EVERETT PUBLIC SCHOOLS

READING 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

Overall: 25.6%	Below	At or Near	Above
Reading	12.7	45.6	41.8
Listening and Speaking	10.5	63.7	25.7
Writing	16	39.2	44.7
Research/Inquiry	11.4	52.7	35.9

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 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Administer common fall SBAC-style reading baseline, mid-term and final reading assessments: analyze results in grade-level teams to measure growth and plan for areas of instructional focus	• Notes from PLC teams' discussions about data/student work samples • Action-plans (via LIF notes) for student performance-level groups
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Use Common Core question stems for unpacking as well as in-class reading response practice (with SpringBoard daily activities, as entry tasks, etc.)	• Student work samples responding to common core/SBAC-released question stems • Modified SpringBoard formative questions to match SBAC style and format • Notes from discussion about student work samples during Administrator-Directed LIF days
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Implement a school-wide focus on close reading through coding the text with a common metacognitive marker handout	• Metacognitive marker bookmarks used in class • Notes from school-wide text marking activity • Metacognitive marker posters in classrooms

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 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Provide a school-wide common short-answer response structure (RACE format)	• Modified formative questions to match SBAC style and format for short response • Student short-response work samples
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• SpringBoard Unit PLC backwards-planning sessions with district facilitator	• Planning session notes with grade-level teams • A common unit calendar and next steps • Student work samples of common assignments from each class
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Teacher talks to each English classroom and book check out to increase participation in summer reading program.	• Circulation statistics • Summer reading participation

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

Overall: 25.6%	Below	At or Near	Above
Reading	12.7	45.6	41.8
Listening and Speaking	10.5	63.7	25.7
Writing	16	39.2	44.7
Research/Inquiry	11.4	52.7	35.9

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 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Utilize AVID strategies to commonly define and practice "unpacking" process with released SBAC-style writing prompts	• Defined "attack the prompt" strategies • LIF notes on strategies for unpacking the prompt (including lessons/PowerPoints) • Student work samples utilizing strategies to unpack the prompt
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• PLC teams administer common SpringBoard Embedded Writing Assessments	• Assessment results and student work analyzed during LIF time
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Institute a department-wide grammar and conventions focus beginning with common areas of need, and then moving to grade-level grammar topics addressed in SpringBoard as indicated on the District Portal	• List of common grammar focus topics • Resources for specific grammar topics • Analysis of SpringBoard Embedded Writing Assessment student work
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Implement Jane Schaffer writing structure instruction in English classrooms and reinforce in all content areas • Display paragraph-chunking posters for school-wide classroom use (all content areas)	• Student work samples of paragraph-chunking and color-coding structures lessons and practice

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: 25.6%	Below	At or Near	Above
Concepts and Procedures	42.8	36.3	20.9
Problem Solving and Modeling & Data Analysis	24.7	53.5	21.9
Communicating Reasoning	26	54.4	19.5

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 1.1.a.e TL 1.2.a.b TL 1.3.a	• Administer common formative assessments. Based on assessment results, teachers will provide opportunities for re-teaching and enrichment with in the classroom	• Concept formative assessment scores • Unit summative assessment scores
TL 1.1.a.e TL 1.2.a.b TL 1.3.a	• Administer common summative assessments. Based on assessment results teachers will provide opportunities for re-teaching and retakes of assessment. Gradebook will have test's big ideas broken down into smaller concepts for students and parents to view	• Unit summative assessment scores • Notes from data talk
TL 1.1.a.e TL 1.2.a.b TL 1.3.a	• Exploring the organization of SBA interim tests to determine which tests should be given and develop a calendar for usage by math department	• Evidence of tests being scheduled into unit calendars • Interim assessment results

TL 1.1.a.e
TL 1.2.a.b
TL 1.3.a.
	• Implement high leverage mathematical practices:
	   o Provide multiple representations
	   o Create language rich classrooms
	   o Teaching in context to connect to real world
	   o Coherence of instruction through well planned lessons
		• Interactive notebooks
		• PLC planning notes
		• Use of OneNote by content area groups
		• Walk through data

SCIENCE ACTION PLAN

Key Performance Outcome:

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

2014-15 EOC Results

10th Grade

Overall:	Strand % Perf. Below	Strand % Perf. Similar
Systems	31%	
Inquiry	29%	
Application	34%	
Structures and functions of living organisms	32.5%	
Maintenance and stability of populations	36%	
Mechanisms of evolution	30%	

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 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Administer Unit Summative Assessments. Based on assessment results, teachers will provide re-teaching of targets and enrichment as necessary in classrooms	• Common assessment data • PLC meeting notes and reflections
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Incorporate Claim-Evidence-Reasoning (CER) into conclusion writing in all levels of science as appropriate to the curriculum and level of rigor in the class	• Summative assessment data vertically aligned
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Create a sheltered Biology course for level II and III Ell students focusing on state content standards, language acquisition, reading and writing skills	• EOC exams results
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	• Implement high leverage instructional strategies across the content areas: 　• Close Reading 　• Cornell Notes 　• Citing Evidence 　• Academic Scientific Vocabulary	• Walk through data • Cornell note samples • Interactive Notebooks

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase the number of students enrolled in AP classes who will take AP exams by 10%.

All current grade 9 students will have taken at least one Advanced Placement or college level course by the time they graduate.

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 1.2 b	• Participate in Equal Opportunity Schools Study and follow up	• Survey results
TL 1.2 a	• Increase participation in AP and increase AP Offerings	• Registration data
TL 1.2 a	• Increase participation in College in the High School and increase College in the High School Offerings	• Registration data
TL 1.2 a	• Survey current AP Students to determine areas of needs and provide additional academic support, differentiation of instruction within AP courses, and provide AP Kits for the class of 2018 using Gear Up funding	• Insight and College Board reports
TL 1.2 a	• Increase the number of academic elective course sections in Robotics, Anatomy and Physiology and other STEM courses	• Number of Stem course sections

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase the number of parents involved in school activities by 20%.

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?

TL 5.1.a
TL 5.3.a
TL 5.4.a
	• Provide additional ways for parents to participate at the school
	   o Increase membership and participation in PTA by 10 percent
	   o Conduct parent conferences arena style
		• PTA membership numbers
		• Number of parents in attendance

TL 5.1.a TL 5.3.a TL 5.4.a	• Host monthly parent trainings through gear up and FAFSA/College services	• Sign- in sheets for attendance
TL 5.1.a TL 5.3.a TL 5.4.a	• Increase opportunities for Latino families to participate by hosting monthly parent meetings in Spanish	• Parent sign-in sheets
TL 5.1.a TL 5.3.a TL 5.4.a	• Visits to homes on an as needed basis	• Home visit logs

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

Key Performance Outcome(s):

Students will communicate their perception of feeling of safe based on Everett's CEE student data in response to the following prompt: "I feel safe at this school." In 2014-2015, 64% of the students responded almost always true or almost often true. We will increase this response by 10% for the 2015-2016 school year.

Students will communicate their perception of feeling a sense of belonging based on Everett's CEE student data in response to the following prompt: "I enjoy coming to this school." In 2014-2015, 54% of the students responded almost always true or almost often true. We will increase this response by 10% for the 2015-2016 school year.

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?
TL 5.1.a	• Professional development directed at positively impacting the student as a learner	• Agenda for LID activity • Common language and understanding • Walk through notes indicating strategies being utilized
TL 1.3.b	• Student leadership has an active role in creating a positive school climate	• EHS Student Leadership Theme "There are no strangers here, only friends that have not yet met" • Student survey results on school climate
TL 2.1.a	• Implement Nesika support class to facilitate success and belonging	• Class rosters represent each grade level • Planning committee • Student and staff surveys
TL 5.1.a TL 5.3.a	• Build stronger, more positive relationships between students and staff	• Student survey

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 3.4.a TL 3.4.b	• Administer monthly safety drills for students and staff to practice in the event of an emergency	• Debriefing notes • Drill reports
TL 3.4.a TL 3.4.b	• Hold a minimum of three Safety Committee Meetings and hold Security Debrief Meetings following every drill performed during the year	• Safety meeting notes
TL 3.4.a TL 3.4.b	• Administer staff trainings on LID days regarding school culture and creating a welcoming environment	• EES and EOS survey results • Use of Safe Schools Alert Hotline
TL 3.4.a TL 3.4.b	• Invite students to participate in Momentum Teens workshop • Invite students to participate in Challenge Day workshop	• Number of students participating • Follow-up activities
TL 3.4.a TL 3.4.b	• Deliver SOS curriculum to targeted grade levels and offer individual follow-up support for students	• Pre and post surveys

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?
SR 5.1.b	• Investigate avenues of financial support for AP exam registration and dual-enrollment tuition for identified students	• Financial support documents
TL 1.2.a	• Actively inform and promote AP opportunities for students of color and low SES	• Registration data
TL 1.2.a	• Compare data from AP Test Scores from 2015-2016 and survey AP students to identify needed supports to be built within our academic support and outreach programs within and outside the school day	• Gap analysis of AP results
SR 5.1.a SR 5.1.b	• Work with Equal Opportunity Schools to identify and remove any barriers of opportunity within the system and/or perceived by our students	• Registration data

ON-TIME GRADUATION

Key Performance Outcome(s):

By grade 12, 100% of eligible students will graduate on-time.

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.e	• Hold 1:1 registration meetings between students and counselors to personalize registration plans and identify early needs for credit recovery	• Increased numbers of students in all grades taking summer school credit recovery options and in school SOAR and dual credit numbers
TL 1.1.e	• Each counselor will develop a graduation plan with each senior in the Red Zone grades 9-12. Plans will be reviewed on a monthly basis	• Copies of graduation plans and monthly data analysis
TL 1.1.e	• Counselors will identify red and yellow zone students in grades 9-12 and meet with students to develop graduation and post-secondary plans	• Monthly red, yellow, green meetings for 9-12
TL 1.3.a	• Teachers with a failure rate >10% will receive statistics and be asked to discuss interventions and what can be done to help them reduce the failure rate with administrators	• F list reports

ATTENDANCE

Key Performance Outcome(s):

100% of our students will arrive to class on time or have an excused absence.

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?
TL 1.4.b PSS 3.4.a	• Implement HERO attendance tracking system, and meet with administration and security team to develop year-long plan	• Calendar of sweeps and attendance
TL 1.4.b PSS 3.4.a	• Administer HERO tickets to tardy student for every period of the day. Based on results, administration and security will modify the frequency and timing of use	• Tardy data
TL 1.4.b PSS 3.4.a	• Implement Attendance Roundups to decrease the number of students skipping classes during the day	• Tardy and unexcused absentee rates
TL 1.4.b PSS 3.4.a	• Administer attendance Roundups every Wednesday and Friday. Administration will meet with students having unexcused absences, and develop a plan for the student to rectify the absence and avoid absences in the future	• Attendance data
TL 1.4.b PSS 3.4.a	• Administer Monthly BECCA meetings	• Number of parents who attend the monthly meeting