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| SIP ACTION PLAN **ELEMENTARY** | **Key Performance Outcome:**  90% of students will meet standard on the Smarter Balanced Assessment (SBA) by 2027 and the median student growth percentile will be 75% by 2027. | |
| **Reading Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions)What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Teach Reach reading lessons using explicit instruction, modeling and scaffolding, flexible grouping, increased reading time, discourse, and frequent oral and silent reading practice aligned to CCSS | | * K-5 *Reach for Reading* Unit Comprehension Assessment data * 3-5 i-Ready reading data * 3-5 SBA Interim Assessment Block (IAB) data * K-2 DRA data * KARK data |
| Build students’ academic and content-specific vocabulary through explicit instruction of vocabulary and vocabulary strategies; strengthen language acquisition and fluency through meaningful use of vocabulary in context | | * K-5 *Reach for Reading* Unit Comprehension Assessment data * 3-5 i-Ready reading data * 3-5 SBA Interim Assessment Block (IAB) data |
| Model, teach, and provide opportunities for students to apply close reading strategies with attention and care using a range of text-dependent questions and tasks that require students to read and reread increasingly challenging literary and informational texts through the lens of critical and creative thinking | | * K-5 *Reach for Reading* Unit Comprehension Assessment data * 3-5 i-Ready reading data * 3-5 SBA Interim Assessment Block (IAB) data * K-2 DRA data |
| **Writing Action Items** (Actions that **improve** performance towards outcomes) What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Provide daily opportunities for students to write across content areas, including notetaking, summarizing, questioning, and responding to multiple texts/sources/experiences | | * 3-5 Reach for Reading Unit Writing Project data (scored with district writing rubrics) * 3-5 SBA Performance Task Interim Assessment Block (IAB) data |
| Model and teach explicit writing instruction to write for a variety of authentic purposes, narrative, informational/explanatory, and opinion writing, and to focus on audience through modeling and the gradual release of responsibility | | * 3-5 Reach for Reading Unit Writing Project data (scored with district writing rubrics) * K-2 BFTL writing quarterly benchmark data * 3-5 SBA Writing Interim Assessment Block (IAB) data |
| Provide explicit instruction to gather and integrate relevant information from experiences, print, and digital sources to support analysis, reflection, and research | | * Reach for Reading Unit Writing Project data (scored with district writing rubrics) * 3-5 SBA Performance Task Interim Assessment Block (IAB) data |
| **Math Action Items** (Actions that **improve** performance towards outcomes)  * What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions)  * What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Teams of teachers establish clear goals for the mathematics that students are learning. Situate and align goals within the EPS curriculum maps and use the goals and suggested pacing to guide to make instructional decisions to support aligned assessments (Principle 1: NCTM) | | Department-Created Walkthrough Tool with Teacher and Student Look ForsTeam created Common Formative Assessments results: % proficient  * K-5 i-Ready Diagnostic Results |
| Use the EPS Balanced Mathematics Model to build fluency with procedures only after a foundation of conceptual understanding is built so that students become skillful in using procedures flexibly as they solve contextual and mathematical problems (Principle 6: NCTM) | | Department-Created Rich Task Walkthrough Tool with Teacher and Student Look ForsTeam created Common Formative Assessments results: % proficient  * K-5 i-Ready Diagnostic Results |
| Create, administer and collaboratively analyze common, benchmarked, formative assessments based on the EPS Pacing guide and use results to plan first for core instructional shifts as well as intervention Services. | | Common Formative Assessment results: % proficientSBA Interim Assessments identified in EPS Curriculum Maps: % proficient  * K-5 i-Ready Diagnostic Results |

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| **Science Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Utilize district NGSS Transition Guides for intentional planning and implementation of district adopted curriculum; implement the identified discourse strategies, question stems, etc. to ensure students are engaged in the three dimensions (DCI, SEP, CCC) of NGSS | * K-5 teachers collect notebook evidence that will include labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary from discussions |
| Administer common formative and summative assessments (district created WCAS-aligned assessments, integrated lessons, kit assessments, OPSI WCAS training tests and released items) and meet as a PLC to collaboratively analyze data and plan next steps for classroom instruction and interventions | Assessment data (both formative and summative) |
| Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence (Accountable Talk, use academic vocabulary through Reach for Reading Routines) | Written, drawn and verbally expressed explanations using evidence from multiple sources and reasoning  * + K-1 teacher collected notebook evidence of students’ ability to:     - Listen actively to other’s arguments and ask questions for clarification (K through discussion only)     - Agree or disagree with peer arguments based on evidence (K through discussion only)   + 2-3 teacher collected notebook evidence of student’ ability to build on K-1 skills to:     - Construct and/or support scientific arguments drawing on evidence, data or a model     - Distinguish arguments that are supported with evidence from those that are not   + 4-5 teacher collected notebook evidence of students’ ability to build on 2-3 skills to:     - Critique scientific arguments proposed by peers |

**Welcoming and Safe Culture from an MTSS Perspective**

**Visible Learning Research:** Greater need to **partner** with families and solicit two-way dialogue.

Family Involvement .46

Positive Family/Home Dynamic: .52

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| **EL Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| Implement Guided Language Acquisition Design (GLAD) strategies to promote language acquisition and provide access to core curriculum for English Learners. | ELPA21iReadyReach unit assessments |
| Engage in collaborative lesson planning with support from EL coaches to intentionally plan lessons to incorporate GLAD strategies. | Reach unit assessmentsMath topic assessmentsScience formative assessments |
| **Family Engagement Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| Utilize the Dual Capacity-Building Framework of Family-School Partnerships to strengthen the school’s partnership with families to enhance the school’s culture, climate and academic outcomes for students. | Family-School Partnership Plan |
| Explore additional ways for parents to partner | Parent survey results |
| Reduce barriers for non-English speaking and families of color to engage with school | Parent survey results |
| Develop and implement strategies to increase the engagement of families of color (may include Multi-Cultural Nights, Focus groups, Natural Leaders) | * Survey data * Participation data * Watch D.O.G participation * Natural Leader Participation |
| **Welcoming Culture Action Items**  (Actions that improve performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measure will you use to determine the success of your action items? |
| Invite Parent Focus Groups to engage in collaborative problem-solving related to school/community culture (examples: Teen Vaping, Social Media trends, Screen Time, Digital Citizenship) | * Parent Survey data |
| Implement (or grow) Multi-Cultural Night | * Increase in Community partners * Increased attendance |
| Implement systems for positive reinforcement and recognition as part of Tier 1 MTSS-B | * Number of students recognized |
| **Physically, Emotionally, and Intellectually Safe Action Items**  (Actions that improve performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measure will you use to determine the success of your action items? |
| Develop and implement system to onboard parents about the key components of SEL (Focus Groups, New Letters, Resource Page) | * Survey data * Parent participation data * Number of focus groups/news articles |
| Develop and implement systems of direct instruction for SEL (CASEL Framework) using Second Step and/or other materials | * Survey data (Panorama) * Discipline data * Teacher feedback |
| Develop and implement Tier 1 School Wide Expectation and devise systems for monitoring and maintenance | * Discipline data |
| Develop and Systemize professional learning and staff discourse around one or two of the following  Culturally relevant practices  Trauma informed practices  Engagement strategies with Poverty in Mind  Visible Learning Strategies  Restorative practices | * Number of professional learning opportunities (LID, Newsletters, Conversations, book studies) |
| Use Panorama data to identity Tier 2 and Tier 3 and develop systems and strategies to provide targeted interventions | * Number of students moving from Tier 2 to Tier 1 |

| **Attendance Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
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| Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings | * Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program |
| Monitor attendance and develop action plans during on-time graduation/social-emotional learning intervention process for students who are at risk of becoming chronically absent | * Number of students identified as chronically absent or miss 10% of school days |
| Implement home visits, community truancy boards (CTB), and agency referrals to provide support to students who have missed 10% of school days and their families | * Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside agencies following the intervention |

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| **Instructional Technology Action Items**  (Actions that **improve** performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measures will you use to determine the success of your action items? |
| Facilitated planning for grade level integration within specific lessons or units where there are intentional opportunities for students to design, create, make or otherwise add value in their work that is unique to the student. | * Integration of appropriate creation tools the support the learning objectives within student exhibitions of learning |
| Facilitated planning for grade level integration within specific lessons or units where students are able to take on an authentic societal role and utilize appropriate technologies as part of their learning. | * Integration of domain-specific digital tools that support the learning objectives within student exhibitions of learning |
| Facilitated planning for grade level integration within specific lessons or units where students are connecting to experts and/or audiences beyond the classroom using appropriate digital technologies to facilitate communication processes. | * Integration of age-appropriate, safe communication digital tools that support the learning objectives throughout a lesson and or unit of study |

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| SIP ACTION PLAN **MIDDLE SCHOOL** | **Key Performance Outcome:**  90% of students will meet standard on the Smarter Balanced Assessment (SBA) by 2027 and the median student growth percentile will be 75% by 2027. | |
| **Reading Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions)What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Build students’ **academic and content-specific vocabulary** through explicit instruction of vocabulary and vocabulary strategies (e.g., determining the meaning of words in context); strengthen language acquisition and fluency through meaningful use of vocabulary in context | | * Language/Vocabulary Interim Assessment Block (IAB) scores * *SpringBoard* unit test scores * Scores on content area assessments developed with SBA question stems for SBA Claim 1, Target 3 and Target 10 * *LANGUAGE! Live* unit assessment (vocabulary strand) scores |
| Model, teach, and provide opportunities for students to apply **close reading strategies** with attention and care using a range of text-dependent questions and tasks that require students to read and reread challenging texts through the lens of critical and creative thinking | | * Reading Informational and Literary Interim Assessment Block (IAB) scores * *SpringBoard* Close Reading Workshop Activity 3 and Activity 4 scores |
| Establish and explicitly share with students **clear learning targets** aligned with **standards** for **upcoming assessments** and provide **opportunities** for **students to evaluate and reflect** on their learning and progress toward meeting the standards | | * Reading Informational Interim Assessment Block (IAB) scores and Reading Literary Interim Assessment Blocks (IAB) scores * Student growth in skills of self-evaluation and reflection on learning measured by the district 21st century skills Growth Mindset continuum |
| **Writing Action Items** (Actions that **improve** performance towards outcomes) What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Establish and explicitly share with students **clear learning targets** and **scoring guides/rubrics** aligned with **standards** for **upcoming performance assessments** and provide **opportunities** for **students to evaluate and reflect** on their learning and progress toward meeting the standards | | * Summative SpringBoard writing Embedded Assessment scores * Pre-AP English 1 performance task scores * *LANGUAGE! Live* writing project scores * Social studies DBQ essay scores * Science lab report scores * Student growth in skills of self-evaluation and reflection on learning measured by the district 21st century skills Growth Mindset continuum |
| Increase 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. | | * Argumentative Brief Write and Expository Brief Write Interim Assessment Blocks (IAB) scores following explicit teaching and student success with school-wide, across the content frameworks for short answer responses, extended responses, and for summaries |
| Provide opportunities for students to **write every day** (e.g., exit slips, checks for understanding, quick writes, written summaries, Cornell Notes, reflection on learning, sentence frames, etc.) | | * Student work samples demonstrating conceptual understanding and success with strategies utilized across the content areas |
| **Math Action Items** (Actions that **improve** performance towards outcomes) What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions)  * What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Build on Year 1 of OpenUp Curriculum implementation by engaging students in solving and discussing tasks that promote mathematical reasoning and problem solving that allow for multiple entry points and varied solution strategies (Principle 2: NCTM) | | Department-Created Rich Task Walkthrough Tool with Teacher and Student Look ForsTeam created Common Formative Assessments results: % proficient |
| Facilitate planned mathematical discourse among students in every lesson to build shared understanding of mathematical ideas by analyzing and comparing approaches to arguments (Principle 4: NCTM)Create, administer and collaboratively analyze common, benchmarked, formative assessments based on the EPS Pacing guide and use results to plan first for core instructional shifts as well as intervention Services. | | Department-Created Student Talk vs. Teacher Talk Walkthrough Tool with Teacher and Student Look Fors  * SEL/Panorama Indicators aligned to mathematical identity and agency  Team created Common Formative Assessment results: % proficientSBA Interim Assessments identified in EPS Curriculum Maps: % proficient. |
| **Science Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions)What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence | | Written and verbally expressed explanations using evidence from multiple sources and reasoning (analyze responses in the form of written or verbalized Claim-Evidence-Reasoning, conclusion paragraphs to investigations, written/recorded/drawn products included in performance tasks, assessment prompts that require students to explain/argue using evidence and reasoning, etc.) |
| Collaborate with district science team to develop and utilize WCAS aligned assessments and meet as a PLC to collaboratively analyze data and plan next steps for classroom instruction and interventions | | Assessment data (both formative and summative) |
| Implement performance tasks for each district adopted kit/module (2-3 per grade level) to engage students in NGSS-aligned problem solving | | Performance tasks rubric data |

**Welcoming and Safe Culture from an MTSS Perspective**

**Visible Learning Research:** Greater need to **partner** with families and solicit two-way dialogue.

Family Involvement .46

Positive Family/Home Dynamic: .52

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| **EL Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| Incorporate Sheltered Instruction Observation Protocol (SIOP) to plan and deliver high-quality lessons to allow English Learners to acquire knowledge in core content classes as they develop language proficiency. | ELPA21Interim assessmentsUnit assessments |
| Establish a process for interdisciplinary teams to meet with EL teachers to intentionally plan vocabulary and basic strings of discourse related to content objectives to support English Learners language acquisition. | Unit assessments |

| **Welcoming Culture Action Items**  (Actions that improve performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measure will you use to determine the success of your action items? |
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| Invite Parent Focus Groups to engage in collaborative problem-solving related to school/community culture (examples: Teen Vaping, Social Media trends, Screen Time, Digital Citizenship) | Parent Survey data |
| Implement (or grow) Multi-Cultural Night | Increase in Community partners  Increased attendance |
| Implement systems for positive reinforcement and recognition as part of Tier 1 MTSS-B | Number of students recognized |

| **Physically, Emotionally, and Intellectually Safe Action Items**  (Actions that improve performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measure will you use to determine the success of your action items? |
| --- | --- |
| Develop and implement system to onboard parents about the key components of SEL (Focus Groups, New Letters, Resource Page) | * Survey data * Parent participation data * Number of focus groups/news articles |
| Develop and implement systems of direct instruction for SEL (CASEL Framework) using Second Step and/or other materials | * Survey data (Panorama) * Discipline data * Teacher feedback |
| Develop and implement Tier 1 School Wide Expectation and devise systems for monitoring and maintenance | * Discipline data |
| Develop and Systemize professional learning and staff discourse around one or two of the following  Culturally relevant practices  Trauma informed practices  Engagement strategies with Poverty in Mind  Visible Learning Strategies  Restorative practices | * Number of professional learning opportunities (LID, Newsletters, Conversations, book studies) |
| Use Panorama data to identity Tier 2 and Tier 3 and develop systems and strategies to provide targeted interventions | * Number of students moving from Tier 2 to Tier 1 |

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| **Family Partnership Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| Utilize the Dual Capacity-Building Framework of Family-School Partnerships to strengthen the school’s partnership with families to enhance the school’s culture, climate and academic outcomes for students. | Family-School Partnership Plan |
| Explore additional ways for parents to partner | Parent survey results |
| Reduce barriers for non-English speaking and families of color to engage with school | Parent survey results |
| Develop and implement strategies to increase the engagement of families of color (may include Multi-Cultural Nights, Focus groups, Natural Leaders) | Survey data  Participation data  Watch D.O.G participation  Natural Leader Participation |

| **Attendance Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| --- | --- |
| Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings | * Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program |
| Monitor attendance using Panorama Student Success Platform and provide personalized early outreach to students who miss 10% or more of school days and their families | * Number of students identified as severely chronically absent or miss 20% of school days |
| Implement home visits, Community Truancy Boards, and agency referrals to provide support to students who have missed 20% of school days and their families | * Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside agencies following the intervention |

| **Instructional Technology Action Items**  (Actions that **improve** performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measures will you use to determine the success of your action items? |
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| Facilitated training of Canvas LMS for staff related to accessing curricular resources, leveraging collaborative lesson design, providing student-accessible resources and streamlining feedback for students. | * Integration of Canvas and resources housed  within team planning the support the learning objectives within student exhibitions of learning |
| Facilitated planning for grade level integration within specific lessons or units where students are able to take on an authentic societal role and utilize appropriate technologies as part of their learning. | * Integration of domain-specific digital tools that support the learning objectives within student exhibitions of learning |
| Facilitated planning for grade level integration within specific lessons or units where students are connecting to experts and/or audiences beyond the classroom using appropriate digital technologies to facilitate communication processes. | * Integration of age-appropriate, safe communication digital tools that support the learning objectives throughout a lesson and or unit of study |

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| SIP ACTION PLAN **HIGH SCHOOL** | **Key Performance Outcome:**  90% of students will meet standard on the Smarter Balanced Assessment (SBA) by 2027 and the median student growth percentile will be 75% by 2027. | |
| **Reading Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | | **Key Performance Indicators (KPIs)** (Formative measures of actions)What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Build students’ **academic and content-specific vocabulary** through explicit instruction of vocabulary and vocabulary strategies (e.g., determining the meaning of words in context); strengthen language acquisition and fluency through meaningful use of vocabulary in context. | | * Language/Vocabulary Interim Assessment Block (IAB) scores * *SpringBoard* unit test scores * Scores on content area assessments developed with SBA question stems for SBA Claim 1, Target 3 and Target 10 * *LANGUAGE! Live* unit assessment (vocabulary strand) scores |
| Model, teach, and provide opportunities for students to apply **close reading strategies** with attention and care using a range of text-dependent questions and tasks that require students to read and reread challenging texts through the lens of critical and creative thinking. | | * Reading Informational and Literary Interim Assessment Block (IAB) scores * *SpringBoard* Close Reading Workshop Activity 3 and Activity 4 scores |
| Establish and explicitly share with students **clear learning targets** aligned with **standards** for **upcoming assessments** and provide **opportunities** for **students to evaluate and reflect** on their learning and progress toward meeting the standards. | | * Reading Informational Interim Assessment Block (IAB) scores and Reading Literary Interim Assessment Blocks (IAB) scores * Student growth in skills of self-evaluation and reflection on learning measured by the district 21st century skills Growth Mindset continuum |

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| **Writing Action Items** (Actions that **improve** performance towards outcomes) What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Establish and explicitly share with students **clear learning targets** and **scoring guides/rubrics** aligned with **standards** for **upcoming performance assessments** and provide **opportunities** for **students to evaluate and reflect** on their learning and progress toward meeting the standards | * Summative SpringBoard writing Embedded Assessment scores * Pre-AP English 1 performance task scores * DBQ essay scores * Science lab report scores * Student growth in skills of self-evaluation and reflection on learning measured by the district 21st century skills Growth Mindset continuum |
| Increase 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. | * Argumentative Brief Write and Expository Brief Write Interim Assessment Blocks (IAB) scores following explicit teaching and student success with school-wide, across the content frameworks for short answer responses, extended responses, and for summaries |
| Provide opportunities for students to **write every day** (e.g., exit slips, checks for understanding, quick writes, written summaries, Cornell Notes, reflection on learning, sentence frames, etc.) | * Student work samples demonstrating conceptual understanding and success with strategies utilized across the content areas |
| **Math Action Items** (Actions that **improve** performance towards outcomes) What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)  * What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Teams of teachers create lessons designed to engage students in solving and discussing tasks to promote mathematical reasoning and problem solving that allow for multiple entry points and varied solution strategies (Principle 2: NCTM) | Department-Created Rich Task Walkthrough Tool with Teacher and Student Look Fors |
| Facilitate mathematical discourse among students every day in order to build shared understanding of mathematical ideas by analyzing and comparing student approaches to arguments (Principle 4: NCTM)Create, administer and collaboratively analyze common, benchmarked, formative assessments based on the EPS Pacing guide and use results to plan first for core instructional shifts as well as intervention Servcices. | Department-Created Student Talk vs. Teacher Talk Walkthrough Tool with Teacher and Student Look Fors  * SEL/Panorama Indicators aligned to mathematical identity and agency  Common Formative Assessment results: % proficientSBA Interim Assessments identified in EPS Curriculum Maps: % proficient |
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| **Science Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence | Written and verbally expressed explanations using evidence from multiple sources and reasoning (analyze responses in the form of written or verbalized Claim-Evidence-Reasoning, conclusion paragraphs to investigations, written/recorded/drawn products included in performance tasks, assessment prompts that require students to explain/argue using evidence and reasoning, etc.) |
| Support student opportunity to analyze and interpret data and use mathematical and computational thinking. | With given or collected data, students create graphs and identify relationships between variables (relationships can be expressed in sentences, mathematical equations, images/drawings, etc.). Teachers collect data from activity responses, labs/investigations, relevant assessment responses, etc. |
| Support student opportunity to plan and carry out investigations and engage in the engineering design process. | Student created investigations and engineering design solutions can be scored using lab/investigation scoring guides (from district adopted curriculum or Vernier), performance task rubrics (from district adopted curriculum or those created by course design team). Teachers can also collect data from relevant assessment prompts. |

**Welcoming and Safe Culture from an MTSS Perspective**

**Visible Learning Research:** Greater need to **partner** with families and solicit two-way dialogue.

Family Involvement .46

Positive Family/Home Dynamic: .52

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| **EL Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| Incorporate Sheltered Instruction Observation Protocol (SIOP) to plan and deliver high-quality lessons to allow English Learners to acquire knowledge in core content classes as they develop language proficiency. | ELPA21Interim assessmentsUnit assessments |
| Establish a process for interdisciplinary teams to meet with EL teachers to intentionally plan vocabulary and basic strings of discourse related to content objectives to support English Learners language acquisition. | Unit assessments |
| **Family Partnership Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| Utilize the Dual Capacity-Building Framework of Family-School Partnerships to strengthen the school’s partnership with families to enhance the school’s culture, climate and academic outcomes for students. | Family-School Partnership Plan |
| Explore additional ways for parents to partner | Parent survey results |
| Reduce barriers for non-English speaking and families of color to engage with school | Parent survey results |

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| Develop and implement strategies to increase the engagement of families of color (may include Multi-Cultural Nights, Focus groups, Natural Leaders) | * Survey data * Participation data * Watch D.O.G participation * Natural Leader Participation |

| **Welcoming Culture Action Items**  (Actions that improve performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measure will you use to determine the success of your action items? |
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| Invite Parent Focus Groups to engage in collaborative problem-solving related to school/community culture (examples: Teen Vaping, Social Media trends, Screen Time, Digital Citizenship) | * Parent Survey data |
| Implement (or grow) Multi-Cultural Night | * Increase in Community partners * Increased attendance |
| Implement systems for positive reinforcement and recognition as part of Tier 1 MTSS-B | * Number of students recognized |

| **Physically, Emotionally, and Intellectually Safe Action Items**  (Actions that improve performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measure will you use to determine the success of your action items? |
| --- | --- |
| Develop and implement system to onboard parents about the key components of SEL (Focus Groups, New Letters, Resource Page) | * Survey data * Parent participation data * Number of focus groups/news articles |
| Develop and implement systems of direct instruction for SEL (CASEL Framework) using Second Step and/or other materials | * Survey data (Panorama) * Discipline data * Teacher feedback |
| Develop and implement Tier 1 School Wide Expectation and devise systems for monitoring and maintenance | * Discipline data |
| Develop and Systemize professional learning and staff discourse around one or two of the following  Culturally relevant practices  Trauma informed practices  Engagement strategies with Poverty in Mind  Visible Learning Strategies  Restorative practices | * Number of professional learning opportunities (LID, Newsletters, Conversations, book studies) |
| Use Panorama data to identity Tier 2 and Tier 3 and develop systems and strategies to provide targeted interventions | * Number of students moving from Tier 2 to Tier 1 |

| **Attendance Action Items** (Actions that **improve** performance towards outcomes)What are you going to do? | **Key Performance Indicators (KPIs)** (Formative measures of actions)What measures will you use to determine the success of your action items? |
| --- | --- |
| Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings | * Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program |
| Monitor attendance using Panorama Student Success Platform and provide personalized early outreach to students who miss 10% or more of school days and their families | * Number of students identified as severely chronically absent or miss 20% of school days |
| Implement home visits, Community Truancy Boards, and agency referrals to provide support to students who have missed 20% of school days and their families | * Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside agencies following the intervention |

| **Instructional Technology Action Items**  (Actions that **improve** performance towards outcomes)  What are you going to do? | **Key Performance Indicators (KPIs)**  (Formative measures of actions)  What measures will you use to determine the success of your action items? |
| --- | --- |
| Facilitated training of Canvas LMS for staff related to accessing curricular resources, leveraging collaborative lesson design, providing student-accessible resources and streamlining feedback for students. | * Integration of Canvas and resources housed within team planning the support the learning objectives within student exhibitions of learning |
| Facilitated planning for grade level integration within specific lessons or units where students are able to take on an authentic societal role and utilize appropriate technologies as part of their learning. | * Integration of domain-specific digital tools that support the learning objectives within student exhibitions of learning |
| Facilitated planning for grade level integration within specific lessons or units where staff and students are utilizing digital technologies to facilitate collaborative processes and working in better/different ways than would be possible without technology? | * Integration of collaborative processes utilizing digital tools that advance staff effectiveness and student digital proficiency. |