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.
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?
Provide text-centered instruction that includes text-specific tasks* designed to improve student reading comprehension so that all students read grade-level complex texts independently and proficiently. *Including annotating the text Incorporate texts and reading instruction that represent multiple perspectives, identities, and experiences to develop students' shared knowledge and to challenge systemic and ideological barriers that prevent knowledge-building. Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: standards-aligned activities and assessments that include student-friendly learning targets.	• Student scores on digital curricular formative assessments using Performance Matters as a tool to analyze data (SpringBoard Quizzes, SpringBoard Unit Exams, Pre-AP Quizzes) (Resource English SpringBoard modifying quizzes/exams) • Student responses on formative curricular activities (SpringBoard/PreAP text-dependent questions, reading graphic organizers such as TPCASST, RAFT, OPTIC) • Text-selection/evaluation process developed • Shared documents of standards-aligned learning activities and assessments that include student-friendly learning targets • In Social Studies classrooms, students annotating texts and using primary source documents • Analyzing graphs and charts and other visuals which connect with text specific tasks and strategies
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?
Integrate strategies and opportunities for evidence-based discourse to create a classroom community of learning where all students process, understand, discuss, and interpret using text-based evidence. Include strategies and opportunities that use increasingly complex prompts for evidence-based writing, emphasizing the importance of identifying, evaluating, and using evidence to support knowledge retention and writing competency.	• List of student-discourse starters developed and shared • Student use of discourse starters during class-discussion activities (Socratic Seminar, Canvas Discussion Board) • Social Studies using complex prompts using evidence-based responses through using some of the Document-Based Questions (DBQ) project • Student inclusion of text-based evidence in their writing

Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: standards-aligned activities and assessments that include student-friendly learning targets.	• Student responses on formative curricular activities (SpringBoard/PreAP Check Your Understanding prompts, Quick Writes, writing graphic organizers) (Resource English SpringBoard modifying and using when possible) • Student scores on "Ideas" strand of Embedded Assessment rubric and "Reading" and "Analysis" strands of Pre-AP Unit Assessment rubric • Shared documents of standards-aligned learning activities and assessments that include student-friendly learning targets

MATH ACTION PLAN	Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (SBA) in math 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?
Teachers will foster student-led discourse around math topics. Teach the relevant mathematical construct vocabulary for the Smarter Balanced Assessment (SBAC) as it aligns with the district maps. Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: develop essential standards, unpack them, write student-friendly learning targets and success criteria in geometry classes. Teachers will administer Illustrative Mathematics (IM) cool downs as common formative assessments and engage in a collective process of teach, analyze, and reteach cycle. This cycle will improve student performance on the district summative assessments. (at least once a week).	• Artifacts from Geogebra and Desmos indicating discussion topics • Shared documents on essential standards, learning targets, and success criteria • Word walls • Common formative assessment grades in Performance Matters • District summative assessment grades in Performance Matters • Interim Assessment Blocks (IAB) results • SBA results • Formative self-assessment by students on the promise standard learning targets • Analysis of student work (cool down data) during Professional Learning Community (PLC) time will be used to adjust instruction as needed • Special Education (Resource) following/modifying scope and sequence with gen ed math

SCIENCE ACTION PLAN	Key Performance Outcome:
	90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) 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?
Provide scaffolding and practice in all science courses for students to improve their ability to make and defend claims based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence. Increase scientific vocabulary to help achievement gaps between groups of students. Improve Teacher Collective Efficacy by strengthening teacher teams and focusing on the right work: develop common course outcomes, unit goals (based on essential standards), write student-friendly learning targets and success criteria. Establish and explicitly share with students clear learning outcomes aligned with essential standards.	• Common formative and summative assessments of students Claim, Evidence, Reasoning (CER) Responses • Common CER rubric across content areas to track student progress • Common formative and summative measures linked to learning outcomes to assess student learning in content teams • Share documents on essential standards, learning targets, and success criteria • Analyze data within teacher teams to offer opportunities for intervention to support student progress toward meeting standard • Evaluation of student performance on released items for the WCAS (as available) • Common classroom-based assessments that measure proficiency with the associated Next Generation Science Standards (NGSS) and WCAS exemplars • Using Performance Matters for progress monitoring and data analysis

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 will communicate their perception of feeling a sense of belonging based on Everett's Panorama. In Spring 2022, 29% of the students responded favorably on the theme Sense of Belonging. We will increase this response by 5% by Spring 2023.

Physical, Emotional and Intellectual Safety: Students will communicate their perception of feeling safe in school based on Everett's Panorama survey data in Fall of 2022, in person learning, 55% of students responded favorably to the School Safety Prompt. We will increase this response by 5% by Spring 2023.

Equitable and Accessible Opportunities: 77% of English Learners (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	
Implement a "soft start", Camp Seagull, focusing on orientation and socioemotional learning for each student. Create CHAMPS recognition awards to recognize students for character, heart, attitude, mindset, perseverance, and strength for students. Create a culture of Growth (Mindset) and implement Growth Mindset Mantras on the announcements and CHAMPS lessons. Teachers will conduct community building activities in all classes monthly via CHAMPS and shared lessons. Conduct welcoming grade level assemblies and getting each student an Everett HS t-shirt. School-wide focus on greeting students at the door. Focus on creating a shared culture through Blue and Gold Fridays and Pack the Stands events at athletic and activities events.	• Student Survey on first three days of school/Camp Seagull • Classroom assessments indicate that students identify multiple attempts as a positive rather than a negative • Panorama Data in Fall of 2022 and Spring 2023 • Panoramic Picture of Sea of E
Physically, Emotionally, and Intellectually Safe Environment	
Use Panorama Data to identify Tier 1 needs and develop Tier 1 Multi-Tiered Systems of Support (MTSS) strategies. Develop systems and strategies to provide targeted Tier 2 Interventions.	• Panorama Data • Development and Implementation of New Intervention system • Debriefing notes • Drill reports • Safety meeting notes/tabletop notes

Hold a minimum of three Safety Committee Meetings and hold security debrief meetings following every drill performed during the year. Implement table-top activities with the Security Resource Officer (SRO) to train the school admin and response team on responding to safety events. Partnership with Snohomish County Big Brothers/Big Sisters Mentor U program for 9th grade students with a low sense of belonging. Implement Recognizing Understanding Labeling Expressing Regulating (RULER) emotions training with staff.	• RULER Professional Development module completed • Evidence of RULER Strategies among staff
Equitable and Accessible Opportunities	
Refine Equity Team's purpose and deliver differentiated professional development on Diversity, Equity and Inclusion, Equitable grading practices, Culturally Responsive teaching practices and identifying barriers to student access and implement at least two things they learn. Refine department equity commitments to ensure evaluation of barriers within our systems and practices. Implement Ethnic Studies course choice for students in grades 10-12. Continue to strengthen the implementation of Since Time Immemorial Curriculum in history classes.	• Surveys from Professional Development (PD) • Classroom observations • Equity commitment documents • Course registration and grades • History lessons/student assessments or projects

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?
Improve the Tier 1 intervention systems- monthly focus on attendance rewards systems, such as cookie drops.	• Weekly posting of attendance percentages • Rewards tracking • Panorama data from Spring survey • Engagement Team tracking spreadsheet
Improve Teacher-student relationships from 54% on Panorama to 59% by spring; if students feel more connected to teachers, they will attend school more.	
Implement Engagement and Attendance Team to track attendance and provide interventions.	

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Move school practices actions along the continuum of inform to collaborate to co-create by increasing events that parents co-create from 0 to 3.

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?
Reduce barriers to accessing school information / student progress for non-English speaking parents. Co-create, with parents, the Natural Leaders program. Via video announcements, social media and Student Body Canvas page, regularly share positive content on the cultures represented in our school. Host Parent workshops to inform families about college applications, financial aid and career planning. Host Parent events in Spanish, Russian, Arabic, and Marshallese. Host Open House events to strengthen teacher-parent partnerships.	• Language Link Data • Refugee and Immigrant Services Northwest (RISN) Data • Active Participation in Individualized Education Program (IEP) Meetings • Parent Survey data • Participation data • Sign-in sheets comparisons from previous years • Free Application for Federal Student Aid (FAFSA) completion percentage • Parent Teacher Association (PTA) membership numbers compared to 2021-2022 • Attendance at informational events and community activities • LatinX and Marshallese parent surveys

Principal presents at all Parent Teacher Association (PTA) meetings and support PTA initiatives.

Strengthen spring transition meetings, including:
- Host 8th Grade Parent Information Night
- Private School Registration
- 8th Grade Transition meetings (three middle schools)
- Advanced Placement (AP) Road Show Night/Opportunity Fair
- Host general Family Information Night about registration, with a focus on advanced options
- Co-create, with parents, LatinX Family Information Night about registration, with a focus on advanced options
- Co-create, with parents, a Marshallese Family Information Night about registration, with a focus on advanced options

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

- 75% of all students will take a dual credit class.

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?
Participate in Equal Opportunity Schools (EOS) survey and share perceptual data with staff and students.	- Survey results including Panorama and EOS - Registration and course offering data - Using EOS data to refine how the program is delivered to ensure equity and access for all students - Insight and College Board reports - EOS survey results identifying areas of growth and overall program strength - Increase in registration for challenging classes
Analyze structures, mindsets, and practices through participation in Equal. Opportunities Schools Equity Leader Labs and Radically Imagining School Equity team.	
Increase participation in AP courses by improving academic supports and sense of belonging in AP classrooms.	
Implement a tutoring center staffed by a certificated teacher and National Honor Society students to increase support for students in challenging classes.	
Ensure that during registration, students from all subgroups are encouraged to try at least one challenging option each year.	

ON-TIME GRADUATION

Key Performance Outcome(s):

95% of all and every subgroup will graduate within four years by 2027.

90% of all ninth-grade students will pass all credits attempted.

On-Time Graduation 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 After School Support Club for 9th grade students to focus on checking grades, executive functioning skills, planning each week, assistance with homework.	- Semester grades to identify students for the target groups in Academic Student Support Club (ASSC) - Graduation rates, overall and for subgroups - Semester Grades for all students and subgroups - Counselor updates of graduation plans and monthly data analysis - Building On-time Graduation (OTG) meetings on a monthly basis - Increased numbers of green students in grades 9-11 - Credit recovery data - Increased numbers of students in all grades earing credit in classes including teacher-based credit recovery options, Safe On task Act responsibly show Respect (SOAR) and Summer School
Hold 1:1 registration meetings between students and counselors to personalize registration plans and identify early needs for credit recovery.	
Develop a graduation plan with each senior in the Red Zone. Plans will be reviewed and adjusted at the Semester. Identify red and yellow zone students in grades 9-11 and meet with students to develop graduation and post-secondary plans. Plans to be reviewed and adjusted each Semester.	
Administrators will conduct gradebook audits and hold subsequent conversations with teachers with failure rates over 10% about fair gradebook practices and interventions and support needed.	

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will increase their college and career readiness by:

- Increase access to technology during the school day, enabling students to develop fluency and proficiency in different computer-based technologies.

- Develop skills related to inquiry, research, reasoning, online collaboration, and web-based organization that support and enhance learning.

- Demonstrate learning via web-based assessments, thereby preparing students for web-based assessments like the SBA, Performance Matters, Pearson, Canvas, and those often taken at the college level.

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?
Use curriculum-based instructional technology resources in all content areas to enhance instruction and assess student learning, deepening students' content knowledge, and skills.	- Student performance on Springboard online assessments - Student performance on common assessments in all departments - Performance tracked via heart-rate technology in Physical Education (PE) classes to show improvement in cardiac performance - Student usage data of 1:1 devices - Staff use of Canvas, Class Policy, Google Drive, and One Drive - Student presentation or projects where better use of technology is used in a manner that would not have been possible without this access
Use databases, statistical analysis tools, and web-based resources to find evidence to support or refute claims and develop arguments.	
Use Learning Improvement Fridays (LIF)/Learning Improvement Days (LID) to provide building level professional development, focusing on instructional technology skills.	
Develop compelling presentations/assignments using web-based resources like Canvas Studio/Nearpod/PearDeck/etc.	
Use Performance Matters to review student data and common End of Unit Assessments to monitor progress and make instructional decisions.	

Multilingual Learners (ML)

Key Performance Outcome(s): 100% of ML Students progress on World-Class Instructional Design and Assessment (WIDA) State Testing.

Multilingual Learners (ML) 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?
Support Sheltered ML Teachers by creating a Professional Development Plan that is sustained throughout the year. Provide parent communication in all available languages. Provide opportunities and implementation of SIOP Model for instruction.	• Each ML student will make progress of .1< on Overall WIDA score • Scored common assessments developed in LIF PLCs