PROFESSIONAL DEVELOPMENT

EAAC Work Plan Priorities & Action Items	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
• Modify a district-wide list of equity trainings looking at frequency, evaluations, and impact to determine future trainings	• Equity training plan	5.1 Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.
• Identify who the stakeholders are in providing facilitation and planning for training	• Teachers who are identified to train/mentor others receive PD	1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.
• Create common vocabulary, definition and vision around the development of equity skills and culturally responsive teaching	• Clearly developed equity training goals	3.3 Systems supporting professional performance and growth are established and used to support continuous improvement and future needs.
• Develop plan for equity teams at all schools	• Teachers teaching teachers/book study • Equity teams are established at each building • Annual report on progress to stakeholders	
• Analyze EES data from students/parents to establish training considerations	• Areas of need are identified from most recent EES data	

Revised: February, 2019

FAMILY ENGAGEMENT & COMMUNICATION

EAAC Work Plan Priorities & Action Items	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
Family Engagement • Integrate family hopes, needs, and feedback into streamlined consistent systems to support on-time graduation • Expand and galvanize Family Engagement by developing infrastructure to provide sustainability and support relative to schools' improvement plan • Develop and implement training/PD for families	• Family conversations are held with Hispanic/Latinx, Russian/Ukrainian, Marshallese, Native-American, and African-American families • Family engagement pamphlet is finalized and posted on website • Natural Leaders program is expanded to include family STEM nights • Financial aid courses • Parent workshops • Navigating US educational system course	5.1 Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.

EAAC Work Plan Priorities & Action Items	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
Communication • Determine and apply multiple effective means of communicating with parents and community members, particularly those of diverse backgrounds of limited English proficiency and those with special needs children • Evaluate communications that are sent home with EL/IEP students and develop a plan for ensuring communication is proactive, consistent, and focused	• District and school communications are enhanced and increasingly accessible to those with limited English proficiency • Equity & Access webpage created for parents, community, and staff • District and school communications include information and resources relevant to communities serving special needs children	2.2.c Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities. 5.2.b Community partners are engaged in common learning and shared practices with the district.

Revised: February, 2019

RECRUITMENT & RETENTION

EAAC Work Plan Priorities & Action Items	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
• Partner with Human Resources in enacting strategies for the recruitment, retention, and development of teachers, administrators, CRC staff, and classified staff candidates who reflect student and community demographics • Enhance district recruitment message to show work related to culturally responsiveness practices and equity work • Partner with Everett Community College, UW Bothell, 3 Cs, and other community partners to develop and implement effective recruitment and retention strategies	• Recruitment plan developed that includes, but not limited to, SPED, EL & other underrepresented groups • Secured connections with specific organizations and institutions to recruit underrepresented groups and identified contact person • District representatives are identified to attend recruitment events at locations representing diverse candidates • Affinity groups are established • Communities of Color and LGBTQ events hosted • Surveys from teachers and staff of color social events • Students engage in college tours to observe education classes	3.1 Our long-range recruitment, placement, and retention plans for certificated, classified, and administrative employees support diversity and future needs.

Revised: February, 2019

	• Alignment among EPS, EvCC, WSU, & UWB to support students moving from one institution to another • RWT BEI expands to all high schools • Grant funding is secured to continue the RWT BEI program • EPS staff successfully acquire teacher certification and are ready for hire	
• Identify colleges and universities that offer alternate certification programs and scholarships	• EPS staff interested in pursuing alternate certification programs connected with colleges and universities	
• Review hiring process	• Interview questions updated to incorporate questions focused on culturally responsive practices	

Revised: February, 2019

STUDENT ACHIEVEMENT & ADVOCACY

EAAC Work Plan Priorities & Action Items	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
Student Achievement • Identify student perceptions on barriers to student achievement and on-time graduation	• SIP plans and professional development are guided by results from Panorama and EES data • Students are informed of survey results • Students have a perception of safety and sense of belonging • Number of diverse students in AP classes • Students know and understand how to access resources	1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms. 1.5 Each school and the district meet or exceed federal and state performance requirements. 1.3.b Student satisfaction with learning improves.

Revised: February, 2019

Student Advocacy		
• Ensure diverse student groups are supported through effective clubs and programs such as Gay-Straight Alliance, multi-cultural clubs, GEARUP, and AVID	• Meeting agendas and minutes • A process is developed to survey the effectiveness of the extracurricular club and measure improvements towards engagement in group activities • Students engaged in EAAC work	3.2 Our culture supports intellectual engagement and mutual respect among all staff, and values the contributions of each employee.
• Plan Empowered to Lead Summit to provide students with a sense of empowerment, inclusion, and belonging	• Hosted first annual Empowered to Lead summit winter 2019	
• Develop forum for students to network and explore strategies for creating and sustaining productive clubs/organizations	• Hosted first annual Club Leadership Summit December 2018	