EVERETT PUBLIC SCHOOLS

READING ACTION PLAN

Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

2014-15 SBA Results

11th Grade

Overall: 22.8%	Below	At or Near	Above
Reading	22.1	38.7	39.3
Listening and Speaking	19	60.7	20.2
Writing	20.2	43.6	36.2
Research/Inquiry	12.3	57.1	30.7

Strategic Plan Reference	Reading Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.3	• Model and instruct students in the use of close reading strategies and academic discourse to analyze complex texts related to core content across the curriculum. These strategies include: text annotation, Socratic seminar, structured note-taking, summarizing, comparing multiple texts.	• Student work samples • Walkthrough notes • LIF notes regarding shared close reading strategies • Short cycle assessments show growth in reading comprehension
TL 1.3	• Provide all students with opportunities for a high volume of both guided and independent reading in all content areas.	• Library circulation • Participation in summer reading program • Walkthroughs provide evidence of student response to reading on classroom walls
TL 1.2	• Align Resource Language Arts classes to general education core curriculum.	• Walkthrough notes • Collaborative team meeting notes • Short cycle assessments for students in Resource Language Arts classes

WRITING ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

11th Grade

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Reading	22.1	38.7	39.3
Listening and Speaking	19	60.7	20.2
Writing	20.2	43.6	36.2
Research/Inquiry	12.3	57.1	30.7

Strategic Plan Reference	Writing Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.3	• Provide daily opportunities for students to write and speak using evidence from texts to develop well-defended claims, present careful analyses, and provide clear information and accurate summaries.	• Evidence of use of structured writing systems such as Jane Schaeffer in walkthrough notes and student work samples • Common written assessments across content areas
TL 1.3	• Provide professional development opportunities to all staff members in structured writing model and common language so that by May 2016, 50% of teachers have participated in professional development.	• Use of common language (concrete detail, commentary, claim, evidence) when teaching writing in all content areas and at all levels as noted in walkthroughs and observations
TL 1.3	• Increase technical and informational writing in STEM related disciplines (Career and Technical Education, Science, Math).	• Walkthrough notes • Student work samples
TL 1.3	• Reflect on and analyze SpringBoard Embedded Assessment writing results to modify ELA instruction and improve student learning.	• LIF agendas and minutes reflect collaborative analysis of results and modifications to instruction as needed • Student Embedded Assessment results

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in Mathematics.

11th Grade

Overall: 15.1%	Below	At or Near	Above
Concepts and Procedures	34.7	39.6	25
Problem Solving and Modeling & Data Analysis	18.1	60.4	20.8
Communicating Reasoning	25	54.2	20.1

Strategic Plan Reference	Math Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.3	• Build academic confidence and teach productive struggle freshman through senior year by building growth mindset, using AVID tutorials, Cornell notes, interactive notebooks and other WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).	• Notes from walkthroughs of classrooms demonstrate evidence of strategies implemented • Passing rates at each level in math • Results of common unit assessments in Math
TL 1.3	• Provide AVID/GLAD strategy training for all math staff members.	• Walkthrough notes • Minutes and agendas from collaborative team meetings and staff meetings • Percentage of staff regularly utilizing AVID/GLAD strategies
TL 1.2	• Create common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment.	• Minutes from collaborative team meetings • Common assessment results
TL 1.1	• Utilize and maximize the effectiveness of interventions for struggling students (Academic Interventions, Bruin Success Time, PAWS, Online resources, credit recovery, etc.)	• Attendance at after-school Academic Interventions/Bruin Success Time • Numbers of credits recovered during school year

SCIENCE ACTION PLAN

2014-15 EOC Results

Key Performance Outcome:

By grade 10, 100% of students will meet standard on the EOC exam in Biology.

100% of students in class of 2017 will earn three credits in Science.

10th Grade

Overall:	Strand % Perf. Below	Strand % Perf. Similar
Systems	30.6	69.4
Inquiry	30.0	70.0
Application	36.3	63.7
Structures and functions of living organisms	32.9	67.1
Maintenance and stability of populations	32.9	67.1
Mechanisms of evolution	28.6	71.4

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.2	• Develop common three-dimensional instructional maps incorporating the practices, crosscutting concepts, and disciplinary core ideas into unit and lesson plans.	• Notes from collaborative team meetings • Instructional maps
TL 1.3	• Engage students in creating scientific argumentation by using evidence and reasoning to support a claim.	• Notes from walkthroughs and observations • Student writing samples including science notebooks and lab reports • Results of common assessments in coordinated science, biology, chemistry
TL 1.2	• Implement a sheltered biology class for ELL students, incorporating vocabulary-specific visuals and graphic organizers and opportunities for collaboration.	• Notes from walkthroughs and observations in sheltered biology class • Evidence of use of academic vocabulary in ELL student work samples
TL 1.2	• Create common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment.	• Minutes from collaborative team meetings • Common assessment results • Course success rates disaggregated by race, ethnicity, socio-economic status, and program

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

By 2018 every student graduates from CHS with college credit through AP, College-in-the-High School, and/or Tech Prep.

Increase the number of AP Scholars at all levels from 36 to 45 through enrichment opportunities.
Increase the percentage of AP students taking at least one AP exam and earning a qualifying score of 3 or higher for each grade level to 20% for the class of 2016, 20% for the class of 2017, and 15% for the class of 2018.

Strategic Plan Reference	Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.3	• Build culture of expectation in all classes that prepares students for college-level classes, including giving AP prompts in all classes, including core and challenging option courses, increasing use of collaborative strategies such as AVID tutorials, study groups, and peer tutoring.	• Participation in after-school and PAWS supports, including peer tutoring. • Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels.
TL 1.3	• Build academic confidence freshman through senior year including building growth mindset, using Cornell notes, interactive notebooks and other WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading). • Continue professional development in AVID strategies for all teachers, with emphasis on AP teachers having training in these strategies.	• Notes from walkthroughs of classrooms demonstrate evidence of strategies implemented. • Numbers of teachers overall and numbers of AP teachers with AVID training.
III 2.1	• Implement student-led encouragement of successful academic strategies on video announcements and other outreach communication.	• Video announcements and communication tools
TL 1.3	• Plan for implementation of AP Capstone, adding AP Seminar in 2016-17 and AP Research in 2017-18. Include teacher professional development and student recruitment.	• Teachers attending professional development • Numbers of students who pre-register for AP Seminar
TL 1.1	• Educate students about financial assistance for earning college credit in high school.	• Numbers of students utilizing the assistance, enrolling in College in the High School and Tech Prep, and earning credit through CIHS, AP, and Tech Prep.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase % of parents who report that parents and families participate in important decisions about their child's education to 65% by fall of 2016 as measured by the Educational Effectiveness Survey.

Increase % of parents who report that this school has activities to celebrate different cultures, including mine, to 65% by fall of 2016, as measured by the Educational Effectiveness Survey.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
SR 5.1	• Host cohort-specific parent informational meetings as part of Curriculum Night to deliver content on credit and assessment requirement, school resources available, and engage parents in giving feedback via the EES parent survey.	• Parent attendance rates • Presenter feedback • EES parent survey return rate
SR 5.1	• Work with the Natural Leaders program to grow non-Spanish speaking family partnerships as well, specifically targeting our Russian-speaking population.	• The formation and addition of other language speaking Natural Leaders
SR 5.1	• Bring in Natural Leaders volunteers to work as AVID tutors, and train in Tutorology protocol.	• Natural Leaders volunteers in AVID classrooms • Volunteer paperwork
SR 5.1	• Support opportunities to foster increased family participation through Bruin Community Parents (BCP), Natural Leaders, and other parent community groups in school and community-sponsored activities.	• Number of members in BCP and Natural Leaders • Natural Leader volunteer sign-in sheets • Parent sign-in sheets for guest speakers and classroom volunteers

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

Key Performance Outcome(s):

Increase student reporting of students exhibiting respectful behavior towards others as measured by the Educational Effectiveness Survey, from 41% to 55% positive by Fall 2016.

Decrease overall numbers of office referrals for disruptive behavior in classrooms (including disruptive behavior, defiance/insubordination, abusive/disrespect, failure to follow school rules, and electronic device violation) by 20% compared to the 2014-15 school year.

Increase in staff reporting that expected student behaviors are taught directly from 24% in October 2014 to 80% in May 2016 as measured by the Positive Behavior Interventions and Support (PBIS) survey.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
PSS 3.4	• Implement PBIS monthly behavior lessons using school-wide common language.	• Monthly discipline data pulls from Insight • Monthly staff classroom concerns questionnaire
PSS 3.3	• Provide professional development on culturally responsive practices around issues of race and gender identity.	• EES student and staff data
SR 5.4	• Expand efforts for Natural Leaders to grow into other non-Spanish speaking, language communities.	• Natural Leaders minutes • Natural Leaders sign in sheets
PSS 3.4	• Model and encourage positive behavior through student leadership activities including: Mix-it-up day, assemblies, clean up of bleachers after games, inclusion of variety of students in video announcements, Challenge Day.	• Number of office referrals for disrespectful behavior, fighting, and harassment

Strategic Plan Reference	Physically, Emotionally and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.3	• Implement SOS Suicide Prevention Curriculum	• EES student and staff data • Lesson walkthroughs
PSS 3.4	• Implement PBIS monthly behavior lesson using school-wide common language.	• Monthly discipline data pulls • Monthly staff classroom concerns questionnaire. • EES student and staff data
PSS.3.4	• Plan and implement a Link Crew/Peer Mentor program for the 2016-17 school year (Student Leadership).	• Student Link Crew applications for 2016-17

Strategic Plan Reference	Physically, Emotionally and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
	• Recruit staff advisor to attend Link Crew training in February and identify Link Crew student members for 2016-17 school year.	

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.3	• Build culture of expectation in all classes that prepares students for college-level classes, including giving AP prompts in all classes, including core and challenging option courses, increasing use of collaborative strategies such as AVID tutorials, study groups, and peer tutoring.	• Participation in after-school and PAWS supports, including peer tutoring • Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels
TL 1.2	• Implement a sheltered biology class for ELL students, incorporating vocabulary-specific visuals and graphic organizers and opportunities for collaboration.	• Notes from walkthroughs and observations in sheltered biology class • Student work samples show evidence of use of academic vocabulary

ON-TIME GRADUATION

Key Performance Outcome(s):
100% of students in class of 2016 graduate with a post-high school plan by August 31, 2016.
90% of students in each class earn at least 6 credits between July 2015 and August 2016.

Strategic Plan Reference	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) How will you know if this action is effective?
TL 1.1	• Counselors meet with middle school counselors prior to transition meetings regarding students who are not meeting High School Readiness standards.	• Four-year plan, ninth grade schedule, and transition plans for class of 2020
TL 1.1	• Incorporate a "Success time" class second semester for credit recovery options using Fuel Education.	• Numbers of credits recovered for students in class
TL 1.1	• Implement academic interventions and credit recovery options for students including peer tutoring during PAWS and after school, Fuel Education credit recovery, Coordinated Science credit recovery.	• Attendance records for interventions
TL 1.1	• Increase the numbers of students who use the academic intervention system to improve grades	• Googlesheet shows use by students and staff
TL 1.1	• Develop and implement graduation plans for all credit deficient student.	• Graduation plans in eSchools Plus • Numbers of students earning credit in credit recovery and summer school
TL 1.1	• Promote additional credit-earning options including middle school credits, world language proficiency assessment, and tech prep.	• Numbers of credits posted to transcripts through these options
TL 1.1	• Counselors instruct students in Naviance curriculum.	• Individual student post-high school plans • Naviance reports

ATTENDANCE

Key Performance Outcome(s):

Average daily attendance will be 92% or higher with no differential between subgroups of students (e.g., Low Income, African American, male).

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
PSS 3.3	• Convene bi-weekly attendance team meetings to discuss emerging trends, patterns, BECCA, weekly after-school intervention, and to brainstorm recognition possibilities.	• BECCA filings • Unexcused absences, chronic excused absences, and tardies
PSS 3.3	• Implement restructured and targeted weekly attendance round-ups as a method to understand student needs, based on trends identified by attendance team.	• Individual attendance rates • Student participation in after-school interventions
TL 1.1	• Develop and implement weekly after-school attendance intervention to provide an additional layer of support to students with attendance issues.	• Individual attendance rates • Data and feedback from attendance intervention host and student participants
TL 1.3	• Reinforce positive expectations through quarterly attendance improvement recognition and semester perfect attendance recognition.	• Monthly reports of average daily attendance • Numbers of students recognized each quarter and semester