



Everett Public Schools  
**Strategic Plan Progress Report**  
End-of-Year 2017-18



August 28, 2018

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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 2017-18 school year, which is the seventh year of the implementation plan. The time covered by this report is September 1, 2017 to August 31, 2018.

The strategic plan includes five strategic priorities that are further categorized into 19 strategic goals and 36 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 2017-18.

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 *Vision Story for 2030* from the two-day Community Visioning Event in October 2010 is included in Appendix 1, and 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 mid-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.

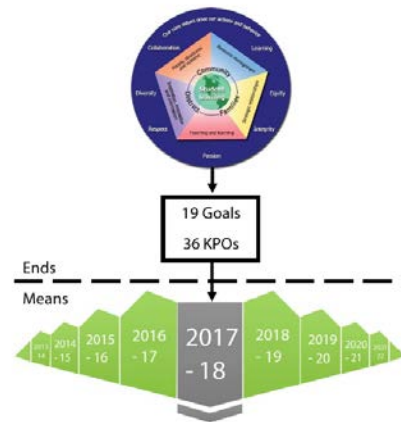
The district's **Strategic Plan** includes five strategic priorities, with 19 strategic goals and 36 KPOs – all focused directly on those five strategic priorities.

The district's **Annual Operating Plan** (AOP) includes all 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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# EPS Strategic Plan Progress Report

## End-of-Year 2017-18

### 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, career, and life with 21st century skills.

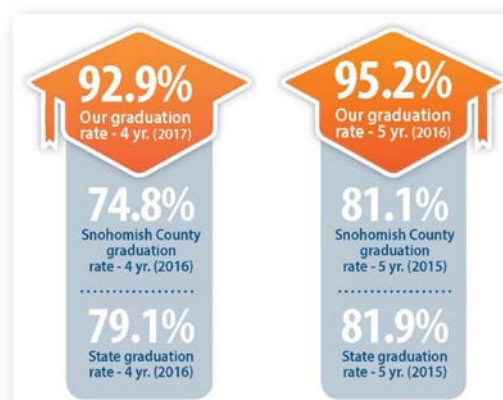
### Key Performance Outcome: 1.1.a (JS, PS)

100% of students graduate.

### Highlights of Action Items Completed

- The 2017-18 On-Time Graduation (OTG) Plan focuses on both new and existing goals and strategies to improve four and five-year graduation rates by 1% respectively. The OTG team meets 18 times during the school year. Its work involves closely monitoring the progress of each student expected to graduate in the classes of 2017 and 2018. School administrators will monitor monthly drop-out reports; locate students who left school before earning a diploma; identify their barriers to graduation; provide support for basic needs; connect the student to a quality teacher who will provide after- and during-school, and/or summer learning programs, and monitor daily progress.
- High school administrators identify credit-deficient students in grades 10 and 11 and create schedules to accelerate credit acquisition.
- Social-emotional meetings inform home visits.
- School administrators use school-wide monthly attendance reports to monitor absences.
- Each student's parent receives semester attendance progress reports.
- On campus community health support expands to three elementary schools.
- The elementary and secondary progress reports include comments aligned to our district's 21st century skills.
- Ongoing monitoring of high school English Learners (EL)s continues, especially focusing on seniors. Juniors and seniors are taking the ACT as a graduation assessment alternative.
- OTG goals and interventions strategies are adjusted based on 2016-17 data for students receiving special education services. The addition and redesign of the special education success coordinator role has provided tailored and targeted support to each high school. Each success coordinator is supporting two high

### Exceptional graduation rates



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schools and participating in local OTG meetings, Individualized Education Program (IEP) meetings, and attendance meetings. Through their participation they play an active role in problem solving and assisting with student interventions. In September, special services join the district success coordinators' and counselors' meetings to deepen collaboration and align practices. In November, special services engage the district OTG committee in data analysis for students receiving Achieve and Resource services and quotes from the University of Washington, Bothell research around transition planning at the high school.

- Deepening partnerships with Division of Vocational Rehabilitation (DVR) services to coordinate information and training for special education staff, students, and families.
- Advocating for legislative changes to special education graduation requirements. Engagement in dialogue with multiple entities to bring awareness and support for change. This includes calls with federal legislative staff as well as the Office of Superintendent of Public Instruction (OSPI) staff, specifically. In January, OSPI assistant superintendent of special education coordinate with Everett to aid in gathering pertinent data to complete a fiscal analysis to include a request for legislative changes.
- Student level data on Social-Emotional Learning (SEL) indicator, demographic, performance, attendance, and discipline data is provided through Panorama's Student Success Platform at Gateway Middle School and Cascade High School. Counselors and administrators are trained by Panorama and are using the dashboard to identify and intervene early with student who are struggling in one or more areas. Incorporating SEL indicators with performance and behavioral data provides an integrated system which reduces staff resources for collecting and analyzing data while increasing staff time for direct services to students.
- Schools use predictive data to identify potential dropouts and provide timelier, targeted supports and interventions to help more students graduate.

### Key Board Dates Completed

- Summer school report (October 24, 2017)  
The board of directors receives a report on the learning programs provided to P-12 students this summer and to hear recommendations for the 2018 summer program. Each summer the district provides an array of academic offerings for P-12 students. Summer programs include elementary math and reading support, middle school math courses for support or advancement, middle school EL courses, and extended school year for special needs students. The district continues to offer site-based, online and credit recovery programs for high school students. The categorical department offers EL support courses at no cost.
- Summer reading program (October 24, 2017)

### Exceptional graduation rates

#### English Language Learners





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This report highlights the purpose and components of the program, summer of 2017 results, and addresses next steps based on the results. 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 summer of 2015.

- **24 credit plan update (November 21, 2017)**  
This presentation updates the board on the district's progress to date, share the impact of the 2016-17 second semester pilots, and provide an update on the 2017-18 strategies design and implementation, including next steps to address graduation requirements. Since August 2014, a collaborative team of administrators, teachers, and association leaders has been leading the state-mandated 24 credit graduation requirement process, including extensive planning, research, and staff input. In 2016-17, test pilot options were implemented during second semester to explore potential solutions that may also have extensive impact to current school structures, schedules, systems, and support.
- **Class of 2018 progress to graduation (December 5, 2017)**  
The board hears a status report on the class of 2018 with specific information about systems to support each student to fulfill their graduation requirements. In addition, the report includes a deeper look at progress to graduation for special education and English Learner students. The class of 2018 is approaching its June commencement and graduation date. Collectively and separately, high schools engage students in preparation for high school graduation and college enrollment.
- **Special education program review (January 16, 2018)**  
This presentation engages board members in a special services program overview including program and instructional improvement progress over the last two and a half years, extensive services and complexity of student needs, and conditions that support successful student outcomes. This two-hour study session shares hopes, dreams, and futures for students with disabilities, provides an expansive look at the special services department and staff, as well as demographics and illustrated performance measures and the funding structures that support program implementation. Last, the session delves deeply into four program and service areas: early learning, instructional practices, Achieve, and OTG while providing context for what is on the horizon.
- **High school readiness (April 10, 2018)**  
This presentation will provide an annual update on the implementation of the high school readiness indicators at the middle level. It will also highlight strategies and support 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. The indicators continue to raise awareness and create a focus on the importance of improving student attendance, increasing equitable participation in rigorous courses, reducing poor and failing grades, and preparing our students for a successful high school experience. This is the seventh year of implementation of the high school readiness indicators.
- **Progress to graduation for the class of 2018 (May 22, 2018)**  
Seniors in the class of 2018 are approaching their June commencement dates. Each high school has engaged students in preparation for graduation and is working to ensure each senior is making necessary progress toward on-time

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graduation in June or August. The board will hear a status report on the class of 2018 with specific information about the strategies and interventions taking place to help students fulfill their graduation requirements. In addition, the board will receive a complete report of recently published graduation rates, including four-year adjusted cohort graduation rates for the class of 2017, and five-year adjusted cohort graduation rates for the class of 2016.

- **Sequoia HS commencement (June 14, 2018)**  
The board attends the high school graduation ceremony for Sequoia High School.
- **Spring commencements (June 16, 2018)**  
The board attends graduation ceremonies of Cascade, Everett, and Jackson high schools.
- **Summer commencement (August 23, 2018)**  
The board attends summer graduation ceremony.

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

Students meet or exceed standards by the end of kindergarten.

#### Highlights of Action Items Completed

- Early learning team hosts third annual kindergarten institute on August 25, 2017. All kindergarten teachers participate in professional learning focused on high-leverage, engaging and developmentally appropriate instructional strategies in kindergarten.
- 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.
- All district kindergarten teachers participate in three professional learning sessions during the school year. The sessions are designed by the early learning team based on recommendations from the kindergarten leadership team. Teachers can learn, connect and refine practice to support student learning.
- The early learning and English learner coaches collaborate to provide kindergarten teachers professional learning and support with Guided Language Acquisition Design (GLAD) strategies. EL coaches teach kindergarten teachers a GLAD strategy in each of the kindergarten professional development sessions this school year.
- Numeracy strategy professional development for early learning educators and alignment to balanced mathematics model is provided at Summer Math Institute, monthly at Menu of Professional Development, as well as in additional sessions provided on Counting Collections and Number Strings in September and October.
- Elementary literacy and early learning coaches collaborate on various Reach for Reading professional development sessions, including Kindergarten Leadership Team and Kindergarten Institute.

#### Key Board Dates Completed



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- Early learning program update (January 9, 2018)  
The district's strategic plan includes targets to increase kindergarten readiness, enhance collaboration with community partners in early learning, and to increase access to high quality early learning opportunities for students prior to enrollment in kindergarten. This presentation describes the status of early learning work in EPS, the work in progress to increase access to early learning programs, and future steps for continuing development.

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

Students meet or exceed college, career, and life readiness indicators in grades three through twelve.

#### Highlights of Action Items Completed

- Building Foundations That Last (BFTL) overview is provided for all new preschool, kindergarten, first and second grade teachers in August. Three rounds of demonstration days occur during the school year. During the demonstration days, teachers watch a modeled writing lesson and debrief. An early learning coach connects with and provides early literacy support for community preschools.
- Early learning coaches collaborate with the elementary literacy director to integrate BFTL writing strategies with Reach for Reading in kindergarten, first and second grade, and into the instructional maps and support documents.
- Early learning coaches complete pre-teaching maps that correspond to Reach for Reading for EL students in grades K-5. The maps will teach EL students to use vocabulary and build background knowledge prior to the introduction of the topic in class, enabling students to better participate in the classroom lessons and discussions.
- I-Ready, a comprehensive diagnostic benchmark assessment and interventions program, is piloted in eight elementary schools and one middle school. I-Ready provides stakeholders a progress monitoring tool that tracks students' performance against grade level standards of achievement. The assessment suite is strongly correlated to Smarter Balanced Assessment (SBA) results when tailored intervention tools are used in between benchmark assessments. I-Ready is used K-5 in math and for grades 3-5 in literacy at these nine pilot sites throughout the year. K-2 students can use the program for literacy as of January 2018.
- Expanded coaching support for numeracy, problem solving, questioning and discussion techniques at identified schools:
  - Two Observing Evidence of Learning (OEL)-Lab cycles - Hawthorne Elementary, focus on problem solving strategies
  - Four OEL-Lab cycles - Cedar Wood Elementary, focus on numeracy
  - Questioning, discussion and discourse in mathematics professional development – Emerson Elementary, January 2018
- Detailed instructional calendars are built for grades K-2; numeracy strategies
- Cluster-aligned assessments for grades 1 and 2 assessments; aligned to balanced math model.

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- Literacy coaching is expanded at all 17 schools through yearlong book study with ELA and early learning coaches focusing on *Student Centered Coaching* highlighting how to implement standards based coaching cycles with individuals and teams.
- Reach for Reading is implemented with fidelity in K-5 classrooms including: facilitation of site-based professional learning in the fall and winter, monthly just-in-time online professional learning sessions, and site-based coaching provided by the ELA coach. In addition, the ELA cadre develop a shared learning continuum used by teachers to help identify and clarify the critical components of the literacy block.

#### **Key Performance Outcome: 1.1.d (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

- DefinedSTEM schools. The performance tasks guide students to engage 21st century skills and apply cross-cutting, interdisciplinary science knowledge to solve real-world design and engineering challenges which are aligned to district adopted science curriculum. Science teachers attend 3-day DefinedSTEM summer or school year training. Teachers implement DefinedSTEM performance tasks.
- Title/Learning Assistance Program (LAP) mathematics specialists build capacity of building level math coaches focused on implementation of high-leverage instructional strategies to increase student numeracy. Monthly meetings are held to align coaching strategies, support balanced mathematics implementation and provide professional development on best practices in mathematics.
- K-12 Math Instructional Leadership Team (MILT) is formed to build leadership capacity and structure to develop coaching, instructional and program support for each building. Elementary MILT met October 9, November 13 and January 16. Secondary MILT met October 24 and December 12.
- Coaching support is expanded for numeracy, problem solving, questioning and discussion techniques at identified schools:
  - Two OEL-Lab cycles - Evergreen Middle School, focus on numeracy, collaboration with special education teacher
  - Two OEL-Lab cycles - Everett, Jackson, Cascade and Sequoia High Schools, geometry teams
- Free Application for Federal Student Aid (FAFSA) completion workshops are held at each of the High School and Beyond events in October. College Application completion workshops are held at the high schools throughout the fall. Middle school counselors are actively registering 7th and 8th grade students for the College Bound scholarship.
- School counselors, College and Career Readiness Seminar teachers, and middle and high school principals and assistant principals receive weekly emails with

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FAFSA completion data, College Bound registrations data, college application completion data, and Naviance usage data.

- College goal events are held at each High School and Beyond event in October 2017, resulting in more Free Application for Federal Student Aid (FAFSA) completions by students earlier in the year. As of June 1, FAFSA completion rates are as follows: CHS – 60%; EHS – 55%; JHS – 63%
- High school counselors, career specialists, and High School and Beyond facilitator participate in the national Reach Higher College Signing by partnering with WA College Access Network and WA Student Achievement Council to celebrate all students pursuing postsecondary options. Celebrations are being held at Cascade, Everett, and Jackson High Schools.
- Cascade, Everett, and Jackson High School hold college application events during the school year. 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, at the following rates: Cascade – 86%; Everett- 75%; Jackson – 90%.
- Post-secondary transition planning and supports for students with disabilities are strengthened. Achieve and Resource teachers participate in full day training in August on special education Transition Planning and Services. In October DVR is represented at all High School and Beyond events. In January, DVR collaborates with teaching staff and joins classes to assist with student transition goals in employment.
- High School and Beyond Plan lessons for grades 6-12 are revised to include reflective questions; each grade level culminates in a High School and Beyond Plan Survey, aligned to the state requirements indicating high school course-taking plans and post-secondary college and career readiness goals.
- College and Career Readiness Seminar curriculum is redesigned and published in new Canvas platform.
- College and Career Readiness Seminar course is aligned to Everett Community College's College 101 course so that Career and Technical Education (CTE) Dual Credit (college credit) may be offered for free to students passing the course with a B or higher.
- Opportunities to honor, track diverse post-secondary pathways (e.g., apprenticeships, internships, career pathways) are expanded.



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- A memorandum of understanding with Aerospace Joint Apprenticeship Committee (AJAC) is established for youth apprenticeships in advanced manufacturing. Juniors from all high schools are eligible for the program.
- Support is expanded and host sites identified for High School Summer Internship Program in six regionally defined high demand areas: aerospace and advanced manufacturing, energy and sustainability, medical and health careers, information and communication technology, education careers, business and professional services.
- Development of Science Technology Engineering Math (STEM) signature programs and updates to references of “signature programs” to “Career Pathways”:
  - Six career pathways identified: aerospace-and advanced manufacturing, energy and sustainability, medical and health careers, information and communication technology, education careers, business and professional services.
  - Alignment of course, internship and apprenticeships to the six pathways (see 1.1.d)
  - Development of guiding materials with funding from the Boeing Company and in collaboration with Washington STEM as aligned to four pathways
- Approval forms for the alternative Locally Determined Course and Assessments courses are submitted for math and English Language Arts. In addition to the pre-approved Bridge to College Math, Principals of Math are submitted in June and course development will occur over the summer for implementation in the fall. English 3 and 4 are submitted with accompanying Collection of Evidence (COE) tasks identified by the state. These courses serve as alternative assessments to the SBA for students in grades 11 and 12 starting in the fall.

#### Key Board Dates Completed

- Special services program update (January 16, 2018)

This study session engages board members in a special services program overview that includes program and instructional improvement progress over the last two and a half years, description of the breadth of services provided to students, data on the complexity of student needs, and a review of the conditions that support successful student outcomes. This staff explain the hopes and dreams of the future for students with disabilities, provide an expansive look at the special services department and staff, and presents updated special education demographics. Additionally, directors review performance measures, funding structures that support program implementation, and delve into four main program and service areas.

# EPS Strategic Plan Progress Report

## End-of-Year 2017-18

### 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

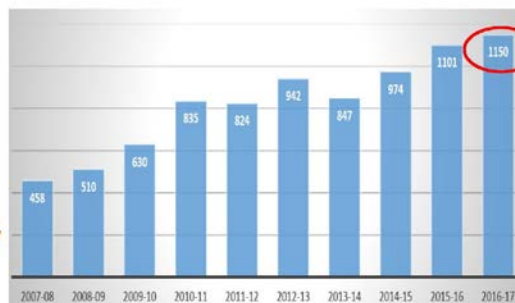
- Teams of administrators, counselors, and teachers actively recruit students for Advanced Placement (AP) courses; students of color, students of poverty, and students who have never taken an AP course previously are identified for outreach.
- Rigorous high school course offerings are common across the district and supported through common professional development and teacher support.
- Continue recruitment and support of diverse and underrepresented student populations in advanced pathways:
  - Prerequisite for incoming 9th graders interested in AP Environmental Science is modified to include students who have taken 8th Grade Science that have the math prerequisites. (Algebra 1 and Geometry).
- District STEM administrators meet periodically during first and second semesters to develop a plan to guide computer science education. Development will continue through end of school year. The plan focusses on foundational learning in programming, networking, cybersecurity, and software development, as well as other identified high demand areas. The final plan will inform course refinement, professional development, career connected learning opportunities, and technology needs.
- Two new Career and Technical Student Organizations (CTSOs) are launched: Educators Rising and Future Business Leaders of America (FBLA). These co-curricular organizations complement student learning in current business and education courses.
- The Technology Student Association (TSA) expands from high schools to four middle schools. TSA provides extended learning experiences in science and engineering.
- Robotics First Lego League (FLL) teams (47) compete in December. Six advanced to January semifinals. High school robotics teams will compete in January. Jackson High School FIRST robotics team

### More homeless students

Just over one third of EPS students live in poverty



The number of homeless students in EPS last year, 1,150, would fill two elementary schools



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attended the FIRST world competition and placed second. All robotics teams (elementary, middle, and high school) are provided professional development and logistical support by the district Extended Learning Facilitator.

- Algebra 2 support class is implemented in all four high schools. Algebra 2 support teachers collaborate with district math team to determine effective strategies to support struggling students and ensure success for each student.
- Balanced Mathematics Model is made available via principal packet, OneDrive folder and principal meetings to systemically strengthen implementation of mathematics; professional development on Balanced Math Model and instructional best practices for math is provided to building leadership, staff, instructional leadership team and district.
- Intensified Algebra (Algebra 1 Intervention Program) implementation is expanded and supported in high schools across the district. Two sections at Jackson High School, two sections at Cascade High School, four sections at Everett High School (including one Special Education section).
- Summer compacted math bridge program is launched summer 2017; students who completed the summer program are now enrolled in advanced pathway compacted mathematics.
- Secondary EL and Special Education literacy teachers attend two-day professional learning session for newly-adopted *LANGUAGE! Live* instructional materials focused on successfully implementing a blended learning environment. Teachers learn to support students in navigating the personalized online learning experience and developing a growth mindset. Teachers explore and practice using resources for teacher-directed learning in small groups, classroom management systems, and online assessments. They access resources online, in their teacher guides, and on the curriculum portal.
- Secondary building administrators meet with district in summer 2017 to learn about *LANGUAGE! Live* instructional materials and implementation planning, including program placement for students in Special Education and EL programs. In fall meetings, they explore keys to successful implementation of *LANGUAGE! Live* instructional materials. In winter, middle school administrators focus on successful implementation of *LANGUAGE! Live* and utilization of the data dashboard.
- Secondary literacy teachers participate in job-embedded professional learning opportunity in the fall when *LANGUAGE! Live* coaches teach a model lesson and provide one-to-one coaching and in the winter when *LANGUAGE! Live* coaches co-teach lessons and do side-by-side coaching with teachers.
- The Secondary Literacy Intervention Teacher Leadership Team forms and meets with Curriculum, Categorical, and Special Services teams to discuss implementation successes and challenges.
- In a spring meeting, teacher leaders focus on successful implementation of *LANGUAGE! Live* and utilization of the data dashboard.
- At the year's end, plans are in place for transition of students from elementary to middle school and from middle school to high school, so that students can be placed in the optimal groups and sections for learning and achievement utilizing *LANGUAGE! Live*.
- In the summer, teachers engage in professional learning sessions focused on instruction, planning, and pacing for effective implementation of *LANGUAGE!*

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*Live*, and teachers new to *LANGUAGE! Live* get ready to launch instruction following initial use training.

- Teams of teachers and coaches create monthly unit plans for the Reach for Reading program.
- The elementary literacy director implements workday extensions at every elementary school modeling a backward planning process with work teams agreeing upon common formative and summative assessments from the Reach for Reading program.
- As part of the district's focus on equitable identification of low-income students for the Highly Capable program, individual Multi-Disciplinary Teams meet at each Title I elementary to make selections of their most highly capable students, using multiple criteria for determining those students who would most benefit from highly capable services.

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

Common content and outcomes are provided across all like classes.

#### Highlights of Action Items Completed

- AP teachers redesign course syllabi to include common outcomes, common course materials, and common strategies for supporting all students in successful participation in AP courses.
- AP teachers attend AP Student Support Workshops. The workshops focus on how to create a sense of belonging and a safe learning environment, especially for students of poverty, students of color, and students new to the AP program.
- NGSS Implementation Plan developed and distributed by way of principal level meetings.
- K-5 Next Generation Science Standards (NGSS) Transition Guides are in development; documents support implementation of the science and engineering practices aligned to current elementary curriculum and identify alignment to Reach for Reading.
- Middle school NGSS Transition Guides are in development; documents will support teachers' implementation of the science and engineering practices aligned to current middle school curriculum.
- Middle school Defined STEM Performance Task implementation is underway. Teachers from all 5 middle schools are implementing at least one performance task aligned with a science unit. All tasks are NGSS-aligned, build student capacity in 21st century skills, and contain career connected learning experiences.
- High school NGSS course maps are created. Transition to the new high school NGSS core courses begins in Fall 2018.
- Elementary NGSS design team members apply assessed curriculum availability in preparation of the K-5 curriculum vetting/adoption process to take place in 2018-2019.
- 9th grade science/engineering curriculum vetting/adoption process began in February 2018 and concluded with board adoption of *STEMScopes* curriculum materials. Currently the new 9th grade science course and high school NGSS-aligned pathway is communicated with high school science staff and

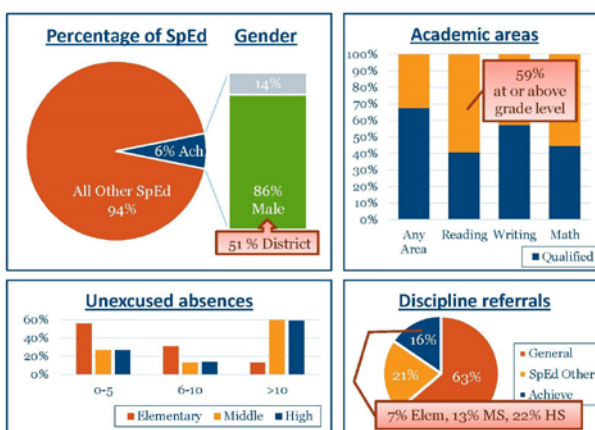


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administrators, middle school science staff and administrators, as well as both middle school and high school counselors.

- Middle School Materials review committee is created and meets to establish criterion for new materials for use in middle school math classes; committee met to begin review process using district review tools as well as committee adapted versions. *Open Up* by Illustrative Mathematics adopted by the board.
- District syllabus development and approval documents reflect College Board and district requirements, including 21st century skills and technology integration. These documents are utilized by AP teachers when they meet in November 2017 and January 2018 to continue development and refinement of their common course syllabi.
- Elementary literacy teacher leaders integrate and align Interim Assessment Blocks (IABs) into the elementary literacy maps during the June calendar mapping.
- Elementary literacy leadership, composed of one teacher leader from each of the 17 schools, focus their work this year on serving as a conduit between teachers and the elementary literacy director regarding needs and communicating key messages to the school sites.
- Secondary literacy facilitators create a SpringBoard and SBA correlation document matching IABs to instructional units in SpringBoard based on correlation of the English Language Arts (ELA) Common Core State Standards (CCSS), to facilitate planning in buildings.
- The secondary ELA Professional Learning Community (PLC) comprises two ELA representatives per middle and high school who are eager to learn, collaborate, and share with colleagues across the district. This team launches their work for the year with the following focus: explore instructional resources, assessment opportunities, and best practices to improve student learning; engage in dialogue with district colleagues on big picture vertical alignment of ELA districtwide to effectively embed ELA CCSS, 21st century skills, strategies, adopted instructional materials, and technology in upcoming units; and take a schoolwide leadership role in buildings. In summer work, the ELA PLC refine the district yearlong assessment map and embedded assessments. They design a plan to ensure that 21st century skills and technology are integrated effectively across each year of study.
- The secondary Social Studies Leadership Team comprises one grade-level representative per middle and high school who are eager to learn, collaborate, and share with colleagues across the district. This team launches their work for the year with the following focus: explore instructional resources, assessment

### Achieve program and services



## EPS Strategic Plan Progress Report End-of-Year 2017-18

opportunities, and inquiry-based instruction to improve student learning; engage in dialogue with district colleagues to develop a year-long assessment plan and refine instructional unit overviews that embed standards, 21st century skills, inquiry, and technology; and share resources that support implementation of adopted instructional materials and lead building PLCs in implementation of these materials. At their fall meeting, the team makes connections between ELA CCSS in History/Social Studies, Washington State Social Studies Standards, and 21st century skills, and considers how they will prepare students to be ready for college, career, and life. Grade level teams draft performance assessment plans that align with standards and integrate 21st century skills and technology. In summer work, the social studies team develops a district yearlong inquiry plan and instructional unit overview. They begin to design a plan to ensure that 21st century skills and technology are integrated effectively in inquiry projects.

- Middle school and high school English 1 teachers meet in November to align course outcomes and expectations.

- The Humanities-Secundary Literacy team collaborate with Learning & Information Technology Services (LITS) staff to ensure Canvas EduApp is functional for teacher and student access to and effective utilization of AP English Literature, AP English Language, and SpringBoard digital platforms.

- In the summer, English teachers participate in SpringBoard-Canvas integration professional learning.
- Professional learning opportunities are provided to support AP English Language and AP English Literature teachers in their first year of instructional materials implementation.
- Unit template – backward design.

### Summer Reading program

School	2015	2016	2017	Change
Cedar Wood ES	47%	53%	52%	-1%
Emerson ES	3%	17%	18%	1%
Forest View ES	11%	26%	45%	19%
Garfield ES	5%	20%	27%	7%
Hawthorne ES	39%	27%	48%	21%
Jackson ES	20%	26%	50%	24%
Jefferson ES	11%	19%	30%	11%
Lowell ES	13%	25%	41%	16%
Madison ES	2%	23%	43%	20%
Mill Creek ES	27%	32%	52%	20%
Monroe ES	26%	16%	29%	13%
Penny Creek ES	15%	25%	33%	8%
Silver Firs ES	10%	44%	40%	-4%
Silver Lake ES	9%	10%	23%	13%
View Ridge ES	19%	29%	41%	12%
Whittier ES	14%	28%	64%	36%
Woodside ES	10%	26%	38%	12%
Eisenhower MS	54%	52%	51%	-1%
Evergreen MS	24%	35%	41%	6%
Gateway MS	74%	61%	71%	10%
Heatherwood MS	52%	57%	61%	4%
North MS	38%	53%	48%	-5%
Cascade HS	5%	43%	32%	-11%
Everett HS	33%	34%	34%	0%
Jackson HS	16%	39%	36%	-3%

Year	Number of Students Participated	Percentage of Students Participated
2015	4,367	25%
2016	6,848	36%
2017	8,031	42%



### Key Board Dates Completed

- Instructional materials overview and adoption schedule (November 7, 2017)  
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

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presentation establishes a mutual understanding of potential financial implications of long-term adoption plans and outline next steps.

- NGSS readiness report (January 23, 2018)  
This presentation provides the board with an update on the status of the district's transition to the Next Generation Science Standards. Current elementary, middle, and high school implementation/transition steps are highlighted. Future steps to full implementation are identified.
- 9th grade science course redesign – 1st reading (May 22, 2018)  
After due consideration of the quality of process and content, the superintendent recommends *STEMscopes*, published by Accelerate Learning, for adoption as the grade 9 science instructional materials. The estimated annual subscription cost for these instructional materials is \$15,000 plus the cost of consumable lab materials. This cost is budgeted as part of the Curriculum, Assessment, and Special Programs (CASP) department 2018-19 instructional materials budget.
- 9th grade science course redesign – 2nd reading (June 5, 2018)  
The board adopts, after due consideration of the quality of process and content, *STEMscopes*, published by Accelerate Learning, as the grade 9 science instructional materials. The estimated annual subscription cost for these instructional materials is \$15,000 plus the cost of consumable lab materials. This cost is budgeted as part of the CASP department 2018-19 instructional materials budget.

### 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.

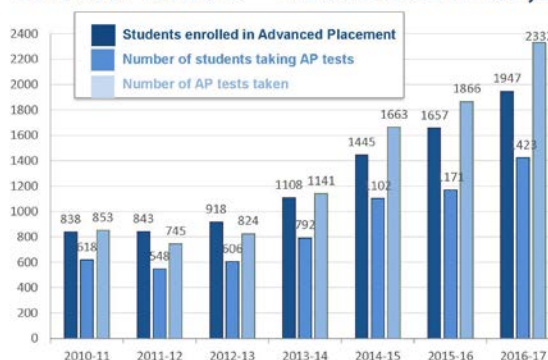
### Highlights of Action Items Completed

- Instructional leadership team members and teacher leaders attend Rick Wormeli's training focused on engaging instructional strategies.
- The November administrative learning walks provide instructional team members the opportunity to observe students engaged in balanced math learning experiences and using technology devices to access authentic learning experiences.
- Teachers and instructional para-educators from Cascade, Jackson, Whittier, Cedar Wood, and Jackson Elementary complete professional development sessions one and two of

August 28, 2018

### Students in challenging courses

Advanced Placement — 17.5% increase over last year



## EPS Strategic Plan Progress Report

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#### *Accessing Authentic Learning Experiences.*

- Collaborative teams use a common planning tool during administrative-facilitated Fridays.
- New teachers and school administrators complete required induction orientations and 2017-18 Teacher Principal Evaluation Program (TPEP) sessions.
- Monthly professional development offerings include sessions focused on engaging instructional strategies and creating a culture to engage learners.
- Guided observations and learning focused conversations provide beginning educators with intentional strategies and ongoing support to improve student learning.
- EL coaches continue to provide professional development throughout the district in GLAD strategies and support for ELs. This includes GLAD overviews, GLAD demonstrations, GLAD grade-level and building follow-up sessions, inclusion in the Menu of Options, incorporation into kindergarten professional development and STEM professional development.
- Development of tool to support Balanced Math Model learning walk; focus on 21st century skills, Standards for Mathematical Practice and three components of Balanced Math Model; learning walks completed in November 2017 with Instructional Leadership Team (ILT); learning walk tool now utilized by principals in many elementary schools.
- Use of technology is supported in math classes via use of Desmos (online graphic calculator); integration of Desmos with instructional maps and professional development occurs.
- The Humanities-Secondary Literacy team provides support for teachers and building teams for startup implementation of the *LANGUAGE! Live* digital platform: benchmark testing and placement for placement and grouping of students; problem solving digital platform, computer settings, and headset issues; adjustments to materials, headsets, etc. is addressed.
- The Humanities-Secondary Literacy team problem-solves issues with digital platforms for instructional materials, trouble-shooting with teachers, publishers, and the Learning and Information Technology Services (LITS) team as necessary. A problem and solution chart is maintained for secondary social studies digital platforms and shared with teachers via the curriculum portal and email.
- The humanities-secondary literacy facilitator offers a professional learning opportunity on the Pearson realize digital platform as part of the October 13 Learning Improvement Day (LID). This session focuses on exploring and engaging with features and functionality of Pearson Realize through interactive modeling. Participants learn how to use the interactive online platform to support instruction and plan upcoming activities.
- The Humanities-Secondary Literacy team collaborates with the LITS team to complete a technology integration plan clarifying digital components of assessments, the digital tools and programs available for teachers and students for each assessment, and professional learning opportunities available for teachers and students. ELA PLC and social studies leadership team utilize the technology integration plan in summer instructional and assessment planning and mapping.

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- The elementary literacy director completes learning walks with seven building coaches in December focused on providing specific feedback to teachers regarding the implementation of rigorous best practices instructional strategies and alignment of the Reach for Reading curriculum across the district. Walks at the remaining schools occur in January/February.
- Three teams of teachers from each school participate in elementary literacy demonstration lesson in January, including a pre-meeting, a demonstration lesson and a lesson debrief. The demonstration lessons deepen teacher understanding around implementation of the Reach for Reading program.
- A team of ELA coaches led by the director of elementary literacy develops a Shared Reading and Guided Reading Continuum with key implementation indicators for each to support teacher reflection and continued growth.

#### Key Board Dates Completed

- **Balanced mathematics board study session (October 3, 2017)**  
This study session provides the board with opportunities to learn about and engage in conversation with curriculum staff regarding instructional shifts in a K-12 balanced mathematics framework. The presentation includes an explanation of the balanced mathematics framework and instructional models. This study session provides richer context for the data and strategies that will be shared by school teams during upcoming State of the School Review series.

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

Student satisfaction with learning improves.

#### Highlights of Action Items Completed

- New hires and emergency certified substitutes receive professional development on effective classroom management and relationship-building skills.
- Each school works with a Positive Behavior Intervention and Supports (PBIS) coach and creates a PBIS implementation plan.

#### **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

- SEL skills are monitored and expanded using the Panorama student surveys at all 26 schools and piloting the student success tool at two secondary schools. The survey measures: grit, growth mindset, school safety, self-management, sense of belonging, social awareness, self-efficacy, and teacher/student relationships. It also provides staff a network of resources leading to interventions. The student success tool enhances on-time graduation work in making the identification and progress monitoring of students more efficient in



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cross-referencing the risk factors associated with attendance, discipline, academic achievement, and social-emotional skills.

- Healthy Youth Survey results are shared with high school and middle school administrators for analysis. Data is used to identify student social-emotional needs and strategies developed to address the needs.
- Sexual health education curriculum is implemented at middle and high schools.
- Snohomish County Children's Wellness Coalition, comprised of community mental health agencies, school district mental health professionals, and Snohomish County Human Services, meets monthly at the Community Resource Center. The Coalition is a countywide, collaborative effort to improve the health and wellness of young people throughout our community.

#### **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

- In workshops in August and September 2017, secondary social studies teachers engage in an inquiry process in initial use training for the Document-Based Question (DBQ) Project, an adopted social studies resource that brings AP strategies to grade 6-12 core social studies courses. Throughout the year, the secondary social studies leadership team collaborate to determine how to effectively integrate the DBQ Project into 6-12 social studies courses and utilize the digital platform to push student learning and achievement of standards and 21st century skills.
- Educational leaders from the Tulalip Tribes join district teachers in the September DBQ Project workshop and consider how it might provide a model for integrating Tulalip Tribes resources with Since Time Immemorial: Tribal Sovereignty Curriculum resources.
- The Humanities & Secondary Literacy team provides professional learning opportunities to support secondary social studies teachers in implementation of instructional materials, digital platforms, and the College, Career, and Civic Life (C3) Framework.

#### **Program array supports students' learning**

- Orchestra
- Performing arts
- STEM
- Athletics
- Activities
- One-to-one technology platform K-12



## EPS Strategic Plan Progress Report

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- The Humanities & Secondary Literacy team provides support for teachers and building teams to implement instructional materials, digital platforms, and the C3 Framework in job-embedded and site-based professional learning at the request of teachers and administrators.
- Secondary librarians learn about the DBQ Project at their November meeting, including a tutorial on the features and functionality of the digital platform.
- Humanities & Secondary Literacy team organize a book study to support teachers in implementing questioning strategies to support student engagement in inquiry learning. Designed for educators intent on bringing meaningful change to their teaching, participants read, study, and discuss *Make Just One Change: Teach Students to Ask Their Own Questions* by Rothstein and Santana. Participants learn a strategy for scaffolding questioning outcomes and develop a plan to implement questioning strategies in their classrooms.
- Collaboration with the Tulalip Tribes continues in fall, winter, and spring with the development of a partnership of EPS with the Tribes and several other districts to develop a plan to integrate Tribal resources with the Since Time Immemorial (STI): Tribal Sovereignty Curriculum resources. An agreed-upon K-12 scope and sequence, integrating STI and Tulalip Tribes resources, is in development to provide support for piloting lessons in 2018-19 utilizing culturally sustaining pedagogies.
- In summer professional learning, secondary social studies teachers delve deeper into effective utilization of digital platforms. The Humanities-Literacy team designs a plan for teachers to access 24/7 professional learning about teaching social studies – program design and digital platform use – that is shared with teachers in the summer.

#### **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

- To support AP Spanish Literature and Culture teachers in their first year of instructional materials implementation, several professional learning opportunities are provided beginning with summer 2017 AP institutes to learn about AP Spanish Literature course design and strategies for student and teacher success. Professional learning continues in fall and winter when teachers meet to share implementation ideas and questions and continue to build their common syllabus, integrating strategies for student success with in-depth studies of the literary, historical, and cultural elements of Spanish literature from across historical periods and around the world. Teachers plan for continued professional learning by attending the AP Institute in the summer and the College Board AP reader training and scoring for the AP test in the spring. In the summer they share key learning from their training



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experiences and collaborate to refine the course syllabus and utilize instructional materials.

- Throughout the year middle school and high school Spanish 1 teachers meet to ensure alignment of Spanish 1 courses taught at middle and high schools and to share instructional resources that will support success with the World-Readiness Standards for Language Learning. With the standards and best practices in world language instruction and assessment as their focus, the group of teachers reflect on successes and challenges experienced in the 2016-17 school year, the first year of implementation of the middle school world language program. They build on this reflection to refine district instructional documents for the 2017-18 school year and to solidify common assessment agreements, including first and second semester final exams.
- Chinese world language teachers attend a professional learning session for newly adopted Chinese instructional materials in summer 2017 with a focus on the World-Readiness Standards for Language Learning, 21st century skills, and best practices in world language instruction and assessment. They collaborate to build instructional maps for the year integrating new instructional materials in Chinese 1 and Chinese 2 classes this year.
- Chinese language teachers meet in January for professional learning focused on successful implementation of new instructional materials. They collaborate to develop Chinese 1 and 2 courses, to share strategies, and to engage in additional professional learning focused on engaging students in world language courses. They develop common first and second semester final exams.
- At year's end, Chinese teachers reflect on their collaboration and planning and on the learning environments they created to consider next steps for their work together and teaching in 2018-19. In summer they work together to continue course development and mapping and consider ways to effectively implement the digital platform.

#### **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

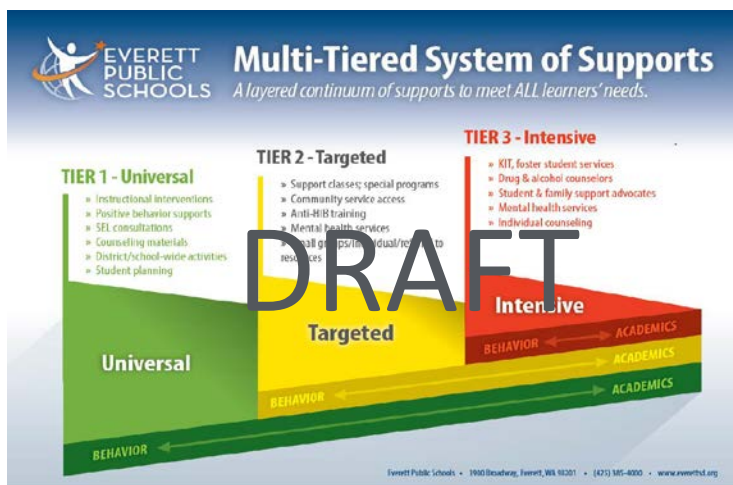
- Predictive analytics allow school staff to better monitor achievement gaps, tailor student interventions, and personalize learning to meet equity targets.
- Initial work on the Multi-Tiered System of Supports (MTSS) Continuum of Supports infographic creates a communication tool for parents.
- Six scaffolded classes for EL are offered, two at each comprehensive high school. This is an increase from four in 2015-16. Students are provided additional support with vocabulary development within the content areas of algebra, biology, and U.S. history. Planning is underway to increase to four

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scaffolded classes at Everett HS and Jackson HS in 2018-19, and to five at Cascade HS. Classes will be grade 9 science, grade 10 science, algebra, and US history.

- Teachers of students dually qualified in EL and Special Education receive training in *Language! Live* literacy intervention curriculum for middle and high school students, and in PODD (Pragmatic Organization Dynamic Display) communication systems.
- EL team presents training on the Four Step Referral Process for EL students who are being considered for referral for an evaluation for special education services.
- LAP high poverty schools' plans are implemented, with students provided additional intervention support at eleven schools plus Graduation Alliance.
- A homeless student stability program grant is awarded through the Washington State Department of Commerce in August 2017. Grant funding allows district McKinney-Vento staff to collaborate more closely with Education Advocates from Cocoon House to provide resources and support for high school Unaccompanied Homeless Youth. (UHY). Over 40 UHY are served. The grant is renewed for the 2018-19 school year.
- A Treehouse education specialist now meets weekly with high school students in foster care. The education specialist partners with staff to develop a comprehensive understanding of the foster students' needs and creates a student-centered plan to define educational needs and goals for the future. The Education Specialist also helps mediate between the many adults in foster children's lives: biological parents, foster parents, social workers, the court system, and school staff.
- The secondary literacy & humanities facilitator collaborates with educators from Northwest Educational Service District 189 (NWESD) school districts through the NWESD Literacy Learning Network to focus on ways to create access to learning for all students in their ELA classrooms, including: making instructional choices and decisions through an equity lens; ensuring all students have access to and opportunities for engaging in grade level thinking and tasks; meeting the reading comprehension needs of all students; culturally responsive teaching; teaching students to retain information read online.
- The secondary ELA PLC focuses throughout the year on learning about, sharing resources for, and implementing high leverage strategies to improve support for 6-12 students in ELA classrooms.



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- Professional development is provided for special education Achieve teachers to build capacity for instructional and social emotional practices. Special services department offers an Achieve-specific teacher induction series in August 2017 open to both new and returning teachers, and initiates for the first time an Achieve Leadership Strand to work alongside and collaborate with school administrators on how to lead and support Achieve

### High performance

District students continually outperform state

2016	ELA	Math	Science
Grade 3	+7.0	+4.8	
Grade 4	+9.9	+9.7	
Grade 5	+12.4	+8.8	+10.9
Grade 6	+13.8	+5.2	
Grade 7	+16.2	+6.6	
Grade 8	+15.1	+6.6	+13.0
Grade 11	+6.9	+15.8	+5.7

- programs, staff, and students in their schools. The department leads a professional learning community monthly for Achieve teams focused on instruction and K-12 social-emotional standards framework.
- Training modules that support special education compliance and CCSS-aligned IEPs are developed. Special Services staff invite Washington Education Association (WEA) to facilitate CCSS-aligned IEP training for teachers in July. Department staff create a training module modeling the WEA training and offer an early childhood/elementary session and secondary session at the October LID day. Throughout the year, the special services department hosts three job alike professional development sessions primarily focused on CCSS-aligned IEP development.
- Student progress monitoring helps each teacher use performance data to continually evaluate the effectiveness of their teaching, make more informed instructional decisions, and diminish achievement gaps in all federal sub-groups.
- School teams show evidence of implementation of Reach in their state of the school reviews.

### Key Board Dates Completed

- Study session: student performance data and Educational Effectiveness Survey trends (September 19, 2017)  
The board is provided 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 and to professional growth?). The analysis examines the recently released 2017 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 26, 2017)  
In the spring of 2017, EPS administered the SBA in ELA and math as part of the Washington Comprehensive Assessment Program. This report to the board

## EPS Strategic Plan Progress Report

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provides 2017 assessment data and will demonstrate that students in EPS outperformed the state consistently at every grade level and in every content area because of intentional alignment of instruction to the standards.

- **Study Session: Balanced mathematics model (October 3, 2017)**  
This study session provides the board with opportunities to learn about and engage in conversation with curriculum staff regarding instructional shifts in a K-12 balanced mathematics framework. The presentation includes an explanation of the balanced mathematics framework and instructional models. This study session provides richer context for the data and strategies that will be shared by school teams during upcoming State of the School Review (SOSR) series.
- **State of school review analysis (April 24, 2018)**  
The 2017-18 SOSRs were recently completed by all 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

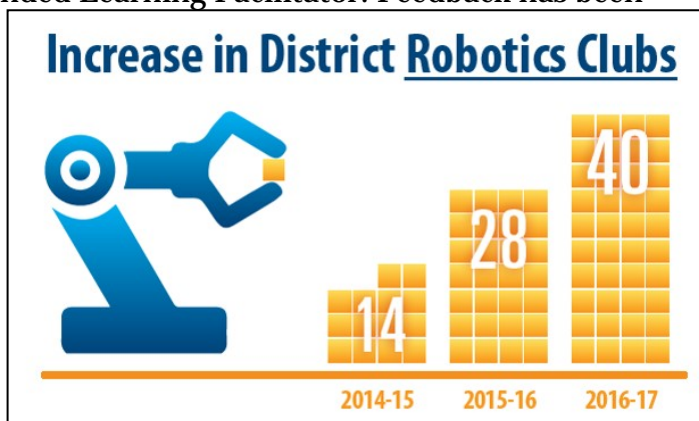
- Systematic processes provide reflection and feedback to integrate into professional development offerings and district-wide collaborative teams to use to improve practice.
- Course overviews and unit maps continue to be modified to strengthen alignment to Common Core State Standards, assessments (including performance tasks), 21st century skills, and the innovative use of productivity and learning technology applications.

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

Creativity and innovation are celebrated.

Highlights of Action Items Completed

- Three new robotics options are piloted by elementary teachers. The process is facilitated by the district Extended Learning Facilitator. Feedback has been gathered and further piloting is being conducted based on instructor responses. A final plan will provide expansion of after school teams as well as possible integration in current elementary curriculum.
- Staff celebrates the 20th year of district student art shows including creation of art show posters and media highlighting student art, development of a digital registration system, identification of art show champions at elementary schools, and providing staff with the opportunity to participate in a winter 2018 staff art show to kick off the spring season of district high school, middle school, and elementary student art shows.





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#### Key Board Dates Completed

- High school art show reception (April 26, 2018)
- Middle school art show reception (May 14, 2018)
- Innovation Expo (June 6, 2018)

The district's annual "Innovation Expo" is held at Angel of the Winds (formerly Xfinity) Arena attended by approximately 2,500 students, parents and families, district staff, and community members. Expo activities include: a pre-kindergarten to grade 12 innovative learning showcase in which each of the district's schools showcase an innovative learning program; the elementary and middle school STEM competition finalists; and interactive, hands-on displays by community and industry partners. City of Everett Mayor Cassie Franklin is emcee of the STEM competition awards ceremony.

#### **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

- Student accounts for Office365 are activated to expand cloud collaboration
- Student district email accounts are activated at all high schools.
- Initial phase of Canvas implementation engaging initial adopters, piloting College and Career Readiness course access, and beginning transition of curriculum portal.
- Documentation for curriculum and system tool updates is developed, located on Learning Management Services website and added to the Service Now knowledge base.
- Student computers are deployed and checked out to students for at-home use at Sequoia and Everett high schools (1800 devices).
- Chromebook carts increased to a level of 1 cart per classroom at Garfield, Lowell, and Monroe elementary schools (120 carts).
- 94 SBA Chromebook carts are replaced at all schools as well as middle school computer labs (54 total) as part of lifecycle management.
- Infrastructure upgrade plans for Jackson and Cascade high school are completed in preparation for Fall 2018 1:1 deployment.
- Telephone upgrade completed.
- Online initial use resources developed for onboarding new employees.
- On-site and departmental Office 365 and EPS Google Apps trainings are hosted, highlighting online learning resources through Hoonuit.
- Student surveyed across 8<sup>th</sup> grade and 9<sup>th</sup> grade at Cohort 1 high

#### Key Board Dates Completed

- Integrated technology plan update (October 10, 2017)  
This presentation provides the board with an update of the technology plan

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including a review of summer progress, the initial roll out of student devices, and the work that is planned for this school year. As part of the work of EPS 2017-18 AOP and the passage of the capital bond and capital levy, a comprehensive integrated technology plan was developed. The implementation of a comprehensive integrated technology plan will lead students to acquire the knowledge, attitude, and skills to adapt to the emerging needs of a challenging world.

- Integrated technology plan – Student Devices (April 10, 2018)  
This presentation provides the board with information on the Lenovo ThinkPad L380 Yoga laptop, the device selected for students at Cascade and Jackson High Schools for deployment in the 2018-19 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 (July 3, 2018)  
This presentation provides the board a year-end status report on the implementation of the second year of the Integrated Technology Plan. The implementation of a comprehensive technology plan will lead students to acquire the knowledge, attitude and skills to adapt to the emerging needs of a changing world.

#### **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

- At-home internet access provided for qualifying students.
- Performance of network firewall, tiered filtering, and fault tolerance is enhanced to safely broaden internet access for students and staff.
- Use of Service Now product as incident management system transitions to Enterprise version.
- Knowledge base resources and incident management protocols developed further.
- Adopted new curriculum tools for use in the classroom within Secondary ELA Intervention, Elementary ELA, Chinese language, and elementary use of i-Ready software in math with a pilot in ELA, and AP SpringBoard and Naviance utilizing Active Directory.
- Enhanced procedures and systems are developed at the Science Resource Center (SRC) to support continued growth in STEM programs due to growth in student enrollment, programs and schools.
- Regular meetings between science, maintenance, and facilities departments; developing timeline for science kit delivery/pickup; process for work orders; plan for the SRC transition to a new facility within the district.



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

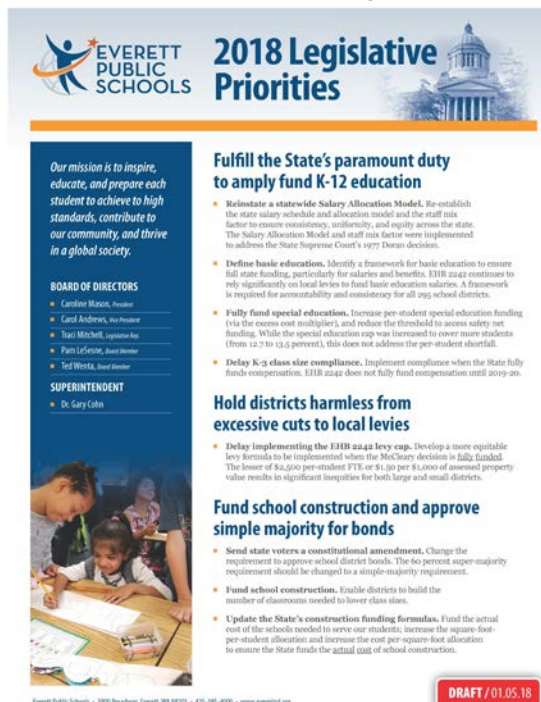
Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities.

#### Highlights of Action Items Completed

- Launched public facing data dashboard highlighting district information and strategic plan performance.
- Offered multiple formats for professional development to increase the number of employees who are able to access learning resources.
- A Native-American community conversation is held. Latina/Hispanic and Ukrainian/Russian community conversations are scheduled to occur during the year.
- African-American family conversations are conducted in partnership with the Youth Development Program with specific outreach to middle school student and parents.
- Consistent criteria for school newsletters exists in all newsletters.
- All school administrators host a board breakfast and used a common presentation to facilitate parent input to board members.
- District communications plan for 2017-18 is developed.
- District mobile app is launched.
- The second Native American community conversation focused on academic support for Native students and gathered guardian feedback on school climate, student support, and cultural competency.
- The third annual Hispana/Latina community conversation engaged parents around academic success, 1:1 technology, and safety and security and solicited guardian feedback on the event structure.

#### Key Board Dates Completed

- Communication engagement plan (November 28, 2017)  
This agenda item allows the board to review and discuss improvements to the communications plan. Viable, sustainable, and credible communications systems in EPS are the responsibility of leadership and staff throughout the district. Planning for shared responsibility will ensure a system that is worthy of a leading and high-performing organization and meets the needs of the district's stakeholders.
- Legislative priorities (December 5, 2017)  
The board is provided with a summary of the proposed district legislative priorities for the 2018 legislative session. Each year the board of directors prepares a set of legislative priorities for use with legislators based on staff research and information provided by state associations.



The poster for Everett Public Schools' 2018 Legislative Priorities features the district's logo and a list of six key priorities. On the left, it lists the Board of Directors (Candice Mason, President; Carol Anderson, Vice President; Tracy Mitchell, Treasurer; Pam Lefevre, Secretary; Ted Worthington, Board Member) and Superintendent Dr. Gary Cohen. A mission statement is also included. The priorities focus on funding K-12 education, protecting local levies, and supporting school construction.

**EVERETT PUBLIC SCHOOLS**

**2018 Legislative Priorities**

*Our mission is to inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.*

**BOARD OF DIRECTORS**

- Candice Mason, President
- Carol Anderson, Vice President
- Tracy Mitchell, Treasurer
- Pam Lefevre, Secretary
- Ted Worthington, Board Member

**SUPERINTENDENT**

- Dr. Gary Cohen

**Fulfill the State's paramount duty to amply fund K-12 education**

- Reinstatement of a statewide Salary Allocation Model. Re-establish the state salary schedule and allocation model and the staff mix factor to ensure consistency, uniformity, and equity across the state. The Salary Allocation Model and staff mix factor were implemented to address the State Supreme Court's 1977 Duran decision.
- Define basic education. Identify a framework for basic education to ensure full state funding, particularly for salaries and benefits. EHB 2042 continues to rely significantly on local levies to fund basic education salaries. A framework is required for accountability and consistency for all 295 school districts.
- Fully fund special education. Increase per-student special education funding (via the excess cost multiplier), and reduce the threshold to access safety net funding. While the special education cap was increased to cover more students (from 12.7 to 13.5 percent), this does not address the per-student shortfall.
- Delay K-3 class size compliance. Implement compliance when the State fully funds compensation. EHB 2042 does not fully fund compensation until 2019-20.

**Hold districts harmless from excessive cuts to local levies**

- Delay implementing the EHB 2042 levy cap. Develop a more equitable levy formula to be implemented when the McCleary decision is fully funded. The lower of \$2,500 per-student FTE or \$1.00 per \$1,000 of assessed property value results in significant inequities for both large and small districts.

**Fund school construction and approve simple majority for bonds**

- Send state voters a constitutional amendment. Change the requirement to approve school district bonds. The 60 percent super-majority requirement should be changed to a simple majority requirement.
- Fund school construction. Enable districts to build the number of classrooms needed to lower class sizes.
- Update the State's construction funding formulas. Fund the actual cost of the schools needed to serve our students; increase the square-foot-per-student allocation and increase the cost per square-foot allocation to ensure the State funds the actual cost of school construction.

Everett Public Schools • 3000 Broadway, Everett, WA 98201 • 425-365-4000 • [www.everett.k12.wa.us](http://www.everett.k12.wa.us)

**DRAFT / 01.05.18**

EPS Strategic Plan Progress Report  
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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

- Early learning team facilitates professional learning and team planning specific to high performing teams for all kindergarten teams during Kindergarten Institute.
- Early learning team collaborates with LITS to align 21st century skills with the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
- Early learning team integrates 21st century skills into kindergarten professional development in alignment with the kindergarten model and Plan, Do, Reflect.
- Highly capable program teachers and school counselors participate in professional development around 21st century skills and use of technology.
- District 6-12 English, secondary literacy intervention, and 4-12 social studies teacher leadership teams and world language, visual arts, and performing arts teachers collaborate and communicate using digital applications, such as Padlet, Flipgrid, and shared Office 365 documents and folders, to develop and accomplish their team goals. The social studies leadership team revises team working commitments to incorporate 21st century skills.
- Collective bargaining agreement collaboratively developed with newly formed Teamsters union of transportation van and bus drivers.

EPS Strategic Plan Progress Report  
End-of-Year 2017-18

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**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

- Alternate Route to Teaching Block Grant Secondary Educators for Equity & Diversity in partnership with Western Washington University (WWU) is in its second and final year. Thirteen candidates are participating in the second cohort with three completing their student teaching experience at EPS.
- Staff of Color community events gain interest with increased attendance at fall event November 1, 2017; efforts to increase community involvement are underway as part of the retention strategies. Participation of the Communities of Color Coalition promises growth and expansion of our retention efforts.
- Recruit Washington Teacher – Bilingual Educators Initiative grant awarded to Everett and Marysville public schools in partnership with Everett Community College (EvCC) and University of Washington, Bothell, by the Professional Educator Standards Board on January 12, 2018; two-year award of \$205,000 - \$40,000 for planning during 2017-18 and \$175,000 for 2018-19 implementation. This grant is a pilot project and is intended to support a “grow your own” concept aimed at recruiting, preparing and mentoring bilingual high school students to prepare them to become future bilingual teachers. Project Coordinator position for bilingual teacher academy hired and onboarding is underway. Work plan development has begun.
- Initial meetings are underway with identified community leaders to strategize next steps in targeted diversity recruitment for Hispanic, African American, and Native American teacher candidates to support our largest student populations. Approximately 20 staff of color participated in the first strategy session resulting in identified ambassadors for the district and participation at conference and recruitment events for teachers of color at Western Washington University and bi-lingual teachers in Bellevue.
- Employment opportunities posted on job search platforms Indeed and Glassdoor increase the number of opportunities to connect with diverse candidates.
- Plans are underway to post hard to fill positions early (STEM and special education)

Key Board Dates Completed

- Recruitment, retention, affirmative action (June 19, 2018)  
The board of directors are briefed on the 2018-23 EPS Affirmative Action Plan,

## EPS Strategic Plan Progress Report

### End-of-Year 2017-18

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recruitment, and retention efforts. This plan fulfills the requirements of WAC 392-190-0592 that all school districts adopt either an affirmative action policy or affirmative action plan and file a copy with the Office of the Superintendent of Public Instruction.

**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

- EL trainings include a focus on cultural proficiency and inclusive strategies. GLAD trainings and other trainings related to building understanding of ELs include information about cultural and linguistic differences, and responding to students in culturally-sensitive ways.
- High performing teams provide planning and data tools to their administrators after each administrative-facilitated Friday.
- School administrative teams calibrated administrative-facilitated unit planner.
- Theme of equity is integrated into October 13, 2017, learning improvement day.

**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

- Leveraging K-12 STEM teacher leaders (math, science, and CTE to support teacher professional practice.
- Elementary STEM-Science Leaders develop Elementary NGSS Transition Guides; participate in Washington Comprehensive Assessment of Science information and assessment design sessions; lead NGSS transition in their schools by leading staff meetings, grade level meetings, cadre meetings, and support individual staff in their understanding and implementation of the NGSS
- Middle School NGSS Design Team develop NGSS Transition Guides for each of the middle school science units; support science department and individual staff in their understanding and implementation of the NGSS
- The High School NGSS Design Team includes science teacher representatives from each of the comprehensive high schools; NGSS- aligned high school course maps are developed; support science department and individual staff in their understanding and implementation of the NGSS

## EPS Strategic Plan Progress Report

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- Elementary Math Instructional Leadership Team 38-member team is formed and meets three times; engages in learning of both content and instruction and receives resources to share with staff at their buildings; focus on use of Standards for Mathematical Practice and Balanced Math Model.
- Secondary Math Instructional Leadership Team 26-member team is formed and meets two times; focus on learning about Balanced Mathematics, K-12 Mathematics Instructional Models, and high leverage instructional practices.
- Continuous improvement process is introduced to new staff as at summer orientation.
- New paraeducator summer institute addresses paraeducator needs in response to survey results.
- All school leaders facilitate a continuous improvement activity during the August learning improvement day.
- Teacher evaluation training sessions mirror the prior year's professional development calendar.
- Beginning educators receive ongoing intentional instructional coaching, opportunities to reflect on their practice, and ongoing classroom support.
- Departments collaborate to problem-solve teacher needs and facilitate creative solutions that benefit student learning.

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

Employees are highly proficient and skilled.

#### Highlights of Action Items Completed

- District director levels three and four, facilitators, and librarians pilot four-tiered evaluation system beginning fall 2017.
- Draft four-tiered evaluation system for grounds employees is developed.
- First phase of new Frontline Human Resources Management System implementation and training is underway with a "go live date" of February 1, 2018, for applications module. Phase two (Professional Development module) is underway and targeted for full implementation in fall.
- Updates to job descriptions for all employee groups continues to align with new evaluation systems.

#### Key Board Dates Completed

- Professional development systems progress (September 12, 2017)  
The board of directors is provided an update on the progress of employees' engagement in continuous professional learning focused on the skills needed to increase student achievement. The update highlights thoughtful planning followed by implementation with feedback to ensure the professional development responds to employees' learning needs.

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

Employees have access to relevant education and cross training.

Highlights of Action Items Completed

- Paraeducators participate in district learning improvement day sessions
- Professional development survey is administered for certificated and classified employees.
- Employees trained on customer service standards; department and school plans were created.

**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

- Presentations are made to middle school and high school principals to provide overview of Second Step curriculum and demonstrate ways it supports and enhances Positive Behavioral Intervention & Supports (PBIS) implementation.
- Second Step curriculum is purchased for middle schools. Middle school counselors receive training in Fall 2017. Gateway Middle School is selected by Committee for Children to be a Lab school during this first year of implementation, and it is providing ongoing technical support in exchange for feedback from students and staff to inform ongoing product development.
- Second Step curriculum will be taught during summer school by teachers. A team of elementary school counselors, in collaboration with directors of Categorical Learning and Student Support Services, developed the scope and sequence of lessons, and elementary counselors will provide training of all elementary summer school staff.
- All district schools use data from Panorama survey to inform and modify existing SEL practices.
- Cascade High School, Everett High School, Jackson Elementary School, and Jefferson Elementary School implement trauma-informed practices in conjunction with consultation from Continua Consulting as part of a grant through Snohomish County Human Services.
- Evergreen and North middle schools apply for and are accepted to participate in the third cohort of the Trauma-Informed Practices Consultation through Snohomish County Human Services. Consultations begin in August 2018 for two years.
- Considerable progress toward goal of 100% compliance is achieved last year with 93.3% of all employees having completed mandatory annual harassment, intimidation, and bullying training for 2017-18 over last year's 86.6%.



## EPS Strategic Plan Progress Report End-of-Year 2017-18

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- A new chemical safety data information system is implemented in January that provides online access to staff and parents as well as hard copy information about chemicals used throughout the schools.
- Video intercom and card access systems are installed at Hawthorne and Silver Firs Elementary schools as test locations.
- Summer 2018 capital projects work includes installation of security access control systems and video intercom systems at twenty schools, and remodels to provide more secure entry vestibules and security fencing at four schools.
- Approximately 400 new handheld digital radios are purchased and distributed to administrative, security, and custodial staff district-wide to enhance and standardize communications capabilities and equipment.
- Approximately 67 new security video cameras are installed in the district, adding to the current inventory of over 600 cameras district-wide.



### Key Board Dates Completed

- Study session: social-emotional learning update (November 1, 2017)  
This study session provides an update on the district's work to support students' SEL, illustrate systems-level preventive and responsive support of SEL, and provide the board an opportunity to observe and interact with SEL tools and processes. This study session responds to the superintendent's goal for Standard 3, Strand 2: Systematically conduct data-based analyses of employee and student perceptions about safety and well-being, as well as students' social-emotional learning.
- Safety and security update (March 6, 2018)  
The board is updated on the status of safety and security measures being implemented in EPS as a result of recurring systems evaluations and improvement efforts. In addition, the board is updated on recent and near-term staff work related to the ongoing safety program and emergency preparedness undertaken by the district.

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

A coherent approach to emergency preparedness exists across the district.

### Highlights of Action Items Completed

- Everett schools tested on January 29 the RAVE Command View Module in partnership with Everett Police Department and Snohomish County 911. RAVE panic button implemented on district student transportation vehicles.
- Partnerships are established with key community groups and businesses including; Red Cross, Everett Community College, Pacific Copy and Printing to provide support in the event of an activation of the district Emergency Operations Center, call center or reunification plan.



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- Emergency preparedness training conducted for new administrators and maintenance department staff on January 29.
- The call center is activated for the opening of school, allowing for staff training and practice in the event of an activation.
- Emergency response/recovery activities include “Run, Hide, Fight” training, active shooter table-top simulations, drills to improve school reunification plans, training to improve sport events risk management, and earthquake training with city and county partners.

#### **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

- Maintenance department develops a KPI matrix which facilitates monthly KPI reporting to district leadership and department staff in support of the department’s continuous improvement processes.
- A preventative maintenance program is developed and implemented for fire extinguishers, automated external defibrillators, fire systems and sprinklers, and sewage pumps.

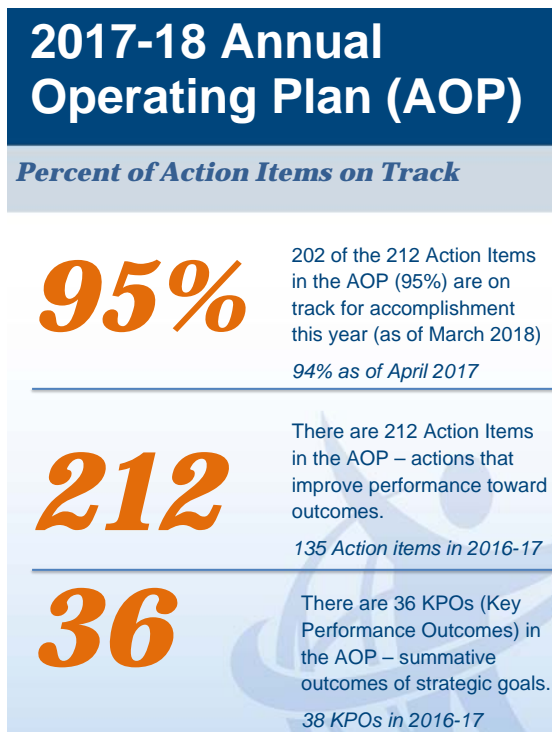
#### Key Board Dates Completed

- Strategic plan mid-year progress report (February 6, 2018)  
The board is presented an overview of the mid-year strategic plan progress report for 2017-18. Highlights of key accomplishments are presented to the board to illustrate accomplishments in the five strategic priority areas, to celebrate successes, and acknowledge challenges.
- Board annual goals 2017-18 progress report (April 10, 2018)  
During the board’s summer 2017 workshop a draft of the annual work plan for 2017-18 was discussed, and a revised version was approved at the August 30, 2017 special meeting. This first progress report of the year is presented for board review and discussion prior to posting on BoardDocs.
- Strategic plan update (May 22, 2018)  
The board is presented the district’s proposed annual strategic plan update for 2018-19 for review and discussion. The proposed annual changes to the strategic plan for 2018-19 will provide greater alignment with the 21st century skills of citizenship and growth mindset (KPO 2.3.a), and a more strategic focus on safety and security in our facilities (KPOs 3.4.a and 3.4.b).
- Facilities & maintenance continuous improvement (May 29, 2018)  
The board is presented information about the continuous improvement work of the Facilities and Operations departments during 2017-18. Departments represented include Facilities & Planning, Maintenance & Operations, and Community Services. The board is introduced to the staff leading these

## EPS Strategic Plan Progress Report End-of-Year 2017-18

departments, heard about their department's accomplishments and challenges, their monitoring of data and what it shows, and how they are collaborating and incorporating the plan-do-check-act continuous improvement model in their daily work.

- **Strategic plan update (June 5, 2018)**  
The board approves the district's annual strategic plan update for 2018-19. The changes to the strategic plan for 2018-19 provide greater alignment with the 21st century skills of citizenship and growth mindset (KPO 2.3.a), and a more strategic focus on safety and security in our facilities (KPOs 3.4.a and 3.4.b).
- **AOP (June 19, 2018)**  
The board accepts the AOP for 2018-19, describing the Action Items and Key Performance Indicators framing the work that is scheduled to be accomplished during 2018-19 to implement the district's strategic plan. The AOP reflects a one-year segment of a multiyear implementation process. The board is provided the AOP to elevate directors' understanding of the implementation development work underway.
- **Board goals 2018-19 Progress Review (July 3, 2018)**  
This agenda item is focused on revising the board goal priorities and analyzing board goal alignment with strategic priorities, and annual work plans. Eight years ago, the board amended its annual goals to organize board priorities consistently with applicable board policy, the strategic plan priorities, directors' development priorities, and the Washington State School Directors' Association standards for board performance.
- **Strategic plan end-of-year progress report (August 28, 2018)**  
The board is presented an overview of the end-of-year strategic plan progress report for 2017-18. Highlights of key accomplishments are presented to the board to illustrate accomplishments in the five strategic priority areas, to celebrate successes, and acknowledge challenges.



# EPS Strategic Plan Progress Report

## End-of-Year 2017-18

### 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

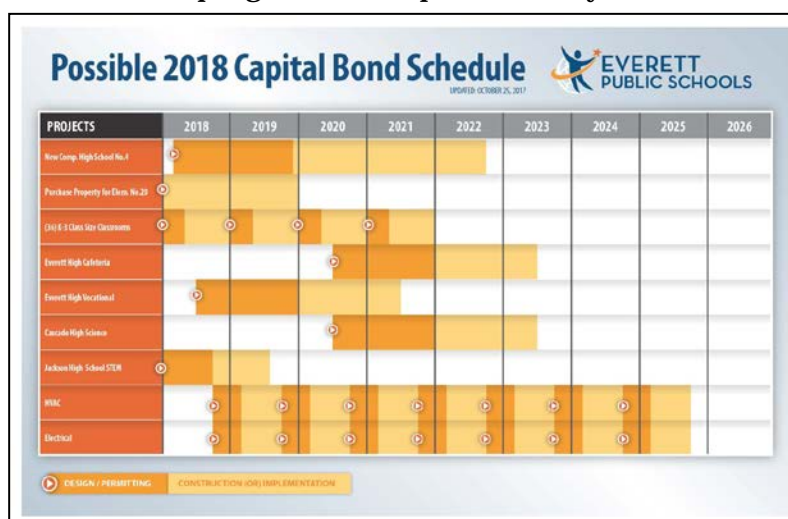
Resources (finances, staffing, technology, facilities) are aligned to student learning, and allocation is based on long-term, broad, cross-boundary needs and goals.

### 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.

### Key Board Dates Completed

- Enrollment update (October 10, 2017)  
The board is presented an update on the district's October 1, 2017 enrollment counts and the implications these enrollment counts have on district operations. A sizable portion of the district's state and local revenues are generated by the number of students enrolled in the district each year; and accordingly, enrollment counts are critical to the budget process, capital bond and levy planning, boundary revisions, portable classrooms, and decisions about program locations and approvals of school attendance variances.
- 2018 capital bond and educational programs and operation levy (October 17, 2017)  
The board holds a work session to arrive at a preliminary decision on both a capital bond proposal and an educational programs and operations replacement levy proposal for placement on a special election ballot on February 13, 2018. This work session is one of numerous district events and activities during 2016 and 2017 designed to establish a solid foundation for decision-making about a possible capital bond.
- Boundary revision process for elementary no. 18 (October 24, 2017)  
The board is presented an update on the process developed by district staff to create a recommendation to the superintendent for revise elementary school



## EPS Strategic Plan Progress Report End-of-Year 2017-18

boundaries in the southern half of the district. Boundary revisions are necessary due to the planned opening of Elementary School No. 18 in fall 2019. This process design includes a boundary committee comprising district staff and parents, an experienced boundary facilitator from outside the school district, and engagement with the district's south end community at various times over approximately the next ten months.

- Future capital bond planning (October 24, 2017)

The board is presented additional information about a proposed capital bond measure requested during the October 17, 2017 special board meeting work session. Directors are asked to further narrow capital bond project priorities for eventual placement on the special election ballot on February 13, 2018.

- Fiscal outlook 2017-22 (November 7, 2017)

The board of directors 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.

- Replacement educational programs and operations levy for 2018 (November 7 and 21, 2017)

The board is presented and approves a resolution for renewal of the expiring four-year Educational Programs and Operations Levy. The resolution places a measure on the February 2018 special election ballot. The existing Educational Programs and Operations Levy, approved by voters in 2014, will expire on December 31, 2018. Accordingly, a replacement levy approved by voters will begin January 1, 2019, and run during calendar years 2019 through 2022.

- Capital bond proposal for 2018 (November 7 and 21, 2017)  
The board is presented and approves a Resolution No. 1164 for a capital bond proposal for placement on the February 13, 2018 special election ballot. The board adopts this resolution, and directs staff to submit it to Snohomish County for placement on the February 13, 2018 special election ballot.

- Fourth quarter financial report (November 21, 2017)  
This report is the final report for

### Future readiness 3 ways

*What's in the Capital Bond?*

#### Growth readiness

Adding space for 1,600 more students

- New high school
- Property for future school
- Additional classrooms for smaller K-3 class sizes

#### Career readiness

Creating spaces to prepare students for future jobs & careers

- Innovative STEM programs
- Career connected learning

#### Facilities readiness

Extending the use of aging schools

- Renovating and retrofitting aging school facilities
- Upgrade school "systems" (heating, electrical)
- Modernize EHS cafeteria building

### What if we don't build more space for learning?

**By 2026**, what happens to schools' permanent capacity and portable classroom counts if we don't build additional classrooms?

Elementary schools	<ul style="list-style-type: none"><li>• <b>13 of 18</b> schools will be <b>over</b> capacity</li><li>• <b>81</b> portable classrooms necessary</li></ul>
Middle schools	<ul style="list-style-type: none"><li>• <b>3 of 5</b> schools continue <b>over</b> capacity</li><li>• <b>26</b> portable classrooms necessary</li></ul>
High schools	<ul style="list-style-type: none"><li>• <b>2 of 3</b> traditional high schools will be <b>over</b> capacity</li><li>• <b>38</b> portable classrooms necessary (30 at JHS, 8 at CHS)</li></ul>

This is why HS #4 is critical.

## EPS Strategic Plan Progress Report

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the 2016-17 fiscal year and is a summary of more detailed information filed with the OSPI under state form F-196. 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.

- **First quarter financial report (January 9, 2018)**  
On January 9, 2018, the board is presented the first quarter financial report, which indicates fiscal activity typical for this time of year, and in alignment with the 2017-18 budget.
- **Budget development update (February 6, 2018)**  
The board is periodically updated on the budget development process for the ensuing school year. This presentation is designed to highlight the budget development timeline, the major influences on the 2018-19 operating budget, and how the state-wide teacher shortage combined with the needs identified by SOSRs, has resulted in the early hiring of some competitive positions.
- **Capital projects update (February 6, 2018)**  
The board is presented an update on the status of projects funded by the 2016 capital bond and levy, and other funding sources. Design schemes and schedule updates are presented for the new elementary no. 18 and the North Middle School modernization projects. Information is also provided about recently completed projects as well as upcoming capital projects, and including a brief review of projects included on the upcoming February 13, 2018 capital bond proposal.
- **Budget development workshop (March 13, 2018)**  
The board is updated on the budget development process, implications of the 2018 legislative session, and the impact to the long range fiscal outlook. The 2018 60-day legislative short session concluded on March 8. A major focus of the session was to consider legislative adjustments to the sweeping changes enacted in the 2017-19 biennial budget, adopted in June 2017. The legislature did not fully fund special education, reinstate the salary allocation model, or address the inequities of the new levy formula.
- **Enrollment outlook (April 10, 2018)**  
This information item presents directors information about how enrollment projections are used by district staff, how projections are produced, and update the board on short- and long-term enrollment projections based on the district's actual October 1, 2017 enrollment counts. A sizable portion of the district's state and local revenues are generated by the number of students enrolled in the district each year.
- **Second quarter financial report (April 10, 2018)**  
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.
- **Capital planning post bond (April 17, 2018)**  
The board is presented information about capital planning activities and options for election timelines for a capital bond request to the district's voters.



## EPS Strategic Plan Progress Report

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The work session provides directors an opportunity to hold conversations focused on key questions pertinent to these activities. Board members also share their thoughts, ideas, and concerns about the 2018 election, about future capital election ballot propositions, and about how to respond appropriately to the district's increasing capital facility needs.

- **Approval of elementary school boundary revisions (June 19, 2018)**  
The board approves revisions to elementary school boundaries necessitated by the planned opening of Elementary No. 18 in fall 2019. The Elementary Boundary Committee delivered a recommendation to the superintendent for elementary school boundary revisions in the southern half of the district, and the superintendent adjusted this recommendation based on consideration of additional community input and further analysis of demographic data. The committee comprised nine school principals and assistant principals, seventeen parents and community members representing south end neighborhoods, and an experienced boundary facilitator from outside the school district. During the boundary revision process the committee held six meetings over six months, offered two online surveys for community input, and held two public forums in the district's south end communities.
- **High school enrollment growth temporary mitigation plan (June 19, July 3, and August 28, 2018)**  
This agenda item provides the board an opportunity to (1) consider the community input, (2) ask questions about the options and combinations of the options, and (3) approve the superintendent's recommendation for developing a proposal to temporarily mitigate the effects of the high school enrollment growth.
- **2018-19 budget adoption, 1st and 2nd reading (July 3 and August 28, 2018)**  
The board is presented information about the budget development process and an overview of the budgets for the other four major funds including Capital Projects, Debt Service, Associated Student Body, and Transportation Vehicle; and the board is asked to approve the budgets as presented.
- **Capital Facilities Plan 2018-23 (August 28, 2018)**  
The board is asked to approve an update to the district's six-year capital facilities plan, setting forth the planned facilities projects to accommodate the anticipate growth, and establishing school impact fees for 2019 and 2020 to be considered for adoption by Snohomish County and the City of Everett.

<b>Key Performance Outcome: 4.1.b (JM, MG)</b>
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A minimum ending fund balance of five percent is maintained in the general fund.
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#### Highlights of Action Items Completed

- See information in KPO 4.1.a



EPS Strategic Plan Progress Report  
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**Strategic Goal: 4.2**

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

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

One percent of the annual general fund budget is generated.

Highlights of Action Items Completed

- Multiple federal, state, public and private grant resources are acquired across the range of program and content areas.
- The district is awarded a United Way Collaborative Impact grant focused on improving school attendance for homeless families with children in PreK – grade 2, along with other partners like the YMCA, Interfaith Family Shelter, and Everett Gospel Mission. The overall impact grant award is \$210,000.
- Cascade High School receives an Aerospace and Advanced Manufacturing award of \$22,500 from OSPI. This grant is awarded annually to schools implementing Core Plus.
- The early learning team, in partnership with the STEM team receives a one-year award of \$90,000 from the Boeing Company to support systems alignment of early learning math. The grant monies will be received through the EPS Foundation.
- An in-kind resource partnership agreement with Treehouse places an education specialist serving students in foster care in all four high schools.
- EPS receives a grant from Snohomish County Human Services for funding to hire a student support advocate at North Middle School. Currently, the district employs student support advocates at Cascade, Everett, and Jackson High Schools through a grant received in 2013 with Snohomish County Human Services.
- EPS is awarded a grant of \$12,000 from United Way providing multiple opportunities during the 2017-18 school year for Pre-K partners and kindergarten teachers to collaborate by engaging in common learning and shared practices.
- The Washington State Department of Commerce awards the district \$60,000 to subcontract with Cocoon House to help homeless students stabilize their living situation and improve their school attendance, through a Homeless Student Stability Program grant.
- The Washington State Professional Educator Standards Board awards EPS and a neighboring district \$177,205,000 for the 2017-18 and 2018-19 academic years to initiate and improve bilingual teacher recruitment.
- Washington Alliance for Better Schools provides \$2,000 to host family STEM night at Hawthorne and Silver Lake Elementary Schools.
- In December, the interior Hawthorne elementary lighting is converted to LED. This \$20,000 conversion is eligible for a Snohomish PUD rebate for \$16,000. It is projected that the lighting conversion costs will be recouped in two years.
- The EPS Foundation is proud to announce the award of 36 Classroom Grants for the 2017-18 school year. We awarded grants ranging in amount from \$252 to \$1,000 for a total of over \$26,000. More than 12,000 students were

EPS Strategic Plan Progress Report  
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impacted with innovative grants encompassing literacy support, science enhancement, writing programs, technology in the classroom, extracurricular activities and arts enrichment programs.

- The EPS Foundations funds Everett Ready, a two-week program to prepare children entering kindergarten who have not had preschool experience or who are English Learners
- Grant from the Mill Creek Elementary PTA to Mill Creek Elementary School in the amount of \$15,190 for purchasing classroom supplies and equipment.
- Grant from the Forest View Elementary PTA to Forest View Elementary School in the amount of \$5,577.98 for the purchase of Phase II of playground equipment accessible by kindergarten students.
- College Spark award: Bridge to College Math amount: \$3,750
- OSPI Award: High School Robotics Amount: \$7,600 x 3 high schools = \$22,800
- OSPI award: First Lego League middle school robotics Amount: \$1,300 x 5 middle schools = \$6,500
- Mountaineers award: Restoration Ecology Student Network possible amount: \$15,000
- Carl Perkins award: Career and Technical Education award: \$109,931 Total awards: \$157,981
- OSPI award: Graduation, Reality and Duel Skills (GRADS) Amount: \$5,500
- Everett School Foundation awards grant to Everett Public School for \$2,500 to fund ten (10) \$250 stipends for teachers pursuing national board certification beginning fall of 2018. The purpose of the mini-grants is to offset initial costs to teachers in the application process as well as provide an additional incentive for teachers to pursue national board certification.
- Everett Memorial Stadium field replacement project generates additional revenues of \$300,000 from Snohomish County and \$300,000 over ten years from the Everett AquaSox. The AquaSox will also provide EPS 25% of net revenues over ten years for sale of naming rights to baseball field.
- Washington State awards \$2,000,000 to EPS for Allied Health STEM grant at Everett High 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

- EPS is part of a United Way Collaborative Impact grant led by Housing Hope on Improving the Attendance of Homeless Students. This grant is awarded November 15, 2017, and provides wrap-around support for families living in shelters and build connections between parents and their children's schools. As part of grant implementation, district McKinney-Vento staff help to facilitate training for EPS teachers on the impacts of homelessness and Adverse Childhood Experiences (ACES).
- EPS teachers and staff host a gathering for Marshallese students and their families at Hawthorne Elementary on October 14, 2017, and approximately 150 people attend. A brief program is presented, including an opening convocation, singing the Marshallese national anthem, recognition of students in fifth, eighth, and twelfth grades, and student performances. The event is followed by a High School and Beyond event for the Marshallese students in grades 6-12 and their families at the Advanced Manufacturing Training and Education Center at Everett Community College. Approximately 60 individuals attend to learn about post-high school options, especially those available at Everett Community College. Students and families are provided follow-up support at their high schools to assist with completion of the FAFSA and college applications.
- As one of four districts in the state receiving a Homeless Student Stability Program grant in 2016-17, EPS staff participate in a roundtable discussion with Senator Patty Murray on October 12, 2017. Together with representatives from the YWCA, our housing partner in the grant, EPS staff share factors that lead to successful outcomes because of the grant funding, as well as the continued need for similar programs and funding.
- EPS signed a Memorandum of Understanding with the Boys' and Girls' Club of Snohomish County in which EPS McKinney-Vento students are provided before- and after-school care at the club's location at 2316 12th St., Everett. EPS pays for additional staff at the club through a Title X McKinney-Vento grant. EPS currently transports 155 McKinney-Vento students who reside in Marysville or farther north. The MOU allows these students to spend the time at the club's location where they can participate in supervised activities and receive support for homework completion.

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- District Executive Director for STEM and Partnerships joined Providence Hospital Board and attends monthly board meetings; attends bi-monthly Mission and Healthy Communities committee meetings
- CTE Director and Executive Director meet with Providence CEO and Nursing leadership to discuss summer internship possibilities; nine high school internship opportunities established.
- CTE General Advisory Council tours Providence hospital
- Superintendent and Executive Director meet with WSU|Everett Associate Dean for Clinical Education (Washington State University medical school) to discuss organizational partnership

#### Key Board Dates Completed

- Everett housing authority grant (November 21, 2017)  
The board hears information about and approves a grant application for the Everett Housing Authority, which would enable the agency to build low-income housing on the Baker Heights property within the district. The grant application requires that 75 percent of the housing units be set aside for a special needs population. The housing authority has chosen to utilize the set aside units for EPS' McKinney-Vento homeless assistance program eligible families.
- Recognition for Community Transit (January 9, 2018)  
Community Transit and Everett Community Service Office of the Department of Social and Health Services are recognized at the January 9, 2018 school board meeting for their work to sponsor 84 Unaccompanied Homeless Youth through their Holiday Giving Tree. Students received backpacks stuffed with a hygiene kit, gift cards, and multiple wrapped gifts.
- Equity & access advisory council (May 1, 2018)  
Members of the EPS Equity and Access Advisory Council illustrate high impact work aligned with the district's strategic plan. The council will also engage the board in discussing next steps for the council to consider in developing its 2018-19 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

- Expanded partnership with Edmonds Community College are modeled after existing longstanding partnership with Everett Community College.
- Superintendent Strategic Advisory Council meetings are hosted in August and October; the executive level council members support the identification of four themes for district's high school career pathways.
- A partnership with Washington STEM to develop career pathways guidance and communication materials is developed.
- The district partners and coordinates with EvCC to engage students with disabilities in discussions about post-high school options. Special education success coordinators lead the coordination and organization of site visits from

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EvCC. On October 23, 24, and 26 EvCC spend a day at each comprehensive high school. During each period, students join with their special education class to learn about the Integrated Basic Education and Skills Training and Advanced Manufacturing Training and Education Center. The EvCC center for disability services shares supports available to students at the college. This engagement results in students being encouraged about the possibility of going to college and reaching for careers they didn't know were obtainable.

- Highly Capable program open houses are held at the six elementary schools with a highly capable center. Parents were provided information about the Highly Capable program while students had the opportunity to meet with students currently in the Highly Capable Program. Principals, teachers, and parents of current Highly Capable students were on hand to answer questions.
- The Director of Assessment & Research and the Director of Student Support Services participate as panelists on an EdWeek webinar with Panorama Education and Committee for Children, and share the Everett Story of addressing social-emotional learning (SEL), and college and career readiness. Over 1,000 people sign up for the webinar.

#### **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

- Early learning team, in partnership with STEM team, secures a one-year award of \$90,000 from the Boeing Company to support systems alignment of early learning math. The purpose of the grant is to provide students with access to engaging, high-quality early learning math opportunities; for parents to gain understanding of strategies to advance early math development with their child; and for teachers to receive professional learning and support for quality math instruction and engagement.
- The Everett Ready program, funded by the EPS Foundation, completes the second year of implementation in summer 2017. The program doubles in size and expands to twelve classrooms. The Everett Ready program provides an opportunity for 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. Planning is underway for



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- the third year of Everett Ready which will take place in the summer of 2018.
- Early learning team, in partnership with Everett Public Library, implements weekly Play and Learn groups in October for birth to five-year-olds and their parents. The purpose is to provide caregivers information, resources and support to promote optimal development of the children in their care. Facilitators provide children with intentional, developmentally appropriate learning experiences with their peers and caregivers. In partnership with the City of Mill Creek, the early learning team begins facilitating Play and Learn groups at Mill Creek City Hall North on January 8. Each Play and Learn group is facilitated weekly from 10:30am until 12:00pm.
- In partnership with Snohomish County Human Services, district Early Childhood Education and Assistance Program (ECEAP) services expand from 240 students to 280 students. An additional classroom is added at Silver Lake Elementary to provide services for low-income three- and four-year-old students and their families.
- During the 2017-18 school year, the ECEAP works with Zeno Math to deliver professional learning for ECEAP staff and to provide engaging math learning for students and families. Zeno is a non-profit whose mission is to increase children's competence and confidence in math in a fun and engaging way. Zeno includes a family engagement program that provides preschool math activities for the home that children can engage with the adults or other siblings in their life. By providing exposure to foundational math skills, Zeno aims to increase a child's math skills.
- EPS partner with Zeno to host a MathFest on Saturday, May 19 at Angel of the Winds Event Center in Everett. MathFest is a free event for children 3 to 11 years old and their families. Over 1,100 participants and 90 volunteers pre-register. Over 600 students and family members enjoy engaging in hands-on math activities during MathFest. Next steps include a debrief with Zeno to refine and plan future events, including plans to continue mathematics professional development and family engagement with ECEAP next school year.

#### **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

- Pre-kindergarten to kindergarten (PreK-K) Connection event is hosted December 5, 2017 by early learning. There will be three such events during the year with a focus on STEM using the book *Making and Tinkering with STEM: Solving Design Challenges with Young Children*.
- BFTL overview is provided for ECEAP, Head Start, EPS developmental preschool and community preschool partners in October. Three rounds of demonstration lessons and professional learning sessions will take place during the school year. During the demonstration lessons, teachers can watch a modeled writing lesson and debrief.
- The early learning team facilitates many PreK-K professional learning opportunities throughout the 2017-18 school year. The team facilitates two



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book study sessions focused on *Stop, Think, Act: Integrating Self-Regulation in the Early Childhood Classroom*. The number of participants reached over sixty community preschool and EPS kindergarten and first grade teachers. The team also facilitates three book study sessions on *Purposeful Play*. These are in addition to three PreK-K STEM professional learning sessions focused on *Making and Tinkering with STEM*, *Solving Design Challenges with Young Children*.



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#### **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

- The EPS PreK-3 (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, facilitators, directors, and principals, as well as community partners. The community partners represent organizations such as Snohomish County Human Services, Child Care Aware and Opportunity Council, United Way, Everett Community College and Head Start.
- The director of early learning partners with representatives from the Snohomish County Health District to attend a collective impact learning collaborative training funded by CityMatch. The collective impact work is focused on maternal and child health. The initial collaboration is finding cross-sections in the community's work related to ACES. Next steps include the identification of community champions and the creation of a common agenda.
- Early in the year, the early learning team, in partnership with the STEM team receive a one-year award of \$90,000 from the Boeing Company to support systems alignment of early learning math. The team facilitates a planning session with community early learning partners to review current early mathematics work and plan strategic next steps in the alignment of PreK to third grade. The work highlights common expectations, strategies and practices to provide students with access to engaging, high-quality early learning math opportunities. The planning will also create resources for parents to gain understanding of strategies to advance early math development with their child. Next year, collaboration will continue with opportunities for professional learning and support for quality math instruction and community partner engagement.



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**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

- See information in KPO 5.2.b.

**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

- Recruitment and preparations of internship host sites are made – 16 sites identified for summer 2018-
- Superintendent's Strategic Advisory Council meetings are hosted in August and October; the executive level council members support the identification of four themes for district's high school career pathways.
- CTE General Advisory Council, comprised of industry partners which meets monthly, supports planning of career pathways by way of council "field trips" to high demand industry.

Key Board Dates Completed

- Career connected learning and career pathways (February 13, 2018)  
The study session engages board members in an overview of career connected learning by assessing selected component of effective career connected learning programs. Staff review status and consideration of next steps for the district's emerging career pathway programs. Board members develop content for communicating about career connected learning.
- Superintendent's Strategic Advisory Council & career connected learning (May 31, 2018)  
School board members are joined by members of the Superintendent's Strategic Advisory Council, comprised of community leaders representing business, government, nonprofit and higher education. Guest presenter, Dr. Jenee Myers Twitchell, Washington STEM Impact Director and University of Washington Adjunct Lecturer familiarize the board with education-to-workforce pathway data by way of presentation of the research compiled for the Washington Pathways Project. District staff review the status of EPS' career connected learning program, and meeting participants discuss regional impacts to education, workforce pathways, and strategies for engaging employers in career connected learning programs.

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- **Innovation Expo (June 6, 2018)**  
The district's annual "Innovation Expo" is held at Angel of the Winds (formerly Xfinity) Arena attended by approximately 2,500 students, parents and families, district staff, and community members. Expo activities include: A pre-kindergarten to grade 12 innovative learning showcase in which each of the district's schools showcase an innovative learning program; the elementary and middle school STEM competition finalists; and interactive, hands-on displays by community and industry partners. City of Everett Mayor Cassie Franklin is emcee of the STEM competition awards ceremony.

## Appendix 1

### Vision Story for 2030

**This “preferred vision” of the district’s future was formed at the conclusion of the October 22-23, 2010 Community Visioning Event, during development of the district’s Strategic Plan**

*Greetings from the future. The year is 2030. The community: greater Everett, Washington.*

*Students are the center of the school. School is the center of the community. Students grow and develop in a healthy environment where they have caring and compassionate personal relationships. Technology has enhanced teaching and learning – it has not supplanted face-to-face personal interaction. Make no mistake, however. The four walls of the classroom have expanded to include diverse, multiple perspectives influenced by an ever-increasing global society.*

*While the world has changed, each student in the EPS has access to foundational supports for academic, health, physical, environmental, and social growth. Each student’s strengths and areas in need of growth are identified and known on an individual basis. That is made possible by an integrated data and assessment system that brings all levels of the organization together around student learning outcomes.*

*The Everett community has supported early learning preschool opportunities for every child and family, ensuring kindergarten readiness. Parents are partners in this process, and the school buildings are literal hubs for all manners of social services in order to optimally prepare each student.*

*This supports the core belief that the school is the symbol of what is best about our community.*

*By triangulating support,*

- *Students take an active role in their learning;*
- *Parents have the understanding and skills to navigate their child’s education;*
- *Educators have the professional development resources to facilitate these partnerships.*

*Educators also have the capacity to exercise leadership and deliver socioculturally responsive, evidenced-based instruction to each student. As a whole, the community recognizes and values collaborative time for personnel to grow as professionals.*

*This is necessary because, in 2030, we live in a world that requires students to be adaptive, agile, flexible thinkers. We commit to capitalize on students’*

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*collaborative skills and seek to cultivate students' respect for differences – a rich appreciation for diversity.*

*Students today need to be active participants in a rigorous, relevant, and differentiated curriculum. In order to make this a teaching and learning reality, the EPS has purposed that every facility be conducive to student learning, both in their physical environment and in their respective school cultures. Physically, schools are well-lit and structurally sound; they are safe. Yet schools also foster an inclusive environment focused on each student's learning and progress.*

*As an organization, we have recruited, evaluated, and trained a supportive staff that maintains the integrity of this environment. The community, through a web of partnerships, feeds and sustains the environment so that each child meets their goals and is able to choose their bright future.*



## List of Abbreviations

ACES	Adverse Childhood Experiences
AJAC	Aerospace Joint Apprenticeship Committee
AOP	Annual Operating Plan
AP	Advanced Placement
BFTL	Building Foundations that Last
C3	College, Career, and Civic Life
CASP	Curriculum, Assessment, and Special Programs
CCSS	Common Core State Standards
COE	Collection of Evidence
CTE	Career and Technical Education
CTSO	Career and Technical Student Organizations
DBQ	Document-Based Questions
DVR	Division of Vocational Rehabilitation
ECEAP	Early Childhood Education Assistance Program
ELA	English Language Arts
EL	English Learner
EPS	Everett Public Schools
EvCC	Everett Community College
FAFSA	Free Application for Federal Student Aid
FBLA	Future Business Leaders of America
FLL	First Lego League
GLAD	Guided Language Acquisition Design
IAB	Interim Assessment Blocks
IEP	Individualized Education Program
ILT	Instructional Leadership Team
KPI	Key Performance Indicator
KPO	Key Performance Outcome
LAP	Learning Assistance Program
LED	Light Emitting Diode
LID	Learning Improvement Day
LITS	Learning & Information Technology Services
MTSS	Multi-Tiered System of Supports
NGSS	Next Generation Science Standards
NWESD	Northwest Educational Service District 189
OEL	Observing Evidence of Learning
OSPI	Office of the Superintendent of Public Instruction
OTG	On-Time Graduation
PBIS	Positive Behavior Intervention and Supports
PLC	Professional Learning Communities
PODD	Pragmatic Organizational Dynamic Display
PreK-K	Pre-Kindergarten to Kindergarten
SBA	Smarter Balanced Assessment
SRC	Science Resource Center
SEL	Social-Emotional Learning
SOSR	State of the School Review
STEM	Science, Technology, Engineering, and Mathematics

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STI	Since Time Immemorial
TPEP	Teacher Principal Evaluation Program
TSA	Technology Student Association
WAC	Washington Administrative Code
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WEA	Washington Education Association