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?
Plan, implement, and communicate reading lessons with clear essential learning targets and success criteria for units aligned to CCSS	• K-5 i-Ready diagnostic reading data • 3-5 SBA Interim Assessment Block (IAB) data • Reach Comprehension Unit assessments • KARK data (K) • Formative assessments use during PLC
Model and teach ELA lessons aligned to CCSS and district adopted materials with research **equity** based and **GLAD** aligned instructional practices that include oral and silent reading opportunities and focused word study vocabulary learning opportunities to **elevate student voice**	• 1-5 REACH assessments • iReady reading data based on weekly instruction • iReady diagnostic data from fall, winter, and spring • SBA data • Reach unit assessment data that includes student self-reflection
Provide students with effective feedback aligned to assessed learning targets through administration of common and formative assessments and ongoing intervention progress monitoring	• Reach comprehension unit common assessments • iReady diagnostic data and student lesson data • Use of formative assessments in PLC's (Self-assessments, cool downs, & sections checkpoints, progress monitoring data)
Collectively analyze data from common and formative assessments to monitor progress and guide/inform instructional decisions	• Reach comprehension unit common assessment data • iReady Reading data
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?
Plan, implement, and communicate writing lessons with clear essential learning targets and success criteria for units aligned to CCSS	• Grades 3-5 aligned assessments aligned in grade levels: narrative, information, and opinion

	• 3-5 SBA Writing Interim Assessment Block (IAB) data • BFTL Benchmarks (K-2)
Model and teach the writing process for a variety of purposes with research **equity** based and **GLAD** aligned instructional practices for narrative, informational/explanatory, and opinion writing	• EPS aligned writing rubrics for grades 3-5 with scoring • Grades 3-5 SBA Writing Interim Assessment Block (IAB) data • BFTL Benchmarks (K-2) on writing for variety of purposes

MATH ACTION PLAN	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.

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?
Plan, implement, and communicate math lessons with clear essential learning targets and success criteria for units aligned to CCSS	• Illustrative Math formative and summative math unit assessments • iReady math online lesson instruction • K-5 iReady math diagnostic data • KARK (K) • Formative assessments use during PLC
Model and teach math lessons aligned to CCSS and Illustrative Math district adopted materials with research **equity** based and **GLAD** aligned instructional practices and focused mathematical vocabulary learning opportunities to **elevate student voice**	• Illustrative Math formative and summative math unit assessments • Kindergarten KARK assessment
Provide students with effective feedback aligned to increase math achievement through administration of common and formative assessments and ongoing intervention progress monitoring	• Illustrative Math unit assessment data • iReady Math K-5 diagnostic assessments • SBA interim assessments • Use of formative assessments in PLC's (Self-assessments, cool downs, & sections checkpoints, progress monitoring data)
Collectively analyze data from common and formative assessments to monitor progress and guide/inform instructional decisions	• Illustrative Math unit assessment data • iReady Math 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?
Plan, implement, and communicate science lessons with clear essential learning targets and success criteria aligned to NGSS while utilizing district NGSS transition guides learning progressions that identify next steps of instruction with the three NGSS dimensions addressed (Disciplinary Core Ideas, Crosscutting Concepts and Science & Engineering Practices) Provide students with effective feedback aligned to assessed learning targets through administration of common and formative assessments	• District science assessments online • NGSS science assessments • WCAS practice tests • K-5 student science notebook evidence and informal assessments • Formative assessments use during PLC
Teach NGSS three dimensions, student reading, writing, and speaking and additional research based instructional practices (GLAD strategies, accountable talk, use academic vocabulary through Reach for Reading routines, close reading, written and verbal teacher feedback, Claim-Evidence-Reasoning) so students can master learning targets	• K-5 student notebooks with NGSS three-dimension evidence of labeled diagrams/created models, written explanations, and academic vocabulary from discussions • Observation of student engagement and mastery during experiment participation

Increase opportunities for students to read, write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations to construct explanations and engage in argument from evidence in K-5 to **elevate student voice**
 	
Collectively analyze data from common and formative assessments to monitor progress and guide/inform instructional decisions
	• Written, drawn, and verbally expressed explanations using evidence from multiple sources and reasoning
	  ▪ K-1 teacher collected evidence of students' ability to:
	    o Listen actively to other's arguments and ask questions for clarification (<u>discussion only</u>)
	    o Agree or disagree with peer arguments based on evidence (K discussion only)
	    o Observational and journal
	  ▪ 2-3 teacher collected journal evidence of students' ability while building on K-1 skills to:
	    o Construct and/or support scientific arguments drawing on evidence, data, or a model with the ability to distinguish arguments that are supported with evidence from those that are not (in addition to K-1 evidence)
	  ▪ 4-5 teacher collected journal evidence of students' ability while building on 2-3 skills to:
	• Critique scientific arguments proposed by peers (in addition to K-3 evidence)

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 perceptions of physical and psychological safety and sense of belonging at Whittier based on Whittier's Panorama student data from the fall and spring surveys. We will increase this response by **2%** from the 2023-24 school year.

Physical, Emotional and Intellectual Safety: Students will communicate their perceptions of physical and psychological safety and sense of belonging at Whittier based on Whittier's Panorama student data from the fall and spring surveys. We will increase this response by **2%** from the fall of the 2023-24 school year.

Equitable and Accessible Opportunities: 77% of ML students will be on track to transition out of services within four 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	
Communicate clear and relevant school event information to families through Blackboard Connect, the Whittier website, Twitter, PTA Facebook, Peach jar, and through direct contact with families in distributing school information directly to parents	• Attendance at Whittier events compared to 2023-24 • Spanish translations for all school events • Staff Panorama Survey Data: Belonging and Cultural Awareness
Administrators greet students every day at arrival points, building walkthroughs, and through the daily Whittier morning announcements	• Panorama Survey Data: School safety and Sense of Belonging
Create and communicate EPS aligned Diversity, Equity, and Inclusion messages and communication that is visible for all students	• Panorama Survey Data: Belonging and Cultural Awareness
Physically, Emotionally, and Intellectually Safe Environment	
Teach Social Emotional Learning lessons and RULER aligned SEL emotional support systems in each classroom every day	• SEL 2nd Step Lessons within EPS Pacing Guide • Panorama Survey Data: Self-Management Domain (3-5)
Increase professional development for staff on de-escalation of dysregulated student across all school settings	• Panorama Survey Data: Student Safety (3-5)
Equitable and Accessible Opportunities	
Plan and implement math and reading push-in intervention support aligned to essential learning targets for students who have not performed at grade level standard	• Illustrative Math unit assessment data for supported students • Reach unit assessments • iReady growth data for supported students

	• Imagine Language and Learning Usage Reports
Strengthen Natural Leaders parent engagement program to improve parent representation at school events with a focus greater focus on equitable outcomes	• End-of-year equity focused event: WHE Festival of Culture and Learning • Natural Leaders World Potluck

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

With a focus on equitable outcomes, we will increase participation of families at both academic and cultural/social school events and increase membership of families in the Whittier PTA for the 2023-24 school year. Increased participation will be based on data taken during 2023-24 school year and compared to the 2022-23 school year.

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?
Offer both in-person and virtual engagement options for all school activities Utilize Parent Square and Canvas communication tools by teachers to inform families about student learning performance and growth Leverage social media platforms to raise awareness about learning activities	• School Stakeholder Annual Survey (Participation Rate) • School Stakeholder Annual Survey (Family Engagement) • Parent Conference Attendance Data • Curriculum Night Attendance Data
Improve our education of families around foundational skills that can be supported at home through daily practice and teacher provided support	• School Stakeholder Annual Survey (Family Engagement) • Social/cultural events: Whittier Festival of Culture and Learning • Attendance Data

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?
Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings	• Schoolwide absences and rate by months, both overall and disaggregated by race/ethnicity, SES, and program

Implement home visits, technology supports for educational access, community truancy boards (CTB), and agency referrals to provide support to students who have missed 10% of school days, and implement additional attendance interventions:
    • Contact individual families and provide administrator or counselor support and resources
    • Contact families of students who are absent via daily phone calls home by office staff
    • Reengage students in transition
 	
Meet monthly with Whittier Attendance Success Team
	• Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside support agencies following an intervention
	• Monthly attendance rates compared to 2023-24
	•

Implement attendance incentives that reinforces for students to improve school attendance rates:
    • Individual contracts for highest need students:
        ▪ Through communication with family and student, create personized incentives as attendance motivation
        ▪ Develop incremental plan, week to week, that gradually builds up attendance and engagement and rewards in increments
	• Monthly attendance rates compared to 2023-24
	• Attendance rates of individual students on incentive contracts
	• MTSS Tier 2 Attendance Intervention Groups

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2024-25 school year is 100% of students in all grade levels creating composed published digital based work through a collaborative process in learning and contributing with peers.

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?
Utilize interactive panels and microphones to increase student engagement	• Walkthrough data collection forms (K-5)
Provide collaborative planning time for grade level to plan units with a culturally responsive lens to increase student engagement and rigor with the incorporation of digital tools.	• K-5 digital evidence of technology-based composed or published work and technology-based projects or presentations