**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? |
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| Refine implementation of the key components of Science of Reading practices at Tier 1 (K-2 foundational skills/3-5 word study). | • i-Ready diagnostic assessments (PA, phonics, and HFW domains) (1-5) <br> • RAN & ORF (K-2) <br> • Formative assessments (K-5) |
| Implement Reach Into Phonics intervention in Grades K-5 for teacher- and para-led groups during each grade's flexible group time, with other students receiving on-level support through i-Ready and Imagine Literacy & Learning. | • Reach Into Phonics progress-monitoring tools <br> • i-Ready diagnostic assessments (PA, phonics, and HFW domains) (1-5) <br> • RAN & ORF (K-2) |
| Strengthen formative assessment progress-monitoring systems to ensure targeted response to student needs. | • Reach for Reading summative assessments (K-5) <br> • Reach for Reading/teacher-created formative assessments (K-5) <br> • i-Ready diagnostic assessments (1-5) |
| **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? |
| Target student understanding of text types and organization of narrative, informational/explanatory, and opinion writing. | • Writing Foundations assessments (K-5) <br> • Teacher-created formative assessments (K-5) |
| Focus on cross-grade alignment of standards, writing process, vocabulary, etc. | • Writing Foundations assessments (K-5) <br> • Teacher-created formative assessments (K-5) |

| MATH ACTION PLAN | Key Performance Outcome: |
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| | 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<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? |
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| Focus on strengthening students' ability to explain their mathematical thinking orally and in writing through academic talk and scaffolding processes. | • Illustrative Mathematics summative assessments (K-5)<br>• Illustrative Mathematics formative checkpoints and cooldowns (K-5)<br>• Anecdotal data from classroom discussions (K-5) |
| Refine intervention systems based on teacher checklists (K-1) and lesson cool-downs (2-5) to ensure timely support for students. | • Illustrative Mathematics formative checkpoints, cooldowns, and teacher checklists (K-5)<br>• i-Ready diagnostic assessments (1-5) |
| Strengthen formative assessment progress-monitoring systems to ensure targeted response to student needs, with other students receiving on-level support through i-Ready. | • Illustrative Mathematics formative checkpoints, cooldowns, and teacher checklists (K-5)<br>• i-Ready diagnostic assessments (1-5)<br>• SBA interim and focused interim assessments (3-5) |

| SCIENCE ACTION PLAN | Key Performance Outcome:<br>90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027. |
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| **Science 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 WCAS? |
| Implement the 5Es instructional model while teaching district-adopted science kits. | • WCAS-aligned science kit assessments (K-5)<br>• Formative assessments (science journals) (K-5) |
| Focus on cross-grade alignment by science domain to connect concepts across grades and to foster a shared responsibility for science. | • Materials from professional learning activities<br>• Science journals/student work |

**Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.**

**Key Performance Outcome(s):**

Increase by at least 3% the following questions from the Panorama survey (data listed are from spring 2022):

**Welcoming Culture:**
- How much of a sense of belonging does your child feel at his/her school? (80% favorable)
- Overall, how much do you feel like you belong at your school? (80% favorable certificated and 73% favorable classified)
- How often to professional development opportunities help you explore new ideas about how to promote equity in your practice? (70% favorable certificated and 36% favorable classified)

**Physical, Emotional and Intellectual Safety:**
- How concerned are you about students' behavior right now? (20% favorable certificated and 36% favorable classified)
- How confident are you that you can help your school's most challenging students to learn? (37% favorable certificated)
- How often are people disrespectful to others at your school? (33% favorable students)

**Equitable and Accessible Opportunities:**

- 77% of EL students will be on track to transition out of services within six years by 2027.
- How confident are you that you can help your school's most challenging students to learn? (37% favorable certificated)

| 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? |
|---|---|
| **Welcoming Culture** | |
| Know and say students' names correctly, with a focus on knowing how names connect to identity. | • Panorama survey data on belonging and teacher-student relationships |
| Increase membership of the Diversity, Equity, and Inclusion Team to more fully represent our student, family, and staff communities, and implement staff professional learning focused on increasing sense of belonging and improving staff skills around engaging in courageous conversations. | • DEI team membership data<br>• Number of staff professional learning sessions<br>• Panorama survey data on staff, student, and family sense of belonging |
| Increase the number of events with language interpreters, and the number of communications that are translated. | • Number of interpreters provided<br>• Number of translated documents |
| **Physically, Emotionally, and Intellectually Safe Environment** | |
| Train staff on the protocols for Run, Hide, Fight facilitated by the district safety officer. | • Number of staff professional learning sessions |

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| Implement Tier 2 behavior/social supports, including check-in/check-out, class pass, and counseling small groups that build on Tier 1 Second Step curriculum taught weekly by teachers. | • Data on the number of students being served in interventions, and their progress |
| Refine PBIS Tier 1 systems to support strong relationships, a predicable learning environment, and clear follow-through. | • Issues & Referrals data |
| **Equitable and Accessible Opportunities** | |
| Refine MTSS processes to strengthen systems for identifying students in need of academic, behavioral, and social support, and for progress-monitoring these underperforming students. | • Documentation of interventions and student growth |
| Roster and integrate Life Skills students into general education K-5 classrooms, specialists, and during lunch/recess to increase access to grade level curriculum and social interaction. | • Amount of time Life Skills students are integrated into their assigned gen ed classroom |
| Train staff on the WIDA framework, assessment, and data analysis to ensure that teachers' Tier 1 instruction supports ML students' transitioning out of the program within six years. | • Number of staff professional learning sessions or coaching cycles<br>• ML students' progress |

## 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? |
|---|---|
| • Monitor attendance and develop action plans for students who are at risk of becoming chronically absent:<br>   o Hold monthly team meetings to review absences .<br>   o Implement and track in Panorama attendance interventions, including small groups and incentive systems.<br>   o Engage in the CORE Collaborative, implement home visits and community truancy board processes, and provide agency referrals to support students who have missed 10% or more school days. | • Monthly attendance rates |

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

Increase by at least 3% the following questions from the Panorama survey (data listed are from spring 2022):

- How much do you feel the school values your opinions? (77% favorable)

- In the past year, how often have you visited your child's school? (14% favorable)

| 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? |
|---|---|
| Increase two-way communication and engagement between school and home by strengthening our social media presence; promoting Let's Connect events; holding quarterly coffee with the principal events; and partnering with PTA on events. | • Event attendance data<br>• Facebook and Twitter follower and post data |
| Increase family participation in events such as Curriculum Night, Watch D.O.G.S. kick-off, multicultural night, family reading night, STEM night, and Children's Museum night. | • Event attendance data |
| Increase participation in Natural Leaders and Watch D.O.G.S. to engage diverse families. | • Program participation data |

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

Performance Matters: All K-5 teaching staff utilize Performance Matters for assessment and monitoring of student progress toward standards.

i-Ready: 1st- 5th grade demonstrate 70% of their students meet weekly i-Ready math and reading lesson goals.

| 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? |
|---|---|
| Implement Performance Matters as a tool for assessment and monitoring data | • Performance Matters usage data |
| Implement consistent opportunities for i-Ready instructional usage and monitoring of lessons, with follow-up for lessons not passed | • i-Ready lesson completion data (three math lessons and two reading lessons passed per week) |

| Reading LAP Plan | |
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| **Element** | **Description** |
| **Comprehensive needs assessment**<br>What process and measures are used to review the success of the LAP services provided? | To determine needed improvements in the school's academic intervention program, the Leadership Team holds extended meetings in June and August to analyze and discuss Smarter Balanced Assessment and i-Ready data in order to determine the instructional focus in each content area for the following year. This analysis informs the following year's School Improvement Plan, as well as professional learning and coaching in the building. It is through this process that our staff analyzes the effectiveness of the LAP services we are providing to students, and determines changes in order to increase student learning. Along with assessment data from a variety of sources throughout the year, we also analyze LAP students' running records on a frequent, ongoing basis in order to regroup or exit students and to determine effectiveness of interventions. |
| **Qualifying students for supplemental services**<br>What assessments are used to identify students for LAP services? What scores qualify students for service? | We determine qualification for reading assistance by reviewing the following assessment scores:<br>• Kindergarten: WaKIDS/KARK assessment in letter recognition; students will be served if they know fewer than 10 letters total.<br>• First through third grades: Fall 2022 i-Ready scores and classroom-based phonological awareness and phonics assessments; students are served if their level is below:<br>    ○ First grade: 346<br>    ○ Second grade: 418<br>    ○ Third grade: 473<br>• Fourth and fifth grades: Students identified by coaches and teachers (flexible groups) based primarily on low oral reading fluency and i-Ready phonics domain data |
| **Support for students not meeting standard**<br>What strategies are used to provide additional assistance to students not yet meeting standards? | Strategies being used are:<br>• K-3: Differentiated phonological awareness and phonics instruction based on needs<br>• Fourth and fifth grades: Oral reading fluency practice and tracking; phonics support as needed<br>• All grades: LAP students receive small-group intervention four or five days per week<br>• All classroom teachers provide scaffolded instruction through flexible small groups and differentiated practice during literacy block. |
| **Professional development**<br>What professional development will be offered to ensure that staff has the skills needed to support struggling learners? | Professional development will focus on:<br>• Foundational skills/word study training and coaching support, including GLAD<br>• Strategies for text scaffolding to support interaction with grade-level text<br>• Increasing student engagement and cognitive load through intentional questioning and response opportunities<br>• Vertical alignment collaborative work across the content areas |

| Parental Involvement LAP Plan | |
| --- | --- |
| **Element** | **Description** |
| **Strategies to increase parental involvement** How parents are made aware of the LAP program? What strategies are used to increase the involvement of the parents of LAP students? | ● At family conferences, teachers will discuss LAP services with families of those served. They will give families/guardians suggestions of what they can do at home to support student growth in reading. For second- and third-graders reading more than a year below grade level, these conversations and actions are formalized using the district LAP plan. <br> ● Resources and strategies for supporting and encouraging their child's reading progress are made available throughout the year via the monthly school newsletter and special events. |

## STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

| Name of stakeholder | Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.) | Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.) |
| --- | --- | --- |
| Lowell Tier One team members | Grade level representatives, paraeducator, specialists, principal, assistant principal, special education | All parts of the School Improvement Plan |
| i-Ready data meeting team meetings and during PLCs | Grade level meetings held in the fall and winter PLCs held every Friday | Reading, writing, math |
| Lisa O'Conner | Grade K-2 instructional coach | Reading, writing |
| Lina Hodkinson | Grade 3-5 instructional coach | Reading, writing |
| Monica Sullivan | ML Coach | Content areas, family partnerships |
| Elizabeth Kelley | Principal | All parts of the School Improvement Plan |
| Victoria Dowdy | Assistant Principal | All parts of the School Improvement Plan |
| Amber McPartland and Cristie Smith | Family involvement coordinators | Family partnerships |
| Maquel Prain | Office assistant – responsible for attendance | Attendance |