

# Strategic Plan Overview 2021

Our five year plan to inspire all students to achieve and thrive.





# INTRODUCTION

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*Much has changed in the past 10 years in the school district and in our community, including the arrival of a new superintendent and leadership team.*

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Everett Public Schools has been implementing a well-defined strategic plan that was established in 2011 and refreshed annually.

Much has changed in the past 10 years in the school district and in our community, including the arrival of a new superintendent and leadership team. In 2020, the superintendent and School Board members determined that it was time to refresh the strategic plan through a comprehensive and inclusive process. The resulting strategic plan is based on extensive community engagement through a variety of iterative steps.



# 5 Steps



**Our school district has a long history of listening to our community.** The first step in the strategic planning process was to review input gathered in previous years through surveys of the general community, parents, students and employees. The input gathered during Superintendent Saltzman's community listening tour during his first 90 days was also considered.



**The results of this prior input were analyzed and synthesized** to identify the most common district assets or strengths, and the most frequently mentioned weaknesses or opportunities to enhance district practice. An online survey was created providing all community members the opportunity to rate their level of agreement with these items. Over 1,200 people responded to the survey.



**We also held interviews with community leaders** and focus groups with district advisory committees.



**The community input was considered** in light of other district data and information on trends in our community. Using this as a basis, district leaders developed a draft strategic plan framework, which was then shared with school administrators, parent leaders and the general community for feedback.



Based upon this thorough research and community engagement, the **School Board approved the strategic plan framework** in February of 2021.

# THE CASE FOR CHANGE

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*Our school district has much to be proud of. Understanding and appreciating these assets and strengths is essential to harnessing the energy of our school district and community to accelerate our success.*

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# Capitalizing on our assets and strengths

Data that guides our process and direction.



**Over 70% of parents and employees agree or strongly agree** that the following are assets of our school district:

- district and school staff commitment to student learning
- high quality teaching and learning
- effective school leadership
- high standards and expectations for students

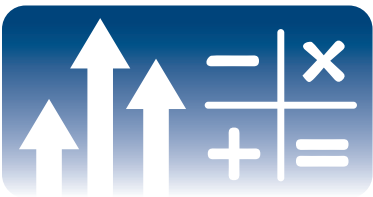


**Over 60% of middle and high school students agree or strongly agree** that district and school staff commitment to student learning, high quality teaching and learning opportunities in STEM (science, technology, engineering and math) are assets.

Community leaders noted additional school district assets, including:

- improved student outcomes
- communication and engagement
- diversity of students and families
- expanding career focus
- strong support for teachers

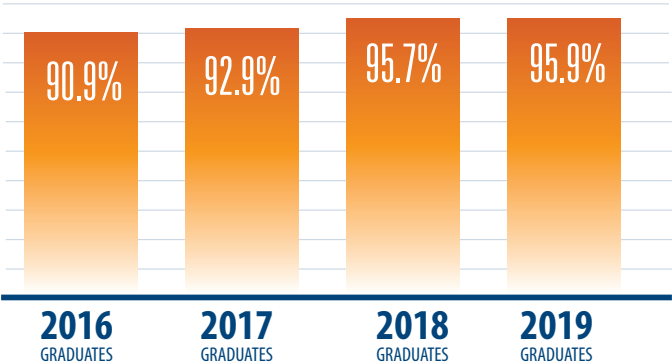
**Our student achievement data also reflects several strengths of our school district.** Students meeting standards in math and English/language arts have increased in grades 3, 5 and 8 over the past 4 years.



**Our student achievement data shows tremendous gains in graduation rates** over the past several years, with a rise of 5 percentage points in just the past 4 years - to 95.9% for the class of 2019. This rate surpasses comparable school districts in Washington and the nation, and is well above the U.S. average of 85%.



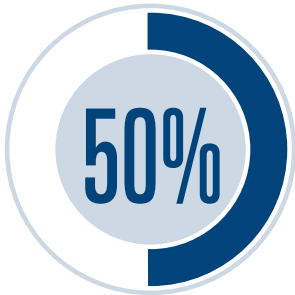
## 4 Year Graduation Trends



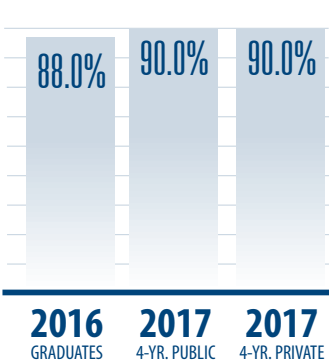
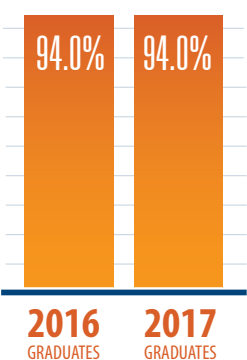
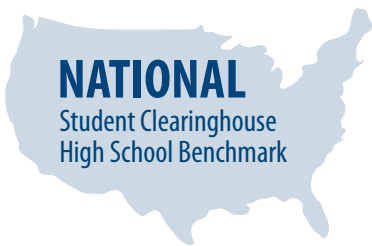
*Graduation rates have made the greatest increase among students with disabilities, and have also have risen substantially among Black and low-income students.*

In the 2019-20 school year, 69.5% of all high school students took one or more courses that were eligible for college credit. Among our students who enrolled in a 4-year college in the fall after high school graduation – a higher percentage succeeded and persisted to a second year than students from comparable schools across the country.

Fifty percent of Everett Public School students who entered college in 2011 **graduated in six years with either an Associate's or Bachelor's degree** - the same rate as students from comparable schools nationally.



## Persisted to second year in College



# Opportunities to enhance our work

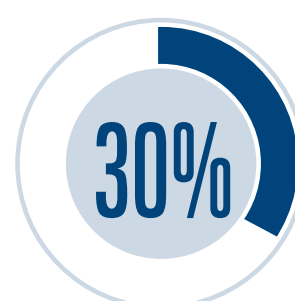
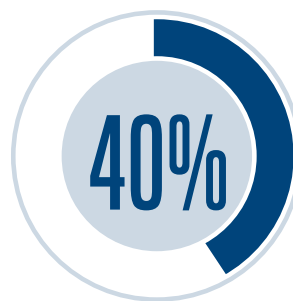
Our community input and student achievement data also reveal several areas that we can strengthen through our next strategic plan.

The greatest opportunity for improvement – where over 40% of students and employees, and over 30% of parents strongly agree – **is support for student mental health and social-emotional learning.**

Other opportunities for enhancement where high proportions of respondents strongly agree include **cultural awareness and inclusion, and career connected learning.**

Community leaders also noted the following areas as opportunities to enhance the school district:

- uniting all geographic areas of the school district
- stronger partnerships with higher education, including two-year and four-year options
- stronger partnerships with businesses for career preparation
- gaps in equity for student experiences and outcomes
- school district employees that better reflect the community
- expanding innovative practices

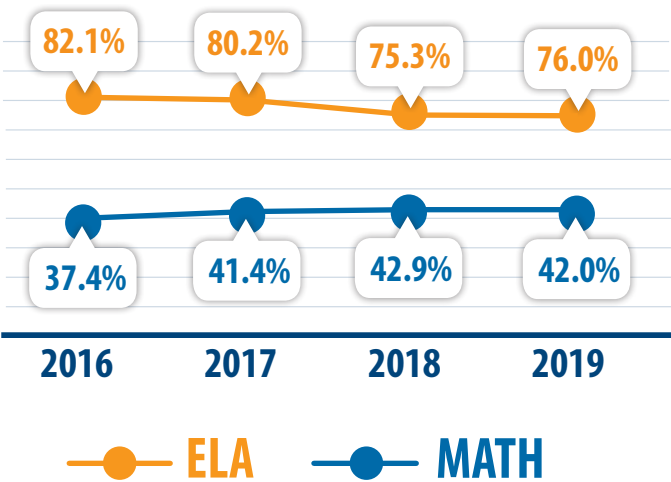


Our student achievement data also reveals opportunities to enhance our work.

**Our student population is indeed growing more diverse, with more Asian, Hispanic and multi-racial students.** Our students also have more complex needs as demonstrated by increases in students who are low-income, English-learners or with disabilities.

While our students meeting standards is increasing in some grades, we have seen a decline in 10th grade English/language arts and our 10th grade math performance is well below that of earlier grade levels.

## Grade 10 Met Standards

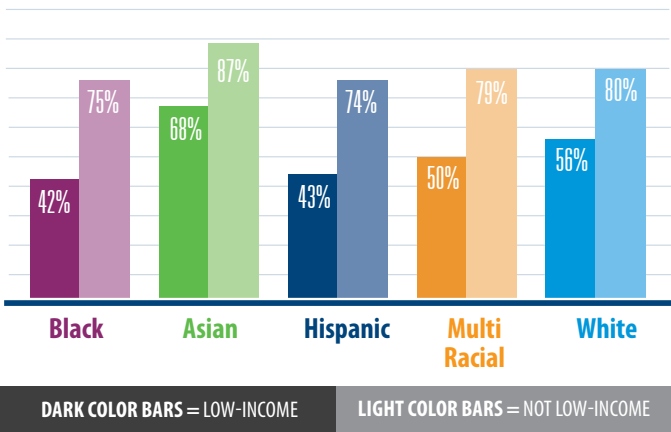


While our students perform at comparable or higher levels among similar Washington school districts in 3rd grade, in 10th grade our performance declines in comparison, particularly in Math.

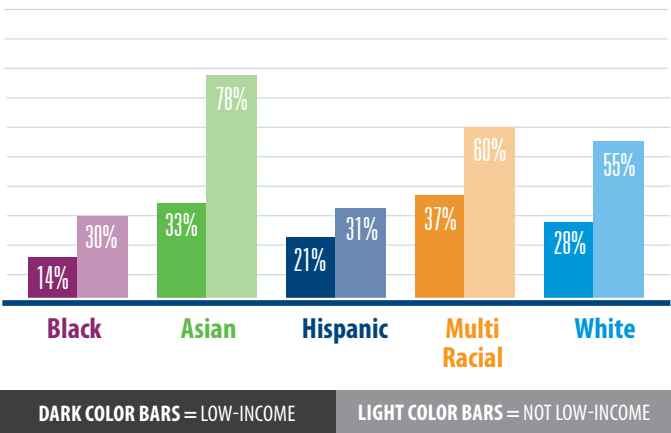
**We have significant gaps in achievement among student groups.** Students who are low-income perform at substantially lower levels across all grades and subjects.

However, even when comparing students within income categories, our Black and Hispanic students are performing at dramatically lower levels. These gaps in performance increase from elementary to high school.

## Grade 3-Math % Met Standards 2019



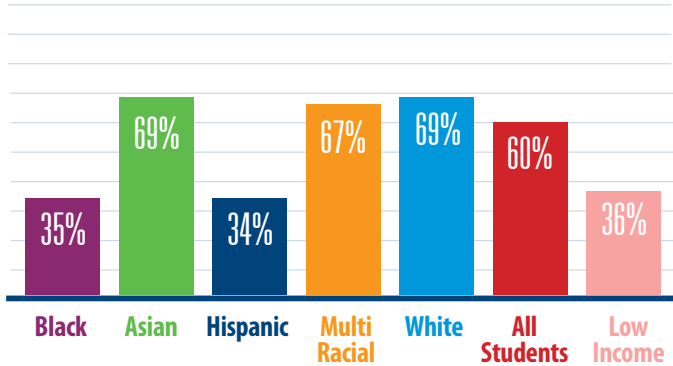
## Grade 10-Math % Met Standards 2019



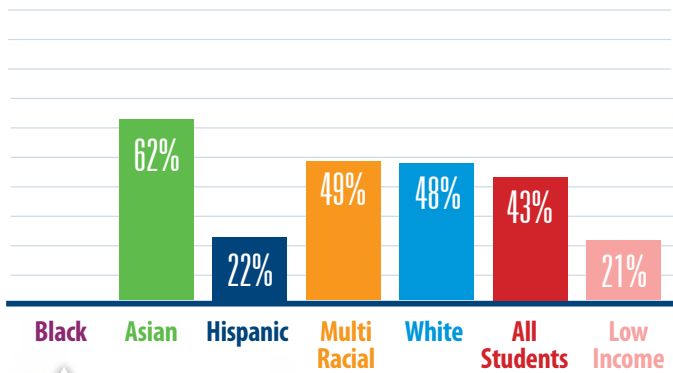


**Black, Hispanic and low-income students have lower levels of enrollment** in Advanced Placement and College in High School courses, and substantially lower SAT scores.

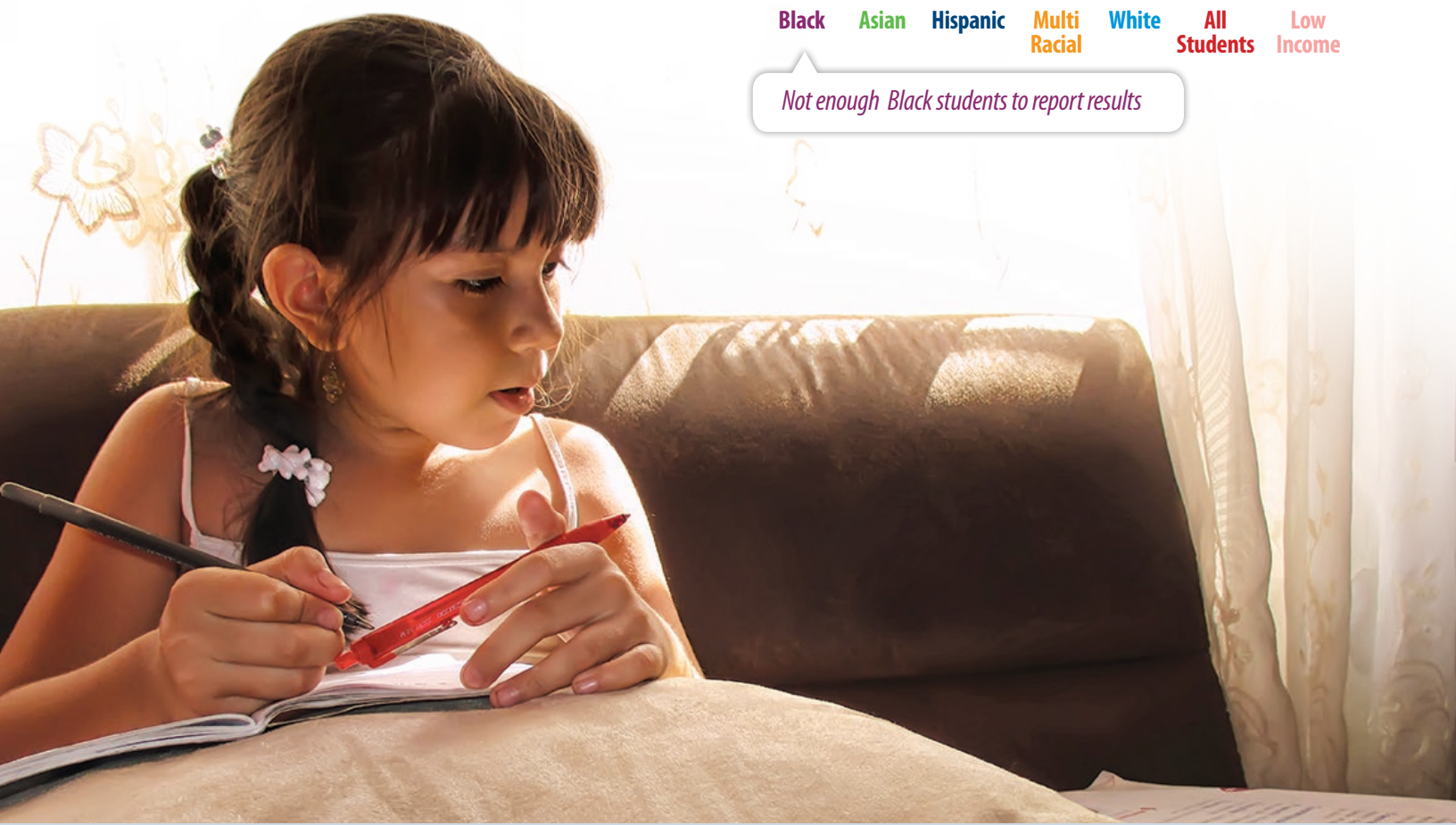
## SAT-Evidence-Based Reading and Writing % Met Benchmark 2019



## SAT-Math % Met Benchmark 2019



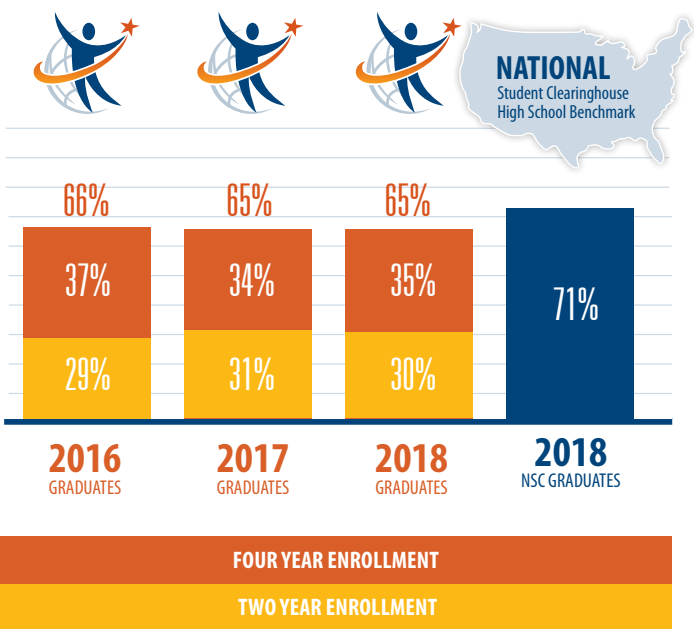
*Not enough Black students to report results*



Everett Public Schools students are less likely to enroll in college in the Fall after high school graduation than students from comparable high schools in the U.S.

Once in college, Everett Public School students succeed at similar rates as those nationally.

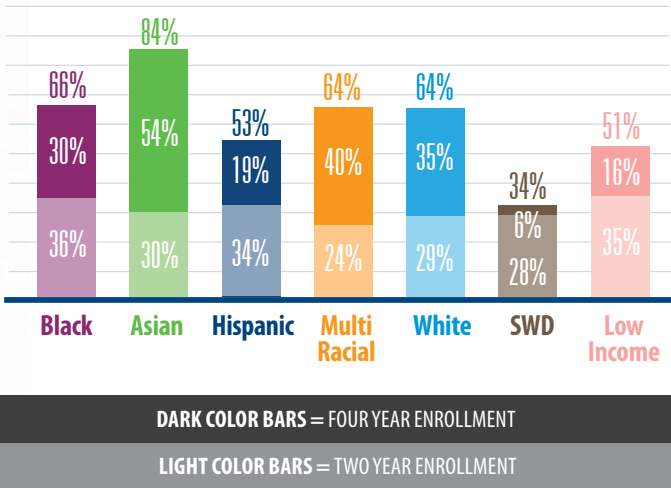
# First Year College Enrollment the Fall after High School Graduation



Our college enrollment for students with disabilities, Hispanic and low-income students is lower than that of other student groups.

# College Enrollment the Fall after High School Graduation

2018 High School Graduates



# Trends in our Environment

As our school district considers our future strategic direction, we must be mindful of the external issues and trends that might affect us.

Several areas have emerged through our conversations with leaders from our community, parents and employees.

- Even before the COVID pandemic, families in our community were experiencing the need for increased financial and mental health support which has been exacerbated over the past 18 months. This has implications for student learning support and resources in the home, as well as student health and well-being. These issues are also facing our employees in addition to our students – so we must be equally attentive to employee wellness and support.
- As our population grows it is becoming more diverse. Our schools must be culturally responsive, welcoming and accessible to all families. We must ensure students are accepted, belong and feel safe regardless of race, ethnicity, gender identification, disability or other characteristics.
- Our economy is heavily dependent on three industry sectors –aerospace, government and healthcare. We must be mindful of shifts in these industries as we consider our financial investments. We must also prepare our students for success by partnering with these industries and the post-secondary institutions that prepare our students, including 2- and 4-year colleges and industry certification programs. Additionally, we must develop our student's entrepreneurial and financial management skills so they can be flexible in the face of changing economic conditions.
- Our population is growing. This will require additional classroom space and other infrastructure enhancements. As we grow and expand physically, we must also grow and expand programmatically. We must take advantage of emerging technology and new options for student learning both within and outside of school, design new courses and subjects that will prepare our students for the future and test other innovative approaches that will evolve as we continuously learn and grow through our next strategic plan.





# STRATEGIC PLAN FRAMEWORK

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*Our strategic plan is anchored by six Priority Student Outcomes, which will be achieved through focused work within strategic themes, each with measurable objectives. Equity, cultural awareness and responsive practices are embedded throughout the plan.*

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# Priority Student Outcomes

These are the six measurable outcomes of the 2021 strategic plan which will guide our work over the next five years.

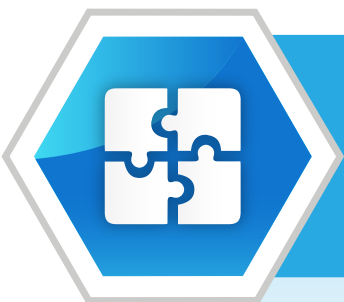


# Strategic Themes



**Consistency and accountability for key processes affective student success, balanced with differentiation and innovation:** addresses the importance of allowing individual teachers and school administrators to be innovative and use differentiated approaches aligned with student needs; while at the same time ensuring consistency in those key processes.

- Innovation – especially innovation targeted toward student success
- Continuing to invest in common assessments, social emotional programs and services; and accountability for alignment to those key processes.
- Expectations and standards for safety
- Developing and monitoring effectiveness of essential practices and structures that support student success



**Supportive culture where each student is engaged, thrives and values learning:** focuses on each student's experience with learning – both by making learning meaningful but also removing barriers that prevent students from being fully engaged.

- This is where social and emotional learning (SEL), restorative practice and culturally responsive tenets as well as positive behavioral interventions and supports (PBIS) lives.





**Effective instructional practices:** addresses instruction – ensuring that we have effective practices in every classroom that meet individual student needs using research-based practices.

- This includes ensuring our instructional practices/models/frameworks are current and evolving and vertically aligned
- Effective use of universal design for learning (UDL); and
- Redesign and fully implement multi-tiered system of support (MTSS)
- Establishing consistent grading and assessment practices across all schools and grade levels.



**Human capital recruitment, development and retention:** will ensure that the people within the district are in place, prepared, and invested in to accomplish this work.

- Effective recruitment and retention program with a focus on diversity and inclusion
- Wellness, sense of belonging, engagement and support for employees
- Cultivating career pathways and continuous growth opportunities for employees
- Develop a culture of high expectations, systems thinking and accountability



**Community engagement:** will focus on continuing to enhance our positive direction in community engagement, by specifically involving those communities who may have barriers to accessing our typical methods of outreach and communication; as well as those not directly affiliated with the school district.

- Family and community engagement and support for academic and social emotional development of all students
- Culturally responsive outreach and customer service programs
- Transparency and two-way communication with all stakeholders
- Embedding cultural competence, equity and accessibility



**Equitable access to resources to support student learning:** will ensure that whatever school or classroom serves our students, or whatever area of the community they live in, they have access to the appropriate resources to meet their needs and interests.

- Early learning
- Flexible learning opportunities and choice programs
- Establishing district-wide expectations for instructional time, master schedules and course offerings
- Standardized classroom technology
- Identifying and removing barriers to learning for our diverse learners and ensuring all students receive consistent instructional experiences with appropriate supports and scaffolds.





## Everett Public Schools

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Everett Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

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Kevin Allen  
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425-385-4100  
[KAllen@everettsd.org](mailto:KAllen@everettsd.org)

**Section 504 Coordinator**

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