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 (Actions that **improve** performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
INSTRUCTION: Establish and explicitly share with students **clear learning outcomes** aligned with **prioritized standards** for **upcoming assessments** and provide **opportunities and feedback** for students to **evaluate and reflect** on their learning and progress toward meeting the standards. **ASSESSMENT:** Use **common formative** and **summative assessments** linked to learning outcomes and analyze data within **professional learning communities** to offer opportunities for **intervention** to support learning progress toward meeting the standards. Model, teach, and provide opportunities for students to apply **close reading strategies** to multiple texts and formulate arguments based on synthesizing information from the texts.	• Quiz and Unit Test Scores • Embedded assessments from SpringBoard or Pre-AP (with common rubrics) • Panorama Survey Data • Common Assessments • Measurement of SPED, Males, Students of Color, EL, and Low- Income • Intervention schedules and participation and progress data • Teachers greeting students at door • ELA Department Unit Plans • PLC analysis of strategies and student data • Formative assessment, graphic organizers, drafts, and revision assessment/scores
Writing Action Items (Actions that **improve** performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
INSTRUCTION: Establish and explicitly share with students **clear learning outcomes** aligned with **prioritized standards** for **upcoming assessments** and provide **opportunities and feedback** for students to **evaluate and reflect** on their learning and progress toward meeting the standards. **ASSESSMENT:** Use **common formative** and **summative assessments** linked to learning outcomes and analyze data within **professional learning**	• Quiz and Unit Test Scores • Embedded assessments from SpringBoard or Pre-AP (with common rubrics) • Panorama Survey Data • Common Assessments • Measurement of SPED, Males, Students of Color, EL, and Low- Income • Intervention schedules and participation and progress data

communities to offer opportunities for **intervention** to support learning progress toward meeting the standards.	• Teachers greeting students at door • ELA Department Unit Plans • PLC analysis of strategies and student data • Formative assessment, graphic organizers, drafts, and revision assessment/scores
Design and embed into units and assessment opportunities for students to **revise and reflect** on their work and thinking throughout the writing process.	

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 (Actions that **improve** performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of KPO) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
INSTRUCTION: Establish and explicitly share with students **clear learning outcomes** aligned with **prioritized standards** for **upcoming assessments** and provide **opportunities and feedback** for students to **evaluate and reflect** on their learning and progress toward meeting the standards.	• Quiz and Unit Test Scores • Panorama Survey Data • Common Assessments • Measurement of SPED, Males, Students of Color, EL and Low-Inco • Frequency of observed NCTM mathematical teaching practices in classroom lessons
ASSESSMENT: Use **common formative** and **summative assessments** linked to learning outcomes and analyze data within **professional learning communities** to offer opportunities for **intervention** to support learning progress toward meeting the standards.	
Teachers will increase the use of NTCM's 8 **Mathematical Teaching Practices** in their lessons to reduce achievement gaps across all math courses.	

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 (Actions that improve performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of KPO) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
INSTRUCTION: Establish and explicitly share with students **clear learning outcomes** aligned with **prioritized standards** for **upcoming assessments** and provide **opportunities and feedback** for students to **evaluate and reflect** on their learning and progress toward meeting the standards.	• Grade checks every 4 weeks disaggregated by race, ethnicity, socio-economic status, and program • Common classroom-based assessments that measure proficiency with the NGSS standards and model WCAS exemplars • Scores on formative and summative assessments of student CER (Claim, Evidence, Reasoning) Responses • WCAS training test results • Evaluation of student performance on released items for the WCAS (as available)
ASSESSMENT: Use **common formative** and **summative assessments** linked to learning outcomes and analyze data within **professional learning communities** to offer opportunities for **intervention** to support learning progress toward meeting the standards.	
Students will **support claims** using evidence and reasoning to create written/oral arguments and explanations through the CER (Claim, Evidence, Reasoning) process.	
Ensure 95% WCAS participation in each specific subgroup ✓ Monitor daily and testing date attendance closely ✓ Make personal calls to families of non-attending students ✓ Home pick-up transportation for students who are absent	• Participation rate increase on 2018-19 WCAS in each subgroup

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: By the spring of 2020, students will report an increase on the Panorama Survey in

- Sense of Belonging from 32% to 50% by the spring of 2020
- Teacher-Student Relationships from 46% to 60%

Physical, Emotional and Intellectual Safety: By the spring of 2020, students will report an increase in
- School Safety from 50% to 70% on the Panorama Survey
- Supportive Learning Environment from 53% to 70% on the EES Survey

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

Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of KPO's) What measure will you use to determine the success of your KPO's?
Welcoming Culture	
RELATIONSHIPS: Establish a **meaningful connection** with students incorporating **culturally responsive** interactions through acknowledgment of **students' backgrounds** and lives outside the classroom and intentional body language indicative of **warmth** and **caring**. Create a consistent environment in all school settings by utilizing **universal expectations**.	• Panorama Survey data • Spring EES • Discipline rates among students of color • Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester • The Academic gap for our low SES students/students of color • Parent website feedback portal • Number of office phone calls requesting similar information • Number of questions to office staff for in-building directions • Number of students tardy to first period classes • Substitute teacher feedback cards • JHS staff PSTA membership %
LID Student Panel Presentations (Students of Color, Low SES Students)	
Increase affinity group opportunities through after school clubs (Latinx Leadership, Black Student Union, Persian Culture Club, Multi-Cultural Club)	
Increase our customer service by: • Improving school website accuracy and ease of access • Providing monthly newsletter to all families • Updating signage in office and parking areas	
Engage the JHS community by: • Recruiting Mill Creek Rotary members to participate in various school events • Partnering with PTSA to bring Teen Truth training in February (student leadership summit, all-school assembly, staff training) • Achieving 100% staff PTSA membership	

Physically, Emotionally, and Intellectually Safe Environment	
Continue equity training for all staff and continue to discuss culturally relevant pedagogy for classrooms	- Panorama Survey data - Walkthroughs and classroom observations - Baseline data (attendance, grades, GPA, discipline) compared to parallel data at end of first semester and second semester - Reduction in discipline incidents, particularly those involving physical aggression disaggregated by race, ethnicity, socio-economic status - Efficiency and effectiveness of drills for Run, Hide, Fight situations - Building Response Team meeting minutes - Safety drill reports
Implement universal expectations across all grade levels in a variety of contexts (hallways, common areas, restrooms, classrooms) • (PAK Behaviors – Be Proud, Be Aware, Be Kind)	
Increase number of ASB activities that promote inclusiveness and sense of belonging	
Increase student participation in the Youth Development Program (YDP) to provide students of color leadership opportunities	
Identify and provide struggling students (divorce, trauma, grief etc.) with SEL support group services	
Continue to practice and train all staff and students for all emergency response plans including Run, Hide, Fight and reunification	
Equitable and Accessible Opportunities	
Offer sheltered EL classes in core content areas	- Language Live scores 4-week grade checks for College Bound Scholars (CBS) - AP participation demographic data - Increased participation of special education students in activities and clubs - Increased participation by students and parents of color - Increased participation of special education students in activities and clubs
Counselors and Career Specialist provide additional academic and post-secondary education support to College Bound Scholars (CBS)	
Increase participation in rigorous course choices (such as honors, CHIS, and AP courses) to individual underrepresented students	
Provide support for all seniors with college applications, FAFSA, and scholarships via College Blitz Day	

ATTENDANCE

Key Performance Outcome(s):

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

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of KPO) What measure will you use to determine the success of your KPO?
Send daily attendance emails and calls for absent students	• Reduction in the number of school-wide absences and tardies as measured periodically by the district • Improvements in attendance among Males, Students of Color, and Low-Income students • Number of BECCA 3+ letters sent out each month • Number of students taking the WARNS assessment • Number of BECCA petitions filed • Number of Community Truancy Board meetings • Number of petitions filed with the court • Tri-weekly attendance checks for students with parking permits • Number of teachers reporting timely attendance for one or more periods of the day (monitored monthly) • Number of home visits
Student and parent Blackboard Connect emails and calls to students who reach 3 or more unexcused absences asking them to excuse any excusable absences	
Letters sent home to students who have with 3 or more unexcused absences	
Quarterly letters sent home emphasizing the connection between attendance and JHS grades	
Leveraging positive 1st period attendance with limited parking permit access	
BECCA petitions filed with to the court when students reach 10 or more unexcused absences	
Conduct IEP team conferences and 504 reviews when these students reach 10 or more unexcused absences	
Conduct Community Truancy Board meetings for students who reach 10 or more unexcused absences	
Petition courts to lift the "stay" on petitions when no improvement is observed for individual student's attendance	

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase percentage of parents who report positively in the characteristic of Parent and Community Involvement from 53% to 65% by spring of 2020 as measured by the Educational Effectiveness Survey.

Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of KPO) What measure will you use to determine the success of your KPO?
Include parent/community involvement at events including: Freshman Orientation, AVID Parent Night, High School and Beyond Family Night, Curriculum Night, 8th Grade Family Night, transition meetings.	• Parent attendance rates • PTSA membership numbers • Number of home visits • Presenter feedback • EES parent survey return rate • FAFSA completion percentage • Number of volunteers • Home visit logs
Foster increased family participation through PTSA and other parent community groups in school and community-sponsored activities.	
Establish a partnership with male mentors from the YDP program for our males of color.	
Host Coffee with the Principal events throughout the year to solict parent feedback-to identify collaborative opportunities for improvement in academic, communication, safety, and equity related areas.	
Host parent and student trainings for Naviance, FAFSA, and college services.	
Visits to students' homes on an as-needed basis for intervention/support	
Establish Treehouse Advocate program for foster youth	

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

• By graduation 75% of all students will take a dual credit class.

Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	**Key Performance Indicators (KPIs)** (Formative measures of KPO) What measure will you use to determine the success of your KPO?

• Conduct Equal Opportunity Schools Survey. Identify gap areas, meet with students individually to increase diversity in AP enrollment. • Provide opportunities and strategies for students in all classes to respond to college-level material, increasing the use of collaborative strategies such as AVID tutorials, study groups, peer tutoring, and AP prompts. • Expand staff participation in recruiting efforts for underrepresented groups of students for AP, College in the High School, and other challenging option courses , disaggregating enrollment numbers by race, ethnicity, gender, and socio-economic status. • Refine and provide support systems for students new to college credit bearing courses including peer study groups, practice exams, notetaking skill development, etc. • Inform parent community of opportunities and pathways through various newsletters and events, including AP Parent Information Night.	• Number and diversity of students who pre-register for AP courses this spring • Number and diversity of students who pre-register for College in the High School courses this spring • Quarter/Semester grades in college credit bearing courses by ethnicity and socioeconomic status • Sign-in sheets for support activities • Total number of AP exams taken compared to total number of students enrolled

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 (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of KPO's) What measure will you use to determine the success of your KPO's?
Counselors will meet with all credit deficient seniors to develop a plan for graduation. Individual plans may include close monitoring with student, support group, counseling, support from Career Center, Family Advocate, Drug & Alcohol specialist, Success Coordinator.	• Grade checks at mid-terms and semesters • Four-year plans • Individual student post-high school plans • Numbers of credits recovered by students • Graduation plans in eSchools Plus • Attendance, discipline checks • Naviance reports • CDU reports • RYG (Red-Yellow-Green) lists
Counselors will meet with credit-deficient or at-risk juniors to develop a plan to catch back up. Provide academic support groups, close monitoring, working and consulting with teachers and specialists.	
100% of students will utilize Naviance with emphasis on post-secondary planning and (for seniors) a High School and Beyond Plan.	
Develop and implement a layered continuum of behavioral, academic, and social/emotional supports to meet each learner's needs.	
Provide credit recovery options for students including: • Online options with support during school year; • Fuel Education; • SOAR class (7th period) for sophomores in response to failure in one or more core classes freshman year; and • In-Time Credit Recovery prior to the end of the semester • Summer School	

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

100% of students will utilize instructional technology to further their college and career readiness development through:

- Increasing their teamwork capacity through the use of online collaboration platforms

- Improving their inquiry and research skills using online tools such as databases to support learning in various content areas

- Demonstrate their learning through web-based and computer-adaptive assessments

Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of KPO's) What measure will you use to determine the success of your KPO's?
Increase staff utilization and connection to our **Instructional Technology Facilitator** Students will use **digital collaborative tools** such as OneNote, Canvas activities, or Google documents. Instruct students on college and career planning tools in **Naviance**. Use **databases, statistical analysis tools,** and other **Internet resources** to find evidence to develop arguments and support or refute claims. Use **curriculum-based instructional technology resources** to enhance instruction and assess student learning, deepening students' content knowledge and skills. Use **common formative** and **summative assessments** in Canvas, Akindi, and other platforms.	- Number of hours IT facilitator spends in classrooms or directly instructing teachers - Naviance data reports - Student assessment results from Language!Live, Springboard Short-Cycle assessments, Pearson online assessments in Spanish, Math, and Social Studies. - Number of classrooms using Canvas, OneNote, and/or Google Classroom - Number of daily student logins