

# Strategic Plan Progress Report End-of-Year 2018-19

June 18, 2019

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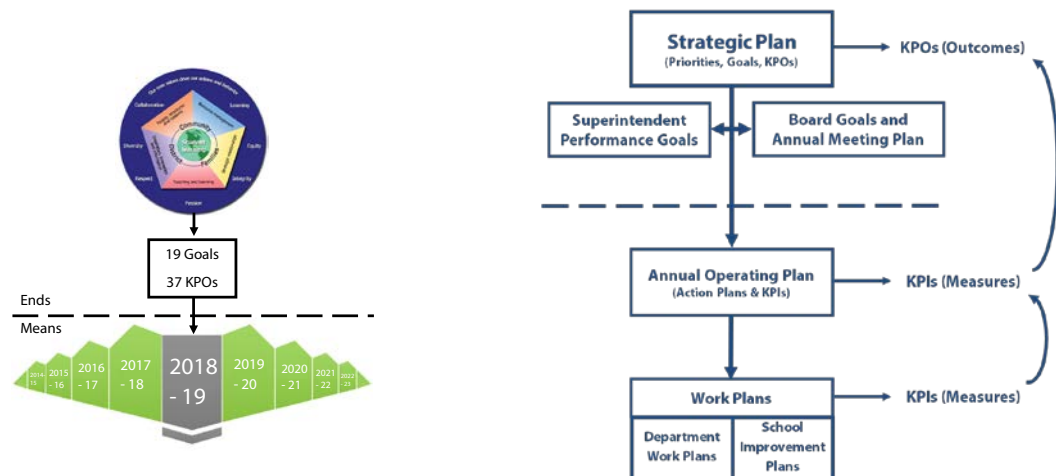
## Overview

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 2018-19 school year, which is the eighth year of the implementation plan. The time covered by this report is September 1, 2018 to August 31, 2019.

## The Planning Process

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

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



The district’s **Annual Operating Plan** (AOP) includes all 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.

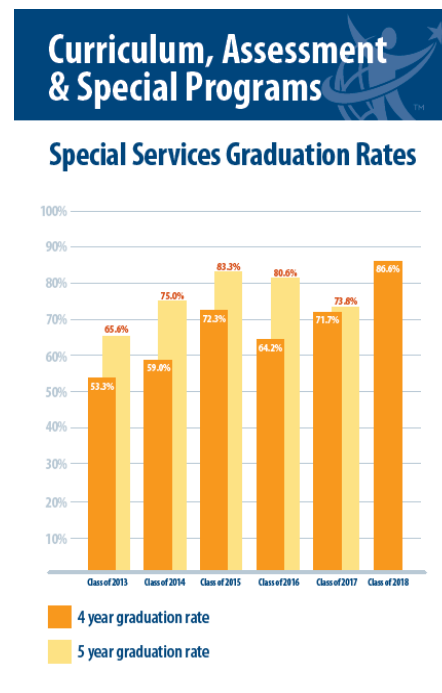
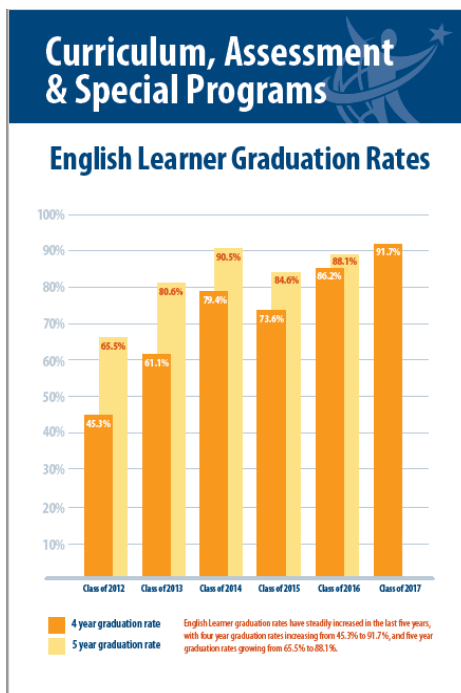
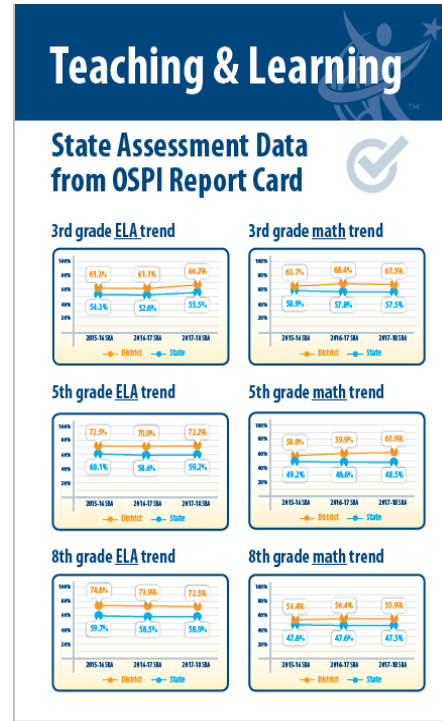
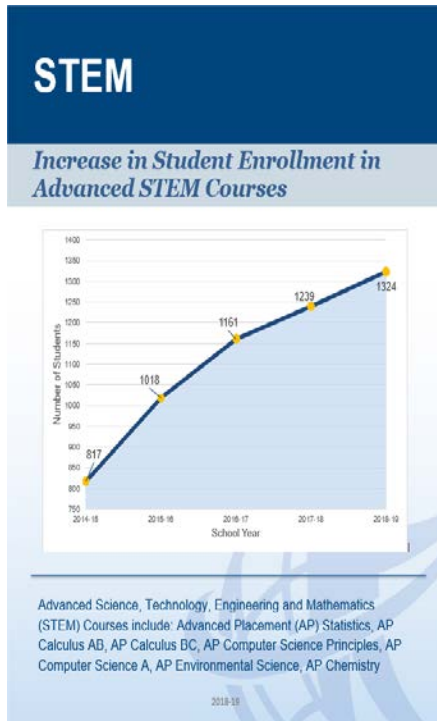
The school board is provided regular opportunities at board meetings to monitor strategic progress, make strategic level decisions, and participate in work/study sessions on the work of the district to implement its strategic plan and AOP. These board presentations and this work are summarized in this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

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## Visual Performance Measure Signs

The following eight performance measure signs offer a visual representation of some of the highest-level strategic achievements of the district. These and other performance measure signs are updated periodically and displayed in the district's Community Resource Center and can be viewed in Docushare at [performance measure signs](#).

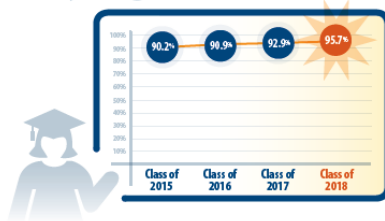


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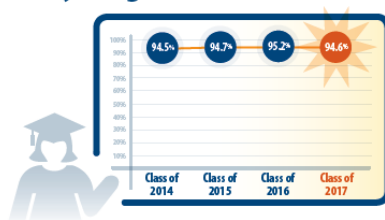


## Teaching & Learning

### Four year graduation rate

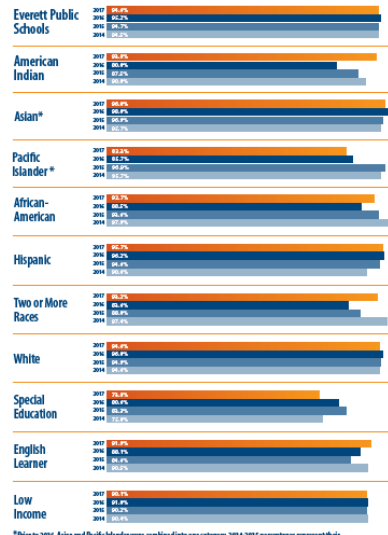


### Five year graduation rate



## Teaching & Learning

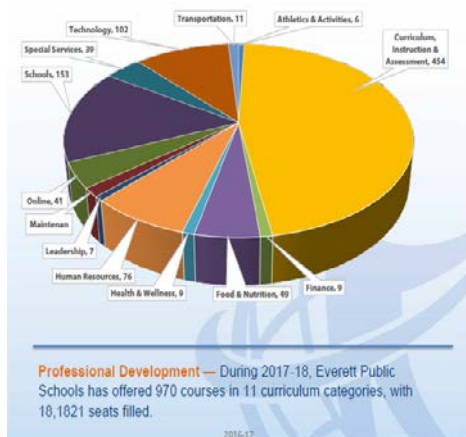
### 5 Year Graduation Rates by Ethnicity and Program



## Human Resources

### Professional Development Offerings

Professional Development Course Offerings by Curriculum Category  
July 1, 2017 - June 30, 2018



## 2018-19 Annual Operating Plan (AOP)

### Percent of Action Items on Track

98%

169 of the 172 Action Items in the AOP (98%) are on track for accomplishment this year (as of January 2019) 95% as of March 2018

172

There are 172 Action Items in the AOP – actions that improve performance toward outcomes.

212 Action items in 2017-18

37

There are 37 KPOs (Key Performance Outcomes) in the AOP – summative outcomes of strategic goals.

36 KPOs in 2017-18



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### **Strategic Priority: 1 Teaching and Learning**

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

### **Strategic Goal: 1.1**

Each student graduates from high school ready for college, 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 2018-19 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 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.
- Predictive data and warning indicators guide on-time graduation teams' actions.
- High school administrators identify credit-deficient students in grades 10 and 11 and create schedules to accelerate credit acquisition.
- High schools' on-time graduation teams implement both strategies and practices that give drop-outs and credit-deficient students a web of increased support and services.
- Schools receive and analyze framework scores for improvement and develop school improvement action steps.
- School leaders implement research-based strategies from Safe and Civil Schools to decrease K-12 absenteeism rates.
- School teams address academic and social-emotional needs during collaborative team meetings.
- Two (2) high school credit bearing STEM courses at each middle school are implemented: Computer Aided Design (CAD)/3D Design and Jasperactive with Microsoft Certification.
- High school English Learners' (EL) progress is regularly monitored to ensure they are earning the credits necessary for graduation and receiving any needed support. In response to an increase in EL student enrollment at high school, EL staff is being increased.
- As of May 1st, success coordinators, in collaboration with case managers develop/update individualized graduation plans for students in resource & achieve programs identified as "red" or "yellow", outlining remaining requirements for spring and summer. Individual plans for seniors anticipated for August graduation are

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developed and reviewed with summer Guided Study teacher/case manager, and students scheduled into required credit recovery programming. Review and update status of classes of 2020 through 2022 and individual graduation plans for students identified in the “red”.

- Student Success platform is implemented at all middle and high schools, including training of administrators, school counselors, and success coordinators. Professional Development on the use of the Panorama Student Success platform expanded to include teachers at Cascade and Sequoia High schools, and Heatherwood Middle School.
- New teachers participate in *Reach for Reading*-Best Practices in Elementary Literacy Instruction professional learning at new hire orientation.
- *Reach for Reading* initial use trainings offered to all new elementary staff in August, and as Zoom professional learning opportunities throughout the fall.
- *Deepening Practices with Reach for Reading* professional learning opportunities offered for teachers in August 2018 to support English learner students, gain a clearer understanding of guided reading best practices, utilize unit assessments to guide instruction, and plan a modeled write.
- Elementary literacy, early literacy, and Beginning Educator Support Team (BEST) engage in ongoing collaboration to expand coaching support on early literacy strategies through *Reach for Reading* and Building Foundations That Last (BFTL) professional learning.
- Ongoing professional learning opportunities developed and provided for teachers on *Reach for Reading* writing, guided reading, digital platform and assessment. Each elementary school has a building English Language Arts (ELA) and a building Math coach to support increased student achievement in these academic areas. The literacy and math directors, facilitators and coaches are engaged in a year-long collaboration focused on student-centered coaching, cross-curricular collaboration and coherence, and strengthening relationships and systems.
- Through the Naviance (High School and Beyond Plan platform) implementation, students’ complete career and college planning tasks, including four-year high school course planning, career interest inventories, resume writing, goal setting, job applications, college and postsecondary matching, scholarship searches, and financial literacy lessons.
- The OTG Plan outlines the theories of action, best practices, goals, and budget that frame efforts to improve graduation outcomes for students in the Everett Public Schools. Developed by the OTG team, it reflects the continued purpose of meeting school and district graduation goals based on increasing passing grades, monitoring students not on-track to graduate, and ensuring each student is college and career ready. The goals in the OTG Plan for the 2018-19 school year are scheduled to be updated in January 2020, when OSPI is expected to publish graduation data for the class of 2019.
- Elementary Principals and Grade 5 teachers receive materials to support Parent/Student Advanced Pathways ELA and Math course selections. Middle School Principals receive support materials regarding the process, forms and rationale in Advanced Pathways selections. Principals also supported by directors at Incoming 6<sup>th</sup> Grade Parent Nights.
- Student recommendations for summer school completed prior to conference week to allow teachers to communicate the opportunity and get students registered.

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- Intensified Algebra student selections completed using multiple data points and Grade 8 Math teacher recommendations. Students registered prior to March transition days and all students and families communicated with regarding the course.
- Intensified Algebra lesson studies completed with Agile Mind consultant and Intensified Algebra teachers at each site.

### Key Board Dates Completed

- Summer school report (October 9, 2018)  
The board of directors receive a report on the learning programs provided to P-12 students this summer and hear recommendations for the 2019 summer program. Each summer the district provides an array of academic offerings for P-12 students. Summer programs include elementary EL students, math and reading support, middle school EL and math courses for support or advancement, and extended school year for special needs students. The district continues to offer site-based, online, and credit recovery programs for high school students, and offers English language support courses at no cost.
- Class of 2019 progress to graduation (December 4, 2018)  
EL student progress is shared with the board, including graduation rates and red-yellow-green status. Ramifications of the increasing number of EL students at high school are explored, and the board receives an update on implementation of EL and scaffolded classes.
- College, career, life readiness indicators (March 19, 2019)  
The directors are provided a review of college and life readiness indicators, an introduction to emerging career readiness indicators, and highlights of work-in-progress.
- 21st century skills reporting (April 9, 2019)  
The board is provided a brief history of 21st century skills development, and highlights of progress made improving accessibility, aligning instructional maps, and whole school implementation strategies. Directors also gain an understanding of the strategic progress to-date and review next steps of development across the district.
- Progress to graduation and 24-credit plan update – Class of 2019 (June 4, 2019)  
The board hears a status report on the class of 2019 with specific information about the strategies and interventions taking place to help students fulfill their graduation requirements. The board receives a complete report of recently published graduation rates, including four-year adjusted cohort graduation rates for the class of 2018 and five-year adjusted cohort graduation rates for the class of 2017. The report also includes progress on the district's work to ensure that the class of 2021 and beyond will be able to earn 24 credits that are now required to graduate.
- Sequoia High School commencement (June 13, 2019)  
The Board of Directors of Everett Public Schools, Snohomish County, Washington, is scheduled to hold a special board meeting on Thursday, June 13, 2019 at the Everett Civic Auditorium, 2415 Colby Avenue, Everett, Washington, 6 p.m. The purpose of the special meeting is for the board of directors to attend graduation ceremonies for Sequoia High School.
- Spring commencements (June 15, 2019)

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The school board attends three high school graduation ceremonies at Angel of the Winds Arena: Jackson High School graduation ceremony at 11 a.m., Everett High School ceremony at 3 p.m., and Cascade High School ceremony at 7 p.m.

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

Students meet or exceed standards by the end of kindergarten.

#### Highlights of Action Items Completed

- Professional development assists teachers with implementation of pre-teaching to support EL students and is included in all ELA coach meetings and in professional development for kindergarten teachers.
- Fourth annual Kindergarten Institute is held on August 24, 2018. Kindergarten teachers participate in professional learning focused on engaging, culturally responsive, and developmentally appropriate instructional strategies.
- The Kindergarten Leadership Team meets quarterly. The leadership team consists of a representative from each elementary school and various district departments. The team debriefs current practices and collaborates to enhance student learning opportunities for each kindergarten student. The team seeks feedback in the continuous improvement of the kindergarten model.
- The early learning and EL coaches collaborate to facilitate new learning and strategies with the Kindergarten Leadership Team to enhance implementation and support at each elementary.
- Panorama Student Success platform in grades 6-12 supports integration of social-emotional learning (SEL) performance factors and OTG efforts. Student demographic, course grades, attendance, discipline, assessment and SEL survey data are populated allowing for comprehensive analysis of student performance and SEL characteristics leading to intentional interventions. All administrators and counselors are trained in the use of Student Success. Monthly cross-curricular documents are shared via the Principal Packet to highlight common high-leverage strategies across content areas.
- Monthly elementary ELA and math coaches build capacity in Student Centered Coaching, content specific high-leverage strategies, iReady, and intervention.
- Summer Math Coaching Institute continues alignment with ELA coaches and prepares to lead iReady data meetings at each site.

#### Key Board Dates Completed

- Early learning progress report (January 8, 2019)  
This presentation describes the status of early learning work in the district, and the work in progress to increase access to early learning programs and identified future steps for continuing development. The district's strategic plan includes targets to increase kindergarten readiness, enhance collaboration with community partners in early learning, and increase access to high quality early learning opportunities for students prior to enrollment in kindergarten.

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### **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

- Middle school science teachers continue to implement defined STEM performance tasks; planning and support provided by district science team.
- BFTL overview is provided for all new preschool, kindergarten, first and second grade teachers in August. During the demonstration days, teachers watch a modeled writing lesson and debrief. An early learning coach connects and provides early literacy support for community preschools.
- Early learning provides a BFTL refresher session for all elementary ELA coaches. A review of the benchmarks, anchor papers and instructional resources are provided as ELA coaches planned support for teachers in their building.
- Early Learning coaches provide three rounds of BFTL early literacy professional development for new kindergarten, first and second grade teachers during the school year. During the demonstration days, teachers model writing in three text types (narrative, informative, opinion). Teachers debrief and plan instruction. An early learning coach connects with and provides early literacy coaching support.
- Early learning coaches collaborate with the elementary literacy director to integrate and enhance BFTL writing strategies with *Reach for Reading* in kindergarten, first and second grade. Early learning coaches provide instructional coaching for teams as they review student data and plan engaging literacy learning opportunities.
- iReady standards-aligned benchmark assessments are implemented with online instructional interventions in reading and math in Kindergarten through grade 5. Teachers and principals participate in initial training in August and September. Following the fall and winter diagnostic assessments, schools participate in facilitated meetings to analyze data and plan for online instruction implementation.
- A committee of elementary literacy coaches review and update the K-2 Developmental Reading Assessment (DRA) administration guidelines to ensure consistent alignment across the district. Professional learning materials are revised and shared at several elementary schools. Literacy coaches and the director of elementary literacy offer additional DRA professional learning opportunities for elementary teachers in January.
- Elementary literacy director provides fall and spring support to assessment and research department with implementation of i-Ready at elementary schools.
- Assessment and research department and elementary literacy director collaborate to empower elementary literacy coaches by providing i-Ready training and support.
- Elementary literacy coaches and teachers collaborate to develop a recommended *Reach for Reading* performance assessment plan that includes digital components
- Everett Public Schools second annual Trade Up event is hosted at Cascade High School in October. Organized in partnership with the Snohomish County Labor Council, this all-day event introduces students to the skilled trades in an interactive and hands-on manner. Cascade's parking lot is filled with representatives or trainers of skilled trade organizations including Community Transit, Snohomish

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County road maintenance, Operating Engineers, Northwest Carpenters, Laborers' International Union of North America (LIUNA) Local 292, Everett Police Department, Everett Fire Department, Aerospace Joint Apprenticeship Committee (AJAC), Ready Mix, Waste Management, and the Cement Masons and Plasterers of Washington. Sixty-seven students take part in the whole-day Trade Up experience, and throughout the day an additional 233 students attend selected courses.

- In December, North Middle School GEAR UP students participate in a "walking" field trip to Everett High School to begin the transition from middle school to high school. This is an initial step in building a solid foundation to high school graduation, as well as college, career, and life readiness.
- Registration for high school summer school begins Friday, March 15. Classes are held at Cascade High School July 1 to August 9 onsite and through online delivery system. Courses held for credit retrieval and to extend student learning opportunities. Six courses offered through the Washington Network for Innovative Careers (WANIC) with the addition of courses in health and entrepreneurship.
- The elementary literacy director collaborates with the Learning and Information Technology Services (LITS) staff to begin the work of balancing K-5 *Reach for Reading* unit assessments. A team of elementary teachers and coaches meet for four consecutive days in June to review ELA proficiency scales and design common, standards-aligned unit assessments with scoring guides.
- Special Services complete an analysis of red-yellow-green status, based on high school readiness indicators, for 8th graders served through resource and achieve to prepare for transition to high school.
- OEL-Lab professional development cycles completed at five elementary schools focused on numeracy and mathematics instructional routines.
- Monthly professional development sessions, "Unpacking the Detailed Math Maps" conducted to provide both instructional and content support for elementary mathematics.
- Professional development sessions provided to support balanced math implementation.
- Summer Program registration completed through targeted support and effective enrollment procedures.
- Professional development provided for middle school mathematics teachers on 5 Practices for Orchestrating Mathematic Discussions.
- Professional development provided on Math Language Routines for the Sheltered, Modified Pre-Algebra, and Algebra 1 teachers.
- Middle School Math ZOOM sessions provided for each course to support teacher's pedagogy and content knowledge.
- Summer Math Institute provided for building capacity in both instructional strategies and content.

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### **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

- Eight (8) students enroll in youth apprenticeship and receive in-depth in-class training and on-the-job paid training.
- Expansion of STEM afterschool opportunities include Future Business Leaders of America (FBLA), Future Farmers of America (FFA), at each high school; Girls Who code at JHS.
- Implement Intro to Education Course at Cascade High School; students receive College in the High School credit toward an education degree at University of Washington|Bothell and Everett Community College.
- One (1) new course equivalency - the new grade 9 science course – is established. Biology in the environment course is also a Career and Technical Education (CTE) course in the Energy and Sustainability Pathway.
- The annual High School and Beyond events are held at all three comprehensive high schools in October. The event at Jackson High School includes a pizza dinner for elementary and middle school families hosted at Heatherwood Middle School. Over 400 students and family members gather there for pizza and presentation from this year's keynote speaker before walking over to the High School & Beyond program at Jackson High School. These events are possible due to the generous support of the flagship sponsor, Everett Public Schools Foundation.
- Counselors deliver High School and Beyond Plan lessons at the middle and high schools:
  - 50% of sixth grade students complete the first sixth-grade milestone of the High School and Beyond Plan in Naviance.
  - 62% of seventh grade students complete the first seventh-grade milestone of the High School and Beyond Plan in Naviance.
  - 44% of eighth grade students complete the first eighth-grade milestone of the High School and Beyond Plan in Naviance.
  - 87% of ninth grade students complete the first ninth-grade milestone of the High School and Beyond Plan in Naviance.
  - 68% of tenth grade students complete the first tenth-grade milestone of the High School and Beyond Plan in Naviance.
  - 85% of eleventh grade students complete the first eleventh-grade milestone of the High School and Beyond Plan in Naviance.
- Seniors complete High School and Beyond Plan milestones in College and Career Readiness Seminar and in courses equivalent with College and Career Readiness Seminar:
  - 66% of twelfth grade students complete the first senior-year milestone of the High School and Beyond Plan in Naviance.
  - 35.3% of seniors submit the FAFSA.

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- School counselors participate in the Education Career Pathway Seminar as part of the Diversifying Pathways Project and the Recruit Washington Teachers (RWT) grant.
- The High School and Beyond facilitator collaborates with the special education department to design lessons in Naviance specifically for students with disabilities.
- In October, sophomores in the district take the Preliminary Scholastic Aptitude Test (PSAT) during the school day. The test is provided to students with no charge. Students who take the PSAT test get free access to My College QuickStart, an online college training center and career planning tool customized for each student. In addition to reporting students' specific academic skill levels, the PSAT provides two other important metrics: College Readiness Benchmark and Advance Placement (AP) Potential. The College Readiness Benchmark is the score that students should meet or exceed to be considered on track to be college ready.
- Two Career and Technical Students Organizations (CTSOs) achieve outstanding results in state level events. CTSOs are student-led associations supported at the national level which allow students to extend career skills and knowledge in competitive events.
- 809 high school seniors participate in a field trip to Everett Community College (EvCC) to learn about the different opportunities at the college and to take the next steps to prepare for fall 2019. Prior to this field trip, most of the students submit applications to EvCC and complete the FAFSA/WASFA. The field trip is made possible through a partnership with the EvCC career and retention coach, the Aerospace and Advanced Manufacturing Careers department, and an Everett Public Schools Foundation grant to acquire funding for buses and lunch for the students. Throughout the day, students rotate through placement testing, advising, visits with enrollment services and financial aid representatives, and tours of AMTEC, EvCC, and WSU Everett.
- Professional development in August offered training to 9-12 resource and Achieve teachers on integration of IEP post-secondary planning and Naviance tasks. 2019-2020 calendar of student exposure events is finalized and activities involving post-secondary education and community business partners are aligned to post-secondary planning and Naviance surveys. Blueprints are drafted for making connections to community business partners and employment specialists with a focus on expanding opportunities for students in resource and achieve programs in grades 9-12.
- High School Transition conferences are held at each middle school during the last two weeks of March. Each middle school eighth grade student and parent or guardian met with a team of high school and middle school counselors, teachers, or administrators to review their high school and beyond plan and register for ninth grade courses.
- Everett Public Schools earns the Governor's Gold Star award for being one of the top districts in the state for signing up students for the College Bound scholarship.
- Over fifty high school, middle school, and elementary school counselors participate in a day of professional development which included a tour of the Boeing Everett plant, presentations by a career panel, and action planning facilitated by WA Alliance for Better Schools staff and EPS STEM/CTE department.

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### Key Board Date Completed

- Skill Center program visit (December 18, 2018)  
Board directors visit Sno-Isle Skill Center to receive a program overview from the skill center director and visit a variety of programs on the campus. Sno-Isle serves students from more than 44 high schools representing 14 cooperative member school districts. Students are transported to Sno-Isle from their high school of origin and spend a half-day at the skill center and half-day at their home high school. Sno-Isle offers courses in five career pathways.
- College, career, life readiness indicators (March 19, 2019)  
(See KPO 1.1.a. for information on this item)
- Post-secondary enrollment patterns (June 4, 2019)

### **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

- Everett Public Schools hosts its second annual Advanced Placement (AP) Summer Institute in August. Seven strands of professional development are offered, including strands in AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Statistics, AP US Government and Politics, AP US History, and AP World History. Seventy-five teachers attend the four-day training at Jackson High School. Students at each high school are identified for recruitment in Advanced Placement (AP) courses for the 2019-20 school year, based on survey data administered and compiled by Equal Opportunity Schools (EOS).
- New computer aided design (CAD) and 3D high school summer school course are implemented.
- Modified secondary mathematics sequence and pathway is developed and offered at all four high schools supporting special education students access to Algebra 2 prior to graduation.
- Instructional mapping professional development provided for modified secondary mathematics courses.
- Created K-12 mathematics observation and consultation in support of balanced mathematics and utilized in elementary and middle school learning walks.
- New middle school math materials being implemented in all middle schools; professional development in support of new materials provided.
- Middle School Math ZOOM sessions provided for each course to support teachers' pedagogy and content knowledge.
- All math portal materials and new middle school math course materials available via Canvas.

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- Nearly 8,000 students participate in the Everett Public Schools Summer 2018 Reading Challenge. This is the fourth summer that schools partner with local public libraries and book stores. The reading challenge encourages students and their families to read throughout the summer, so students will increase or maintain the reading levels they worked so hard to achieve during the 2017-18 school year. Students who participate in the reading challenge are recognized at their schools.
- DECA students from each comprehensive high school compete at the State Career Development Conference in Bellevue with 4,000 other DECA members across the state. The students scoring in the top 6 of competition category advance to the International Career Development Conference in Orlando, FL in April. In total, 28 students compete in the international competition, showcasing their leadership, problem solving, and presentation skills in front of other chapters from across the country.
- Elementary writing committee is established in the fall to ensure that the new *Reach for Reading* writing curriculum maximizes learning for all students by providing opportunity for the interaction of oral language and writing development. The intent of exploring a supplemental program is to support, expand, and enrich, rather than to supplant the core *Reach* instructional materials.

### Key Board Date Completed

- College, career, life readiness indicators (March 19, 2019)  
(See KPO 1.1.a. for information on this item)
- CTE program, STEM pathways, Career-connected learning (June 25, 2019)  
The board reviews STEM pathway program design and development progress, receives an update on career-connected learning program design and development, and receives an update on career and technical education program offerings.

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

Common content and outcomes are provided across all like classes.

### Highlights of Action Items Completed

- Advanced Placement (AP) art teachers meet three times this school year to develop common syllabi for AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing.
- New grade 9 science materials implemented in all high schools; professional development in support of implementation provided.
- Sixteen curriculum resources reviewed in advance of grade 10 science adoption process.
- K-5 Next Generation Science Standards (NGSS) Transition Guides and NGSS-aligned unit assessments are created and posted on the district curriculum portal.
- New grade 9 science curriculum is integrated in Canvas for teacher and student use.
- Early literacy coaches collaborate with the elementary director to integrate 21st century skills and technology into the *Reach for Reading* instructional maps and support documents.

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- A team of teachers and elementary literacy coaches revise district-wide K-5 *Reach for Reading* unit overview common maps, link the Educational Technology Learning Standards, and integrate 21st century skills.
- A team of third - fifth grade teachers and elementary literacy coaches integrate and align Interim Assessment Blocks (IABs) into elementary literacy maps.
- Elementary and secondary literacy directors partner with Learning & Information Technology Services (LITS) Directors to plan for and provide support with the integration of Canvas with the curriculum portal and digital platforms.
- Elementary literacy and math directors meet with elementary building principals individually to clarify fidelity and determine building professional learning needs around *Reach for Reading* curriculum.
- The Humanities-Secondary Literacy team provides support for teachers for the pilot of Pre-AP English, including provisional training, course planning sessions, performance task scoring-training sessions, help with resources to support struggling students, and provision of a framework for standards-based grading practices in the Pre-AP English 1 course.
- Advanced Placement (AP) English Language and Composition teachers and the Humanities-Secondary Literacy team collaborate to refine the district common course syllabus to effectively focus on and utilize core and supplemental texts.
- The Humanities-Secondary Literacy team collaborate with the Learning and Information Technology Services (LITS) staff to integrate digital platforms with Canvas and to provide support for implementation of standards, 21st century skills, and best practices by integrating and enhancing the curriculum portal for English and Social Studies on the Canvas platform, including identifying resources for 21st century skills for students to access and use.
- All high school education teachers teaching Modified secondary mathematics classes participate in professional development focused on developing IEP goals aligned to common core state standards (CCSS) using essential learning outcomes.
- Over 600 students in grades one through four are assessed for the Highly Capable program in February at three district elementary schools. Teachers, para educators, and administrators are on hand to ensure an effective and optimal testing environment for each student.
- A new Highly Capable (HC) center added at Tambark Creek Elementary beginning 2019-20, and 125 students have been selected and will be enrolled.
- K-12 Mathematics Instructional Mapping completed.

### Key Board Dates Completed

- Skill Center program visit (December 18, 2018)  
(See KPO 1.1.d. for information on this item)
- NGSS readiness (January 22, 2019)  
The board is provided an update of the district's transition and implementation of the Next Generation Science Standards. Science and engineering education are core components integrating themes of the district strategic plan, including STEM and college, career and life readiness.

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### **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

- School improvement actions align with Hattie's high impact instructional strategies.
- TPEP sessions strengthen educators' teaching and learning practices. Ratings are monitored every six weeks.
- Cohort three schools complete two of three authentic learning professional development sessions.
- Teachers use daily lesson planning tools.
- A protocol for elementary *Reach for Reading* team walks is developed to include Hattie's high impact strategies, and learning walks are conducted in April and May to ensure that the elementary literacy adoption implementation continues with fidelity to increase all students' performance.
- The Humanities-Secondary Literacy team collaborates with the Special Services, English Learner, and district *LANGUAGE! Live (L!L)* teacher leadership teams to develop a learning walk tool with indicators of successful *L!L* implementation and utilization of evidence-based strategies for student learning and success.
- The Humanities-Secondary Literacy team partners with the Special Services team and building administrators to conduct learning walks in secondary intervention classes with the goal of supporting building teams with *L!L* implementation.
- The Humanities-Secondary Literacy team researches and develops resources for culturally relevant K-12 teaching practices, including learning about, experiencing, and identifying culturally sustaining pedagogies (CSP) as an integral element of a partnership with the Tulalip Tribes and neighboring school districts and making connections between CSP and 21st century skills.
- The K-12 Literacy-Humanities team attends the OSPI training, the Washington Educational Research Association (WERA)-OSPI conference sessions, and the Association for Supervision and Curriculum Development (ASCD) conference sessions focused on equity and culturally responsive teaching.
- At the Western Washington Native American Educators' Conference, the Humanities-Secondary Literacy director joins with the Tulalip Tribes for a presentation about the partnership work done to collaboratively develop units and lessons for the Since Time Immemorial: Tribal Sovereignty Curriculum.
- Cascade, Everett, and Jackson High Schools are three of 100 schools worldwide piloting the College Board's new Pre-AP program. Pre-AP is designed to give all students the foundational knowledge and skills they need to be successful in rigorous high school course offerings and pathways, including Advanced Placement, College in the High School, and STEM, and to prepare students to achieve their postsecondary goals. The College Board selects the district as a partner because of the district's commitment to closing the opportunity gap for students of color and students of poverty and ensuring each student is college, career, and life ready.

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- *L!L* learning walks are conducted with every secondary building administrative team focused on aligning *L!L* program elements to the Danielson Framework. Additionally, programming guidelines are developed for middle and high school levels including suggested minutes, course codes, and class descriptions to ensure continuity of services across classrooms and schools. All extended resource, resource room, Achieve, and EL teachers participate in refresher *L!L* professional development.
- Supplemental curriculum deployed to support instruction in the areas of social, adaptive, and life skills. Initial use trainings hosted in October, November, and December 2018 for three of the five materials (Links, Star, Positive Action). Summer professional development consists of initial use and refresher trainings for all selected curriculum materials, which serve as a complement to core adoptions across content areas.
- Highly Capable Teachers participate in *High Leverage Strategies for Highly Capable Learners: Utilizing supplemental materials for extending abstraction, depth and complexity*.

### Key Board Dates Completed

- NGSS readiness (January 22, 2019)  
(See KPO 1.2.b. for information on this item)
- STEM pathways; career-connected learning (February 12, 2019)  
(See KPO 1.1.d. for information on this item)
- CTE program review (March 12, 2019)  
(See KPO 1.1.d. for information on this item)

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

Student satisfaction with learning improves.

### Highlights of Action Items Completed

- PBIS coaches from *Sound Supports* and school PBIS teams complete Tiered Fidelity Inventory (TFI) to assess readiness of school PBIS teams for development of tier II intervention systems. As of December 1, 10 of 18 schools are ready to begin tier II planning. School PBIS teams ready for tier II collaborative work participate in a two-day professional development with the PBIS coaches January-February 2019.

### **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

- Principals learn of services provided by Therapeutic Health and discuss how to provide during seventh period.

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- High school health teachers attend professional development on Skills Based Health Education.
- Preliminary work to develop health education curriculum map underway.
- The district partners with the Everett Rowing Club to receive the Pocock Foundation Grant. This grant purchases 30 ergometers, curriculum and training of middle and high school teachers to teach students about rowing as a lifetime activity.
- Three high schools and three middle schools utilize Heart Zones technology. This technology monitors a student's heart rate during exercise and is used to track a student's exercise intensity during physical education activities.
- Secondary students violating district drug and alcohol policies are assigned on-line lessons via the 3rd Millennium program by administrators and drug/alcohol interventions.

### **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

- The Humanities-Secondary Literacy team provides professional learning and ongoing support for social studies teachers new to the district and new to social studies, including a focus on standards, 21st century skills, an inquiry approach to teaching and learning, and effective utilization of instructional materials and digital platforms.
- The social studies leadership team examines instructional resources and assessment opportunities supporting standards-based inquiry-based instruction. It identifies design elements of project-based learning, reviews the inquiry design model and Inquiry Arc of the *College, Career and Civic Life (C3) Framework*, and examines teacher and student tools that build students' efficacy as learners with a focus on 21st century skills. Ongoing work continues with refinement of instructional unit overviews and development of an assessment plan integrating 21st century skills with topics and inquiries, including Document-Based Questions (DBQs), civic discussions, projects, and other assessments.
- The Humanities-Secondary Literacy team provides professional learning and collaboration sessions for teachers to support their implementation of the Introduction to Law course, which includes partnering with a judge each week to teach the course.
- District teachers and the Humanities-Secondary Literacy team, meets with teams from the Tulalip Tribes and neighboring districts in a collaborative partnership to bring the K-12 Since Time Immemorial: Tribal Sovereignty Curriculum (STI:TSC) to life in K-12 classrooms. The consortium's work centers on developing a shared understanding of and support for culturally sustaining pedagogies (CSP), developing an STI:TSC scope and sequence, and designing units using the inquiry design model.

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- The district leadership team develops a model unit for consortium teams to use to guide their unit development work incorporating Washington State STI:TSC resources, Tulalip Tribes resources, CSP strategies, and an inquiry approach to teaching and learning. It collaborates with the consortium leadership to develop resources for the consortium to use to evaluate and provide feedback about unit plans consortium teams are developing and to create goals and long-range plans for consortium work.
- The district social studies leadership team engages with the state Social Studies program lead from the Office of the Superintendent of Public Instruction regarding the focus of and new directions for social studies at the state and national level. They work as a team to explore the new Washington state social studies learning standards. They consider the central place of inquiry in teaching and learning social studies, and they learn about new state requirements for civic education.
- The district social studies leadership team and other social studies teachers review the inquiry design model for units, lessons, and resources for the Since Time Immemorial: Tribal Sovereignty Curriculum (STI:TSC) units developed in partnership with the Tulalip Tribes Cohort. They explore the connections between culturally responsive teaching strategies and culturally sustaining teaching practices, embedded in the STI:TSC approach to learning. They plan for implementation of STI:TSC, including piloting lessons which incorporate culturally responsive and culturally sustaining teaching practices.
- Two district teachers attend the native American Student Advocacy Institute in Tulsa, Oklahoma to focus on educational opportunity and access for native American students, including best practices, tools, and strategies to support Native American students, to provide cultural-based learning throughout curricula, and to overcome systemic and individual academic challenges. They plan with the district Humanities team to share their learning with social studies and other teachers, to incorporate this learning into the STI:TSC units and lessons, and to explore ways to share best practices, tools, and strategies to support all students.
- The Psychology Instructional Materials Adoption Committee completes the district instructional materials adoption process for the high school Psychology semester course. It evaluates instructional materials for how well they meet district selection criteria, such as alignment with standards, including the national Standards for High School Psychology, Washington State Social Studies learning Standards, 21st century skills, and best practices in teaching Psychology as a social science. Based upon selection criteria, the committee selects materials that best align with the selection criteria to recommend for adoption.
- High school Psychology teachers participate in initial use training of newly-adopted instructional materials for the Psychology course. They focus on National Standards for High School Psychology, state Social Studies learning Standards, 21st century skills, and best practices in teach Psychology as a social science. They learn to use program components, including the online platform, and the resources for planning, instruction, and assessment. Following initial use training, Psychology teachers collaborate to develop instructional maps and plan for ongoing collaboration and support.

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### **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

- Diverse student leaders recruited and registered for a social justice leadership summit.
- Professional learning sessions and support for art, music, and world language teachers new to the district provided, including a focus on standards, 21st century skills, assessments, best practices, and resources to effectively launch their courses.
- All district middle school and high school Spanish teachers participate in initial use training of newly-adopted Spanish instructional materials for Spanish 1, Spanish 2, Spanish 3, and Spanish for Heritage Speakers courses focused on standards-based instruction and assessment of Washington State K-12 World-Readiness Standards for Language Learners, 21st century skills, and best practices in world language learning and teaching. They explore and learn to use program components, including the online platform, and the resources for planning, instruction, and assessment.
- Following initial use training, Spanish language teachers collaborate to develop unit overviews, creating essential questions for each unit linked to course content and to Advanced Placement Spanish course questions and themes. Using a backward planning design, teachers develop course instructional maps for the year and for the first units they will teach. In ongoing meetings, they continue to develop unit plans, common assessments, and to learn how to effectively utilize program resources for Spanish 1, Spanish 2, Spanish 3, and Spanish for Heritage Speakers courses.
- Chinese language teachers meet throughout the year to refine instructional maps and assessments for Chinese 1 courses, following their first year of implementation of new instructional materials last year. They collaborate to create common first semester and end-of-year exams and common instructional maps for Chinese 2 courses. They focus on standards and 21st century skills, especially on the importance of students' development of a growth mindset, linked to the world language standard of communities and lifelong learning, to encourage students to build their confidence in speaking and writing Chinese and to invest in their own learning, in goal setting, and in reflecting on their progress.
- The Humanities-Secondary Literacy team leads an adoption process for French 1, 2, and 3 courses researching content and educational technology standards, 21st century skills, best practice, Advanced Placement (AP) course design and AP course instructional materials to develop key criteria for selection of world language instructional materials and evaluate instructional materials, following the district adoption process guidelines, and select instructional materials to recommend for adoption.
- High school French language teachers participate in initial use training of newly-adopted French instructional materials for French 1, French 2, and French 3 courses focused on standards-based instruction and assessment of Washington State K-12 World-Readiness Standards for Language learners, 21st century skills, and best

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practices in world language learning and teaching. They explore and learn to use program components, including the online platform, and the resources for planning, instruction, and assessment. Following initial use training, French language teachers collaborate to develop instructional maps.

- AP Spanish Literature and Culture teachers share strategies and revise their course syllabus and instructional maps to incorporate their experience and learning in their initial implementation of the course in 2017-18 to strengthen their second year of teaching this course.
- The Humanities-Secondary Literacy team collaborates with the K-1 Spanish pilot teacher and building administrator for initial use training of instructional materials, instructional mapping, and ongoing support, including a guided learning walk in an elementary language classroom in another district to learn about effective strategies for elementary language programs.
- The director of categorical programs and the Humanities-Secondary Literacy team attend an onsite visit of Bellevue's Dual Language program to explore models of development and implementation of dual language programs.
- The Humanities-Secondary Literacy team leads an adoption process for AP art courses with AP art teachers beginning the work with a review of the changes the College Board has made to the course design, portfolios, and content of all three AP Art courses, effective in the 2019-20 school year. The AP art teachers consider AP course expectations and examine the advanced level of state visual art learning standards and state educational technology standards, 21st century skills, best practice, and AP course instructional materials to develop key criteria for selection of world language instructional materials and complete the process of evaluating and recommending instructional materials for adoption, following the district adoption process guidelines.
- AP Art teachers participate in initial use training of newly-adopted AP Art instructional materials focused on AP course themes, expectations, rigor and content, standards-based instruction and assessment of Washington State K-12 Arts Standards, 21st century skills, and best practices in teaching and learning the visual arts. They explore instructional program components, including the online platforms and the resources for planning, instruction, and assessment.
- Following initial use training, French language teachers collaborate to develop a common syllabus for each AP art course, instructional maps, and assessments, focusing on embedding standards, 21st century skills, and best practices in the design of a guaranteed and viable instructional plan for each year of French study.
- The Humanities-Secondary Literacy team provides collaboration and professional learning opportunities for Pre-AP visual arts and theatre teachers and ensures Pre-AP access and materials are provided for successful year one implementation of this pilot program.
- The Humanities-Secondary Literacy team focuses on professional growth for world languages, art, and music teachers by supporting district professional learning community collaboration and attendance at state professional association conferences, including the Washington Association for Language Teaching conference, the Washington Art Education Association conference and the Northwest National Association for Music Education conference.

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### Key Board Date Completed

- First Reading: Psychology, French 1-3, AP Studio Art (May 21, 2019)
- Second Reading: Psychology, French 1-3, AP Studio Art (June 4, 2019)

### **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

- Using the district systems of support framework, PBIS, and shared leadership teams, schools develop their Systems of Support posters, incorporating tier II and III supports unique to their school that meet their students' needs. School Systems of Support posters are ready for implementation in concurrence with PBIS for the 2019-20 school year.
- Schools receive and analyze equity targets and framework scores for improvement and develop school improvement action steps.
- The English Learner team offers multiple professional development opportunities to build capacity of teachers and paraeducators in understanding language acquisition and strategies to support English Learners. This includes on-going support for EL teachers, school-based training for grade level or content teams at Jefferson, Monroe, Emerson, and Jackson High; EL Instructional Tips teachers newsletter articles, and Reach pre-teaching lessons.
- Scaffolded classes for EL students are expanded from 6 in 2017-18 to 13 in 2018-19. Each high school offers algebra, biology and the environment, grade 10 science and engineering, and U.S. history. Cascade also offers geometry. Teachers develop common instructional strategies and resources and a common grading practices.
- Implementation of Language! Live is refined to include new placement tests and revised pacing calendars.
- Revisions are implemented to the Four Step Referral Process for EL Students of Concern, a process which provides guidance to and consistent practices for teachers and school teams regarding intervention and special education referral for EL students. Training is provided on January 31 in conjunction with the Special Services department. The training is also provided as a Canvas course.
- Coordinated systems, processes, and procedures are strengthened for students in foster care and students experiencing homelessness (McKinney-Vento). Annual Safe Schools training on McKinney-Vento for all staff is implemented. Coordination of transportation processes for students eligible for special education and McKinney-Vento is streamlined.
- The five elementary schools with the highest numbers of McKinney-Vento eligible students (Emerson, Garfield, Hawthorne, Lowell, and Silver Lake) participate in professional development in trauma-informed practices, as part of the Improving School Attendance Collaborative funded through United Way.

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- Elementary literacy and special services directors co-facilitate a *Reach for Reading* and *Reach Into Phonics* professional learning opportunity for special education teachers to build capacity for instructional practices. The directors facilitate a series of professional learning opportunities for teachers to collaborate and learn how to effectively utilize the Reach curriculum resources to design instruction and assessment that provides special education students with access to rigorous and engaging instruction.
- Resource room teachers work to design and develop a K-5 *Reach Into Phonics* unit scope and sequence map.
- Provide professional learning sessions and ongoing support for English, special education, and English Learner teachers new to the district for *SpringBoard* instructional materials, including a focus on standards, 21st century skills, program design, and effective utilization of instructional materials and the digital platform fully integrated with the Canvas platform.
- Teams develop an instructional scope and sequence for the new state-approved locally-administered course and assessment: the English 3 Collection of Evidence (COE) and English 4 COE courses. They design the course and assessment plan to include 11-12 grade-band English Language Arts Common Core State Standards (ELA CCSS), instructional and operational COE tasks required by OSPI for COE courses, scaffolded *SpringBoard* instructional materials, grading practices, and best practices in instruction, including a focus on growth mindset.
- Initial and ongoing training and scoring opportunities provided for teachers of the new English 3 Collection of Evidence (COE) and English 4 COE courses, and teachers and administrators are provided ongoing updates regarding student progress toward meeting.
- OSPI training and scoring calibration session is attended by district staff to ensure fidelity to required components of the English COE courses.
- Learning sessions and ongoing support are provided for Learner, Resource, Extended Resource, and Achieve teachers for the *LANGUAGE! Live* program, including initial use training, using data to inform instruction, and backward design to plan instruction for the year.
- On November 14, students in grades 7-12 take World Language Assessments for high school credit during the school day at a reduced cost. 133 students took exams in 16 languages at nine testing sites, earning a total of 366 credits. Fifty-two students earn four credits and students can also earn the Seal of Biliteracy for the State of Washington by demonstrating an elevated level of proficiency in reading, writing, listening and speaking.
- The number of active EL students in Everett Public Schools as of March 5, 2019, is 2,844. This is an increase of 87 from March 2018, and an increase of 68 from October 1, 2018. The number of exited EL students decreased by ten from October 2018, to 1,044. Increases continue in the number of EL students in the central and southern parts of the district.
- The percentage of students qualifying for free or reduced-price meals as of February 28, 2019 was 38.05 percent. This is a decrease of 36 students from the January 2019 rate of 38.10 percent. If Early Childhood Education and Assistance Program (ECEAP) preschool students are included in the February 28 count, the percentage of students qualifying for free or reduced-price meals increases to 38.77 percent.

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- During the first two weeks of March, elementary principals and teachers participate in the second *iReady* data meetings of the year. The *iReady* program includes a standards-aligned, computer-adaptive diagnostic assessment which identifies the standards students have met as well as gaps in their learning. Those gaps are used to design a personalized online learning path for each student. Facilitated by an *iReady* coach, staff analyzed district, school, classroom, and student level data to better understand student growth, online personalized learning usage, and gap closure. Schools use this data to design classroom-based and extended day opportunities for students to access the program and fill in their learning gaps. District-wide in reading, the median progress toward typical growth is 88 percent. This indicates that 50 percent of students have reached more than 88 percent of their typical growth goal. By this time of the year, the median is expected to be 60 percent. In math, the median progress toward typical growth is 78 percent. This number is higher than expected.
- Five elementary schools with the highest numbers of McKinney-Vento students complete five sessions of professional development in trauma-informed practices as part of the Improving School Attendance Collaborative funded by United Way.
- The Improving School Attendance Collaborative hires seven child-family advocates, who support 16 EPS McKinney-Vento eligible families with wrap-around services to stabilize families and address barriers to school attendance.
- The Education Specialist provided by Treehouse works with approximately 15 high school students in foster care. In conjunction with the district Foster Care Success Coordinator, the Treehouse Education Specialist supports students in foster care to set and achieve goals, including improving school attendance and academic performance. The Education Advocate at Cocoon House, funded through the Homeless Student Stability Program grant through the Washington State Department of Commerce, supports approximately 60 Unaccompanied Homeless Youth – McKinney-Vento eligible youth not in the care of their legal guardians – to stabilize their housing and improve their school attendance and academic performance.
- Elementary and middle school summer school is planned. Elementary Summer Experience is held at eight sites for students completing grades K – four for five weeks from July 8 – August 8, 2019. Middle school summer school is held at Eisenhower and Evergreen for English Learners and students needing remediation or wanting acceleration in math from all middle schools. Approximately 1,200 students attend elementary summer school, and approximately 250 students attend middle school summer school.
- Planning is underway for Sheltered Instruction Observation Protocol (SIOP) training for up to 45 middle and high school teachers in August 2019, to better address the needs of the increasing numbers of EL students at secondary. SIOP is a research-based and validated instructional model that has proven effective in addressing the academic needs of EL students by training teachers to include language objectives and strategies to teach vocabulary into their curriculum.
- Planning is underway to increase EL teacher FTE at every middle and high school in response to increasing numbers of EL at secondary and to better meet student needs for language development support.
- All elementary, middle, and high school Achieve teachers participate in Functional Behavioral Assessment (FBA) and Behavior Intervention Planning (BIP).

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- The number of 2018-2019 professional development offerings in special education compliance and developing IEPs aligned to Common Core State Standards (CCSS) is increased. Throughout the year four half-day trainings and two evening trainings are offered as well as summer trainings tailored to elementary and secondary level.

### Key Board Dates Completed

- This provides 2018 assessment data to the board and shows that students in the district outperformed the state consistently at every grade level and in every content area as a result of intentional alignment of instruction to the standardsAnnual student achievement report (September 25, 2018)
- Study session: student performance data and EES trends (October 2, 2018)  
This study session provides the board with additional insights 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 outcomes of this study session are that the board understands:
  - Progress during the 2017-18 school year on activities and processes for systemic improvement
  - Key implications of changes in Organizational Effectiveness data
  - Progress toward achieving strategic priorities
  - CEE's role in supporting continuous quality improvement in the district
- Study session: State of school review analysis (April 16, 2019)  
The 2018-19 State of the School Reviews are completed by all the district's twenty-six schools, providing 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 attend 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.

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### **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

- New CAD and 3D high school summer school courses are implemented.
- Support is provided for implementing standards, best practices, and instructional resources, including integration of technology tools and resources and digital platforms.

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

Creativity and innovation are celebrated.

#### Highlights of Action Items Completed

- Positive Behavior Intervention System (PBIS) integrates recognition and awards.
- Fifty-two Everett Public Schools FIRST Lego League (FLL) participate in the qualifying tournament and six teams advance to the semi-final competition at Amazon in January.
- Staff from a variety of buildings and departments share their art work in the fall staff art show.
- The 21st annual High School Art Show showcases the artwork of student artists from every district high school. The 278 artworks in the show are adjudicated by artists, graphic designers, and art instructors, including Everett Community College and Edmonds Community College staff. At the High School Art Show reception in April, all awards are announced including category awards (e.g., photography, drawing, and painting), the Best of Show Award, and the Superintendent's Choice Award. In addition, the Everett Public Schools Foundation director awards the Everett Public Schools Foundation scholarship to a graduating senior who plans to continue the study of art in college.
- The art work of 253 student artists is displayed in the 21st annual Middle School Art Show at the Community Resource Center. Students submit art work in many categories, including ceramics, digital arts, drawing, media arts, mixed media, painting, photography, printmaking, and sculpture. These art works demonstrate the rich variety of art media students engage in in middle school art programs. Judges evaluate the 383 pieces of art in the show for excellence in the "Four C's:" craftsmanship and technique, composition, communication, and the creative

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process. Students and their families attend the Middle School Art Show Reception, and students receive awards to honor excellence in each category of art.

- The 21st annual Everett Public Schools Elementary Art Show displays the work of 136 elementary school artists. In this show, the student artists communicate their ideas and demonstrate their creativity in their approaches to self-portraits, studies of nature, color studies, and a variety of other subjects, using a variety of art media.

### **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, KR)**

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

### Highlights of Action Items Completed

- Canvas leverages shared content and is readily distributed to all courses.
- Visual literacy and media support instruction and share student voice.
- Makerspaces are in many libraries and offer students an opportunity to create intellectual and physical materials using various resources.
- Employees access blended learning opportunities from instructional staff using Zoom (webinar technology, Canvas courses with embedded Hoonuit modules for online learning that address their unique needs.)
- Instructional facilitators are provided at all three high schools.
- LMS director support added at Sequoia/Port Gardner/Online High School and the six 1:1 elementary sites.
- Math curriculum portal launched in Canvas and outlined for 25% of districts blueprint courses.
- Social studies and ELA portal launched in Canvas.
- Student email in grades 6-12 integrated into existing digital platforms.
- Summer and fall Canvas course development training is provided at all high schools.
- Canvas course development training for middle and high school staff is provided.
- 3,970 devices at Cascade High School and Jackson High School deployed, plus 1,775 Chromebooks at Whittier, Jackson, and Cedar Wood elementary schools.
- Both blended and online courses offered on Canvas utilizing Zoom to deliver content.
- New kindergarten, first, and second grade teachers complete the first of six rounds in a two-year cycle of early literacy professional development in November.
- Experienced Everett Public Schools teachers model writing lessons focused on specific benchmarks, integration of skills from Reach for Reading, and strategies for actively engaging students in the writing process as part of the developmental continuum – preschool, kindergarten, first, and second grades.
- The district website can be translated by viewers into various languages via the drop down "*Translate this page*" at the top of the site. This translation service is provided by Google Translate, and the district is now able to measure the number of users

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who have translations on their own device in use while they visit our site. The top five languages in order are: Spanish, Korean, Russian, Chinese, and Vietnamese.

- Phase II of the 2016 Bond telephone system upgrade project is underway. Phase I took place last summer and into the fall and consisted of engineering and upgrading the telephone system hardware and software. Phase II involves replacing and programming approximately 2500 telephone handsets in the schools.

### Key Board Dates Completed

- Integrated tech plan update (November 20, 2018)  
This presentation provides the board an update of the technology plan including a review of summer progress, the rollout of student devices, and the work that is planned for this school year.
- Integrated technology plan status (July 2, 2019)  
This presentation provides the board an update of the district's Integrated Technology Plan including a review of Year 3 progress, the collection and rollout plan for student devices, the milestones from the school year, summer work, and highlights for Year 4.

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

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

### Highlights of Action Items Completed

- Advanced Threat Protection in Office 365 implemented to scan content for malware and other threats.
- Redesign of user interface of HelpDesk Web and work flow for requests and incident management to be launched in September 2019
- Purchase and initial set-up of online registration system
- Frontline staff access converted to active directory
- Firewall enhancements address modern cyber security threats.
- New digital products utilizing Active Directory credentials for login are implemented.
- A committee of elementary school literacy coaches meets in October 2018 to review and update the K-2 DRA administration guidelines to ensure consistent alignment across the district. Professional learning materials are also revised and presented at several elementary schools during the October 19 Learning Improvement Day (LID).

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

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

### Highlights of Action Items Completed

- Parent newsletters integrate information regarding the importance of consistent school attendance.
- School improvement plans include a section focused on family engagement.

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- The November SLT was focused on learning new strategies to engage families.
- District data dashboard updated with current information for public display on the district web site.
- The Everett PTSA Council hosts a lunch session on how to increase diversity in PTSA's including approximately 20 PTSA leaders from around the district. Each participant receives resources on ways to approach language and culture barriers to parent involvement.
- LITS/EEA Technology Committee established and meets monthly.

### Key Board Dates Completed

- Legislative priorities (October 9 and 23, 2018)  
The board is provided a presentation summarizing the proposed legislative priorities for the 2019 legislative session, adjustments are made and approved.
- Communication plan (October 23, 2018)  
A comprehensive communication plan is presented to the board to strengthen the understanding and support of district strategic priorities by family and community members.
- Family community engagement plan (October 30, 2018)  
This session provides a continuation of the August 21 special board meeting discussion on family engagement to surface directors' key learnings and discuss family engagement purposes and policies and director's preferences for next steps.
- Integrated technology plan status (July 2, 2019)  
(See KPO 2.2.a. for information on this item)

### **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

- The Humanities-Secondary Literacy team leads teams to learn about and identify areas of strength and growth regarding 21st century skills, focusing on collaboration, communication, and growth mindset and sharing ideas for implementation of these skills in team working commitments and in classrooms.

### Key Board Dates Completed

- 21st century skills reporting (April 9, 2019)  
(See SG 1.1 for information on this item)

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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

- As part of the Recruit Washington Teachers-Bilingual Educators Initiative Grant (RWT-BEI), counselors and advisors employed by the district, Marysville School District, University of Washington|Bothell, and Everett Community College are brought together in October for the first annual Education Career Pathway Seminar. Seventy participants attend the daylong event and discussions focus on creating a systems-wide understanding of entrance barriers, best practices, current and future pathways for underrepresented students entering and currently in education programs.
- Twelve students complete Introduction to Education course at Cascade High School as part of educator pathway efforts and RWT-BEI. Application for another 2-year grant (RWT-BEI) is pending approval by the Professional Educator Standards Board (PESB) to expand this program at Everett and Jackson High Schools.
- The district hosts its first Club Leadership Summit on December 19, where club representatives and ASB from all high schools are invited. The summit is an effort between the Equity and Access team and the ASB teachers at each of the high school campuses. It is the first opportunity for high school students to learn from the expertise of other students involved in school clubs and/or organizations and is also designed to provide students with opportunities to network with club leaders outside of their respective campuses, establish valuable and professional relationships, and learn strategies to recruit and enhance clubs/organizations to grow and sustain them.
- Communities of Color Staff Receptions continue to grow with over 45 employees attending the November 8, 2018 event; the highest participation to date. The spring event brought similar numbers of participants and interest continues to grow in seeking new ways to retain staff of color through ongoing collaboration with the Communities of Color Coalition.
- Equity and Access webpage is live to serve as a resource for families, staff, and students.
- Family conversations held with African & African American, Native American, and Russian/Ukrainian families. Positive feedback was provided including suggestions to have more engagement with district staff (teachers, principals, and district administrators), churches and other organizations, more student voice, peer-to-peer

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modeling in schools, and awareness of scheduling for after-school programs related to cultural practices.

- Out-of-state recruitment efforts include individual campus visits and career fair attendance in Dallas and Houston, Texas, and Raleigh-Durham, North Carolina.
- Future conversations around student teacher placement and recruitment of underrepresented students to colleges and universities are scheduled.
- Candidate Day (April 26) was a success with 50 pool interviews conducted.

### Key Board Dates Completed

- Equity and Access study session (April 30, 2019)  
The board of directors is provided an update on equity and access progress. This includes presentations from student panels representing the Club Leadership Summit, Empowered to Lead Summit, and an update on the RWT-BEI diversity recruitment efforts.
- Recruitment, retention, affirmative action (May 7, 2019)  
The board receives a briefing on the recruitment and retention of certificated and classified staff, and learns of recruitment efforts, retention rates, and preparations for future hiring.

### **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

- School leaders design agendas for administrative-facilitated Fridays.
- Professional development sessions focus on removing barriers for each learner.

### **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

- The Beginning Educator Support Team (BEST) collaborates with new hires as well as many veteran teachers to craft meaningful and effective growth goals. This year the team offers a new open forum opportunity for teachers to come and work on their goals with the support of the TPEP coaches in the room. Teachers and teams attending this session walk away with their goals written or with a clear plan to finalize the wording. Working individually and in small groups to reinforce the

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importance of writing meaningful, measurable goals continues to build efficacy in our new teachers and improve student learning in their classrooms.

**Key Performance Outcome: 3.3.b (JS, DK)**  
Employees are highly proficient and skilled.

### Highlights of Action Items Completed

- Final phase of New Frontline Human Resources Management System (HRMS) goes live on July 1, 2019 for the absence management module.
- Four-tiered evaluation system implementation continues with development of counselor rubrics in progress.

### Key Board Dates Completed

- Professional development systems progress (September 11, 2018)  
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. This update highlights thoughtful planning followed by implementation with feedback to ensure the professional development responds to employees' learning needs.

**Key Performance Outcome: 3.3.c (JS, DK)**  
Employees have access to relevant education and cross training.

### Highlights of Action Items Completed

- (See KPOs 3.2.a, 3.3.a, and 3.3.b for information on this item)

### **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

- The Committee for Children (CFC) selects Monroe Elementary School to participate as a field test site of the newly developed *Second Step* elementary school program materials in kindergarten, grade 3, and grade 5 during the 2018-19 school year.
- School Improvement Plans at each school include actions to strengthen the integration and expansion of the social-emotional learning (SEL) of its students. Schools take a whole-child approach to SEL, using resources like *Second Step* and *Panorama Education* to develop their tier II and III interventions. This work, in

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association with the work of school PBIS teams on tier II this winter and spring, prepares for the district-wide implementation of a K-12 Systems of Support Framework in 2019-20.

- Performing Arts, Stage, and Visual Arts Safety: In December, secondary music, theatre, and leadership teams attend a professional learning session focused on health and safety processes and procedures for the stage and performing arts classrooms. An expert from Stagecraft Industries provides professional training on safe operating principles in the performing arts, how to safely use stage rigging systems, and how to meet safety expectations for performing arts facilities and stages. Each district team reviews the district-created *Operations and Log Book* for their stage, which includes a *Theatre Safety Manual* and other important health and safety guidelines and procedures. In addition, performing arts teachers review health and safety inspection checklists developed for the stage and performing arts classrooms.
- The Director of Assessment and Director of Student Support Services met with middle and high school principals and counselors to provide training on the Student Success tool, and to plan for expanding its use with teachers and support staff.
- The Humanities-Secondary Literacy team develops health and safety inspection checklists and processes for all visual arts and performing arts classrooms and stages, and a *Theatre Safety Manual* and *Operations and Log Book* for every secondary school stage, collaborating with teachers, office managers, the Maintenance Department, and Finance and Business Services to create and share these resources.
- Training is provided by in-house counsel to high school and middle school principals regarding student, faculty, and property (i.e., lockers and backpacks) searches, the policies, procedures and law applicable to such searches, and example cases. This training has been developed specifically for Everett Public Schools and can now replace search and seizure training provided by costly outside counsel or other organizations.
- Panorama Student Success helps educators understand key trends to drive data-informed action when supporting the whole student. Using results from the Panorama SEL survey, staff can explore students' profiles to see clear indicators of whether they are on track for graduation, college and career readiness, or are at risk. The distinctive feature of the student success platform is the ability to view individual student data, not just aggregate survey results. Sequoia and Cascade High Schools, and Heatherwood Middle School teachers piloting Student Success were trained in the use of the platform and effective SEL interventions.
- Secondary students exhibiting behavioral issues such as harassment, intimidation or bullying of others are assigned on-line lessons through 3rd Millennium.
- Everett Public Schools is featured in a case study published by Naviance, *Everett Public Schools: Focusing on SEL to Increase Graduation Rates*.
- Monroe and Cedar Wood elementary schools are selected by Committee for Children to pilot revised Second Step social-emotional learning curriculum. As part of the pilot, they receive curriculum for every classroom.
- The following elementary schools expand Second Step curriculum from solely counselor-delivered to a schoolwide implementation, taught by all teachers: Cedar Wood, Garfield, Hawthorne, Monroe, and Silver Lake Elementary schools.

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- New Child Protection curriculum units are purchased for all elementary school counseling departments.

### Key Board Dates Completed

- Study session: social/emotional support update (November 27, 2018)  
The board of directors is provided an update on SEL program development. This includes a demonstration of an OTG process using the Student Success platform, and a presentation on the role of athletics and activities in advancing social emotional learning.
- College, career, life readiness indicators (March 19, 2019)  
(See KPO 1.1.a. for information on this item)

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

Our facilities are intentionally managed to support safety and security.

### Highlights of Action Items Completed

- Earthquake response follow-up training and work session is held for key members of the district's Emergency Operations Center (EOC) staff on December 18, 2018, by district staff and members of City of Everett Department of Emergency Management and Snohomish County Department of Emergency Management.

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

A coherent approach to emergency preparedness exists across the district.

### Highlights of Action Items Completed

- Video-Intercom and Access Control Systems are installed and operational in 22 schools district-wide, and staff are trained and are using these systems. Additional work is underway with the modernizations of North Middle School and Woodside Elementary School. Everett and Cascade High Schools are being considered for safety and security upgrades in the near future.
- New emergency two-way digital radios are deployed with training to all school sites to enhance communications and to be prepared for the phase out of analog radios. This is the first time that the district has had a consistent radio platform across all schools and district sites.
- School and district emergency operations plans migrate to an app "Safety Center" that creates easier access to site and district plans.

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### **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

- The Science Resource Center (SRC) moves from Hawthorne Elementary School to renovated space in the Central Bus Facility. The new facility includes staff collaboration space, office space, a room that supports caring for the live organisms that are studied in numerous science units, chemical storage and chemical hygiene safety equipment, as well as a large warehouse-like space to support the efficient refurbishment of science and engineering instructional materials. This space allows the SRC staff to support pre-K-12 science and engineering curriculum in an efficient, effective, and safe manner as the district grows and completes transition into the Next Generation Science Standards.
- The strategic plan mid-year progress report 2018-19 is prepared and presented to the board by members of the superintendent's cabinet.

### Key Board Dates Completed

- Strategic plan update (May 21 and June 4, 2019)  
The board reviews and approves the district's annual strategic plan update for 2019-20. These changes to the strategic plan will provide an increased focus on and alignment with 21st century skills and knowledge required at graduation; and refinements for clarity and to reflect stronger alignment of strategic relationships with the district's focus on equity and diversity; health, wellbeing and safety; and long-term planning in finances, staffing, technology, and facilities. The five current strategic priorities remain unchanged in the annual 2018-19 update.
- Strategic plan year-end progress (June 18, 2019)  
The board is presented an overview of the end-of-year Strategic Plan progress report for 2018-19. In May 2011, the board of directors approved a new Strategic Plan focused on student learning and the vision "Our students will lead and shape the future". Highlights of key accomplishments are presented to the board to illustrate accomplishments in the five strategic priority areas, to celebrate successes, and acknowledge challenges.
- Annual operating plan (June 18, 2019)  
The board accepts the Annual Operating Plan (AOP) for 2019-20 that describes the Action Items and Key Performance Indicators framing the work that is scheduled to be accomplished during 2019-20 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 in order to elevate directors' understanding of the implementation development work underway.

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### **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.

### Highlights of Action Items Completed

- The board is provided an overview of McCleary vs. State beginning in 2007 and concluding with the final ruling on June 7, 2018. The presentation highlights the legislative funding shortfalls moving forward and the critical flaws in the new levy funding formula. The 2018-2022 projection demonstrates that without legislative action, the district must plan cuts of \$6.5 million for 2019-20 and another \$11.5 million for 2020-21.
- In November the Snohomish County Council adopts the district's Capital Facilities Plan (CFP) 2018-23 and approves an increase to impact fees in the unincorporated areas of the district, effective January 1, 2019. Impact fees for single family units are increased from \$6,950 to \$14,250, and impact fees for duplexes, townhomes, and multi-family units with two or more bedrooms are increased from \$3,230 to \$9,125.
- For the 31st consecutive year, Everett Public School's Comprehensive Annual Financial Report (CAFR) receives the Association of School Business Officials (ASBO) International Certificate of Excellence in Financial Reporting. The review team notes that, "The district is to be commended for its efforts. The Comprehensive Annual Financial Report is of high quality." Everett Public Schools is one of three school districts in Washington receiving the award this year. For the 12th consecutive year the CAFR is also awarded the Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting.
- The second and third capital bond sales of \$50 million and \$49.7 million respectively are completed successfully which complete the sales of capital bonds approved by district voters in 2016.
- Standard & Poor's (S&P) credit report provides the Everett Public Schools an affirming AA underlying and AA+ enhanced bond ratings. The Moody's Aa1 underlying and Aa1 enhanced credit report is separately provided to the district and contains similar, positive results.
- A High School Growth Mitigation Planning Committee made up of 30+ community and staff members is established and charged by the school board with developing

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a recommendation by March 31, 2019 for adjustments to high school boundaries beginning in 2020 to relieve overcrowding at Jackson High School.

- A Capital Bond Planning Committee made up of 30+ community and staff members is established and charged by the school board with developing a recommendation by June 15, 2019 for a future capital bond proposal, anticipated to be placed by the school board on a special election ballot in April 2020.
- Construction work is on schedule for the North Middle School Modernization project and construction of the new Elementary 18, officially named Tambark Creek Elementary School by the school board on December 4, 2018.

### Key Board Dates Completed

- **Future capital bond planning (September 11, 2018)**  
The board is provided an opportunity to continue a discussion from the August 22, 2018 summer workshop about future capital bond planning, and to achieve a consensus on the process for developing a future capital bond proposal. At its summer workshop, the board's conversation pointed to the idea of forming a capital bond planning committee of approximately 30 people but did not clarify its intentions regarding possible parameters for the committee regarding the size, scope, or timing of a future capital bond.
- **Capital bond planning (September 25, 2018)**  
The board adopts Resolution 1187 providing instructions regarding the formation, instructions and guiding principles for a capital bond planning committee. The resolution is based on board discussion of this item at its September 11, 2018 regular meeting.
- **Enrollment outlook (March 5, 2019)**  
The board is presented an overview of the mid-year Strategic Plan progress report for 2018-19. Highlights of the district's work during the first half of this year is presented to the board to illustrate accomplishments in the five strategic priority areas, and to celebrate successes and acknowledge challenges.
- **Work session: budget development workshop (March 12, 2019)**  
The board is provided an update to the four-year fiscal outlook, presented with a draft list of reductions, and apprised of workforce implications resulting from the reductions. A major focus of school districts across the state is to seek legislative changes in the 2017-19 biennial budget for issues that were unaddressed in the 2018 operating budget adopted on March 8, 2018. Legislative shortfalls include setting the local levy cap too low for many districts, underfunding special education, underfunding of the state-wide healthcare program, and underfunding the current allocation model, particularly in areas such as student safety and health. The superintendent's cabinet, Fiscal Advisory Council, and the superintendent's leadership team have developed a draft reduction list totaling \$7.6 million in preparation for a wide range of legislative outcomes.
- **Second quarter financial report (April 9, 2019)**  
Monthly budget status reports for each fund are provided to the board including the most current fiscal activity by summary accounts in state form F-198. In addition to the required document, the finance department provided 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.

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- High school growth plan approval (May 21, 2019)  
The board approves revisions to high school boundaries to reduce enrollment at Jackson High School beginning in fall 2020, based on recommendations by the High School Growth Mitigation Planning Committee recommendation which are developed in response to the board's Resolution 1185 passed on August 28, 2018.
- 2019-20 budget hearing, (July 2 and August 27, 2019)  
The board adopts the district's 2019-20 budget based on recommendations by staff.

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

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

### Highlights of Action Items Completed

- The actual ending fund balance for the 2017-18 fiscal year is \$25.5 million, or 9.3 percent of total expenditures. This amount is above the five percent target identified in Policy 6000.
- Monthly financial updates and quarterly financial presentations keep the board apprised of the projected ending fund balance for the general fund to monitor adherence to board Policy 6000.

### Key Board Dates Completed

- Fiscal outlook 2018-2022 (November 6, 2018)  
The board is presented updated information on the district's 2018-22 fiscal projections based upon current law and is provided an alternative scenario predicated on favorable legislative actions that could occur in 2019. Annual updates to long-range projections typically depend heavily upon the predictability of state, federal, and local revenues.
- Fourth quarter financial report (November 20, 2018)  
Monthly budget status reports for each fund are provided to the board that 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.
- See KPO4.1.a for more information on this item.

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**Strategic Goal: 4.2**

Strategic priorities drive programs and practices that generate additional 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 a wide range of program and content areas, generating approximately \$2,403,775 or 0.75 percent of the \$321,006,237 annual general fund. Specific descriptions are as follows.
- \$1.9M OSPI STEM lab and classroom grant in support of modernization of Everett High School vocational building.
- Grant from the Mill Creek Elementary School PTA to Mill Creek Elementary School in the amount of \$7,600 to provide funds for student field trips.
- OSPI | FIRST LEGO League (FLL) registration grants \$66,682
- Perkins CTE grant of \$124,000
- PUD Energy rebate for the HVAC control upgrades and cooling tower replacement at Sequoia HS \$23,450.
- Aquasox Baseball Club provides an additional \$20,000 this year for work related to Memorial baseball field upgrades
- Everett Medic One Foundation Grant \$8,000
- Housing Hope Improving School Attendance Collaborative grant \$30,000.
- Grant from Everett Special Education PTSA to special education staff members across the district in the amount of \$15,190 for purchasing classroom supplies and equipment.
- The EPS Foundations funds \$52,000 for Everett Ready, a two-week program to prepare children entering kindergarten who have not had preschool experience or who are English Learners, as well as weekly Play & Learn groups.
- \$12,650 in sponsorship gifts for the 2019 Innovation Expo
- Boeing foundation grant of \$17,000 to cover startup costs for the Special Education program Project SEARCH.
- The district receives 3,536 this year for energy rebates plus another \$9,667 for Everett High School mechanical system upgrades from Snohomish County PUD.
- Approximately \$66,000 received from A4LE (Association for Learning Environments) for site and building improvements at Madison Elementary School.
- The district's capital fund will receive 25 percent of the gross proceeds from a Memorial Stadium baseball field naming agreement between the AquaSox and Funko, amounting to an estimated \$48,000 in 2019 and a total of \$278,000 through 2027.

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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

- Many partnerships bring resources to support the success of students in foster care and students experiencing homelessness (McKinney-Vento).
- The Homeless Student Stability Program grant through the Washington State Department of Commerce with Cocoon House allows Cocoon House to hire an education advocate to work with Everett Public Schools unaccompanied homeless youth and provides flex funding to stabilize students' living situations.
- The Improving School Attendance Collaborative funded through United Way brings together 22 partners, including all the shelters in the Everett Public School boundaries, to provide coordinated support and resources for 12 Everett Public Schools McKinney-Vento families.
- A Memorandum of Understanding with Boys and Girls Club of Snohomish County provides before and after-school care for McKinney-Vento students, eliminating lengthy time in transit for students and reducing bus routes.
- Everett Public Schools continues to host regional McKinney-Vento meetings attended by Snohomish County school district personnel, OSPI, the Education Service District 189, Department of Children, Youth, and Families including social service agencies and shelters working to support students and families experiencing homelessness with the purpose of increasing coordination and collaboration.
- Everett Public Schools supports a Marshallese Community Celebration: Booj LOLATAT non Jelalokjen, at Cascade High School on September 15. The Marshallese community recognizes student performance and speakers emphasize the importance of high school graduation and supports available to help students successfully graduate and be prepared for college, career, and life.
- The *Washington State Family & Community Engagement Trust* sponsors the fourth annual 2018 Diversity, Inclusion, and Belonging Conference, held at Bellevue Community College in September. This conference engages twenty-one Everett Public Schools staff members and four natural leaders in supporting student achievement. Breakout sessions are provided on Social Emotional Learning and Equity; Supporting Parents in Promoting Children's Social, Emotional, and Academic Competence; Talking to Children about Race; Student Voices; Creating Welcoming Environments for Diverse Families; and A Broader Vision of Student Success: Social Emotional Learning in Washington State.

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- Family elementary literacy night presentations promote the health and wellbeing, and learning of all students, and implemented for families at both Madison and Emerson elementary schools, who are underserved by community resources.
- The 22nd annual Links and Alliances conference supporting LGBTQ+ youth is held October 20 at Everett Community College. Six staff members from the Everett Public Schools attend this event and learn how to increase support for LGBTQ youth. The Links and Alliances Conference raises awareness of diversity within our communities, schools, churches, and neighborhoods and explores ways to make the community safer for all individuals.
- The Everett PTSA Council proudly serves the school communities of the Everett Public Schools and its 26 local PTAs. In 2018, the drive raises 207 memberships, doubling since its inception in 2014.
- Special services prepares to expand and relocate, starting in 2019-20, the Gaining Ownership of Adult Lives (GOAL) transition program, which serves students 18-21 years of age. The program adjustments depend on a broad partnership with Providence Regional Medical Center Everett, Work Opportunities, Division of Vocational Rehabilitation, and Snohomish County Developmental Disabilities. The GOAL program will be implementing Project SEARCH Transition-to-Work, a business-led, one-year employment preparation program for individuals with intellectual and related developmental disabilities who are in their final year of eligibility for special education services. The GOAL transition program will be relocated from Cascade High School to Providence Regional Medical Center Everett on the Pacific Avenue campus. Project SEARCH provides students with classroom instruction, career exploration, and hands-on training through worksite internships with a goal of integrated, competitive employment. The program accommodates up to 12 students who will participate in internship rotations within the PRMCE community. Students in their first and second year and those in their third year not selected, or who opt out of applying to Project SEARCH, will attend class at the PRMCE Pacific campus and access internships within the broader Everett community.
- Everett Public Schools hosts an informational night for Spanish-speaking families at Cascade High in March about the college application process. Families enjoy live music and dinner prior to the informational session.
- A Memorandum of Understanding with Washington Kids in Transition (WaKIT), a non-profit 503(c) organization, supports students and families experiencing homelessness with funds to cover emergency needs and stabilize housing.
- Evergreen Middle School is the host site for the Children's Wellness Commission's Fourth Annual Youth and Family Wellness Fair on May 4. The event features entertainment, community resources, and workshops promoting mental health and wellness.
- Everett and Cascade High schools, Evergreen and North Middle schools, and Jefferson Elementary school participate in Trauma-Informed Practices implementation consultation through a partnership with Snohomish County Human Services.

### Key Board Dates Completed

- Family community engagement plan (October 30, 2018)  
(See KPO 2.2.c. for information on this item)

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- Study session: Equity and access advisory council (April 30, 2019)  
The board receives an update on the progress of the Superintendent's Equity and Access Advisory Council and discusses with council members future work priorities.

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

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

### Highlights of Action Items Completed

- Medical and health careers pathway “design team” launched; comprised of staff from WSU|Everett, Everett Community College, UW|Bothell, Providence, and Kaiser Permanente.
- Grade 9 science implementation supported by industry professionals including staff from WSU|Everett and University of Washington.
- New CTE program advisories established.
- College application days hosted by Everett Community College, WSU Everett, and University of Washington Bothell.
- Weekly college application and financial aid sessions provided by Everett Community College.
- FAFSA completion supported by the Washington Student Achievement Council.
- College Bound regional workshop for school counselors facilitated by WSAC.
- College and Career fair held at each High School and Beyond event features 80 to 100 college and career related partners.
- FAFSA completion and College application events supported by WSAC and local college admissions staff at each High School and Beyond event.
- College in the High School tuition assistance provided by EvCC Foundation, Delta Sorority Tessie Miller Scholarship, and Everett Public Schools Foundation.
- Rotary Scholarship Awards
- The City of Everett and the district launch career connected learning partnership.
- In partnership with a representative from Aerospace Joint Apprenticeship Committee (AJAC), the district’s career connected learning facilitator hosts two youth apprenticeship information sessions. The sessions provide an overview of the AJAC youth apprenticeship opportunity, highlighting that the program is a combination of paid on-the-job training (part-time) and college-level classroom instruction; students receive CTE dual credit from both their high school and Everett Community College. Upon completion, students will receive industry recognized journey-level certification as a production technician.
- Everett Public Schools hosts a Latino High School and Beyond Night at Cascade High School on March 28. Spanish-speaking families with students who are sophomores or juniors in Everett Public Schools were invited. Approximately 30 families attend. Parents learn how to access Naviance to help their child explore post-high school options. They also learn about graduation requirements and college application and financial aid processes. The event is presented in Spanish and was funded through Title III parent engagement.

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- In partnership with Providence Regional Medical Center Everett, Work Opportunities, Division of Vocational Rehabilitation, and Snohomish County Human Services Developmental Disabilities, Special Services implements Project SEARCH for the 2019-2020 school year. This partnership results in The Gaining Ownership of Adult Lives (GOAL) transition program to expand instructional and internship opportunities and relocation from Cascade High School to Providence Regional Medical Center Everett on the Pacific Avenue campus.

### Key Board Dates Completed

- Family community engagement plan (October 30, 2018)  
(See KPO 2.2.c. for information on this item)
- STEM pathways; career-connected learning (February 12, 2019)  
(See KPO 1.1.d. for information on this item)
- CTE program review (March 12, 2019)  
(See KPO 1.1.d. for information on this item)

### **Strategic Goal: 5.2**

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

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

All students are ready for kindergarten.

### Highlights of Action Items Completed

- The Everett Ready program, funded by the Everett Public Schools Foundation (EPSF), completes the third year of implementation this past summer. The program increases to 247 students at fourteen elementary schools. The Everett Ready program provides an opportunity for a smooth transition to kindergarten for students with little or no preschool experience, students who qualify for free or reduced priced meals and students who speak a language other than English at home. Students participate in an introductory kindergarten session focused on school and classroom environment, social and emotional skills, and academic skills. Planning is underway for the fourth year of Everett Ready which will take place in the summer of 2019.
- The early learning team, in partnership with Everett Public Library and the City of Mill Creek, continues weekly Play and Learn groups in September for birth to five-year-olds and their parents. The purpose is to provide caregivers 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. Each Play and Learn group is facilitated weekly.
- In partnership with Snohomish County Human Services, Everett Public Schools expand ECEAP services from 280 students to 320 students. An additional classroom is added in the north end to provide services for low-income three and four-year-old students and their families.
- Special Services hosts eight special education preschool LIF meetings and four developmental kindergarten LIF meetings intentionally designed professional development to increase alignment Prek-2 program practices. Creative Curriculum

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and Second Step, currently utilized in ECEAP, was purchased and initial use training was provided to all developmental preschool teachers.

- Two locations are identified for 2019-2020 to introduce blended programming for students served in Developmental Kindergarten.
- Plan defined for 2019-2020 to introduce peer models and blended programming for students served in developmental preschool.

### **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

- Three pre-kindergarten to kindergarten connection events are hosted during the school year by early learning. The events focus on mathematical routines. Using the Pathways to Numeracy document, which is aligned with Common Core State Standards, participants learn how to implement the math routine of Counting Collections and collaborate on how to modify instruction based on student data.
- BFTL overview is provided for ECEAP, Everett Public Schools developmental preschool and community preschool partners in October. Three rounds of demonstration professional learning sessions take place during the school year. During the demonstration lessons, teachers were able to watch a modeled writing lesson and debrief.
- Early learning, in collaboration with STEM, engages community preschool leaders in the creation of a preschool early numeracy leadership team. The team meets quarterly to coordinate aligned P-3 early numeracy professional development and common instructional practices. Implementation of the aligned early numeracy professional development will begin during the 2019-20 school year.
- Early Learning facilitates math module professional learning sessions for community preschool partners. The three sessions focus on early numeracy content such as counting, cardinality, algebraic thinking, and geometry. Each session includes content and opportunities to make and take learning activities.
- ECEAP partners with Zeno to deliver professional learning for ECEAP staff and to provide engaging math learning for students and families. Zeno includes a family engagement program that provides preschool math activities for home that children can engage with the adults and other siblings in their life. Zeno also collaborates with ECEAP family support specialists to provide engaging quarterly math nights for families.

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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 Everett Public Schools 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 Everett Public Schools 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 continues to partner with representatives from the Snohomish County Health District to support a collective impact learning collaborative funded by CityMatch. The collective impact work is focused on maternal and child health. The collective impact collaborative is focusing on the community's work related to Adverse Childhood Experiences (ACEs).
- The director of early learning is selected to participate in Leadership Snohomish County, which is a nine-month program that provides education and opportunities to bring together county professionals across all sectors to examine critical issues that impact Snohomish County. The monthly sessions throughout the year provide multiple opportunities to highlight the work of Everett Public Schools and connect with community partners.
- The director of categorical programs and director of early learning present to the United Way board on the benefits to early learning. Specifically, the presentation focuses on neuroscience, student performance disparities, and the field of economics. The United Way executive board asks the Everett Public Schools representatives to present to the board to deepen their knowledge of early learning to enhance their work on the two-generational approach.
- The early learning team facilitates regional PreK-K focus school events in each region of the district. The events provide opportunities for community preschool teachers and district kindergarten teachers to connect and learn from each other. The focus for the events is social-emotional learning and kindergarten transitions.
- Twenty-two community service agencies and homeless shelters partner with EPS in the Improving School Attendance Collaborative, improving the ability to connect families with needed supports and services, to stabilize family living situations and address barriers to school attendance.

### Key Board Dates Completed

- Integrated technology plan status (June 18, 2019)  
(See KPO 2.2.a. for information on this item)

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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

- Medical and health careers pathway “design team” launched; comprised of staff from WSU|Everett, Everett Community College, UW|Bothell, Providence, and Kaiser Permanente.
- Grade 9 science implementation supported by industry professionals including staff from WSU|Everett and University of Washington.
- New CTE program advisories established.
- The City of Everett and the district launch career connected learning partnership.

Key Board Dates Completed

- STEM pathways; career-connected learning (February 12, 2019)  
(See KPO 1.1.d. for information on this item)
- CTE program review (March 12, 2019)  
(See KPO 1.1.d. for information on this item)

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

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

Highlights of Action Items Completed

- The City of Everett and the district launch career connected learning partnership.

Key Board Dates Completed

- Innovation Expo (June 5, 2019)  
The board participates in the Celebrate Innovation Expo, acknowledging student achievement in technology throughout the district.

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## Appendix 1

### Vision Story for 2030

**This “preferred vision” of the district’s future was formed at the end 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 Everett Public Schools 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 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’ collaborative skills and seek to cultivate students’ respect for differences – a rich appreciation for diversity.*

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*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 Everett Public Schools 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 can choose their bright future.*



## List of Abbreviations

ACE	Adverse Childhood Experiences
AJAC	Aerospace Joint Apprenticeship Committee
AOP	Annual Operating Plan
AP	Advanced Placement
APCS	Advanced Placement Computer Science
APES	Advanced Placement Environmental Science
ASB	Associated Student Body
ASBO	Association of School Business Officials
ASCD	Association for Supervision and Curriculum Development
AVID	Advanced Via Individual Determination
BEI	Bilingual Educators Initiative
BEST	Beginning Educator Support Team
BFTL	Building Foundations that Last
BIP	Behavior Intervention Planning
CAD	Computer Aided Design
CAFR	Comprehensive Annual Financial Report
CASP	Curriculum, Assessment, and Special Programs
CCSS	Common Core State Standards
CEE	Center for Educational Effectiveness
CFC	Committee for Children
CFP	Capital Facilities Plan
COE	Collection of Evidence
CS	Computer Science
CSP	Culturally Sustaining Pedagogies
CTE	Career and Technical Education
CTSO	Career and Technical Student Organizations
DBQ	Document-Based Questions
DRA	Developmental Reading Assessment
EASC	Economic Alliance Snohomish County
ECEAP	Early Childhood Education Assistance Program
ELA	English Language Arts
EL	English Learner
eMILT	Elementary Math Instructional Leadership Team
EOC	Emergency Operations Center
EOS	Equal Opportunity Schools
EPS	Everett Public Schools
EPSF	Everett Public Schools Foundation
ESSA	Every Student Succeeds Act
EVCC	Everett Community College
FAFSA	Free Application for Federal Student Aid
FBA	Functional Behavioral Assessment
FBLA	Future Business Leaders of America
FFA	Future Farmers of America
FLL	FIRST LEGO League
FTE	Full Time Enrollment

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GOAL	Gaining Ownership of Adult Lives
GFOA	Government Finance Officers Association
GLAD	Guided Language Acquisition Design
HC	Highly Capable
HOSA	Health Occupation Student Organization
HRMS	Human Resource Management System
IAB	Interim Assessment Blocks
IEP	Individual Education Plan
KARK	Kindergarten Assessment Resource Kit
KPI	Key Performance Indicators
KPO	Key Performance Outcome
LAP	Learning Assistance Program
LED	Light Emitting Diode
LID	Learning Improvement Day
L!L	Language ! Live
LITS	Learning & Information Technology Services
LIUNA	Laborers' International Union of North America
LMS	Learning Management Services
LOI	Letter of Interest
MILT	Math Instructional Leadership Team
MTSS	Multi-Tiered System of Supports
NGSS	Next Generation Science Standards
NWESD	Northwest Educational Service District 189
NSTA	National Science Teachers Association
OEL	Observing Evidence of Learning
OTG	On-Time Graduation
OSPI	Office of Superintendent of Public Instruction
PESB	Professional Educator Standards Board
PBIS	Positive Behavior Interventions and Supports
PLC	Professional Learning Communities
PSAT	Preliminary Scholastic Aptitude Test
PTSA	Parent Teacher Student Association
RIF	Reduction in Force
RWT	Recruit Washington Teachers
SAMR	Substitution Augmentation Modification Redefinition
SBA	Smarter Balanced Assessment
SEED	Secondary Educators for Equity & Diversity
SEL	Social-Emotional Learning
SIOP	Sheltered Instruction Observation Protocol
SLT	Superintendents Leadership Team
sMILT	Secondary Math Instructional Leadership Team
SRC	Science Resource Center
STEM	Science, Technology, Engineering, and Mathematics
STI:TSC	K12 Since Time Immemorial: Tribal Sovereignty Curriculum
TFF	Tiered Fidelity Inventory
TPEP	Teacher Principal Evaluation Pilot
TSA	Technology Student Association
WaKIDS	Washington Kindergarten Inventory of Developing Skills

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WANIC	Washington Network for Innovative Careers
WASA	Washington Association of School Administrators
WCAS	Washington Comprehensive Assessment of Science
WERA	Washington Educational Research Association
WSSDA	Washington State School Directors' Association
WWU	Western Washington University