. Utilize cross grade level collaboration and team alignment to ensure consistent clarity from 6th-8th grade.	• Using grade level rubrics, each teacher will monitor writing assignments within the various assignments and assessments in order to clarify alignment and progress • ELA department will provide various writing approaches across all subjects in order to promote writing in a variety of contexts • The use of writing portfolios will be used to collect and celebrate writing in all subjects
Provide feedback for student writing revision/editing across all contents and purposes.	• Use of Canvas feedback tools (SpeedGrader) • Google Documents/Slides comments
Students will analyze and provide textual evidence to develop a well defended claim, analysis, commentary, elaboration and accurate summaries.	• Use of strategies such as RACE and TLQCC in formative and summative assessments

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?
Identify, post (PowerPoint/Canvas/Screen), communicate and review learning target, success criteria and learning progression that align to the Common Core State Standards (CCSS).	• Administrator walk-through form • Daily Zoom class routine and expectations
Increase student progress in the communicating reasoning SBA strand by utilizing math discourse among students in every lesson including: Student analysis and discussions of problems (especially those missed) and engage students in connecting multiple visual representations. Students use their own words to describe the relationship between visuals and equations.	• Utilizing Open Up resources and other platforms (i.e., Khan Academy, Jamboard, Desmos, Padlet) students are able to increasingly openly describe their reasoning verbally and in writing during each lesson • Weekly formative assessments create greater opportunities for student discourse and reasoning descriptions • Feedback is provided and proficiency is monitored.
Provide math support interventions for re-teach, re-learn and re-take opportunities through small group Zoom meetings during directed independent learning time.	• Create targeted lists of students and monitor progress. • Formative and summative assessments
Collaboratively analyze common formative assessments based on the Everett Public Schools Pacing Guide and through a culturally responsive lens using the results to plan for core instructional shifts, adjustments and interventions.	• Review disaggregated data (Panorama, SBA, grades, attendance and discipline) and create targeted lists of students for targeted interventions • Embed continuous monitoring strategies and promote progress throughout all subjects/teachers • Reduction in D and F grades in the area of math

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?
Create opportunities for students to use different methods to construct explanations and engage in argumentation through written and verbal expression using evidence from multiple sources including: Claim, Evidence, Reasoning (CER), creating and modifying models, and classroom discourse.	• Formative measures including weekly check-ins, projects and lab investigations • Next Generation Science Standards (NGSS) aligned common unit assessments
Implement Science, Technology, Engineering and Mathematics (STEM) projects to increase understanding and application of the NGSS science and engineering practices.	• Monitor progress and increased science applications through NGSS identified lab experiences • Common formative and summative assessments
Integrate technology and 21st century skills into science instruction to increase engagement and accessibility for all students.	• PhET for modeling and simulations
Implement common grade level assessments aligned to NGSS scientific practices and implement crosscutting skills using Washington Comprehensive Assessment of Science (WCAS) stems and models.	• Common aligned formative and summative assessments
Utilize WCAS aligned check-ins and meet as a PLC to collaboratively analyze data through a culturally responsive lens and plan next steps for classroom interventions for students not showing academic progress.	• Disaggregated data (Panorama, SBA, grades, attendance and discipline) • Create targeted lists of students and embed continuous monitoring strategies

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: Panorama data will show an increase in a student's sense of belonging.

Physical, Emotional and Intellectual Safety: Panorama data will show an increase in a student's physical, emotional and intellectual safety.

Equitable and Accessible Opportunities: 77% of EL 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	
Host both student groups as well as parent focus groups in order to directly gain first-hand knowledge as to the barriers of providing a welcoming environment.	• Use Panorama data to create target groups and monitor effectiveness • Monitor attendance, grades and other Social Emotional Learning (SEL) factors with Panorama
Explore a variety of student interests and extend extracurricular opportunities to all students as well as partner with Jackson High School and other community groups in order to provide mentoring and support for ALL students.	• Monitor club and extracurricular involvement • Review Panorama data for increased attendance, grade and positive SEL factors • Partner with Jackson High School regarding community wide events in order to provide greater involvement opportunities • Partner with guest speakers and mentors from the community in order to gain greater adult and role model involvement

Create opportunities that reflect diversity and cultural competency in order for all students to feel safe, valued, involved and successfully a part of the school community.	• Review and monitor Panorama data for various benchmarks for success:
	   ○ Attendance
	   ○ Grades
	   ○ SEL factors
	• Increase PTA and Natural Leaders involvement
	• Create and monitor student survey data

Implement systems for positive reinforcement and recognition as a part of the Tier 1 Multi-Tiered Systems of Support (MTSS).	• Reboot the Positive Behavioral Interventions and Supports (PBIS) team and invite parents to join • PBIS team meeting reviews • Allow the PTA and other outside school community groups to partner with the PBIS efforts

Physically, Emotionally, and Intellectually Safe Environment	
Engage staff in culturally responsive professional development.	• Use Panorama data to continually review • Analyze the data—discipline, attendance and grades • Harassment, Intimidation and Bullying (HIB) and Signs of Suicide (SOS) assemblies—make them smaller and more meaningful
Through the various Second Step lessons, assemblies, spirit weeks, student groups—be sure that the material is student-friendly, and the creation of trusting relationships is a focus.	• Analyze the data—discipline, attendance and grades • Review discipline data • Review Second Step materials and supplement as needed
Equitable and Accessible Opportunities	
Implement Tier I schoolwide expectations and devise systems for monitoring and maintenance.	• Discipline data
Focus on increasing Advanced Via Individual Determination (AVID) qualified teachers and programs.	• Send teacher to AVID training • Provide AVID Professional Development (PD) for all staff to implement in classrooms
Focus on our English Learners (EL), special services courses and club offerings, and discipline practices.	• Increase our Natural Leaders program with parents • Provide culturally competent PD • Host parent evenings with translators • Review discipline, academic and attendance records

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 the impact of absences on school success with students and families through regular and varied means.	• Utilize school wide attendance data and analyze the data by ethnicity, socio-economic status (SES), grade and program
Reengage students in transition who have chronic absences.	• Review monthly attendance rates • Track parent meetings for BECCA and Washington Assessment of the Risks and Needs of Students (WARNS)
Conduct daily phone calls to homes of absent students and communicate continued tracking progress to administrators and counselors. Host individual meetings with chronic cases.	• Review monthly attendance rates
The PBIS team rewards students with good attendance.	• Review monthly attendance rates

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome:

Family involvement and engagement will increase over the course of the school year based on need and interest.

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?
Implement systems to gather data regarding incoming students and provide informed and equitable access to various academic pathways that will be most beneficial for student progress.	• Parent communication with counselors and administration • Creation of a course catalog that allows for greater dialogue and comprehensive decision-making • Student registration
Grow the presence of the Natural Leaders group in order to grow the opportunity for ALL families to join.	• Family attendance and feedback surveys • Provide translators and child-care
Increase volunteer opportunities and overall communication through surveys and open office hours/coffee with the principal events.	• Family attendance and feedback surveys • PTA collaboration

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

By spring of 2021, 100% of teachers will have increased their knowledge and technology applications in the classroom.

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?
Expand the training opportunities for staff regarding various technological platforms and tools.	• Provide and communicate district and campus training options • Give teachers a voice (via survey) as to what they need and what would be useful for PD purposes
Create opportunities for teachers to share various platforms and functions within. For example: Canvas, Zoom, Jamboard, Gimkit, Padlet, Nearpod, and Desmos.	• Increased technological tool application by all staff • Increased sharing of ideas and highlights during staff PLCs

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome:

Increase representation of each sub-group in accelerated courses to match the demographic make-up of the school.

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?
Coordinate with feeder elementary schools to help bolster registration of incoming 6th grade students and inform them of advanced pathways.	• Monitor the student lists and work with counselors and teacher teams
Create a variety of parent presentations through webinars, blackboard, website and counselor phone calls that provide an overview of the advanced pathways program.	• Monitor the student lists and work with counselors and teacher teams to involve families in the discussion • Monitor advance pathways options through registration data
Monitor D and F grade rates and develop interventions.	• Utilize Panorama Student Success Platform to monitor interventions