



Everett Public Schools  
**Strategic Plan Progress Report**  
End-of-Year 2016-17



July 5, 2017

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## Overview

In May 2011, the Everett Public Schools (EPS) board of directors approved a new strategic plan focused on student learning and the vision “**Our students will lead and shape the future**”. This report presents a summary of the progress made by the district to implement its new strategic plan during the 2016-17 school year, which is the sixth year of the implementation plan. The time period covered by this report is September 1, 2016 to August 31, 2017.

The strategic plan includes five strategic priorities that are further categorized into 19 strategic goals and 37 Key Performance Outcomes (KPOs).

### Strategic Priorities

1. Teaching and learning
2. Inspiration, innovation, and information
3. People, structure, and systems
4. Resource management
5. Strategic relationships

Each of these strategic priorities, along with corresponding goals and KPOs, are listed in order in this report, and narrative summaries of the “Highlights of action items completed” and “Key board dates completed” are presented for each KPO. A list of the “Key board dates upcoming” is also included for each KPO for the remainder of 2016-17.

Report format:

Strategic Priority
Strategic Goal
Key Performance Outcome

Highlights of Action Items Completed

Key Board Dates Completed

Key Board Dates Upcoming

This format is repeated for each KPO, strategic goal, and strategic priority.

A List of Abbreviations is included at the end of this report.

## A Word about the Planning Process

To better understand the information in this end-of-year report, it is important to first understand the basic structure of the strategic plan and annual operating plan, and the planning process used by the district to guide their implementation.

The district's **Strategic Plan** includes five strategic priorities, with 19 strategic goals and 37 KPOs – all focused directly on those five strategic priorities.

The district's **Annual Operating Plan (AOP)** includes all of the components of the strategic plan, plus a variety of Key Performance Indicators (KPIs) and associated action items – all focused directly on the 19 strategic goals in the strategic plan.

These KPIs and associated action items become the focus of more detailed annual work plans at the cabinet and department levels, and are ultimately included in school improvement plans for each school.

The school board is provided regular opportunities at board meetings to monitor strategic progress, make strategic level decisions, and participate in work/study sessions on the work of the district to implement its strategic plan and AOP.

These board presentations and this work are summarized in this document.



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**Strategic Priority: 1 Teaching and Learning**

Align curriculum, instruction, and assessment to educate, inspire, and prepare each student to graduate, to contribute to our community, and thrive in a global society.

**Strategic Goal: 1.1**

Each student graduates from high school ready for college and career with 21st century skills.

**Key Performance Outcome: 1.1.a (JS, PS)**

100% of students graduate.

Highlights of Action Items Completed

- The 2016-17 On-Time Graduation (OTG) plan focuses on the simultaneous achievement of dual overarching goals: graduation requirements designed to prepare all students for college and careers and improved four and five-year graduation rates by 1 percent. The OTG team meets 18 times during the school year and their work involves closely monitoring the progress of each student expected to graduate in the classes of 2016 and 2017. Newly developed early warning data systems inform resources and real-time interventions.
- The early warning data system creates a more frequent monitoring of high school dropouts. EPS has 56 fewer dropouts compared to the same time period as last school year.
- In the last seven years, drop-out rates decrease by more than 200 students.
- A more stream-lined reengagement program provides targeted approaches for individual students facing multiple challenges.
- All comprehensive high schools implement a 24 credit extended day pilot program
- Elementary and middle school OTG meetings address students' social and emotional challenges.
- Social Emotional Learning (SEL) survey for students is piloted at Emerson Elementary, Hawthorne Elementary, View Ridge Elementary, Gateway Middle School, Heatherwood Middle School, Cascade High School, Jackson High School, and Sequoia High School. This survey provides school staff with feedback on seven constructs: grit, growth mindset, school safety, self-management, sense of belonging, social awareness, and teacher-student relationships.
- Teachers and instructional leadership team members draft definitions and rubrics for 21st century skills. Parents and students are involved in the fine tuning of these tools.
- Performance tasks that integrate and allow students to demonstrate 21st century skills are piloted in science at North and Gateway Middle Schools. Teachers participated in training through Defined Science, Technology, Engineering and Mathematics (STEM) and worked collaboratively with the STEM science leadership to implement the performance tasks.
- Advanced Placement Environmental Science (APES) is offered at all three comprehensive high schools, ten sections in all. Two days of summer 2016 plus

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one sub release professional development is provided to APES teachers.

Coaching support is provided for new hire APES teachers.

- Advanced Placement Computer Science A and Advanced Placement Computer Science Principles (APCSP) is offered at all three comprehensive high schools. A partnership with Code.org supports curriculum - in addition to district resources - professional development, and inclusion in network with APCS educators.
- In support of Algebra 1 intervention, Intensified Algebra is offered at all four high schools, seven sections in all. Week long summer 2016 professional development and ongoing coaching, and lesson study is offered in collaboration with Agile Mind consultants.
- One section of Algebra 2 Support is offered at each of the four high schools, four sections in all. Professional development includes four afterschool sessions and one full day release.
- Microsoft OneNote Notebook is utilized as a collaborative space for math instructional leadership team, all secondary math courses, including the algebra 2 support teachers.
- The English Language Arts (ELA) Collection of Evidence (COE) teachers meet in a district-wide professional learning community (PLC), led by the secondary literacy and humanities facilitator, to score and calibrate practice items and build instructional materials, resulting in successful completion of the ELA COE.
- Twenty-five Algebra 1 teachers attend two days of Bootstrap (computer science) professional development and implement computer science integration in middle and high school Algebra 1 courses.

#### Key Board Dates Completed

- Summer school progress toward graduation (October 25, 2016)  
The board receives a report on 2016 summer learning programs provided to K-12 students this past summer and to hear recommendations for the 2017 summer program. Each summer the district provides an array of summer academic offerings for students' preschool through twelfth grade. These activities range from elementary mathematics and reading support, to extended school year for special needs students, to credit in high school courses. This year a new program was formed with the categorical programs department to offer English Learner (EL) support courses for middle school students at no cost. The district is continuing to offer traditional, online and credit recovery programs for high school students. Students are also able to participate in Collection of Evidence (COE) and credit recovery classes.
- Summer reading program (October 25, 2016)  
Because reading is an essential life skill and complex text is integrated throughout the Common Core State Standards (CCSS) at all levels, the district launched its first summer reading challenge during the 2015-16 school year. This report highlights the purpose and components of the program, 2016 results, and addresses next steps based on the results.
- 24 credit plan update (November 22, 2016)  
Since August 2014, a district steering committee has been leading the state-mandated 24 credit graduation requirement process, including extensive

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planning, research, and staff input. In 2015-16, the district expanded to a 24 Credit Task Force to include teacher input to review specific school scheduling options to meet the 24 credit requirement. This presentation updates the board on the district's progress to date, including field testing several solutions models to address the 24 credit graduation requirement, and offer next steps.

- **Class of 2017 progress to graduation (December 6, 2016)**  
The class of 2017 is approaching its June commencement and graduation date. Collectively and separately, high schools engage students in preparation for high school graduation and college enrollment. The board is presented a status report on the class of 2017 with specific information about how each school is working to help students fulfill their graduation requirements. In addition, the report includes a deeper look at progress to graduation for special education and English Learner students.
- **High school readiness (March 21, 2017)**  
This presentation provides an annual update on the implementation of the high school readiness indicators at the middle level. It also highlights multiple strategies and supports for middle school students transitioning to high school. The indicators serve as an early warning system in the preparation of middle school students for high school. Emphasis on the indicators continues to raise awareness and create a focus on the importance of consistent student attendance, rigorous course work, and the progress of our student subgroups to prepare each middle school student for a successful high school experience. This is the sixth year of implementation of the high school readiness indicators, and student data has been collected from the 2011-12 school year through first semester 2017.
- **Progress to graduation for the class of 2017 (May 23, 2017)**
- **24 credit plan draft (June 6, 2017)**

#### Key Board Dates Upcoming

- Sequoia High School Commencement (June 15, 2017)
- Commencements (June 17, 2017)

#### **Key Performance Outcome: 1.1.b (JS, PS)**

Students meet or exceed standards by the end of kindergarten.

#### Highlights of Action Items Completed

- Math and ELA curriculum specialists co-design collaborative coaching support for the school-based elementary Title/Learning Assistance Program (LAP) math specialists and reading specialists; monthly meetings throughout the school year.
- The elementary reading specialist meets with principals and coaches of select schools to implement accelerated reading strategies for students; specialist provides coaching support to teams.
- Three Pre-Kindergarten to Kindergarten (PreK-K) Connection events are hosted by early learning during the year with a focus on early numeracy strategies by way of introduction to the instructional strategy “mathematizing read-aloud.”

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- Members of the district's math, early learning and special services departments attend the Math Leadership Summit at Stanford University, the Northwest Math Conference in Yakima, Washington to engage in professional learning as related to early numeracy strategies; the district elementary math facilitator presents two conference sessions focused on early numeracy strategies. The math department has been accepted to speak at the 2018 Northwest Math Conference in Portland, Oregon.
- Six "Menu of Options" sessions offered, with focus on early numeracy strategies (number talks, counting collections, noticing and wondering, quick images, read aloud).
- Elementary Math Instructional Leadership Team (eMILT) (see KPO 3.3.a) is established; sessions focuses on high-leverage early numeracy instructional strategies and how eMILT participants can share with school-based colleagues.
- Book study of *Principles to Action: Ensuring Mathematical Success for All* is facilitated at monthly elementary principal meetings. Sessions focus on effective high-leverage early learning strategies and supporting principals as instructional leaders.
- Seven teachers and elementary facilitators participate in University of Washington modeling course for K-2 classroom instruction.
- The early learning team is planning the third annual Kindergarten Institute scheduled for August 25, 2017. All kindergarten teachers will participate in professional learning focused on high-leverage, engaging and developmentally appropriate instructional strategies in kindergarten.
- The Kindergarten Leadership Team meets quarterly. The leadership team consists of a representative from each elementary and various district departments. The team debriefs current practices and plans upcoming professional learning opportunities for their kindergarten colleagues. The team seeks feedback in the continuous improvement of the kindergarten model.
- The elementary literacy specialist forms an Elementary Literacy Leadership team to guide the implementation of the adoption process. The team meets for a full day in May and meets again in June for two hours. During the 2017-18 school year, the team will meet monthly for two hours after school.
- All teachers in kindergarten through fifth grade participate in full-day *Best Practice* strategies, the balanced literacy model, and a unit plan.
- All district kindergarten teachers participate in professional learning sessions three times throughout the school year. These sessions are designed by the early learning team based on recommendations from the kindergarten leadership team. Teachers have the opportunity to learn, connect and refine practice to support student learning. Future training sessions are being planned for next year.
- In August 2016, the early learning team works with curriculum specialists and the assessment & research department to better align the Kindergarten Assessment Resource Kit (KARK) with the Washington Kindergarten Inventory of Developing Skills (WaKIDS) standards and the kindergarten progress report. The refinements are shared with all kindergarten teachers at the Kindergarten Institute in August.



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- Targeted schools completed lesson studies facilitated by the elementary literacy coach with grade level teams focused on acceleration of reading strategies.
- The special services and early learning departments facilitate monthly meetings with developmental preschool teachers. The expected outcome is to develop special education teachers' capacity, knowledge, and skills resulting in an increase in effective instruction aligned to and fostering students' preparation for kindergarten academic standards.

#### Key Board Dates Completed

- Early learning update (October 18, 2016)  
It is the vision of the EPS that all children to enter kindergarten ready to learn, and to offer an aligned preschool-to-third grade (P-3) program enabling all students to meet academic standards. The district's strategic plan includes targets to enhance planning and development of expanded early learning opportunities for P-3 students. In pursuit of this strategic priority, the district early learning team continues to focus on four key components of an early learning program: leadership, aligned and effective instruction, early learning partnerships and collaborations, and family partnerships and engagement. This study session provides an opportunity for the board to engage in research on early learning investments, highlight the Early Childhood Education and Assistance Program (ECEAP), understand the foundational instructional shifts within the full-day kindergarten model, consider the impact of community partnerships, and identify future steps for continuing development.

#### **Key Performance Outcome: 1.1.c (JS, PS)**

Students meet or exceed standards by the end of third grade.

#### Highlights of Action Items Completed

- Standards-aligned benchmark assessments (reading /writing): staff presentations on the effective use of interim Smarter Balance Assessments (SBA)s for reading, writing, and math are conducted in 13 of 17 elementary schools. Teachers use these assessments to assess student learning in alignment with the curriculum maps. Curriculum specialists and instructional facilitators work with teachers and principals to understand how this data can be used to guide instruction and develop classroom assessments.
- The first phase of benchmark assessment piloting at the middle school level occurs with STAR360 being implemented in three elementary schools. Staff at these schools work with data coaches to utilize the assessment data effectively in the classroom. Feedback from staff members and student performance data are collected to review.
- A plan to vet and adopt benchmark assessments is underway and includes extensive practice and feedback on the use of benchmark assessments which meet rigorous criteria including validity, reliability, generalizability and standards alignment. The second phase of the pilot will include the implementation of iReady at eight elementary schools. An advisory committee comprised of teachers and administrators is formed to review the data from each phase of the pilot.

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- Building Foundations That Last (BFTL) overview is provided for all new preschool, kindergarten and first grade teachers in August. The training is facilitated by David Matteson, a national literacy consultant. Three rounds of demonstration days occurs during the school year. During the demonstration days, teachers are able to watch a modeled writing lesson and debrief. Benchmarks and anchor papers are used to guide the work. Future demonstration days are scheduled for the 2017-18 school year.
- Literacy assessments are reviewed during an adoption process in order to identify and select elementary instructional materials that include both formative and summative literacy measures. Literacy assessments from *Reach for Reading* program will be integrated into the unit plans.
- Training is provided for all elementary literacy coaches focuses on the use of interim block assessments to guide instruction.
- Adoption of Elementary literacy curriculum (March 21, 2017)  
Since September of 2016, Curriculum, Assessment and Special Programs department staff have been working toward a recommendation for adoption of new instructional materials to best support student learning and achievement in elementary literacy for kindergarten through fifth grades. In a process following Policy and Procedure 2311, Selection and Adoption of Instructional Materials, an instructional materials/curriculum review committee is formed. This elementary literacy review committee works diligently and thoughtfully to evaluate materials according to the required criteria outlined in Procedure 2311P. The result of this extensive process is a recommendation to the superintendent that the board of directors be presented for first reading the K-5 literacy curriculum *Reach for Reading*, published by Cengage-National Geographic Learning, for review as the district's core K-5 literacy curriculum.
- Adoption of elementary literacy curriculum (second reading) (April 11, 2017):  
Since September of 2016, Curriculum, Assessment and Special Programs department staff work toward a recommendation for adoption of new instructional materials to best support student learning and achievement in elementary literacy for kindergarten through fifth grades. In a process following Policy and Procedure 2311, Selection and Adoption of Instructional Materials, an instructional materials/curriculum review committee is formed. This curriculum review committee works diligently and thoughtfully to evaluate materials according to the required criteria, and the result of this extensive process was a recommendation to the superintendent that the board of directors hear a presentation, and review for first reading, the K-5 core literacy curriculum *Reach for Reading*, published by Cengage-National Geographic Learning. Having reviewed the recommended program at the March 21, 2017 regular board meeting, it is requested that the board approve adoption of *Reach for Reading* as the district's core elementary literacy program. The board approves the *Reach for Reading* materials on April 18. An implementation update is provided to the school board by the curriculum specialist on June 6.
- Adoption of Secondary English Language Arts Intervention Instructional Materials (first reading) (May 9, 2017)  
Since November 2016, curriculum, assessment and special programs department staff work toward a recommendation for adoption of new

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instructional materials for students who need additional support at the secondary level in ELA. In a process following Policy 2311 and Procedure 2311P, Selection and Adoption of Instructional Materials, an instructional materials review committee is formed. This review committee works diligently and thoughtfully to evaluate materials according to the required criteria outlined in Procedure 2311P. The result of this extensive process is a recommendation to the superintendent that the board of directors be presented *LANGUAGE! Live*, published by Voyager Sopris Learning, for consideration as the instructional materials adoption for secondary ELA intervention classes. The estimated cost for this program is \$550,000 and was budgeted as part of the Curriculum, Assessment and Special Programs' five year instructional materials adoption forecast.

- Adoption of Secondary English Language Arts Intervention Instructional Materials (second reading) (May 23, 2017)
- Advance Placement English language and composition adoption (first reading) (June 6, 2017)
- Advance Placement English literature and composition adoption (first reading) (June 6, 2017)
- Advance Placement Spanish literature and culture adoption (first reading) (June 6, 2017)
- Mandarin I adoption (first reading) (June 6, 2017)
- Advance Placement English language and composition adoption (second reading) (June 20, 2017)
- Advance Placement English literature and composition adoption (second reading) (June 20, 2017)
- Advance Placement Spanish literature and culture adoption (second reading) (June 20, 2017)
- Mandarin I adoption (second reading) (June 20, 2017)
- Sports medicine adoption process includes three sub release days to follow 2311 and 2311P for selection and recommendation of curriculum, *Principles of Athletic Training*, to school board. (first reading) (June 20, 2017)

Key Board Dates Upcoming

- Sports medicine adoption (second reading) (July 5, 2017)

**Key Performance Outcome: 1.1.d (JS, PS)**

Students meet or exceed standards by the end of eighth grade.

Highlights of Action Items Completed

- Standards-aligned assessments are implemented in secondary English courses with SpringBoard embedded assessments that assess student progress toward meeting ELA CCSS.
- Curriculum and Learning Management Services (LMS) teams collaborate to develop support for teachers and students for the technology integration called for in secondary English and social studies standards-aligned assessments.
- Standards-aligned assessments are provided with new social studies instructional materials.

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- Curriculum and assessment teams provide support to building teams to plan for and implement ELA CCSS-aligned Interim Assessment Blocks (IBAs).
- High school readiness (March 21, 2017)  
(See KPO 1.1.a. for information on this item)
- North Middle School math department participates in three Observing for Evidence of Learning (OEL) Lab cycles focused on high leverage instructional routine number strings
- IAB are identified and integrated into instructional maps; professional development provided for teachers' implementation and analysis

**Key Performance Outcome: 1.1.e (JS, PS)**

All graduates exit with a post-secondary transition plan for work, career, and/or college, and complete the first steps toward achieving post-secondary goals before graduation.

Highlights of Action Items Completed

- District is member of the Washington Network for Innovative Careers (WANIC) Skills Center
- Two WANIC courses added to summer school schedule: DigiPen Arts & Animation and Video Game Design
- Two Sno-Isle courses added to summer school schedule: Sustainable Green Design and Biotech
- The science/engineering, math/computer science curriculum specialist and ELA specialists collaborate with the STEM-Career & Technical Education (CTE) director to identify and define "career clusters" that correspond to high demand and sustainable wage career areas. These career clusters will be included in the 2017-18 Course Planning Book. The career clusters include: computer science / information technology, engineering and advanced manufacturing, business and marketing, health science, visual communications, and natural resources and sustainability.
- Career cluster development and course enhancements include preparation for launching an advanced manufacturing program at Cascade High School and a student help desk course/internship program at Everett High School, which will include professional certification. High School and Beyond lessons using Naviance are taught by school counselors in grades 6-12. A curriculum scope and sequence and instructional calendar are developed and are used by school counselors in grades 6-12.
- Naviance staff leads, and representatives from the Parent Teacher Student Association (PTSA) and Everett Public Schools Foundation (EPSF) convene, a "Chart Your Course" group which meets regularly to plan strategies and events for the purposes of communicating and providing information to families that assists them with post-secondary planning.
- College Goal events are held at each High School and Beyond event in October 2016, which results in more Free Application for Federal Aid (FAFSA) completions by students than in previous years. In addition, high school counselors, career specialists, and GearUp staff participate in Washington Student Achievement Council's (WSAC)'s "12th Year Campaign". The campaign

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is a combination of two national programs, College Goal Washington and the College Application Campaign. WSAC administers Washington's campaign to provide high school seniors with support for two important processes: applying to colleges and applying for financial aid.

- This academic year, college application events are held at Cascade and Everett High Schools. Admission staff from colleges and universities nationwide are available at the events to help students submit college applications online. This results in a higher number of college applications submitted to date than in previous years.
- College Goal events are held at each High School and Beyond event in October 2016. This results in more FAFSA completions by students than previous years.
- This academic year, college application events are held at Cascade and Everett High School. Admissions staff from local and out of state colleges and universities are available at the events to help students submit college applications online. This results in a higher number of college applications submitted to date than in previous years.
- College readiness indicators (April 11, 2017)  
Strategic Goal 1.1 states, "Each student graduates from high school ready for college and career with 21st century skills." This presentation provides the board with data on the college readiness of Everett Public Schools students. Research-based indicators from elementary school through graduation are shared. Substantial improvements in these indicators are seen in each grade.
- Post-secondary enrollment patterns (May 23, 2017)  
The district continues to implement its strategic priority that upon graduation, each student is prepared to transition into post-secondary education and/or career choices. Data for the classes of 2005 through 2014 demonstrates steady patterns of post-secondary enrollment. Newly available data, sourced from seniors in the class of 2017 who have completed the High School and Beyond plan survey in Naviance, indicate student perceptions of preparing for college and career, as well as anticipated post-secondary enrollment. The board will receive an update on post-secondary enrollment patterns, and class of 2017 student perceptions of preparing for college and career.

#### **Strategic Goal: 1.2**

Each student has equitable access to rigorous curriculum content with common learning outcomes and assessments.

#### **Key Performance Outcome: 1.2.a (PS, JS)**

Each student has equitable access to rigorous course offerings.

#### Highlights of Action Items Completed

- Addition of an extended learning facilitator to the STEM team allows for growth of STEM-related extended learning opportunities.
- Expansion of the robotics program results in nearly all elementary and middle schools expanding the number of robotics teams to at least two per school (total of 45).
- Expansion of the middle school robotics program results in three teams added.

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- Summer professional development and training provides robotics coaches opportunity to deepen knowledge of overall robotics program, and to robot/computer coding specifically, as well as prepare for after school club time and competition.
- Elementary and middle school robotics teams compete in December; many teams qualify to participate in the next level of competition (to be scheduled for late January/February)
- Six new Career and Technical Student Organizations (CTSO) are established. CTSOs provide students opportunity to learn about a specific career area, develop a project, and compete in nationally recognized competitions. The new CTSOs include: Health Occupation Student Organization (HOSA) at each comprehensive high school; Technology Student Association (TSA) expanding to Everett High School, Gateway Middle School, and Evergreen Middle School.
- Middle school English advanced pathways teachers collaborate to develop shared plans for accelerated, rigorous honors courses and to support a focus on the use of high-leverage strategies and a growth mindset for student success
- Administrators, teachers, and curriculum specialists meet to evaluate and refine the communication and recruitment process for advanced pathway courses at the middle school level
- Special services and STEM work to increase access to rigorous courses for students with disabilities. Both departments worked with Everett High School to redesign core math course offerings which will result in increased access to Algebra I, II and geometry in the 2017-18 school year.
- Advanced Placement (AP) Human Geography teachers collaborate to refine their common course syllabus, integrating core instructional materials and best practices, including planned support for students in their first AP course as grade 9 students.

#### Key Board Dates Completed

- AP program performance (January 17, 2017):  
This study session provides an opportunity for a comprehensive AP program review, focusing on the past, present, and future of the program. Since the 2013-14 school year, EPS has partnered with Equal Opportunity Schools (EOS) to close the participation gap for students traditionally underrepresented in the AP program. The result of the partnership has been overall growth of students participating in the program, increased participation in the AP exams, and participation by underrepresented students in the AP program that proportionally matches the overall high school population. During the study session, directors are provided an analysis of district AP trends, an EOS partnership update, and an overview of the AP Capstone program implementation, which recognizes students for outstanding academic achievement and attainment of college-level academic and research skills through an AP Capstone diploma or certificate. A brief description of the future Everett Public Schools AP Summer Institute is also provided.
- English Language Arts adoption implementations (June 6, 2017)  
The elementary and secondary curriculum specialists provide an update regarding the alignment on instructional design, assessment and professional learning opportunities in the implementation plan.

**Key Performance Outcome: 1.2.b (PS, JS)**

Common content and outcomes are provided across all like classes.

Highlights of Action Items Completed

- Four elementary schools pilot K-5 gradebook
- An implementation timeline is established; the timeline aligns to the district's instructional materials adoption matrix.
- District team attends National Science Teachers Association (NSTA) conference in November 2016 to review available Next Generation Science Standards (NGSS)-aligned curriculum.
- Draft framework for system-wide implementation of computer science is completed.
- District is selected as initial member of the national Computer Science for All collaborative
- Math unit maps completed and available via the curriculum portal for: grades K-5, 6, 7, and 8; 6/7 Compacted, 7/8 Compacted, and 8/Algebra Compacted; Geometry, Algebra 1 and Algebra 2.
- North and Gateway Middle School science departments pilot performance tasks by way of the online Defined STEM platform.
- Five days of professional development for secondary math teacher leaders to ensure math practices is infused and connected with the previously developed proficiency scales and the Smarter Balanced Assessment Blueprints. This professional development aligns to the secondary unit maps
- Two days of summer and two days of fall professional development aligns to each secondary math course focused on unit map and assessment development
- Ten days of professional development for elementary teachers focuses on instructional mapping and assessment writing.
- LMS, teaching and learning, assessment, and curriculum teams work to develop common definitions and rubrics for the six 21st century skills to support integration of 21st century skills into core content, classes, unit plans, and assessments
- 21st century skills are included in unit overview plans posted on the curriculum portal for secondary English and social studies classes, core content classes, secondary English instructional guides, and AP course syllabi.
- Purposeful planning, incorporating ELA CCSS, 21st century skills, and common assessments, is the focus for ELA, EL, and Special Education teachers in the Secondary ELA Institute in summer 2017.
- English, special education, and EL teachers new to the district participate in a Standards and SpringBoard Foundations professional learning day in summer 2017 with a focus on ELA CCSS, best practices, implementation of the program as designed and purposeful planning, including the integration of 21st century skills and digital resources for engagement and deeper learning.
- AP English Language and Composition and AP English Literature and Composition teachers follow the district adoption process to evaluate and select instructional materials for alignment with standards, best practices, AP course

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requirements, and other important district selection criteria. New AP materials are adopted by the Board of Directors for implementation 2017-18.

- Professional learning for AP English teachers in summer 2017 focuses on best practices, AP strategies, course themes, and student support, including the use of text and online resources, and collaboration to develop a common AP course syllabus, integrating newly adopted instructional materials.
- The Secondary Literacy Intervention Adoption Committee, composed of special education, EL, and general education teachers and administrators, follow the district adoption process to evaluate and select instructional materials for alignment with standards, best practices, and other important district selection criteria. New intervention materials are adopted by the Board of Directors for implementation 2017-18.
- In summer 2017, professional learning for special education and EL teachers focuses on ELA CCSS, best practices, and support for implementation of newly adopted instructional materials with fidelity, including planning data-informed appropriate placement and instruction of students and a blended learning model.
- Twenty-two member NGSS design team meets through spring to inform district NGSS course maps and implementation plan
- Science menu of option professional development opportunities focus on building capacity of NGSS-aligned science and engineering practices including supporting science discourse, developing and using models, and constructing explanations
- K-12 math menu of options professional development opportunities focus on high leverage instructional practices
- Secondary math facilitator and four elementary and three middle school teachers attend summer (2017) Number Talk Academy
- All Algebra 2 teachers participate in one cycle of OEL Lab

#### Key Board Dates Completed

- Instructional materials overview, adoption schedule (November 8, 2016)  
This presentation provides the board with a forecast of core instructional materials needs in multiple content areas over the next five years, as well as critical factors that drive these needs: equity, standards-alignment, technology integration, collaboration, and continuous improvement. The presentation establishes a common understanding of potential financial implications of long-term adoption plans and outline next steps.
- Adoption of Secondary English Language Arts Intervention Instructional Materials (first reading) (May 9, 2017)  
Since November 2016, curriculum, assessment and special programs department staff work toward a recommendation for adoption of new instructional materials for students who need additional support at the secondary level in ELA. In a process following Policy 2311 and Procedure 2311P, Selection and Adoption of Instructional Materials, an instructional materials review committee is formed. This review committee works diligently and thoughtfully to evaluate materials according to the required criteria outlined in Procedure 2311P. The result of this extensive process is a recommendation to the superintendent that the board of directors be presented *LANGUAGE! Live*, published by Voyager Sopris Learning, for



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consideration as the instructional materials adoption for secondary ELA intervention classes. The estimated cost for this program is \$550,000 and is budgeted as part of the Curriculum, Assessment & Special Programs' (CASP) five-year instructional materials adoption forecast.

- Adoption of Secondary English Language Arts Intervention Instructional Materials (second reading) (May 23, 2017)
- Advanced Placement English language and composition adoption (first reading) (June 6, 2017)
- Advanced Placement English literature and composition adoption (first reading) (June 6, 2017)
- Advanced Placement English language and composition adoption (second reading) (June 20, 2017)
- Advanced Placement English literature and composition adoption (second reading) (June 20, 2017)

**Strategic Goal: 1.3**

Each student receives relevant, rigorous, personalized, and engaging standards-based instruction.

**Key Performance Outcome: 1.3.a (JS)**

Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.

Highlights of Action Items Completed

- The Substitution Augmentation Modification Redefinition (SAMR) model is a learning walk tool to help educators understand at what level teachers integrate technology into teaching and learning
- New hires complete final Teacher Principal Evaluation Pilot (TPEP) sessions in January
- Summary observation reports and summative evaluation conference align throughout the district
- Two high schools and three elementary schools complete second of four technology integrated learning sessions.
- The curriculum team and Learning & Information Technology Services (LITS) team collaborate to identify digital resources to support secondary English and Social Studies teachers with successful technology integration with English Embedded Assessment projects and Social Studies topic inquires, including projects, Document-Based Questions (DBQ), and civic discussions.
- The secondary literacy team provides support to buildings for high leverage strategies that English teams have chosen to focus on in their school improvement plans to boost student learning and achievement as they teach and assess Common Core State Standards and implement *SpringBoard* instructional materials. Support includes learning walks, district and building English leadership team development, and lesson planning and modeling.
- District secondary literacy and EL teams participate in a learning walk process to support successful implementation of *SpringBoard* instructional materials for teaching ELA CCSS. The learning walks, also attended by a *SpringBoard* national program manager and director of professional learning, were designed

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to support teachers using *SpringBoard* instructional materials especially designed for EL students.

- District secondary literacy and humanities professional learning sessions and committee meetings model integration of technology for classroom instruction, utilizing resources such as OneNote, FlipGrid, and Padlet, and the use of Office365 for collaboration and mapping.
- Book study of *Principles to Action: Ensuring Mathematical Success for All* is facilitated at monthly principal meetings. Sessions focus on effective high-leverage instructional strategies and supporting principals as instructional leaders.
- K-12 balanced math instructional framework and models designed by math team; all principals introduced to framework and models.

#### Key Board Dates Completed

- *SpringBoard* presentation to the board (March 21, 2017)  
SpringBoard is the College Board's college and career readiness program for all students in grades 6-12. The program's framework integrates rigorous instruction, performance-based assessment, and exemplary professional development. SpringBoard is built on primary and secondary research, and is supported by comprehensive longitudinal studies and case studies. Research shows that high schools using SpringBoard for three to five years had substantially more students taking AP courses, and that the program improved AP scores, particularly among Latino and African American students. SpringBoard was adopted in May 2014, with secondary literacy teachers in Everett Public Schools using SpringBoard instructional materials, available in print and digital formats. This report highlights the status of the SpringBoard success criteria in the district's secondary classrooms.
- ELA Implementation presentation to the board (June 6, 2017)

#### **Key Performance Outcome: 1.3.b (JS)**

Student satisfaction with learning improves.

#### Highlights of Action Items Completed

- Classroom management study team establishes criteria and reviews discipline programs

#### **Key Performance Outcome: 1.3.c (JS)**

Students receive and apply health and fitness instruction and make informed choices to improve their health and fitness.

#### Highlights of Action Items Completed

- Healthy Youth Survey is administered by middle and high schools in October 2016.
- Panorama, a web-based survey tool measuring student social-emotional health, is piloted at four schools.

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- Sexual health education curriculum is implemented at middle and high schools.
- Curriculum maps are revised for high school physical education elective courses

**Strategic Goal: 1.4**

Each student demonstrates cultural proficiency and is prepared to live in and contribute to a world economy.

**Key Performance Outcome: 1.4.a (PS, JS)**

Our curriculum incorporates arts, language, culture, and history at all levels.

Highlights of Action Items Completed

- Secondary social studies teachers implementing new instructional materials for core courses participate in initial use professional learning sessions and ongoing professional learning opportunities as well as support for the first year of implementation in district and building meetings and one-on-one support.
- Implementation of secondary social studies instructional materials includes initial use and year one professional learning sessions for teachers focused on effective use of materials, including digital platforms, student engagement and an inquiry approach to learning called for by state social studies standards and Common Core State Standards for History/Social Studies.
- A secondary social studies leadership team, composed of teachers from every district middle and high school, collaborates to develop course maps and other curriculum portal resources for use by teachers in all core social studies courses and to support the development of professional learning communities in their buildings.
- Professional learning for secondary social studies teachers in summer 2017 focuses on standards, inquiry, and initial use training for the DBQ Project, including the use of text and online resources.
- An elementary social studies leadership team, composed of grade 4 and 5 teachers, collaborates to explore the Since Time Immemorial: Tribal Sovereignty Curriculum and consider implications on instructional maps and classroom-based assessments.
- AP social studies teachers implementing new instructional materials engage in initial use professional learning sessions, including the use of digital platforms, and continue to develop and refine common course syllabi.
- Implementation of a new AP world language course includes initial use professional learning about newly adopted instructional materials, including use of the digital platform, and the opportunity to develop a course syllabus.
- AP Spanish Literature and Culture is approved as a new AP world language course for implementation in 2017-18.
- Advanced Placement (AP) Spanish teachers follow the district adoption process to evaluate and select instructional materials for alignment with standards, best practices, AP Spanish Literature and Culture course requirements, and other important district selection criteria. New AP materials are adopted by the Board of Directors for implementation 2017-18.
- Professional learning for AP Spanish literature and culture teachers in summer 2017 focuses on best practices, AP strategies, course themes, and student

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support, including the use of text and online resources, and collaboration to develop a common AP course syllabus, integrating newly adopted instructional materials.

- Plans are in place to extend Chinese world language course offerings to Cascade and Jackson High Schools beginning fall 2017.
- The Chinese Adoption Committee, composed of district world language teachers, Everett Community College Chinese instructor, and a building administrator, follow the district adoption process to evaluate and select instructional materials for alignment with standards, best practices, and other important district selection criteria. New Chinese instructional materials are adopted by the Board of Directors for implementation 2017-18.
- In summer 2017, professional learning for Chinese teachers focuses on World Readiness Standards for Language Learners, best practices, and support for implementation of newly adopted instructional materials, including the use of the digital platform for instruction and assessment.
- Music, theatre, and visual arts teachers learn about new state arts standards and consider implications for instructional maps, classroom performance based assessments, and technology integration in summer 2017.

#### Key Board Dates Completed

- Social studies implementation update (January 10, 2017)  
The district is implementing new social studies instructional materials in middle and high school social studies courses. Adopted by the board of directors in May 2015, these materials provide support to teachers to engage students in learning and becoming proficient with regard to state social studies standards, Common Core State Standards for Literacy in History/Social Studies, and 21st century skills. This board presentation highlights the goals and progress of the implementation plan, including professional learning, instructional planning, leadership team development, and support in buildings for standards-based best practices in social studies and the effective use of instructional materials.
- World language program update (March 7, 2017)  
This presentation provides the board an update on the world language program in EPS, including a review of district long-term goals, an update regarding progress toward meeting those goals, and consideration of next steps.
- Advanced Placement Spanish literature and culture adoption (first reading) (June 6, 2017)
- Chinese adoption (first reading) (June 6, 2017)
- Advanced Placement Spanish literature and culture adoption (second reading) (June 20, 2017)
- Chinese adoption (second reading) (June 20, 2017)

**Key Performance Outcome: 1.4.b (PS, JS)**

At graduation, students have skills and knowledge in world languages, comparative history or culture, global economics, the arts, and social justice.

Highlights of Action Items Completed

- Middle school and high school Spanish 1 teachers meet throughout the year in a PLC and engage in professional learning opportunities and learning walks. They develop and utilize common instructional maps, share instructional resources and ideas for student success and engagement, and develop common assessments to implement common course content and outcomes for the Spanish 1 course.
- Spanish 1 launches at the middle school level across all district middle schools and engages 21 sections of 8th grade students in world language learning, providing the opportunity to have five years of world language study, including two AP Spanish courses, before graduation.
- Secondary world language teachers form a district PLC to collaborate on Learning Improvement Fridays. Their goals for the year include developing shared understanding of world language standards, 21st century skills, and best practice strategies for teaching and assessing, such as use of the target language in the classroom and performance-based assessments.
- High school graduates who have demonstrated a high-level of proficiency in speaking, reading, and writing in one or more world languages in addition to English are recognized with the Washington Seal of Biliteracy. The Seal of Biliteracy is added to students' transcripts and diplomas once students meet both ELA graduation requirements and world language competency requirements demonstrated through district world language proficiency or AP language tests. In addition, high schools honor students with a Seal of Biliteracy medallion at graduation.
- World language assessments were administered during the school day at a reduced cost. In the fall, 118 students earned 352 credits in 16 languages. In the spring, 218 students earned 612 credits in 33 languages. While only 25 middle school students participated in the fall, this rose to 62 in the spring. Middle school students earned 232 high school world language credits as a result.

Key Board Dates Completed

- Social Studies Instructional Materials Implementation Update (January 10, 2017)  
The district is implementing new social studies instructional materials in middle and high school social studies courses. Adopted by the board of directors in May 2015, these materials provide support to teachers to engage students in learning and becoming proficient with regard to state social studies standards, Common Core State Standards for Literacy in History/Social Studies, and 21st century skills. This board presentation highlights the goals and progress of the implementation plan, including professional learning, instructional planning, leadership team development, and support in buildings for standards-based best practices in social studies and the effective use of instructional materials.

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- World language program update (March 7, 2017)  
This presentation provides the board an update on the world language program in Everett Public Schools, including a review of district long-term goals, an update regarding progress toward meeting those goals, and consideration of next steps.

**Strategic Goal: 1.5**

Each school and the district meet or exceed federal and state performance requirements.

**Key Performance Outcome: 1.5.a (JS, PS)**

State and federal achievement targets are met or exceeded.

Highlights of Action Items Completed

- The Multi-Tiered System of Supports (MTSS) team explored regional, state and national MTSS models to develop our understanding of the tiered-support model. The team analyzed our existing school and district structures, systems and resources to determine areas in need of strengthening to develop the MTSS Framework for the 2017-18 school year. Areas strengthened this year to support the MTSS framework include implementation of a middle school math summer school program, selection of the Positive Behavior Intervention System (PBIS) model for student behavior, focus for all administrators on student safety in their annual evaluations, and piloting of the Panorama Ed survey to measure student social-emotional well-being and life readiness.
- 2016 summer reading program results show increased participation and significant impact on students' developmental reading assessments
- Elementary summer school planning is offered at six sites serving all elementary schools, for students entering first through fifth grades. Eligible students are those who are ELs, reading below grade level, and/or just below standard in math. Approximately 1100 students benefitted from 20 days instruction. The curriculum comprised a Guided Language Acquisition Design (GLAD) science unit based on a grade level unit for the upcoming year; small, daily guided reading focused on the same science theme; and an hour of math. All students were served breakfast and lunch.
- Imagine Learning was implemented for EL at middle and high school. Level one emerging students and low level two progressing students have individual subscriptions for this computer-adaptive program, which provides instruction in basic English vocabulary and literacy skills. Teachers participated in two sessions of professional development to learn how to effectively implement the program and how to take advantage of the diagnostic assessments and supportive instructional materials.
- Low-mid level two progressing middle and high school EL students have individual subscriptions to iReady. This computer-adaptive program provides instruction in literacy skills from kindergarten through eighth grade reading level. Teachers use the diagnostic function of the software to organize small intervention groups and provide targeted instruction. Teachers completed three professional development sessions. The first session gave an overview of

the program, while the second explained how to use the diagnostic features and resources. The third helped teachers better use the assessment data provided.

- Four scaffolded EL classes are offered for level one and low–mid level two students: algebra and biology at Cascade High School and biology and U.S. history at Everett High School. These courses provide vocabulary support and instruction in addition to content instruction. Teachers have met five times to learn about language acquisition, strategies for working with ELs, and to plan collaboratively.
- Summer school opportunities were provided for elementary, middle, and high school EL students. Elementary ELs were included in the elementary summer school programs. A new instructional unit for was developed based on the framework from last summer, emphasizing reading longer, more complex text and informational writing. High school classes were offered in Washington State history, biology, math foundations, COE and pre-COE, as well as newcomer English fundamentals. Approximately 120 students participated.
- The EL coaches and facilitator provided professional development and support across the district. Highlights included learning cycles with all teachers at Evergreen, a four-day GLAD demonstration during summer school, two-day GLAD trainings for the Emerson and Madison staff, and significant work at Forest View, Cedar Wood, and Woodside.

#### Key Board Dates Completed

- Student performance, EES trends (September 20, 2016)  
This study session provides the board with additional insight into the district's performance from several perspectives using multiple data sets. Analysis of organizational effectiveness and student achievement is viewed from three perspectives: performance (i.e., Where are we as a district and where are our schools?), improvement (i.e., Are we getting better as a system?), and growth (i.e., Are we adding value to student learning? Are we adding value to professional growth?). This analysis examines the recently released 2016 student achievement data, including multiple forms of disaggregation by federal subgroups, and the nature of the district's continuous quality improvement efforts.
- Annual student achievement report (September 27, 2016)  
In the spring of 2016, for the second time, EPS administered the SBA in ELA and math as part of the Washington Comprehensive Assessment Program. The administration of these assessments followed an extensive period of preparation at the school and district level including the implementation of the Common Core State Standards, adoption and use of Chromebooks in the classroom, and education and training for staff, students, and parents. This report to the board provides 2016 assessment data and demonstrates that, as a result of this careful planning and successful implementation of the SBA, students in EPS outperformed the state consistently at every grade level.
- ESSA implications (October 4, 2016)  
This study session provides an opportunity for board development in the provisions related to implementation of the *Every Student Succeeds Act* (ESSA) in Washington. Since ESSA will be fully operational in the 2017-18 school year, EPS will implement the provisions. During the study session, directors learn key components of ESSA, how the bill is similar and different

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from the *No Child Left Behind Act*, and are provided an update on the consolidated plan and timeline for implementation, specific roles of each workgroup, and opportunities and challenges that lie ahead.

- **State of School Review analysis (April 25, 2017)**

The 2016-17 State of the School Reviews were recently completed by all of the district's twenty-six schools. The formative presentations are designed to provide information about current improvement efforts. The presentation, conducted by school administrators and teacher leaders, aligns with the monitoring component of the school improvement model, which includes planning, implementation, monitoring, and evaluation. Members of the board, the superintendent, and district office support staff attended the presentations. This report reviews the components of the presentation, highlights schools' action items and key performance indicators, communicates key support areas, and addresses next steps based on the strategic plan.



**Strategic Priority: 2 Inspiration, Innovation, and Information**

Foster innovation to serve current and future needs of diverse learners; support innovative approaches to develop, identify, and use information and technology.

**Strategic Goal: 2.1**

Our culture welcomes and celebrates innovative approaches to learning and operations to inspire students and staff.

**Key Performance Outcome: 2.1.a (JS, PS, DB, DK)**

Creativity and innovation are integrated into the instructional and operational work of the district.

Highlights of Action Items Completed

- Zonar Global Positioning Systems have been installed and are operational in all food service, maintenance and technology department vehicles. Administrative staff have been trained and are able to use this system.
- Electronic time reporting to record the accrual and approval for overtime, work was implemented with the Trades staff in October. Custodial staff receive training on the January 30 maintenance department professional development day. This electronic replaces manual paper based processes.
- A review of work order data is integrated into weekly Maintenance and Operations trades crew and craft meetings to focus on the completion and management of work orders. In August 2016, 1400 open work orders dated as far back as the 2011-12 school year and as of January 4 have been reduced to 850 open work orders including a few remaining from the 2014-15 school year. This has helped to bring greater clarity to current work order needs and priorities.
- RAVE 911 is implemented in the transportation department on the district's small buses. Each bus is outfitted with a smart phone and route numbers. Bus drivers have been trained in the use of RAVE along with SNOPAC 911 call takers. This innovation is the first in the country for RAVE 911 and is a result of the partnership between RAVE, SNOPAC 911 and Everett Public Schools.
- The feasibility of enhanced HVAC system commissioning activities for North MS modernization and new elementary school no. 18 projects is being evaluated. Enhanced commissioning includes four season verification and adjustment, as well as a final re-commissioning one year after occupancy. Enhanced commissioning is anticipated to provide the building occupants greater comfort, will ensure that the HVAC systems are operating at the optimum efficiency, and will save on energy costs.

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**Key Performance Outcome: 2.1.b (JS, PS, DB, DK)**

Creativity and innovation are celebrated.

Highlights of Action Items Completed

- Superintendent's Leadership Team (SLT) members engage in two sessions on leading for innovation by way of technology. Members share innovative approaches transforming work across the organization and explore ways to promote innovation by communicating effectively in the community.
- June 8, 2017 is secured at Xfinity arena in Everett, Washington for Innovation Expo 2017. Extended learning facilitator coordinates planning for Innovation Expo 2017; committees and timeline/benchmarks are established. Community exhibits will focus on career connected learning (innovative practices).

**Strategic Goal: 2.2**

District-wide systems for managing and communicating information are coordinated, linked, aligned, compatible, and user friendly.

**Key Performance Outcome: 2.2.a (BB, JS, LA)**

Tools for collaboration, communication, and creativity are available, accessible and widely used.

Highlights of Action Items Completed

- Tablet deployment, initial trainings, and on-site drop-in sessions and scheduled trainings are completed for all instructional leadership and all buildings' certificated staff (1500 devices).
- Documentation for curriculum and system tools updates are placed on LMS website and added to Service Now knowledge base.
- On-site and departmental Office 365 and EPS Google Apps trainings are hosted, highlighting Atomic Learning resources.
- Training for all four season of Year 1, Cohort 1 in integrating technology into instruction (300 staff) is completed.
- The early learning team coordinates and supports the exploration of Teaching Channel as part of a professional learning platform with curriculum specialists and facilitators in STEM, induction and ELs. Early learning has incorporated the Teaching Channel Teams platform into professional learning sessions for kindergarten and BFTL. Coaching sessions are taking place with Early learning and community preschool providers using the Teaching Channel platform. Collaboration between STEM, literacy, induction and EL professionals is continuing the exploration of Teaching Channel to further professional learning opportunities for district teachers.

Key Board Dates Completed

- Integrated Technology Plans (October 11, 2016)  
As part of the work of the district 2016-17 Annual Operating Plan and the passage of the bond and levy, a comprehensive technology plan is developed. The implementation of a comprehensive technology plan will lead students to

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acquire the knowledge and attitude and skills to adapt to the emerging needs of a changing world. This presentation provides the board with an update of the technology plan, the development process, and the beginning steps of the implementation of a completed technology plan.

- Integrated Technology Plan Update (February 7, 2017)  
This presentation provides the board with a status report on the implementation of the Integrated Technology Plan (ITP).
- Integrated Technology Plan student devices (April 11, 2017)  
This presentation provides the board with information on the [Toshiba Portege](#) laptop, the device selected for students at Everett and Sequoia High Schools for deployment in the 2017-18 school year. The learning and information technology services team reviews the selection process and features about the device chosen for students.
- Integrated Technology Plan status (June 20, 2017)

#### **Key Performance Outcome: 2.2.b (BB, JS, LA)**

Access to systems, information and resources is easy and seamless for the end user.

#### Highlights of Action Items Completed

- Service Now product as incident management system is launched, and initial knowledge base resources are built.
- New curriculum tools within Social Studies Adoptions and EL I-Ready software are added, and Holt online utilizing Active Directory is transitioned.
- Integrated Technology Plan status (February 7, 2017)  
(See KPO 2.2.a. for information on this item)
- Integrated Technology Plan status (June 20, 2017)  
(See KPO 2.2.a. for information on this item)

#### **Key Performance Outcome: 2.2.c (BB, JS, LA)**

Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities.

#### Highlights of Action Items Completed

- District communications plan 2016-17 is developed
- Superintendent community conversations with Latina/Hispanic, Ukraine/Russian and African American parents are scheduled to occur during the school year
- Three community conversations with underrepresented family groups were conducted this year. A direct mail piece was sent to 2,292 Hispana-Latina families. A direct mail piece was sent to 1,454 African-American families and a direct mail piece was mailed to 185 Russian/Ukrainian families accompanied by a personalized call.
- The African-American community gathering engages 47 community members in conversations to enhance parent partnerships and student success.

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- The Russian/Ukrainian community gathering engages 32 community members in conversations to enhance parent partnerships and student success
- Everett Neighborhood Council leaders and principals develop an asset map to strengthen school-community support for students in north and central region schools.
- High school staff conduct FAFSA and WAFSA outreach to support parent and student participation.

#### Key Board Dates Completed

- Community engagement plan (November 29, 2016)  
This special board meeting provides directors an opportunity to review communication and engagement needs relating to enrollment growth, long-term solutions, and planning for a potential future bond measure.
- Legislative priorities (December 6, 2016)  
The assistant executive director for governmental relations from the Washington Association of School Administrators (WASA) joins staff in providing the board a preview of the 2017 legislative session. Each year the board of directors prepares a legislative platform for use with legislators. On September 13, 2016, the board discussed their 2017 preliminary legislative priorities in preparation for the 2016 Washington State School Directors' Association (WSSDA) Legislative Assembly held on September 23-24, 2016. Since that time, staff continue to research legislative platforms provided by state associations to coordinate and align with our local platform. In the 2016 short session, the legislature made little progress in responding to the Washington State Supreme Court's McCleary Orders, prompting the court to continue to hold the state in contempt. Accordingly, the priorities of state associations representing various aspects of the district's operation are very similar to the prior year.
- High School Capacity Analysis (March 30, 2017)  
The board holds a work session at Jackson High School to engage the community on projected high school enrollment growth and capacities. This work session is designed so the board and community members in attendance develop a strong understanding of projected enrollment growth across the district, learn about some options and implications we have for responding to this growth, and discuss their concerns, thoughts and ideas. This work session is one of numerous district events and activities during 2016 and 2017 designed to establish a strong foundation for making decisions about a potential capital bond in 2018, which would likely include construction of a new comprehensive high school in the southern portion of the district.

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**Strategic Goal: 2.3**

Staff applies 21st century knowledge and skills to improve professional practice and productivity in support of student learning.

**Key Performance Outcome: 2.3.a (JS, PS, DK)**

Staff demonstrates communication, collaboration, critical thinking, creativity and self-direction in their work.

Highlights of Action Items Completed

- Instructional leadership team members create common reporting tool for administrative-facilitated collaboration meetings

Key Board Dates Completed

- Integrated tech Plans (October 11, 2016)  
(See KPO 2.2.a. for information on this item)

**Strategic Priority: 3 People, Structure, and Systems**

Develop people, structures, and systems to support student learning in a culture of mutual respect and intellectual engagement.

**Strategic Goal: 3.1**

Our long range recruitment, placement and retention plans for certificated, classified, and administrative employees support diversity and future needs.

**Key Performance Outcome: 3.1.a (DK)**

Our workforce is diverse and reflective of our student population and community.

Highlights of Action Items Completed

- The fourth Staff of Color community event is held in November 9, 2016; participation and interest continues to grow with more employee groups represented. Planning for the next event is in progress with a tentative date scheduled on May 31, 2017.
- Alternate Route to Teaching Programs: Western Washington University (WWU)/EPS Secondary Educators for Equity & Diversity (SEED) block grant – 12 candidates are participating in the SEED program; 3 full time classified employees and 9 emergency substitutes. Graduates will be ready for hire fall of 2017. Candidates are pursuing secondary endorsements in Spanish, ELL and other hard to fill areas. Four additional paraeducators are pursuing teaching credentials through the alternate route program at City University. Candidates who successfully complete the program will be ready for hire fall of 2017.
- Alternate Route to Teaching Program with Western Washington University (WWU)/EPS SEED block grant continues for a second year - five candidates identified for EPS student teacher placements for 2017-18 school year
- Everett participates in a Virtual Career Fair focusing on special education candidates on January 26, 2017
- EPS first annual Teacher Candidate Day is held on February 28, 2017; 54 candidates are interviewed; 5 candidates offered letters of intent for 2017-18. (
- EPS hosted first Classified Job Fair on May 24, 2017 to increase classified applicant pool, specifically paraeducator positions.
- Initial planning for Historically Black Colleges/Universities recruitment efforts begin spring 2017.
- Pipeline to Teaching work continues with expanded focus on Diversified Pathways to Education and Medical Professions in collaboration with EvCC, UW Bothell, and Marysville Public Schools.

Key Board Dates Completed

- Recruitment, retention, affirmative action (June 20, 2017)  
Intern placements of up to 10 district candidates, consisting of emergency substitutes and classified employees, is underway through a WWU Secondary Education for Equity and Diversity (SEED) grant for alternate route candidates. Teacher candidates are pursuing secondary Spanish and ELL endorsements.

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During spring 2016, the [ECMC Foundation](#) awarded a \$150,000 [grant for 2016-17](#) to UW|B School of Education Studies to develop a plan to create seamless supports for high school students and other members of our communities to explore teaching as a career. Everett Community College and Marysville Public Schools are additional partners.

Human resources staff participated in a January 26, 2017 [virtual career fair](#) focused on special education candidates.

**Strategic Goal: 3.2**

Our culture supports intellectual engagement and mutual respect among all staff, and values the contributions of each employee.

**Key Performance Outcome: 3.2.a (JS, DK)**

Staff demonstrates the characteristics of high performing teams.

Highlights of Action Items Completed

- Professional learning communities' consultants provides sessions on the work of high performing teams
- Collective bargaining (May 23, 2017)

**Strategic Goal: 3.3**

Systems supporting professional performance and growth are established and used to support continuous improvement and future needs.

**Key Performance Outcome: 3.3.a (JS, DK)**

Staff collaborate and engage in continuous improvement processes.

Highlights of Action Items Completed

- Assistant superintendents introduce continuous improvement process to all new staff.
- Professional development survey is administered to all district work groups.
- 5 STEM science leadership group, comprised of sixty science teacher leaders, is strengthened to inform and support program growth.
- Teacher leaders engage in deeper understanding of the Next Generation Science Standards in preparation to introduce their peers to NGSS instructional shifts and are equipped to lead full NGSS implementation alongside their principals,
- Elementary math leadership team (eMILT) is established and meets (formerly known as the K-5 Math Cadre), composed of thirty-five teacher leaders across each elementary school and Port Gardner. The purpose of this team is to build capacity of teacher leaders. This year's focus is on instructional strategies that elicit and build student use of the Standards for Mathematical Practice.
- Math Instructional Leadership Team (sMILT) is established and meets, composed of twenty-four teacher leaders across all middle and high schools. The purpose of this team is to build capacity of teacher leaders. This year's



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focus is on instructional strategies that elicit and build student use of the Standards for Mathematical Practice.

**Key Performance Outcome: 3.3.b (JS, DK)**

Employees are highly proficient and skilled.

Highlights of Action Items Completed

- Staff meet with nurses' leadership to discuss four-tiered evaluation system development process.
- Three meetings are held for development of four-tiered evaluation system process
- One-Third of food & nutrition staff are on four-tiered evaluation system. Positive reviews of evaluation are received.
- First draft of directors' four-tiered evaluation system is completed after meetings with director-level representatives.
- All custodial staff are evaluated on a four-tier model.
- Four-tiered evaluation system developed for nurses.
- Four-tiered evaluation system developed for directors.
- Approximately 70% of food & nutrition utilize the four-tiered evaluation system at the conclusion of the 2016-17 school year.

Key Board Dates Completed

- Professional development systems progress (September 13, 2016)  
The board is provided an update on the progress of the staff's professional development efforts, including the work of the professional development council and related support systems.

**Key Performance Outcome: 3.3.c (JS, DK)**

Employees have access to relevant education and cross training.

Highlights of Action Items Completed

- Para-educators participate in technology trainings alongside certificated staff.

**Strategic Goal: 3.4**

Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness.

**Key Performance Outcome: 3.4.a (PS, MG)**

Our students and staff learn and work in an emotionally, physically and intellectually safe and secure environment.

Highlights of Action Items Completed

- Training for new administrators is conducted on the district's emergency procedures. Sgt. Reeves from the Everett Police Department assists with the training. The training includes Run, Hide Fight, Incident Command Structure,



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- the district's Emergency Operations Center (EOC), the role of social media and the district's response and an active shooter table top simulation exercise.
- New administrators and related assistants who are assigned roles in the district's EOC receive an orientation on the EOC organizational structure, roles and responsibilities and familiarization with the facilities and equipment. The district receives support for this from the City of Everett's Department of Emergency Management.
  - An EOC simulation exercise on May 25 is held which includes participation from SNOPAC 911 and expanded use of technology into the EOC operations. The City of Everett's Department of Emergency Management is assisting with the exercise.
  - RAVE 911 is being implemented in the transportation department on the district's small buses. Each bus is being outfitted with a phone linked to route numbers. Bus drivers are trained in the use of RAVE along with SNOPAC 911 call takers. This innovation is the first in the country for RAVE 911 and is a result of the partnership between RAVE, SNOPAC 911 and Everett Public Schools.
  - Plans are underway to install gyro-activated camera systems to record event-related data on Durham busses.
  - 86.6% of all employees complete the annual harassment, intimidation, bullying mandatory training.
  - Signs of Suicide curriculum is implemented at all middle and high schools.
  - Elementary social and emotional curriculum (Second Step) is implemented at all elementary schools.
  - A comprehensive K-12 social-emotional framework is developed.
  - All staff are trained in the district's transgender policy and procedure.
  - District-wide safety and security design and construction standards are developed to provide a standardized approach to providing enhanced security measure. These enhancements are to be funded primarily from the 2016 capital levy.
  - The policy review council and district level administrators revised or drafted six policies and procedures to promote equitable and non-discriminatory practices: 2210, Special Education and Related Services for Eligible Students; 2211, Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973; 3115, Education of Homeless Students; 3213, Transgender Students; 3240, Student Conduct Expectations and Sanctions; and 4218, Language Access Plan

#### Key Board Dates Completed

- Social/emotional support update (November 1, 2016)  
This study session provides context for students' SEL in EPS, illustrates systems-level preventive and responsive support of SEL, and provides the board an opportunity to observe and participate in examples of SEL. This study session responds to the superintendent's goal for Standard Three, Strand Two: Systematically conduct data-based evaluation of the effectiveness of practices that address employee and student safety and well-being, as well as students' social-emotional learning.

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**Key Performance Outcome: 3.4.b (MG)**

A coherent approach to emergency preparedness exists across the district.

Highlights of Action Items Completed

- (See KPO 3.4.a. for additional information on this item)
- Emergency response bags are present in district operational vehicles to aid in responding to a wide range of safety and emergency situations. Staff are trained on the supplies and equipment in each bag.
- RAVE 911 is implemented district-wide due to the participation by SNOCOM 911, which allows the three schools located in the City of Mill Creek to access this emergency communication system. As a result, the district has two 911 centers able to respond to 911 calls at any of our district sites.
- For the 2016-17 school year, six schools receive new radios to support school communications and safety. The radios provide for intra and inter school communications.

Key Board Dates Completed

- (See KPO 3.4.a. for information on this item)

**Strategic Goal: 3.5**

Our organization structure, including roles, reporting relationships, decision-making processes, and other organization design elements, supports effective service delivery to students and other constituents.

**Key Performance Outcome: 3.5.a (MG)**

Systems and structures are aligned with the requirements of our mission.

Highlights of Action Items Completed

- Discussion of work order data is integrated into weekly Maintenance and Operations department trades crew and craft meetings to focus on the completion and management of work orders. In August 2016, open work orders dated as far back as the 2011-12 school year and as of May 24 have been reduced to a few remaining from the 2014-15 school year. This has helped to bring greater clarity to current work order needs and priorities. 2016 work order data showed that there was a 44% completion rate within 7 days, as of January 6, the 2017 data shows a modest improvement of up to 47% completed in seven days. To improve work order completion data, smart phones that allow for the trades group to access the School Dude app to directly close work orders should also contribute to improved results over time along with clearing out the oldest work orders. Data by craft group is disaggregated for department and craft review in the respective meetings. Monthly work order data reports are provided to school that shows open and closed work orders and a comparison to schools within their level.
- As of April 1, the grounds crew is organized into a regional school service delivery model. The 26 schools and support sites such as the CRC are assigned a designated crew person to care for each site. This model provides regular, scheduled service and begins to build relationships between the schools and the

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grounds crew with the goal of improving the grounds appearance at our district sites.

- District delivery and grounds services are separated to provide a consistent level of support and staffing in each area to better meet the customer's needs.

#### Key Board Dates Completed

- **Strategic plan mid-year progress report (February 7, 2017)**  
This report presents a summary of the progress made by the district to implement its Strategic Plan during the first half of the 2016-17 school year, which is the sixth year of the implementation plan. Highlights of key accomplishments are presented to the board to illustrate accomplishments in the five strategic priority areas, celebrate successes, and acknowledge challenges.
- **Board annual goals 2016-17 progress report (March 7, 2017)**  
During the board's summer 2016 workshop a draft of the annual work plan for 2016-17 was discussed, and a revised version was approved at the September 13, 2016 regular meeting. This first progress report of the year is presented for board review and discussion prior to posting on BoardDocs.
- **Budget development workshop (March 14, 2017)**  
On January 9, the Legislature convened its 2017 Legislative Session. This first year of a two-year biennial session, known as the "long" session, is limited to 105 days. Most agree there will be multiple 30-day extended sessions that will delay adoption of the 2017–19 Operating Budget well into June or even July. The overriding issue is compliance with the state Supreme Court's 2012 McCleary decision and the 2018 deadline set by the Court for compliance by the state. To date, five budget plans have been unveiled, including the Governor's proposal issued in December, and four legislative proposals. The two that carry the most weight are from the Senate Republican Majority Coalition Caucus ([SSB 5607](#)) and from the House Democratic Caucus ([ESHB 1843](#)). These two proposals vary significantly on key policy issues such as taxation, employee compensation, and basic education funding models. The stark contrast between the proposals leaves the Office of the Superintendent of Public Instruction (OSPI) and school districts in a holding pattern. Fortunately, on March 9 the House and Senate did pass and send to the Governor [ESB 5023](#) to delay the levy cliff for one year, mitigating layoff notices in several major school districts. While the two chambers continue to negotiate a final compromise on a McCleary solution, school districts must move forward with budget preparation by planning for the worst and hoping for the best. The board will be updated on the budget implications of the current proposals, discuss fund balance policy, and provide feedback on current budget priorities in support of the strategic plan.
- **Strategic plan update (May 9, 2017 and May 23, 2017)**  
At the May 9 meeting the board is presented proposed updates to the district's strategic plan for 2017-18. These changes are designed to provide greater clarity and a more strategic focus on college, career, and life readiness in strategic goal 1.1 and associated Key Performance Outcomes (KPOs). The board approves these changes at the May 23 meeting.
- **2016-17 Strategic KPOs/KPIs (May 30, 2017)**

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The board is presented a review of how district staff use KPI's and KPOs in a continuous improvement cycle, and selects KPIs and other information to be displayed in a public-facing data dashboard. The board also reviews data on its own role of monitoring the performance of the district, and discusses potential adjustments to its work plan for 2017-18 to more effectively accomplish this.

- Board goals 2017-17 progress review (June 20, 2017)
- Annual operating plan (June 20, 2017)

The board accepts the AOP for 2017-18, which describes the operational-level action items and KPIs that schools and department will use in their work plans and improvement plans for next year.

#### Key Board Dates Upcoming

- Strategic plan end of year progress (July 5, 2017)
- Board goals 2017-17 progress review (August 29, 2017)

**Strategic Priority: 4 Resource Management**

Generate, align, and coordinate all available resources to serve the best interests of the students. Develop flexibility and adaptability to achieve our mission in a changing economic environment.

**Strategic Goal: 4.1**

Resources (finances, staffing, technology, facilities) are aligned to student learning, and allocation is based on long-term, broad, district needs and goals.

**Key Performance Outcome: 4.1.a (JM, MG)**

Long-term planning in finances, staffing, technology, and facilities are intentionally and systematically driven by student enrollment, learning measures and strategic priorities.

Highlights of Action Items Completed

- The long-range Capital Projects Fund budget is updated to include revenues from the successful \$89,624,000 capital levy and \$149,700,000 capital bond in April 2016, as well as State Construction Assistance Program funds, mitigation/impact fees, property sales and leases, interest earning, and other miscellaneous revenues. This cash flow projection includes all anticipated resources and expenditures for the CPF through 2023, totaling \$290.3 million.
- The board participates in a study session at Garfield Elementary School on October, focused on development of an EPS framework for early learning, including articulation of a theory of action, research, site visits, district demographics, and a possible service model.
- Short and long-range enrollment projections are updated and presented to the board and community in March at a special board meeting at HM Jackson High School. These projections indicate continuing enrollment growth across the district in all grade levels and in all regions. Enrollment projections are used in staffing, budgeting, portable placement, and facilities planning processes.
- The Education Specifications and schematic designs for North MS and elementary school no. 18 are complete, and the design teams are progressing through the next phase of design – Design Development.
- Based on enrollment projections and input from several departments, nine portable classrooms have been purchased for installation in summer of 2016.
- Planning for a possible 2018 bond is underway, and during March, April and May the district held six community engagement events to gather input, comments and questions from the community on a variety of facilities issues including a possible capital bond in 2018. These forums included a high school capacity analysis held at HM Jackson High School and community engagement forums on growth and change held at each of the district's five middle schools.
- The board is asked at their June 20 regular meeting to select which projects would most likely be included on a capital bond if it were on the ballot in February 2018.
- Development of five-year budgets modeling three levels of impact from the 2018 levy cliff. The models demonstrate that the district's focus on increasing

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fund balance has created a sufficient buffer to avoid a Reduction in Force (RIF) should a full four percent cut in levy authority occur. While the worst case scenario avoids a RIF, other cuts will be necessary should the full cliff occur.

- Budget development updates are provided to the board to obtain guidance on the development of multiple fiscal projections ranging from worst case to best case. Focused efforts over the past two years to increase fund balance led to sufficient reserves to avoid the identification of specific cuts. Prioritizations processes engaging the Fiscal Advisory Council, Superintendent's Leadership Team, State of the School Reviews, Superintendent's Cabinet, and the Board led to the development of program enhancement priorities to implement under favorable financial circumstances.

#### Key Board Dates Completed

- Fiscal outlook 2016-22 (October 25, 2016)  
The board is provided a presentation on a multi-year fiscal outlook for the general fund. Long-range projections depend heavily upon the predictability of state, federal, and local revenues. Legislative response to the Supreme Court decision in *McCleary v. State* continues to fall behind the expectations of the Supreme Court, most notably in the under-funding of basic education employee compensation. Budget projections are significantly influenced by the timing and extent to which the Washington Legislature fulfills this paramount duty as well as the timing and extent to which legislators reduce the maximum amount for local educational programs and operation levies.
- Collective bargaining (December 6, 2016)  
The board reviews several options for relieving vacancy rate pressures, primarily centered on increasing the certificated substitute pay rate, to determine parameters for amending the current collective bargaining agreement between the district and the Everett Education Association. The district has been combating a chronic shortage of substitutes for the past several years. Substitute needs for certificated staff are generated by a variety of causes, such as illness, personal leave, and professional leave. The robust local economy and the higher substitute daily wages paid by neighboring districts threaten the district's ability to conduct all of the technology and instructional materials initial trainings needed this year. This will be exacerbated the next several years as the 1:1 platform is implemented.
- First Quarter Financial Update (January 10, 2017)  
Monthly budget status reports for each fund are provided to the board to include the most current fiscal activity by summary accounts in state form F-198. In addition to the required document, the finance department provides more detailed information on general fund (operating fund) year-to-date expenditure and revenue activity, a projected ending fund balance, a cash report, and an investment summary. On a quarterly basis the board receives a brief presentation on the current fiscal status of major funds. The first quarter fiscal activity is typical for this time of year and in alignment with the 2016-17 budget.
- Budget development update (February 7, 2017)  
On January 9, the Legislature convened its 2017 Legislative Session. This first year of a two-year biennial session is known as the "long" session and is limited to 105 days. Most agree there will be multiple extended sessions delaying



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adoption of the 2017–19 Operating Budget well into June or even July. The overriding issue is compliance with the 2012 McCleary decision and it's impending 2018 deadline. On January 23, the House passed SHB 1059, known as the levy restoration bill, delaying the 2018 levy cliff for one year. Without approval by the Senate in the next two months, many districts across the state would have been forced to layoff staff as they await legislative conclusion. In anticipation of this potential, Everett Public Schools has increased the general fund reserves over the past two years to avoid the need for employee layoffs in 2017-18.

- **Capital projects update (February 7, 2017)**  
The board is presented an update on the status of projects funded by the 2016 capital bond and levy, and other funding sources. Preliminary design schemes are presented for the new elementary #18 and the North Middle School modernization projects, along with graphic depictions of Safety and Security Upgrades - Phase 1, synthetic turf fields at Cascade and Jackson high schools, and Longfellow Building demolition and site restoration. Design and construction schedules are discussed during this presentation, along with a review of upcoming events for future capital bond planning.
- **Budget Development Work Session (March 14, 2017)**  
At the time of this work session, five budget plans had been unveiled, including the Governor's proposal issued in December, and four legislative proposals. The two that carry the most weight are from the Senate Republican Majority Coalition Caucus ([SSB 5607](#)) and from the House Democratic Caucus ([ESHB 1843](#)). These two proposals vary significantly on key policy issues such as taxation, employee compensation, and basic education funding models. The stark contrast between the proposals leaves the Office of the Superintendent of Public Instruction (OSPI) and school districts in a holding pattern. Fortunately, on March 9 the House and Senate did pass and send to the Governor [ESB 5023](#) to delay the levy cliff for one year, mitigating layoff notices in several major school districts. While the two chambers continue to negotiate a final compromise on a McCleary solution, school districts must move forward with budget preparation by planning for the worst and hoping for the best. The board was updated on the budget implications of the current proposals, discuss fund balance policy, and provide feedback on current budget priorities in support of the strategic plan.
- **High school capacity analysis (March 30, 2017)**  
The board holds a work session at Jackson High School to engage the community on projected high school enrollment growth and capacities. This work session is designed so the board and community members in attendance develop a strong understanding of projected enrollment growth across the district, learn about some options and implications we have for responding to this growth, and have the opportunity to discuss their concerns, thoughts and ideas. This work session is one of numerous district events and activities during 2016 and 2017 to establish a strong foundation for making decisions about a potential capital bond in 2018, which would likely include construction of a new comprehensive high school in the southern portion of the district, as well as other projects.
- **Second quarter financial update (April 11, 2017)**

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Monthly budget status reports for each fund are provided to the board to include the most current fiscal activity by summary accounts in state form F-198. In addition to the required document, the finance department provides more detailed information on general fund (operating fund) year-to-date expenditure and revenue activity, a projected ending fund balance, a cash report, and an investment summary. On a quarterly basis the board receives a brief presentation on the current fiscal status of major funds. The information provided with this item is based upon the companion consent agenda item, "Acceptance of the Financial Reports as of February 28, 2017." The second quarter fiscal activity is typical for this time of year and in alignment with the 2016-17 budget.

- Collective bargaining (June 20, 2017)

#### Key Board Dates Upcoming

- 2017-18 Budget adoption, 1st (July 5, 2017)
- 2017-18 Budget hearing, 2nd (August 29, 2017)

#### **Key Performance Outcome: 4.1.b (JM, MG)**

A minimum ending fund balance of five percent is maintained in the general fund.

#### Highlights of Action Items Completed

- The actual ending fund balance for the 2015-16 fiscal year is \$20.4 million, or 8.9 percent of total expenditures. This amount is above the 5 percent target identified in Policy 6000.
- Monthly financial updates and quarterly financial presentations keep the board apprised of the projected ending fund balance for the general fund balance to monitor adherence to board policy 6000.

#### Key Board Dates Completed

- Fourth Quarter Financial Update (November 22, 2016)  
Monthly budget status reports for each fund are provided to the board and include the most current fiscal activity by summary accounts in state form F-198. In addition to the required document, the finance department provides more detailed information on general fund (operating fund) year-to-date expenditure and revenue activity. On a quarterly basis, the board receives a brief presentation on the current fiscal status of the major funds.
- First Quarter Financial Update (January 10, 2017)  
Actual beginning general fund balance for the 2016-17 fiscal year is \$20,388,922, which is above that anticipated in the annual budget. The general fund balance is trending higher due to an effort to mitigate the initial effect of the levy cliff, scheduled to occur in the 2017-18 fiscal year. Projected expenditures include the cost of a literacy curriculum adoption in the spring. Other revenue and expenditure trends are typical for this time of year. The projected ending fund balance of \$19.8 million is 8.0 percent of total anticipated expenditures.
- Second Quarter Financial Update (April 11, 2017)



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General fund balance is trending higher due to an effort to smooth effects of the levy cliff, which was scheduled to occur beginning with in the 2017-18 fiscal year. The state legislature recently postponed the levy cliff until 2018-19. Projected expenditures include the cost of the K-5 literacy curriculum adoption in the spring. Projected state general and special purpose revenues have increased based upon the most current apportionment report. The most significant increase is pupil transportation revenue, due to ridership data and the updated formula calculation. Additional revenue in the current year, helps to offset higher than anticipated costs in 2017-18 for increased retirement rates and substitute costs. The current projected ending fund balance of \$21.6 million is 8.7 percent of total anticipated expenditures.

- 2017-18 Budget adoption, 1st (July 5, 2017)
- Third Quarter Financial Update (July 5, 2017)
- 2017-18 Budget hearing, 2nd (August 29, 2017)

**Strategic Goal: 4.2**

Strategic priorities drive programs and practices that generate new resources representing 1 percent of the total annual general fund budget.

**Key Performance Outcome: 4.2.a (PS, JS, LF, SL, DK, MG, JM)**

1 percent of the annual general fund budget is generated.

Highlights of Action Items Completed

- The district participates in energy conservation programs through the Snohomish Public Utility District and Puget Sound Energy. To date, the district has received \$19,000 reimbursement for Light Emitting Diode (LED) light installations and energy conservation. The LED light life lengthy span also reduces the labor required to replace burned out bulbs and ballasts.
- Work funded by the \$99,284 Office of the Superintendent of Public Instruction (OSPI) Healthy Kids Healthy Schools grant is completed, including a new dishware washing station at Sequoia HS, and one new water bottle filling station at all four high schools.
- Work funded by the \$29,507 Snohomish County grant for playground equipment at Hawthorne ES, Lowell ES and Cedar Wood ES is completed.
- Snohomish County staff recently indicated that the EPS will receive \$300,000 for capital expenditures at Memorial Baseball Stadium to make improvements to the baseball field.
- EPS receives a \$103,000 insurance refund for repairs made the Jackson High School HVAC system chiller, damaged in an August, 2015 wind storm.
- EPS receives a \$90,000 award from the Boeing Company supporting a two-year build out of district-wide, K-12 career connected learning program.
- EPS STEM department receives a \$287,423 in grants and sponsorships
- The Boeing Company invites Letter of Interest (LOI) for a \$98,000 early learning and numeracy proposal

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- EPS teaching & learning receives a total of \$195,000 grant funding to support Teacher/Principal Evaluation Project work as well as new teacher / mentorship program development.
- EPS early learning department retains and plans to use \$19,000 from an original \$35,000 Gates Foundation grant focusing on PreK-K connections and transitions.
- The Snohomish County Human Services grants \$173,500 to support Student Support Advocates in all high schools.
- The Everett Rotary Next Generation Grant provides \$12,000 for College in the High School tuition assistance for Everett, Cascade, and Sequoia High School students.
- The Everett Public Schools Foundation provides \$12,000 in grant funding annually to support fall K-12 High School & Beyond events.
- The Everett Public Schools Foundation provides \$48,000 to support the second year of Everett Ready for incoming kindergarten students.
- The Homeless Student Stability Program grant provides \$198,750 to assist homeless families to obtain or maintain permanent housing.
- Snohomish County Human Services grant provides consultation for the next two years around implementation of Trauma-Informed practices at three schools: Cascade High School, Everett High School, and Jackson Elementary School.
- Snohomish County Human Services grant will provide \$100,000 to hire a Student Support Advocate at North Middle School.
- Snohomish County Human Services grant will provide \$70,000 to fund a co-occurring clinician at Evergreen Middle School.

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**Strategic Priority: 5 Strategic Relationships**

Develop intentional partnerships and strategic relationships to support student learning.

**Strategic Goal: 5.1**

Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.

**Key Performance Outcome: 5.1.a (PS, DB)**

Strategic partnerships (family, corporate, community) promote the health, well-being and learning of all students.

Highlights of Action Items Completed

- Strategic partnership plan is revisited in January board study session
- Strategic partnership plan is presented to Superintendent Leadership Team
- Superintendent strategic advisory council launched in June.
- Social-emotional supports are strengthened in schools with the addition of family support liaisons
- Social-emotional supports are strengthened in middle and high schools with the addition of therapists from Sea Mar Community Health Services.
- A therapist from YWCA Domestic Violence Services supports students at Jackson High School.
- Cascade High School, Everett High School and Jackson Elementary School apply for and are awarded grants from Snohomish County Human Services to receive trauma-informed practices consultation over the next two years.
- EPS is awarded a grant in partnership with YMCA Seattle/King/Snohomish to hire one “Navigators” to work with families who are homeless or confronting homelessness to help them access affordable housing and meet other basic needs.
- Student Support Advocates are partially funded by a grant through Snohomish County Human services, and serve students and families as case managers in all district comprehensive high schools.
- Received equipment and services from Sprint and the Sprint Foundation to provide to disadvantaged high school students who lack adequate home internet access.
- A student support advocate will be funded by a grant through Snohomish County Human Services, and will serve students and families as case managers at North Middle School in the 2017-18 school year.
- A co-occurring clinician will be funded by a grant through Snohomish County Human Services, and will serve students at Evergreen Middle School in 2017-18.

Key Board Dates Completed

- Strategic partnerships (January 17, 2017)  
(See KPO 5.4.a. for information on this item)
- Equity & access advisory council (May 2, 2017)  
Members of the Everett Public Schools Superintendent's Equity and Access Advisory Council (EAAC) will illustrate high impact work aligned with the

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district's strategic plan. The council will also engage the board in discussing next steps for the council to consider in developing its 2017-18 work plan.

**Key Performance Outcome: 5.1.b (PS, DB)**

Strategic partnerships (family, corporate, community) strengthen college and career readiness.

Highlights of Action Items Completed

- Economic Alliance Snohomish County (EASC) serve as board chair for district CTE General Advisory Council.
- Partnership with Bootstrap and Code.org supports district CS.
- Partnership with FIRSTWashington supports the district robotics programs.
- A project management team is established in support of the partnership between EPS, Everett Community College, and University of Washington Bothell. This partnership is developing course pathways in the areas of medical careers and teaching careers; the project management team meets monthly.
- Middle school counselors and administrators receive weekly updates from the state portal regarding FAFSA completion rates and College Bound scholarship registration rates. This is being monitored on a regular basis.
- High school counselors receive training in recruiting students for AP courses. This training is provided by Equal Opportunity Schools partnership directors.
- Rotary Next Generation provides tuition assistance for Advanced Via Individual Determination (AVID) students to access College in the High School courses and scholarships to attend college.
- Everett Rotary provides scholarships to selected students each year.
- Naviance staff leads, and representatives from the Parent Teacher Student Association (PTSA) and EPSF convene, a “Chart Your Course” group (as described in KPO 1.1.e).
- College Goal events are held at each High School and Beyond event in October 2016, which results in more Free Application for Federal Student Aid (FAFSA) completions by students than in previous years (as described in KPO 1.1.e).
- School counselors, career specialists, GearUp specialists, and success coordinators attend a “College 101” day at Lake Washington Institute of Technology.

Key Board Dates Completed

- Strategic partnerships (January 17, 2017)  
(See KPO 5.4.a. for information on this item)

**Strategic Goal: 5.2**

Our strategic relationships improve the quality and coherence of pre-kindergarten through third grade learning opportunities.

**Key Performance Outcome: 5.2.a (PS)**

All students are ready for kindergarten.

Highlights of Action Items Completed

- The Everett Ready program, funded by the EPSF, moves into the second year of implementation this summer. The program will double in size and expand to twelve classrooms. Additional schools are being identified based on low income and EL percentages. The Everett Ready program provides an opportunity for a smooth transition to kindergarten for students with little or no preschool experience, students who qualify for free or reduced-priced meals and students who speak a language other than English at home. Students participate in an introductory kindergarten session focused on school and classroom environment, social and emotional skills, and academic skills.
- The early learning team plans implementation of Play and Learn groups. Play and Learn groups will be offered to three and four year-olds who have little or no previous preschool experience. The purpose is to provide caregivers information, resources and support to promote optimal development of the children in their care. Presenters will provide children with intentional, developmentally appropriate learning experiences with their peers and caregivers. Play and Learn groups will be offered each Friday for ninety minutes.
- The early learning team collaborates with the Northwest Educational Service District (NWESD) to refine systems for sharing student information across the PreK-K continuum. In previous years, Snohomish County has used a different transition form from other counties in the NWESD region. In collaboration with NWESD, the early learning team refined the transition form to move forward with the Snohomish County form as the common form region-wide.
- EPS early learning team participates in a Snohomish County Early Learning Coalition data summit in mid-March. The data summit focused on local early learning data. Following the summit, the EPS early learning team co-sponsored and early learning partner conversation. The purpose is for early learning partners to connect, collaborate, brainstorm and design their vision for early learning in 2027. The EPS early learning team continues to facilitate conversations with early learning partners to increase access to early learning for students of poverty.
- EPS hosts an Early Learning Symposium at Evergreen Middle School on Saturday, April 29. Approximately 107 attend the event. Participants heard from various speakers regarding the benefits to investing in early childhood programs. Topics include the economic case for early childhood development, early learning as a driver for health and growth of our community, the impact of early learning experiences on brain development, the impact of high quality preschool on children and families, and building a stronger community through early learning. Participants end the day reflecting and taking part in a visioning activity. Next steps include future communication to continue

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discussions regarding early learning opportunities for three, four and five year-old students of poverty.

Key Board Dates Completed

- Study Session: Early Learning Update (October 18, 2016)  
This study session provides an opportunity for the board to engage in research on early learning investments, highlight the Early Childhood Education and Assistance Program (ECEAP), understand the foundational instructional shifts within the full-day kindergarten model, consider the impact of community partnerships, and identify future steps for continuing development. It is the vision of the Everett Public Schools that all children to enter kindergarten ready to learn, and to offer an aligned preschool-to-third grade (P-3) program enabling all students to meet academic standards. The district's strategic plan includes targets to enhance planning and development of expanded early learning opportunities for P-3 students. In pursuit of this strategic priority, the district early learning team continues to focus on four key components of an early learning program: leadership, aligned and effective instruction, early learning partnerships and collaborations, and family partnerships and engagement.

**Key Performance Outcome: 5.2.b (PS)**

Community partners are engaged in common learning and shared practices with the district.

Highlights of Action Items Completed

- BFTL overview is provided for ECEAP, Head Start and community preschool providers in August. The training is facilitated by David Matteson, a national literacy consultant. Three rounds of demonstrations and PLCs took place during the 2016-17 school year. During the demonstration day, teachers are able to watch a modeled writing lesson and debrief. Future demonstration days and PLCs are planned for next year.
- The early learning team partners with Snohomish County ECEAP and the district's elementary math facilitator to plan and coordinate professional learning for community preschool providers. Snohomish County ECEAP is facilitating three full-day math professional learning sessions for ECEAP throughout the year.
- The early learning team collaborates with the University of Washington Bothell to provide three math professional learning sessions for community preschool providers and EPS kindergarten teachers. These PreK-K Connection Event sessions are focusing on mathematizing read-alouds. The three sessions took place in December 2016, February and April 2017.

**Strategic Goal: 5.3**

Our strategic relationships contribute resources that help grow a more robust and well aligned pre-kindergarten through third grade system.

**Key Performance Outcome: 5.3.a (PS, JS)**

A higher degree of collaboration and communication between the district and its partners is achieved.

Highlights of Action Items Completed

- A seven-member team from the early learning department participates in the 2016 National P-3 Institute during the last week of October 2016. Only one hundred people are selected to participate, and EPS is the only team from Washington state of the fourteen teams from across the country. The EPS early learning team that attends consists of members from the EPS CASP, ECEAP and a building principal, as well as partners from Opportunity Council and Everett Community College. The institute provides intense professional learning to deepen and extend efforts to implement P-3 approaches that create meaningful change. The EPS team has time to learn together and refine practices using protocols, tools and resources provided by the National P-3 Institute.
- The EPS P-3 Leadership Team meets quarterly throughout the year to partner in creating P-3 communication, connections and alignment to support high quality learning for our youngest learners. The P-3 Leadership Team consists of EPS teachers, curriculum specialists, facilitators, directors, and principals, as well as community partners. The community partners represent organizations such as Snohomish County Human Services, Child Care Aware & Opportunity Council, United Way, Everett Community College and Head Start. Future meetings are scheduled for next school year.

Key Board Dates Completed

- Integrated tech Plans (October 11, 2016)  
(See KPO 2.2.a. for information on this item)
- Integrated technology plan status (June 20, 2017)  
(See KPO 2.2.a. for information on this item)

**Strategic Goal: 5.4**

Our strategic relationships improve the quality and coherence of K-12 learning opportunities in science, technology, engineering, and math.

**Key Performance Outcome: 5.4.a (PS, DB)**

A higher degree of collaboration and communication between the district and its partners is achieved.

Highlights of Action Items Completed

- A strategic partnership theory of action is drafted and presented to the board in January.

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- Career connected learning 2-year timeline and logic model is developed (5.4.b).
- Diversifying pathways project management team is formed (5.1.b).
- CTE General Advisory Committee, comprised of approximately 25 representatives of high demand industry, meets monthly.
- STEM staff participate in various committees to foster relationship (Governor's STEM Innovation Council; EASC Advocacy Board; Washington STEM Policy Committee; Sno-Isle Administrator Working Group; STEM Network District Representatives; Washington Alliance for Better Schools District Coordinators; Pacific Science Center Science and Education Advisory Committee; Washington LASER Steering Committee; OSPI State Science Leadership Team; Washington MESA; Washington FIRST; Leadership Snohomish).
- Two new Facilitators – a Career Connected Learning Facilitator and an Extended Learning Facilitator – enhance and extend STEM and CTE programs, as well as support STEM program engagement with community / industry.
- The June 8 Innovation Expo, which will feature approximately 20 industry exhibits that exemplify career connected learning.
- Advanced Manufacturing signature program partnerships developed; planning for initial course to be offered at Cascade High School in fall 2017.
- Host regional site for Governor's Career Connected Learning Summit in May.
- In support of establishing support for a Medical Pathways facility and program at Everett High School, 20 letters of support are provided by institutions of higher education, government agencies, health care agencies, community and advocacy support organizations, and neighboring school districts.

Key Board Dates Completed

- Study Session: Strategic Partnerships (January 17, 2017)  
The objectives of this board study session are to re-familiarize the board with the purpose of strategic partnerships; be introduced to example strategic partnerships; and to solicit feedback on strategies that are designed to sharpen focus on strategic partnership efforts. Strategic relationships is one of five strategic priorities in the EPS strategic plan. Strategic relationships are a vehicle to achieve district priorities in order to ultimately improve student learning. They improve the quality and coherence of programs and often contribute resources that help advance the mission and vision of the organization. The sharing and leveraging of resources allows the achievement of goals that cannot be achieved alone.

**Key Performance Outcome: 5.4.b (PS, DB)**

Community partners are engaged in common learning and shared practices with the district.

Highlights of Action Items Completed

- The district receives a \$90,000 award from the Boeing Company to support a two-year build out of district-wide, K-12 career connected learning program
- The STEM department develops a two-year timeline / logic model for roll out of career connected learning program and completes an internal audit of existing K-12 career connected learning programs. Initial external (statewide)



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audit of successful career connected learning programs (learning tours, or visits to programs) begins in January.

- Expansion of extended learning as described in KPO 1.2.a
- The Extended Learning Facilitator identifies industry partners aligned to each of the district's CTSOs
- As part of the district's career connected learning efforts (see KPO 1.1.e and 5.4.b) an initial list of community career connected learning partners (i.e., industry partners) is developed to become community partner database. This database will support extended learning (before and after school learning) opportunities

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List of Abbreviations

AOP	Annual Operating Plan
AP	Advanced Placement
APCS	Advanced Placement Computer Science
APES	Advanced Placement Environmental Science
AVID	Advanced Via Individual Determination
BFTL	Building Foundations that Last
CASP	Curriculum, Assessment, and Special Programs
CCSS	Common Core State Standards
COE	Collection of Evidence
CS	Computer Science
CTE	Career and Technical Education
CTSO	Career and Technical Student Organizations
DBQ	Document-Based Questions
EASC	Economic Alliance Snohomish County
ECEAP	Early Childhood Education Assistance Program
ELA	English Language Arts
EL	English Learner
eMILT	Elementary Math Instructional Leadership Team
EOC	Emergency Operations Center
EOS	Equal Opportunity Schools
EPS	Everett Public Schools
EPSF	Everett Public Schools Foundation
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
GLAD	Guided Language Acquisition Design
HOSA	Health Occupation Student Organization
IAB	Interim Assessment Blocks
KARK	Kindergarten Assessment Resource Kit
KPI	Key Performance Indicators
KPO	Key Performance Outcome
LAP	Learning Assistance Program
LED	Light Emitting Diode
LITS	Learning & Information Technology Services
LMS	Learning Management Services
LOI	Letter of Interest
MILT	Math Instructional Leadership Team
NGSS	Next Generation Science Standards
NWESD	Northwest Educational Service District 189
NSTA	National Science Teachers Association
OEL	Observing Evidence of Learning
OTG	On-Time Graduation
PLC	Professional Learning Communities
PTSA	Parent Teacher Student Association
RIF	Reduction in Force
SAMR	Substitution Augmentation Modification Redefinition
SBA	Smarter Balanced Assessment
SEED	Secondary Educators for Equity & Diversity
SEL	Social-Emotional Learning

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SLT	Superintendents Leadership Team
sMILT	Secondary Math Instructional Leadership Team
STEM	Science, Technology, Engineering, and Mathematics
TPEP	Teacher Principal Evaluation Pilot
TSA	Technology Student Association
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WANIC	Washington Network for Innovative Careers
WASA	Washington Association of School Administrators
WSSDA	Washington State School Directors' Association
WWU	Western Washington University