EVERETT PUBLIC SCHOOLS

| ELA ACTION PLAN | Key Performance Outcome: |
|---|---|
| | 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027. |

| Reading Action Items<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
|---|---|
| • Model, instruct, and provide students in the use of close reading strategies and academic discourse to analyze complex texts related to core content across the curriculum and formulate arguments based on synthesizing information from those texts | • Common reading assessments<br>• SpringBoard embedded assessments<br>• Pre-AP learning checkpoints<br>• Interim Assessment Blocks |
| • Implement diagnostic reading assessments such as Interim Assessment Blocks (IABs) throughout the year across course/subject teams and disaggregate results by task and content as well as by race, socio-economic status, and program to address specific content needs and determine action plans to address achievement gaps and meet equity targets | • Common reading assessments<br>• SpringBoard embedded assessments<br>• Pre-AP learning checkpoints<br>• Interim Assessment Blocks |
| • ELA classes will lead schoolwide independent reading effort for every student and on a weekly basis utilize student reading to model and reinforce analytical strategies such as close reading, direct academic vocabulary, etc. | • Library circulation numbers<br>• Common reading assessments<br>• SpringBoard embedded assessments<br>• Pre-AP learning checkpoints<br>• Interim Assessment Blocks |
| Writing Action Items<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| • Model and instruct students to write and speak using evidence from texts to develop well-defended claims, present careful analysis, provide clear information and accurate summaries in Social Studies, English Language Arts, and Science classes; provide the students frequent opportunities to | • Common writing assessments<br>• SpringBoard embedded assessments<br>• Document-based questions (DBQs)<br>• Lab reports<br>• Classroom-based formative assessments |

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| practice writing, including the following strategies: brain storming, outlining, drafting, editing, and publishing for multiple authentic audiences | |
| • Identify and align formal argumentation process and success criteria across content area and coursework through the development and use of writing rubrics | • Rubrics for student discourse integrated and aligned with argumentation writing rubrics |
| • Implement diagnostic writing assessments such as Interim Assessment Blocks (IABs) throughout the year across all course teams and disaggregate results to address specific content needs and determine action plans | • Common reading assessments<br>• SpringBoard embedded assessments<br>• Pre-AP learning checkpoints<br>• Interim Assessment Blocks |

| MATH ACTION PLAN | Key Performance Outcome: |
|---|---|
| | 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027. |

| Math Action Items<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
|---|---|
| • Administer Interim Assessment Blocks (IABs) throughout the year across all course teams and disaggregate results to address specific content needs and determine action plan | • Interim Assessment Blocks<br>• Common classroom-based formative assessments |
| • Engage students in common higher-level thinking questions aligned with the National Council of Teachers of Mathematics (NCTM) and Common Core State Standards and NCTM administered at beginning and end of each unit across content teams. Questions will be designed to use prior skills and increase mathematical toolbox. | • Classroom-based formative/summative assessments |
| • Utilize student unit reflections to analyze understanding of key learning targets. Findings across content teams will be used to address opportunities for improvement | • Post-assessment reflections (mid-unit self-assessment of learning target understanding) |

| **SCIENCE ACTION PLAN** | **Key Performance Outcome:** |
|---|---|
| | 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027. |

| **Science Action Items**<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the Washington Comprehensive Assessment of Science (WCAS)? |
|---|---|
| • Define common course outcomes, unit goals, and daily learning targets aligned to Next Generation Science Standards (NGSS) and district instructional maps; establish common success criteria at the course, unit, and daily levels; and use common summative and formative measures to assess student learning | • Common unit assessments<br>• Classroom-based formative assessments based on success criteria |
| • Communicate learning targets, purpose, learning progression, and success criteria to students and families; frequently monitor student responses to these questions:<br> o What are you learning?<br> o Why is it important?<br> o How will you know that you've learned it?<br> o Where are you going next? | • Walkthrough documents with student answers to the questions |
| • Provide scaffolding and opportunities in all science courses for students to make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence | • Common Claim, Evidence, Reasoning (CER) rubric in all science courses. |

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

**Key Performance Outcome(s):**

**Welcoming Culture:** Increase student reporting of sense of belonging in school to 35% favorable as measured by the Panorama Education Survey by spring 2020.

**Physical, Emotional, and Intellectual Safety:** Increase student reporting on student physical and psychological safety at school to 50% favorable as measured by the Panorama Education Survey by spring 2020.

**Equitable and Accessible Opportunities:** 77% of English Learner (EL) students will be on track to transition out of services within six years by 2027.

| Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| **Welcoming Culture** | |
| • Quarterly new student welcome through counseling, Link Crew, and Associated Student Body (ASB) leadership | • Panorama survey responses in sense of belonging and teacher-student relationship<br>• List of students identified as in need of support and assigned adult advocate<br>• Grade, attendance, and discipline for students identified as needing support |
| • All staff regularly utilize Positive Greeting at the door (including an entry task for students when they enter) as a student support and positive classroom culture building strategy | • Numbers of staff greeting students in hallways<br>• Trends in discipline referrals for targeted behaviors<br>• Number of positive parent/guardian contacts as reports by staff |
| **Physically, Emotionally, and Intellectually Safe Environment** | |
| • Consistent messaging throughout the schools with norms and expectations through school-wide positive behavior promotions through Professionalism, Responsibility, Integrity, Dignity, and Engagement (PRIDE) matrix, lessons, and visual displays | • Trends in discipline referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status<br>• Collaboratively developed class norms displayed in classrooms<br>• Trends in discipline referrals for targeted behaviors |
| • All teachers will engage their students in community building activities once a month | • Trends in discipline referrals for targeted behaviors disaggregated by race, ethnicity, gender, and socio-economic status<br>• Trends in discipline referrals for targeted behaviors |

| Equitable and Accessible Opportunities | |
|---|---|
| • Expand program and pathway promotional opportunities to recruit for underrepresented groups of students for AP, College in the High School, and other challenging option courses | • Pre-registration numbers for AP, College in the High School, and challenging option courses<br>• Quarter grades in college credit bearing courses |
| • Provide professional development for staff using the Tier 1 team and Equity Team to address race, class, and gender interactions as well as trauma-informed practices | • Minutes of planning meetings<br>• Panorama survey responses in sense of belonging and teacher-student relationship<br>• Trends in discipline referrals for identified students disaggregated by race, ethnicity, gender, and socio-economic status |

# ATTENDANCE

## Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

| Attendance Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| • Apply local Community Truancy Board process to connect students and parent/guardians with supports allowing school engagement | • Number of BECCA petitions filed<br>• Monthly Certificate, Dropout, or Unknown (CDU) report |
| • Expand Tier II and III attendance supports including home visits, one-to-one interventions from administration support para, educator, family and student support advocate, or intervention specialist, monthly BECCA meetings, Washington Assessment of the Risk and Needs (WARNS) of student's survey | • Attendance trends for students accessing Tier II and III supports |
| • Implement Tier I attendance campaigns (Attendance Matters, attendance recognition, etc.) to increase stakeholder awareness of the importance of attendance and integrate attendance expectations into classrooms | • Monthly attendance rates |

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

Increase % of parents who report that parents and families participate in important decision about their child's education to 75% by spring 2020, as measured by the Educational Effectiveness Survey (EES). Increase % of parents who report that this school has activities to celebrate different cultures, including mine to 75% by spring 2020, as measured by the Educational Effectiveness Survey (EES).

| **Family Partnerships Action Items**<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| • Partner with students and families to continue to implement a Culture Night to recognize and celebrate Cascade High School's diverse community | • Event attendance |
| • Support opportunities to foster increased family participation through Bruin Community Parents (BCP), Natural Leaders, and other parent community groups in school and community-sponsored activities | • Number of members in BCP and Natural Leaders<br>• Natural Leaders sign-in sheets<br>• Parent sign-in sheets for guest speakers and classroom volunteers<br>• Monthly Natural Leaders data |
| • Continue to restructure family events (Open House, Curriculum Night, HS and Beyond Night) to better align with process conditions for effective partnerships | • Free Application for Federal Student Aid (FAFSA) completion rates<br>• College application rates<br>• Parent and staff feedback after events |

# CHALLENGING OPTIONS ACTION PLAN

## Key Performance Outcome(s):

- 75% of all students will take a dual credit class.

| Challenging Options Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| • Expand staff participation in recruitment efforts for underrepresented groups of students for AP, College in the High School, and other challenging options courses, disaggregating enrollment numbers by race, ethnicity, gender, and socio-economic status | • Pre-registration student numbers for AP, College in the High School, and other challenging option courses |
| • Provide support systems for students new to college credit bearing courses including peer study groups, practice exams, and instruction in Advanced Via Individual Determination (AVID) | • Quarter grades in college credit bearing courses<br>• Sign-in sheets for support activities |
| • Provide multiple community opportunities to communicate Challenging Options with students/families | • Pre-registration numbers for AP, College in the High School, and challenging option courses |

# ON-TIME GRADUATION

## Key Performance Outcome(s):

90% of all and every subgroup will graduate within four years by 2027.

90% of all ninth-grade students will pass all credits attempted.

| On-Time Graduation Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| • Develop a graduation plan, including an identified trusted adult, for all credit deficient students:<br>  o Monthly reviews for 12th grade credit deficient students<br>  o Quarterly reviews for 10th and 11th grade credit deficient students<br>  o Semester review for 9th grade credit deficient students | • Number of students on track to graduate first and second semester<br>• Number of additional credits students earn beyond six credits per year<br>• Number of students accessing Saturday Academy |
| • Offer opportunities for credit recovery and additional ways for students to earn credit both inside and outside the traditional school day (School Success Seminar classes, Work experience, Career Choices, and volunteer credit), summer school recovery classes, and online credit recovery options | • Number of additional credits earned through online credit recovery options, summer school, and school day Student Success Seminar classes<br>• Number of credits earned through Work Experience, Career Choices, and Volunteer Credit |
| • Increase the sense of belonging of 9th grade students through continued implementation of Link Crew mentorship program with academic and community-building focus, and a leadership class for freshmen | • Grade and attendance trends for all ninth-grade students<br>• Grade and attendance trends for ninth graders who participate with Link Crew and the 9th grade leadership class |

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

100% of students will utilize instructional technology to increase college and career readiness skills.

| Instructional Technology Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| • Provide professional development in the Substitution, Augmentation, Modification, Redefinition (SAMR) model of technology integration, including the development of an instructional technology cadre for all instructional staff to improve instruction using technology | • Staff surveys<br>• Number of new staff accessing professional development Northwest Council of Computer Education (NCCE)<br>• Tech cadre meeting minutes |
| • Use curriculum-based instructional technology resources to enhance instruction and assess student learning, deepening students' content knowledge and skills | • Science Technology Engineering and Mathematics (STEM) scopes<br>• Language Live<br>• Pearson online assessments in Spanish, Math, and Social Studies<br>• Springboard embedded assessments<br>• Staff use of Class Policy, Canvas, Office 365, etc. |
| • The development and implementation of student digital use and citizenship lessons throughout the year provided during Productive Academic Work Sessions (PAWS) | • Technology based discipline<br>• Student surveys |