

ELA ACTION PLAN	
Key Performance Outcome: EPS/Strategic Plan Aligned: 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%. North Middle: - By June 2025, 57.4% of our North STARS will meet standard on the ELA SBA including 21.7% of our multilingual students and 20.7% of students with disabilities. - By June 2025, 42% of our STARS will achieve high growth (SGP of 67% or higher), as measured through their performance on the ELA SBA. - By June 2025, the annual rate of our multilingual students making progress will be at/above 50% as measure through their performance on the WIDA assessment.	
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?
Common planning across our ELA content teams to include: - Plan, utilize, and communicate learning targets and success criteria aligned to content/standards, in alignment with our EPS scope/sequence and adopted curricular materials. - Informal assessment practices including do-nows and exit tickets. - Common summative assessments for aligned data analysis. - Tier I, high-yield practices including foundational direct instruction. - Reading across the curriculum as a common priority. - Targeted Tier II interventions including extended day opportunities for students in need of targeted support.	- Team-based ELA and ELD planning including designated ALIF dates. - Classroom walkthroughs using common, agreed-upon framework. - Monitored student progress (interim + diagnostic measures) - Posted/communicated learning targets (common across like-content classes and aligned to our curriculum)
Utilize Claim, Evidence, Reasoning (CER) framework across all content areas/classrooms as a common way to develop and monitor the growth of our students as they analyze, form, and communicate (verbally & written) their views.	- Number of common cycles w/ aligned rubrics by content area. - Numeric growth of students, by cycle. - Number of related/CER-specific professional development opportunities.
Enhance our North MTSS teams, structures, and processes to identify student needs (academic and social/emotional) and provide targeted supports.	- Number of referrals to MTSS process via Panorama - Number of monitored plans, via Panorama (students active within Tiers II/III)

Enhance schoolwide use of language scaffolds to ensure that all students can linguistically access taught content.	- Observed frequency of language scaffolds (part of above-noted walkthrough framework) - Number of related/scaffold-specific professional development opportunities.
Targeted Tier II interventions including extended day opportunities for identified students in need of targeted academic and/or linguistic support.	- Diagnostic and interim assessments utilized to identify students - Utilization of LAP and/or ML funding to structure program, compensate educators, and purchase materials. - If relevant, above noted MTSS KPIs.
Collaborative, coteaching for our students supported through Special Services for each grade level, in ELA and math. (least-restrictive environment is a coteach class).	Tier I and Tier II instructional practices designed to support students with identified learning needs.
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?
Utilize Claim, Evidence, Reasoning (CER) framework across all content areas/classrooms as a common way to develop and monitor the growth of our students as they analyze, form, and communicate (verbally & written) their views.	- Number of common cycles w/ aligned rubrics by content area. - Numeric growth of students, by cycle. - Common planning in support of these co-planned/facilitated lessons and units.
Align our professional development opportunities to ensure foundational knowledge related to reaching and utilizing Claim, Evidence, Reasoning (CER) to develop written and verbal analysis.	- Number of related/CER-specific professional development opportunities. - Common CER rubrics - CCDs tool (AVID training)

MATH ACTION PLAN

Key Performance Outcome:

EPS/Strategic Plan Aligned: 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%.

North Middle:

- By June 2025, 37.4% of our North STARs will meet standard on the Math SBA including 16% of our multilingual students and 14% of students with disabilities.
- By June 2025, 42% of our STARs will achieve high growth (SGP of 67% or higher), as measured through their performance on the Math SBA.
- By June 2025, the annual rate of our multilingual students making progress will be at/above 50% as measure through their performance on the WIDA assessment.

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?
Common planning across our math-specific teams to include: - Use our Illustrative Math curriculum in alignment with our EPS scope/sequence to design unit/lesson plans with clear targets (including success criteria) - Informal assessment practices including IM-based cooldowns. - Common IM and iReady data to analyze, discuss, and design for student needs (progress monitoring) Tier I, high-yield practices including foundational direct instruction. - Utilize common high-yield practices including strategies elicit/enhance student-to-student discourse, especially in relation to multistep problems. - Targeted Tier II interventions including lunchtime support groups and extended day opportunities for students in need of targeted support.	· Team-based math planning including designated ALIF dates. · Classroom walkthroughs using common, agreed-upon framework. · Monitored student progress (IM unit tests + diagnostic measures) · Posted/communicated learning targets (common to grade level and aligned to our curriculum)
Utilize Claim, Evidence, Reasoning (CER) framework to develop and monitor the growth of our students as they analyze, form, and communicate (verbally & written) their views, especially related to math content.	· Number of common cycles w/ aligned rubrics in math classes. · Numeric growth of students, by cycle. · Number of related/CER-specific professional development opportunities.
Enhance our North MTSS teams, structures, and processes to identify student needs (academic and social/emotional) and provide targeted supports.	· Number of referrals to MTSS process via Panorama · Number of monitored plans, via Panorama (students active within Tiers II/III)
Enhance use of language scaffolds specific to math/academic vocabulary, to ensure that all students can linguistically access taught content.	· Observed frequency of language scaffolds (part of above-noted walkthrough framework). · Number of related/scaffold-specific professional development opportunities.
Targeted Tier II math interventions including extended day opportunities (including lunchtime support groups) for identified students in need of reteaching and/or intervention support.	· Diagnostic and interim assessments utilized to identify students. · Utilization of LAP and/or ML funding to structure program, compensate educators, and purchase materials. · If relevant, above noted MTSS KPIs.
Collaborative, coteaching for our students supported through Special Services for each grade level, in ELA and math. (least-restrictive environment is a coteach class).	· Tier I and Tier II instructional practices designed to support students with identified learning needs.

SCIENCE ACTION PLAN

Key Performance Outcome:

EPS/Strategic Plan Aligned: 90% of students will meet standard on the Science WCAS by 2027.

North Middle: By June 2025, 43.9% of our North STARS will meet standard on the Science WCAS including 16.7% of our multilingual students and 18.9% of students with disabilities.

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 Washington Comprehensive Assessment of Science (WCAS)?

Common planning across our math-specific teams to include:

- Use the OpenSciEd curriculum in alignment with our EPS scope/sequence to plan/design and communicate specific learning targets (w/ success criteria) aligned to Next Generation Science Standards (NGSS) and our adopted curriculum.
- Informal assessment practices including do-nows and exit tickets.
- Utilize common high-yield practices including structured notes to assist students in understanding and managing their learning.

- Team-based science planning including designated ALIF dates.
- Classroom walkthroughs using common, agreed-upon framework.
- Posted/communicated learning targets (common to grade level and aligned to our curriculum)
- Monitored student progress (labs and summative/unit exams)

Utilize Claim, Evidence, Reasoning (CER) framework to develop and monitor the growth of our students as they analyze, form, and communicate (verbally & written) their views, especially related to science concepts/content.

- Number of common cycles w/ aligned rubrics in science classes.
- Numeric growth of students, by cycle.
- Number of related/CER-specific professional development opportunities.

Enhance use of language scaffolds specific to science/academic vocabulary, to ensure that all students can linguistically access taught content.

- Observed frequency of language scaffolds (part of above-noted walkthrough framework).
- Number of related/scaffold-specific professional development opportunities.

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

Key Performance Outcome(s):

Student Safety: Improve how students perceive the safety of our North campus to 55% positive (46% in spring, 2024)

Positive, Learning Conductive Behavior: Improve how students perceive how the behavior of others impact their learning to 80% positive/neutral (72% in spring, 2024)

Equitable and Accessible Opportunities: By June 2025, the annual rate of our multilingual students making progress will be at/above 50% as measure through their performance on the WIDA assessment (37.9 in 2024).

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?

Student Safety

Develop and continually refine a consistent framework of common classroom expectations, designed to ensure consistency across our North campus/classrooms.

- Interim student/family response rates to related, Panorama-like questions (monthly, brief family surveys targeted to specific areas for feedback).
- Number of classroom exclusions by month

Opening of Schools expectations lessons, all classes/all students.

- Number of classroom exclusions and suspensions (September/October '23 v. '24).

Refine behavioral management systems and practices as an iterative process, in response to student behavior trends.

- Interim student/family response rates to related, Panorama-like questions (monthly, brief family surveys targeted to specific areas for feedback).
- Number of school exclusions (suspensions and removals) by month.
- Develop practice/cadence for collaboratively reviewing behavior-related data as part of quarterly MTSS meetings.

Positive, Learning Conductive Behavior

Improve readiness for learning through the development and explicit instruction of a North-specific set of readiness skills (example: self-organization).

- Collaborative development of defined readiness skills
- In connection with RULER/Second Step, refine our cadence for STAR lessons, focusing on a subset that are most beneficial and aligned with student needs.
- Frequency of readiness lessons taught/delivered.
- Interim student response rates to relate, Panorama-like questions.

Improve readiness for learning through the development of consistent practices for teaching, modeling, and utilizing planners in each/every classroom. This includes the collaborative development session to share/consider practices to teaching and reinforcing how students should utilize their planners, on a daily basis, to aid executive functioning.	Percentage of students found to be regularly utilizing their planner during biweekly checks.
Improve schoolwide practices for formally recognizing positive behaviors.	- Number of monthly celebrations for behavior, effort, and attendance. - Monthly award breakfasts for students/families recognized by peers and staff for PBIS-aligned practices.
Enhance our school-wide Tier I systems to include regular, positive recognition of meeting/exceeding behavioral expectations.	- Improve use/frequency of STARbucks to recognize positive practices. - Develop opportunities for families to receive handwritten cards of appreciation for student behavior, leadership, service, etc.
Equitable and Accessible Opportunities	
Improve sense of access and belonging within and across our school, including students, staff, and community. This includes the implementation of our partnership with Equal Opportunity Schools to enhance our understanding of our students and improve advanced coursework participation rates (middle school to/through 9th grade).	- Percentage of students with active Student Insight data/profiles - Participation and achievement rates in advanced classes (target grade, through 9th grade) - Identification and intervene with students who are not self-selecting into honors/HS level courses. - Disproportionality analysis as part of regular progress monitoring for our ILT.
Improve sense of student belonging through targeted/purposeful events and opportunities designed to welcome and connect students (and families) who are new to North.	Monthly welcome breakfasts for new students, to include student leaders and our BONIC Club.
Develop during and extended-day activities and clubs aligned to student interests, designed to better connect students socially through school.	- Expansion, development, and support of beyond school clubs. - Enhance lunchtime opportunities for students who are not interested in field/commons. - Student analysis/discussion of fall/spring Panorama survey data to better understand context and opportunities for needed improvement - Overstreet's Leadership Class + ASB.
Celebrate and honor the unique diversity of our North Everett community through recognitions months/days of note.	Messaging/celebrations via Morning Announcements, lunchtime messages, and schoolwide assemblies.
Continue to foster the growth of our Natural Leaders into a second year of development with special attention/outreach to our 6th grade families.	- Increase number of Natural Leaders meetings to include opportunities across the school year. - Increase number of Natural Leaders participants - Enhance targeted communication to recruit/welcome new families.

ATTENDANCE

Key Performance Outcome(s):

Rates of “regular attendance” will reach/exceed 90% for all and every subgroup by 2027, as reported by OSPI.

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?
Increase school/home communication to amplify the critical need of regular attendance (90% good, 95% great).	- Utilize daily interschool communication and monthly newsletters to effectively communicate attendance goals and progress. - Recognize students with 95% (great) attendance on a monthly basis through Morning Announcements and our “Wheel of Berg” opportunity for rewards.
Tier II action plans for students who fall below designated rates.	- Identify and utilize existing Tier II opportunities to identify root-cause(s) for students attending school less than 70%. Develop plans according to those identified causes to support, improve, monitor, and recognize attendance. - Adhere to and utilize EPS attendance systems/procedures and supports to respond, as needed, to less-than-acceptable attendance - Utilize our Community Engagement Board (CEB) to support students and their families and share correlating research of attendance to achievement.
Improve tardy rates through an aligned monitoring system	Expand use of our Student Conductor system to track and communicate tardy incidents, identify patterns/needs, and respond with supports and consequences.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Enhance/improve access to needed school-related resources for families/students in need of specific supports.

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?
Enhance parent/family feedback options through weekly updates (Sunday update emails), monthly newsletters (North News), targeted surveys, and casual but purposeful connection events.	- Communication and connection related metrics (targeted surveys and spring Panorama survey). - Enhance communication to our North families including multiple formats (video/examples) and languages. .

Continue to foster the growth of our Natural Leaders into a second year of development with special attention/outreach to our 6th grade families.	· Increase number of Natural Leaders meetings to include opportunities across the school year. · Increase number of Natural Leaders participants · Enhance targeted communication to recruit/welcome new families.
Increase PTA and Natural Leaders-hosted events	· Attendance at Parent Teacher Association (PTA) events and meetings · Attendance at Natural Leader events and meetings · Parent/guardian feedback related to family-involvement opportunities via our spring Panorama survey
Enhance our campus environment and needed student services through external partnerships	· Enhance on-campus therapy opportunities through a second year of our partnership w/ the Center for Human Services (expand service days from two to three days per week).

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Enhance 1) classroom-based teaching and learning, and 2) school-home learning connections through the regular use of aligned technology (hardware + programming)

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?
Enhance interschool communications and collaborative work products through the continued use and refinement of common platforms, including Microsoft TEAMS.	· Enhancements to collective use of Microsoft TEAMS as our common North platform for interschool communication. · Utilize daily video announcements (morning and commons) to enhance student-facing, school-wide communication.
Enhance our regular school/home communication through ParentSquare and multifunctional social media.	· Redeveloped social media site to provide daily look inside learning at North. · Weekly update emails on Sundays to provide families with relevant news specific to the coming week. · Monthly “North News” newsletters designed to provide an overview of the month/months to come.

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase representation of each student subgroup in accelerated courses, seeking to align with the demographics of our school/student body.

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?
Improve sense of access and belonging within and across our school, including students, staff, and community. This includes the implementation of our partnership with Equal Opportunity Schools to enhance our understanding of our students and improve advanced coursework participation rates (middle school to/through 9th grade).	· Percentage of students with active Student Insight data/profiles · Participation and achievement rates in advanced classes (target grade, through 9th grade) · Identification and intervene with students who are not self-selecting into honors/HS level courses. · Disproportionality analysis as part of regular progress monitoring for our ILT.