EVERETT PUBLIC SCHOOLS

ELA ACTION PLAN	Key Performance Outcome:
	80% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) in spring of 2023 (90% of will meet standard 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?
• Model, instruct, and use of close reading strategies and academic discourse with students to analyze complex texts for key ideas and details, utilizing digital tools to scaffold diverse learning needs.	• Common reading assessments (classroom, Zinc, etc.) • SpringBoard embedded assessments • Pre-AP (advanced placement) learning checkpoints • Interim Assessment Blocks (IABs)
• Implement and utilize diagnostic reading assessments throughout the year across course/subject teams and disaggregate results by task and content to address specific content needs and determine action plans to address achievement gaps.	• Common reading assessments • SpringBoard embedded assessments • Pre-AP learning checkpoints • IABs • Performance Matters Recovery Diagnostics
• ELA classes leading schoolwide independent reading effort for every student and on a weekly basis utilize student reading to model and reinforce analytical strategies such as close reading, direct academic vocabulary, etc.	• Library circulation numbers • First ten minutes department wide Silent Sustained Reading (SSR) and student tracking • Common reading assessments • SpringBoard embedded assessments • Pre-AP learning checkpoints • IABs
• Implement common grading rubrics and norming grading sessions to calibrate data and direct feedback to students.	• Common gradebook distribution in like courses • Short cycle data review driving instructional decisions and interventions • Intentional focus on those students not on track with English credit to earn a C grade or better to access Competency-Based Credit option

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?
• Model and instruct students to write and speak using evidence from texts to develop well-defended claims, present careful analysis, provide clear information and accurate summaries in Social Studies, ELA, and Science classes. • Provide the students frequent opportunities to practice writing, including the following strategies: o Brain storming, outlining, drafting, editing, and publishing for multiple authentic audiences.	• Common writing assessments • SpringBoard embedded assessments • Document-based questions (DBQs) • Lab reports • Classroom-based formative assessments
• Identify and align formal argumentation process and success criteria across content area and coursework through the development and use of writing rubrics.	• Rubrics for student discourse integrated and aligned with argumentation writing rubrics
• Implement diagnostic writing assessments throughout the year and disaggregate results to address specific content needs and determine action plans.	• Common reading assessments • SpringBoard embedded assessments • Pre-AP learning checkpoints • IABs • Recovery Diagnostics
• Implement common grading rubrics and norming grading sessions to calibrate data and direct feedback to students.	• Common gradebook distribution in like courses • Short cycle data review driving instructional decisions and interventions

MATH ACTION PLAN	**Key Performance Outcome:** 60% of students will meet standard on the Smarter Balanced Assessment (SBA) in Math in the spring of 2023 (90% of will meet standard 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?
• Develop and administer short cycle data reviews throughout the year with all Professional Learning Communities (PLC) teams, identifying common assessments, disaggregating results by individual students and by topic/standard, and addressing specific student learning needs through associated tiered support.	• Common assessment results (Performance Matters, IM, IABs, etc.) • PLCs establishing clarity around direct student learning gaps as identified by common assessment results (by associated standards) and plans to meet those needs • Math Interventionist data
• Increase daily engagement with more regular student discourse strategies and common higher-level thinking questions aligned with the National Council of Teachers of Mathematics (NCTM) and Common Core State Standards (CCSS), specifically utilizing Illustrative Math (IM) materials.	• Classroom walkthrough data examining student talk vs. teacher talk, use of IM cooldown activities • Math team self-assessment data • Student performance on formative and summative assessments
• Establish common clear success criteria for unit and lesson outcomes, directly tied and aligned with district course instructional maps, NCTM, and CCSS.	• Classroom walkthrough data examining evidence of clear success criteria • Student performance on formative and summative assessments

SCIENCE ACTION PLAN   **Key Performance Outcome:** 70% of students will meet standard on the Washington Comprehension Assessment of Science (WCAS) in spring of 2023 (90% of will meet standard 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?
• Define common course outcomes, unit goals, and daily learning targets aligned to Next Generation Science Standards (NGSS) and district instructional maps. • Establish common success criteria at the course, unit, and daily levels, and use common summative and formative measures to assess student learning.	• Classroom-based formative assessments based on success criteria • Common classroom-based assessments that measure proficiency with the NGSS standards and model Washington Comprehensive Assessment of Science (WCAS) exemplars • Common formative and summative assessments of student CER (Claim, Evidence, Reasoning) responses • WCAS training tests • Quiz and unit tests • Panorama survey data
• Increase practice of scientific vocabulary strategies to help close achievement gaps between groups of students.	• Common classroom-based assessments that measure proficiency with the NGSS standards and model WCAS exemplars • Common formative and summative assessments of student CER responses

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: Increase student reporting of sense of belonging in school to 50% favorable as measured by the Panorama Education Survey by spring 2023.

Physical, Emotional and Intellectual Safety: Increase student reporting "yes" to having physical and psychological safety at school to 70% favorable by all student demographic groups as measured by the Panorama Education Survey by spring 2023.

Equitable and Accessible Opportunities: 60% of English Learner (EL) students will be on track to transition out of services within six years by 2023.

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	
• All staff will implement the Tier 1 strategy of Positive Greeting at the Door for every class period. Evidence-based includes student name, short positive interaction, and direct to first activity.	• Panorama survey responses in sense of belonging and teacher-student relationship • Number of positive parent/guardian contacts as reported by staff
• All staff will implement the Tier 1 strategy of co-constructing norms and routines with predictable classroom routines and 3-5 positively worded, posted classroom expectations, created WITH students.	• Panorama survey responses in sense of belonging and teacher-student relationship • Panorama survey responses in physical and psychological safety at school • Number of positive parent/guardian contacts as reported by staff
• Transition fall Curriculum Night to Family Community Engagement Night where families can get a "one stop-shop" for academic and life needs.	• Attendance numbers • Number of positive parent/guardian contacts as reported by staff
Physically, Emotionally, and Intellectually Safe Environment	
• Implement RULER (SEL) building wide for staff training.	• Trends in Tier 2 referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status • Collaboratively developed class norms displayed in classrooms • Trends in discipline referrals for targeted behaviors
• Continue implementation of Restorative Practices building wide.	• Trends in Tier 2 referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status • Collaboratively developed class norms displayed in classrooms • Trends in discipline referrals for targeted behaviors

Equitable and Accessible Opportunities	
• Utilize equity analysis tool in building decision-making processes.	• Panorama survey responses in sense of belonging and teacher-student relationship • Trends in discipline referrals for identified students disaggregated by race, ethnicity, gender, and socio-economic status
• Expand program and pathway promotional opportunities to recruit for underrepresented groups of students for Advanced Placement (AP), College in the High School, and other challenging option courses.	• Pre-registration numbers for AP, College in the High School, and challenging option courses • Quarter grades in college credit bearing courses

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?
• Expand Tier 2 and 3 attendance supports including home visits, one-to-one interventions from administration support paraeducator, family and student support advocate, or intervention specialist, monthly Becca meetings, Community Engagement Board meetings, and the Washington Assessment of the Risk and Needs of students (WARNS) survey.	• Monthly attendance rates • D/F grade rates disaggregated by race/ethnicity • Panorama survey data • Phone calls home
• Implement Tier 1 attendance campaigns (Attendance Matters, attendance recognition, etc.) to increase stakeholder awareness of the importance of attendance and integrate attendance expectations into classrooms.	• Monthly attendance rates • D/F grades rates disaggregated by race/ethnicity • Panorama survey data

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase the percentage of parents who report favorably regarding family-school communication by 5% as measured by the Panorama Education Survey by spring 2023.

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?
• Restructure family events (Open House, Curriculum Night, High School and Beyond Night) for equitable access/increased attendance by disproportionate groups.	• Parent and staff sign-in sheet/feedback after events • Free Application for Federal Student Aid (FAFSA) completion rates • College application rates

• Ensure family engagement opportunities are representative of whole school demographic makeup:
  o Add welcome signage in various languages throughout campus;
  o Ensure communication is sent home in every language possible; and
  o Ensure translation services are available, i.e., Multicultural Night.
	• Panorama data: growth in "I see my culture represented in my school"
	• K-12 Family Engagement Survey results
	• Event attendance

• Build intentional partnerships with our parent organizations (Bruin Community Parents, Natural Leaders, and other parent groups) to foster increased family participation.	• Event attendance • Membership numbers in organizations • Climate survey/Panorama data

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

- 80% of all students will take a dual credit class as reflected in course registration numbers for the 2023-24 school year.

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?
• Expand staff participation in recruitment efforts for underrepresented groups of students for AP, College in the High School, and other challenging options courses, disaggregating enrollment numbers by race, ethnicity, gender, and socio-economic status.	• Pre-registration student numbers for AP, College in the High School, and other challenging option courses • Improve AP numbers by utilizing the Equal Opportunity Schools Survey
• Provide support systems for students new to college credit bearing courses including peer study groups, practice exams, and instruction in Advanced Via Individual Determination (AVID).	• Quarter grades in college credit bearing courses • Percentage of AVID students earning a B or better in a dual credit course

ON-TIME GRADUATION

Key Performance Outcome(s):

97% of all and every subgroup will graduate within four years by 2023.

80% of all ninth-grade students will pass all credits attempted by 2023 (90% of all ninth-grade students will pass all credits attempted by 2027).

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?
• Increase the sense of belonging of ninth grade students through continued implementation of the Link Crew mentorship program with academic and community-building focus, and a leadership class for freshmen. • Development of a Ninth Grade Action Team to evaluate Ninth Grade On-Track needs and actions.	• Grade and attendance trends for all ninth-grade students • Grade and attendance trends for ninth grade students who participate with Link Crew and the ninth-grade leadership class
• Develop a graduation plan, including an identified trusted adult, for all credit deficient students, with monthly reviews for twelfth grade credit deficient students. • Quarterly reviews for tenth and eleventh grade credit deficient students. • Semester review for ninth grade credit deficient students.	• Number of students on track to graduate first and second semester • Number of additional credits students earn beyond six credits per year
• Offer opportunities for credit recovery and additional ways for students to earn credit both inside and outside the traditional school day (School Success Seminar classes, Work experience, Career Choices, and volunteer credit), summer school recovery classes, and online credit recovery options.	• Number of additional credits earned through online credit recovery options, summer school, and school day Student Success Seminar classes • Number of credits earned through Work Experience, Career Choices, and Volunteer Credit

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Increase the percentage of students responding favorably to academic needs questions on the Panorama Survey regarding use of technology to increase college and career readiness skills by spring 2023.

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 to enhance instruction and assess student learning, deepening students' content knowledge and skills.	• STEMscopes • LANGUAGE! Live • Pearson online assessments in Spanish, Math, and Social Studies • Springboard embedded assessments • Staff use of Class Policy, Canvas, Office 365, Performance Matters, etc.
• Provide professional development in the Substitution, Augmentation, Modification, Redefinition (SAMR) model of technology integration, including the daily use of interactive panels by instructional staff to improve instruction using technology.	• Staff surveys • Number of new staff accessing professional development (NCCE) • Number of staff regularly using interactive panels in instruction