

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?
<p>Professional Learning Communities (PLCs) will use a culturally responsive lens and design evidence-based practices that serve all students.</p> <p>PLCs will utilize the concept: Claim, Evidence, and Reasoning (CER) to increase student's skills in analyzing texts and develop a well-written response.</p> <p>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.</p> <p>Ensure meaningful reflection and understanding of reading concepts through a written reading response for assessment (responding).</p>	<ul style="list-style-type: none"> • Data Analysis: Panorama, SBA, grades, attendance, and discipline, end of unit assessments, i-Ready <ul style="list-style-type: none"> ○ Formative and summative assessments, Springboard and LANGUAGE! Live assessments • Review ZINC placement tests to analyze grade-level and Lexile data for baseline purposes and increased reading levels • 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 <ul style="list-style-type: none"> ○ 6th grade—restate, annotate, cite, explain (RACE); ○ 7th grade— RACE/transition link quote citation (TLQCC) 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?
<p>Ensure various writing opportunities everyday across all content areas through brief writes, note taking and journaling.</p> <p>Utilize cross grade level collaboration and team alignment to ensure consistent clarity from 6th-8th grade.</p> <p>Utilize CER to increase students' skills in analyzing texts and develop a well-written response.</p> <p>Provide feedback for student writing revision/editing across all contents and purposes.</p> <p>Students will analyze and provide textual evidence to develop a well defended claim, analysis, commentary, elaboration, and accurate summaries.</p>	<ul style="list-style-type: none"> • Using grade level rubrics, each teacher will monitor writing assignments within the various assignments and assessments to clarify alignment and progress • ELA department will provide various writing approaches across all subjects to promote writing in a variety of contexts • Monitoring through Canvas feedback tools, Google Documents/Slides • Use of strategies such as RACE and TLQCC in formative and summative assessments <ul style="list-style-type: none"> ○ ELA SBA proficiency rates ○ i-Ready student growth percentiles ○ Creation of common assessments and curriculum alignment

<div> <div>MATH ACTION PLAN</div> <div> 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. </div> </div>	
<div> Math Action Items (Actions that improve performance towards outcomes) What are you going to do? </div>	<div> 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? </div>
<p>Identify, post, and review vocabulary and academic language that aligns to the Common Core State Standards (CCSS).</p> <p>Provide multiple opportunities for students to communicate their reasoning by utilizing CER in math discourse which may tie to multiple visual representations.</p> <p>Provide math support interventions for reteach, relearn, and retake opportunities through small group meetings during directed independent learning time.</p> <p>Collaboratively analyze common formative assessments based on the Everett Public Schools Pacing Guide using the results to plan for instructional adjustments and interventions for students.</p>	<ul style="list-style-type: none"> • Students will use academic language and vocabularies correctly • Student’s level of performance on “explain your reasoning” questions on Illustrative Math Assessments will increase over time • Students will show growth after receiving math support interventions as evidenced by the results of the retakes • SBA math proficiency scores; i-Ready student growth and proficiency data

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?
<p>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 CER, creating, and modifying models, and classroom discourse.</p> <p>Implement Science, Technology, Engineering and Mathematics (STEM) projects to increase understanding and application of the Next Generation Science Standards (NGSS) and engineering practices.</p> <p>Integrate technology and 21st century skills into science instruction to increase engagement and accessibility for all students.</p> <p>Implement common grade level assessments aligned to NGSS scientific practices and implement crosscutting skills using Washington Comprehensive Assessment of Science (WCAS) stems and models.</p> <p>Utilize WCAS aligned formative assessments 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.</p>	<ul style="list-style-type: none"> • Throughout each Open Sci Ed unit students are activating prior knowledge, gradually developing their content knowledge, engaging in scientific discourse, making claims, and supporting them with evidence and reasoning • Teachers are monitoring ideas while listening to student discourse, discussing daily warm-up questions, giving quick quizzes (paper or online), and using exit tickets or ending tasks to monitor student understanding and ideas • Each unit of Open Sci Ed includes multiple assessments in a CER format. We will scaffold significantly early in the year and gradually expect students to be more independent with their CERs • Formative measures including weekly check-ins, projects, and lab investigations • NGSS aligned common unit assessments • Monitor progress and increased science applications through NGSS identified lab experiences • PhET and Gizmo for modeling and simulations. Create videos and have students create videos using WeVideo to demonstrate science concepts, STEM projects • Data (Panorama, SBA, i-Ready, grades, attendance, and discipline)

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase participation of students 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?

Coordinate with feeder elementary schools to help bolster registration of incoming 6th grade students and inform all students and families of advanced pathways and high school credit courses.

Create a variety of parent presentations through webinars, Blackboard Connects, website messaging, and counselor phone calls that provide an overview of the advanced pathways program.

Monitor D and F grade rates and develop interventions to increase student achievement.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Number of students registered for advanced pathways courses
- Monitor registration data and make intentional and targeted phone calls and create invitations to create greater opportunities for all students to be placed in advanced courses
- Utilize the Multi-Tiered Systems of Support (MTSS) model and team to create interventions
- Monitor the Panorama data to seek a better understanding of other barriers

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

Key Performance Outcome(s):

Student and Staff belonging at Heatherwood Middle School will increase by at least 10% based on Panorama survey results.

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?
<p>Host a variety of events that engage students and parents individually and as a family unit including new student ice cream social, curriculum night, multicultural night, and others.</p> <p>Provide opportunities for families to get involved in the school community.</p> <p>Increase our participation in Natural Leaders in order to hear from, support, and create leadership opportunities for all families.</p> <p>Increase our Star Attraction award system to include a celebration.</p> <p>Create and make available clubs, activities, athletics that connect and recruit from a variety of student interests and backgrounds.</p> <p>Partner with Jackson High School and other community groups to provide mentoring and support for ALL students.</p> <p>Create opportunities that reflect diversity and cultural competency for all students to feel safe, valued, involved and successfully a part of the school community.</p> <p>Implement systems for positive reinforcement and recognition as a part of the Tier 1 MTSS.</p> <p>Engage staff in culturally responsive professional development.</p> <p>Implement next steps in RULER (SEL) campus wide. With the implementation of RULER, staff will support common language and a communitywide framework for supporting emotional regulation.</p> <p>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 will be a focus.</p> <p>Reimplement the Sunshine Club that creates staff recognition and socials.</p> <p>Implement Staff of the Month Award.</p>	<ul style="list-style-type: none"> • Review Panorama data to monitor student and staff sense of belonging and SEL factors • Attendance data from various events • Monitor club and extracurricular involvement • Host monthly Positive Behavioral Interventions and Supports (PBIS) team meetings for all to join • Allow the PTA and other outside school community groups to partner with the PBIS efforts • Analyze data for increased attendance and grades and decreased behavior incidences • Harassment, Intimidation and Bullying (HIB) and Signs of Suicide (SOS) assemblies—make them smaller and more meaningful • Implement next steps in RULER campuswide with each classroom supporting student emotional regulation • Increase implementation of professional development opportunities around Diversity, Equity, and Inclusion (DEI) • Increase opportunities for smaller department professional development (PD) to strengthen department collaboration and alignment

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?
<p>Communicate the impact of absences on school success with students and families through regular and varied means.</p> <p>Re-engage students in transition who have chronic absences.</p> <p>Conduct daily phone calls to homes of absent students and communicate continued tracking progress to administrators and counselors. Host individual meetings with chronic cases.</p> <p>The PBIS team rewards students with good attendance.</p>	<ul style="list-style-type: none">• Utilize schoolwide attendance data and analyze the data by ethnicity, socio-economic status (SES), grade and program• Review monthly attendance rates• Track parent meetings for BECCA and Washington Assessment of the Risks and Needs of Students (WARNS)

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

By spring of 2024, 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?
<p>Expand the use of the Interactive Panel capabilities throughout the various subject areas.</p> <p>Provide training opportunities for staff regarding various technological platforms and tools.</p> <p>Create opportunities for teachers to share various platforms and functions within Canvas for example.</p>	<ul style="list-style-type: none">• Increase district and campus training options• Give teachers a voice (via survey) as to what they need and what would be useful for professional development (PD) purposes• Increased technological tool application by all staff• Increased sharing of ideas and highlights during staff PLCs

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

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?
Increase Family Engagement opportunities throughout the school year. Partner with feeder elementary schools and Jackson High School regarding communication and communitywide events.	<ul style="list-style-type: none">• Increased parent communication with counselors, administration, and staff• Creation of a course catalog that allows for greater dialogue and comprehensive decision-making during student registration
Increase Natural Leaders parent and staff participation and increase presence in the school. Increase volunteer opportunities. Increase overall communication through surveys and open office hours/coffee with the administrators and counselors events.	<ul style="list-style-type: none">• Increased family attendance and feedback surveys• Increased translation at meetings for all families and provide childcare when possible• Increased translation of materials• Increased volunteers working on our campus throughout the school year• Match up with elementary and high school teams to foster a greater community of involvement around Natural Leaders• Increased PTA collaboration• Increased Natural Leaders participation• Increased family participation in school as measured by the spring Panorama survey