EVERETT PUBLIC SCHOOLS

| Strategic Plan Reference | Reading Action Item<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>How will you know if this action is effective? |
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| TL 1.3.a | • Model and instruct students in the use of close reading strategies and academic discourse to analyze complex texts related to core content across the curriculum. These strategies include: text annotation, Socratic seminar, structured note-taking, summarizing, comparing multiple texts. | • Student work samples<br>• Walkthrough notes<br>• LIF notes regarding shared close reading strategies<br>• Short cycle assessments show growth in reading comprehension |
| Strategic Plan Reference | Writing Action Item<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>How will you know if this action is effective? |
| TL 1.3.a | • Provide daily opportunities for students to write and speak using evidence from texts to develop well-defended claims, present careful analyses, and provide clear information and accurate summaries. | • Evidence of use of structured writing systems such as Jane Schaeffer in walkthrough notes and student work samples.<br>• Common written assessments across content areas |
| Strategic Plan Reference | Math Action Item<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>How will you know if this action is effective? |
| TL 1.3.a | • Build academic confidence and teach productive struggle freshman through senior year by building growth mindset, using AVID tutorials, Cornell notes, interactive notebooks and other WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading). | • Notes from walkthroughs of classrooms demonstrate evidence of strategies implemented<br>• Passing rates at each level in math<br>• Results of common unit assessments in Math |
| Strategic Plan Reference | Science Action Item<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>How will you know if this action is effective? |
| TL 1.2.b | • Create common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment. | • Minutes from collaborative team meetings<br>• Common assessment results<br>• Course success rates disaggregated by race, ethnicity, socioeconomic status, and program |
| Strategic Plan Reference | Welcoming Culture Action Item<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>How will you know if this action is effective? |

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| PSS 3.3.c | • Provide professional development on culturally responsive practices around issues of race and gender identity | • EES Student and Staff Data |
| **Strategic Plan Reference** | **Physically, Emotionally and Intellectually Safe Action Item**<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>How will you know if this action is effective? |
| PSS 3.4.a | • Implement PBIS monthly behavior lesson using school-wide common language. | • Monthly discipline data pulls<br>• Monthly Staff Classroom Concerns Questionnaire.<br>• EES Student and Staff Data |
| **Strategic Plan Reference** | **Equitable and Accessible Opportunities**<br>**& Challenging Options Action Item**<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>How will you know if this action is effective? |
| TL 1.3.a | • Build culture of expectation in all classes that prepares students for college-level classes, including giving AP prompts in all classes, including core and challenging option courses, increasing use of collaborative strategies such as AVID tutorials, study groups, and peer tutoring. | • Participation in after school and PAWS supports, including peer tutoring.<br>• Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels |
| **Strategic Plan Reference** | **Family Partnerships Action Item**<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>How will you know if this action is effective? |
| SR 5.1.b | • Bring in Natural Leaders volunteers to work as AVID tutors, and train in Tutorology protocol. | • Natural Leaders volunteers in AVID classrooms.<br>• Volunteer Paperwork |
| **Strategic Plan Reference** | **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>How will you know if this action is effective? |
| TL 1.3.b | • Reinforce positive expectations through quarterly attendance improvement recognition and semester perfect attendance recognition. | • Monthly reports of average daily attendance<br>• Numbers of students recognized each quarter and semester |