

INTERCULTURAL COMPETENCIES –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Compile a district-wide list of equity trainings looking at frequency, evaluations and impact. • Develop common vocabulary, definition and vision around the development of equity skills. • Analyze EES data from students/parents to establish training considerations. • Create and implement an equity training plan. • Develop an induction plan ensure incoming teachers understand our commitment to developing equity skills. 	<p>Jennifer Reyes</p> <p>Amy Balmer</p> <p>Tami Farber</p> <p>LaRae Marks</p>	<ul style="list-style-type: none"> • Review of past racial equity trainings. • Clearly developed equity training goals. • List of equity terms and definitions. • Plan for evaluating the impact of future training towards the goals. • Equity training plan. 	<p>5.1 Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.</p> <p>1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.</p> <p>3.3 Systems supporting professional performance and growth are established and used to support continuous improvement and future needs.</p>

COMMUNICATION –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Determine and apply multiple, effective means of communicating with parents and community members, particularly those of diverse backgrounds of limited English proficiency and those with special needs children. • Evaluate communications that are sent home with ELL/IEP student and develop a plan for ensuring communication is proactive, consistent and focused. • Audit district website is accessible for all 	<p>Cynthia Jones</p> <p>Sandra Mejia</p>	<ul style="list-style-type: none"> • District and school communications are enhanced and increasingly accessible to limited English proficiency. • District and school communications include information and resources relevant to communities serving special needs children. • District website accessibility. 	<p>2.2.c Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities.</p> <p>5.2.b Community partners are engaged in common learning and shared practices with the district.</p>

FAMILY & COMMUNITY ENGAGEMENT –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Integrate family hopes and needs identified through community conversations into a streamlined, consistent systems approach to engaging families got on-time graduation. • Expand and galvanize Family Engagement by developing infrastructure to provide sustainability and support relative to schools' improvement plan. • Increase communication to families with diverse backgrounds and languages with district tools such as Naviance and LMS. 	<p>Sandra Mejia</p> <p>Heather Paddock</p> <p>Cynthia Jones</p>	<ul style="list-style-type: none"> • Community conversations are held with Hispanic/Latino, Russian, Marshallese and African-American Families. • A family engagement handbook is developed and uploaded. • Family STEM nights are hosted by Natural Leaders at North and Silver Lake. • Naviance and LMS trainings are held in multiple languages and venues to reach a broad variety of families. 	<p>5.1 Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.</p>

STUDENT ADVOCACY –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Ensure diverse student groups are supported through effective clubs such as Gay-Straight Alliance, multi-cultural clubs, GEARUP, and AVID). • Conduct a review of forms/materials and revise to meet the needs of all of our students/families. 	Heather Lechner Wilson Arnold Tami Farber Greg Stair	<ul style="list-style-type: none"> • Training, resources, materials and protocols are provided to groups. • A process is developed to survey the effectiveness of the extracurricular club and measure improvements towards engagement in group activities. • Audit and update district forms to reflect all students. • Students engaged in EAAC work. 	1.3.b Student satisfaction with learning improves. 3.2 Our culture supports intellectual engagement and mutual respect among all staff, and values the contributions of each employee.

STAFFING –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Assist Human Resources in enacting strategies for the recruitment & development of teacher and classified staff candidates who reflect student and community demographics. • Partner with Everett Community College, U.W. Bothell and other community partners to develop and implement effective recruitment and retention strategies. • Explore grant opportunities to develop a strong pathways program from high school to college programs. 	<p>Debbie Kovacs</p> <p>Ed Buendia</p>	<ul style="list-style-type: none"> • Specific connections with Everett Community College and UW Bothell for mutual support programs for students. • Alignment among EPS, EvCC, WWU, & UWB to support students moving from one institution to another. • Evaluation of seed grant for teacher pipeline partnerships. • Feedback from teachers and staff of color social events. • Look at hiring practices through an equity lens. 	<p>3.1. Our long-range recruitment, placement and retention plans for certificated, classified, and administrative employees support diversity and future needs.</p>

STUDENT ACHIEVEMENT –

EAAC Work Plan Priorities & Action Items	Leads	Indicators of Accomplishment	Strategic Plan Cross- Reference(s)
<ul style="list-style-type: none"> • Collect and analyze disaggregated data related to bullying, attendance and graduation rates. • Identify student perceptions on barriers to student achievement and on-time graduation. • Counseling K-5 guidance curriculum includes strategies to build resilience through the Second Step Curriculum. • Secondary schools use the Signs of Suicide curriculum, which provides students tools to access support for themselves and for friends who are dealing with feelings of depression, anxiety, or self-harm. 	Becky Ballbach Jeanne Willard Chad Golden	<ul style="list-style-type: none"> • Data is analyzed for purposes of informing school improvement plans and future professional development opportunities. • Information from WARNS surveys. • Student work samples from Second Step Curriculum. • Evaluation comments from SOS curriculum. 	1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms. 1.5 Each school and the district meet or exceed federal and state performance requirements.