### ELA ACTION PLAN

#### Key Performance Outcome:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in ELA by 2027 and the median student growth percentile will be 75% by 2027.

For the 2020-21 school year, 69% of all 3rd – 5th grade students will meet standard on the ELA Smarter Balanced assessment.

For the 2020-21 school year, 54.3% of 3rd – 5th grade students will meet the ELA median student growth percentile target.

#### 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?**

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**Action #1**- Staff will collaboratively plan and implement the essential ELA Common Core State Standards (CCSS) for vocabulary and phonics using the backwards design process in order to improve teacher clarity.

**Success Criteria**-

- Based on grade level standards, teachers will unpack the CCSS and create learning targets and success criteria for vocabulary and phonics.

- Based on grade level standards, teachers will participate in professional development focused on best instructional practices for vocabulary and phonics.

- After teachers have received professional development, collaborative groups will focus on planning core instruction lessons to increase student achievement on these standards utilizing best practices that are successfully implemented in a remote learning environment.

We will measure student learning strand level SBA proficiency with the following assessments:

- Reach for Reading Unit Tests
- Kindergarten Assessment Resource Kit (KARK)
- Grade level formatives
- i-Ready data (diagnostic, lesson completion, growth-rate)
- Performance Matters data
<table>
<thead>
<tr>
<th>Action #2</th>
<th>Within the remote teaching environment, teachers will implement differentiated instruction to better ensure students meet grade level standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria-</td>
<td>• Priority will be given to the i-Ready intervention program to decrease the achievement gap in reading. Focus will be on implementing the continuous improvement cycle - assessment, data analysis, implementation of interventions, reflection, assessment...</td>
</tr>
<tr>
<td></td>
<td>• Reading paraeducators will implement effective intervention support- e.g. Leveled Literacy Intervention instruction during remote intervention time with a focus on comprehension and phonics standards.</td>
</tr>
<tr>
<td>Action #2</td>
<td>We will measure student learning strand level SBA proficiency with the following assessments:</td>
</tr>
<tr>
<td></td>
<td>• Reach for Reading Unit Tests</td>
</tr>
<tr>
<td></td>
<td>• KARK</td>
</tr>
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<td></td>
<td>• Grade level formatives</td>
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<tr>
<td></td>
<td>• i-Ready Data (diagnostic, lesson completion, growth-rate)</td>
</tr>
<tr>
<td></td>
<td>• Performance Matters data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Action Items</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Actions that improve performance towards outcomes)</td>
<td>(Formative measures of actions)</td>
</tr>
<tr>
<td>What are you going to do?</td>
<td>What is the measure of student learning that would predict strand level proficiency performance on the SBA?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action #1</th>
<th>Collaborative groups will focus on planning core instruction lessons to include an increase in time on task for intentional instruction in the writing process for each writing type (narrative, informational and opinion).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria-</td>
<td>• Teachers will instruct students on the grade level standards for each writing type and corresponding organizational pattern.</td>
</tr>
<tr>
<td></td>
<td>• Teachers will instruct how to use prewriting organization to produce at standard grade level writing for each writing type.</td>
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<tr>
<td></td>
<td>• Teachers will utilize mentor text and modeling in their instruction.</td>
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<tr>
<td></td>
<td>• Teachers will instruct students to support their writing with evidence from the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action #1</th>
<th>We will measure student learning strand level SBA proficiency with the following assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• K-2 David Matteson writing samples</td>
</tr>
<tr>
<td></td>
<td>• Grade level formatives</td>
</tr>
<tr>
<td></td>
<td>• Reach for Reading unit writing prompts- student essays</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action #2</th>
<th>Staff will implement strategies for students to more effectively edit and revise their writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria-</td>
<td>• Based on grade level standards, teachers will implement best practices for convention instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action #2</th>
<th>We will measure student learning strand level SBA proficiency with the following assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Grades 3-5 SBA Interim Assessment Blocks (IABs) for conventions, revising and editing</td>
</tr>
<tr>
<td></td>
<td>• K-2 David Matteson writing samples</td>
</tr>
<tr>
<td></td>
<td>• Grade level formatives</td>
</tr>
<tr>
<td></td>
<td>• Reach unit writing prompts - student essays</td>
</tr>
</tbody>
</table>
- Teachers will teach students the difference between editing and revising.
- Based on grade level standards, teachers will implement best practices for editing and revising.
**MATH ACTION PLAN**

**Key Performance Outcome:**

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.

For the 2020-21 school year, 64.3% of 3rd – 5th grade students will meet standard on the math Smarter Balanced assessment.

For the 2020-21 school year, 57% of 3rd – 5th grade students will meet the math median student growth percentile target.

<table>
<thead>
<tr>
<th>Math Action Items</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions that improve performance towards outcomes</strong></td>
<td><strong>(Formative measures of actions)</strong></td>
</tr>
<tr>
<td>What are you going to do?</td>
<td>What is the measure of student learning that would predict strand level proficiency performance on the SBA?</td>
</tr>
</tbody>
</table>

**Action #1-** Staff will collaboratively plan and implement the essential math Common Core State Standards using the backwards design process in order to improve teacher clarity.

**Success Criteria-**

- Based on the essential grade level standards, teachers will take the learning targets and success criteria created last school year and align them to the San Francisco United School District resources.

- Teachers will utilize unpacked essential math learning targets and success criteria by integrating them into synchronous and asynchronous instruction (e.g. checklists, rubrics). Additionally, they will investigate how to have students self-assess their progress against these lesson targets and success criteria.

We will measure student learning strand level SBA proficiency with the following assessments:

- District proficiency-scaled topic assessments
- KARK
- Grade level formatives
- i-Ready Data (diagnostic, lesson completion, growth-rate)
- Performance Matters data

**Action #2-** Staff will implement effective practices for core math instruction

**Success Criteria-**

- Teachers will implement number sense routines that increase conceptual understanding and productive struggle.

- Teachers will adapt utilizing the number sense routines to the online teaching environment.

We will measure student learning strand level SBA proficiency with the following assessments:

- District proficiency-scaled topic assessments
- KARK
- Grade level formatives
- i-Ready data (diagnostic, lesson completion, growth-rate)
- Performance Matters data
**Action #3:** All teachers will implement differentiated instruction to better ensure students meet grade level standards.

**Success Criteria:**

- Priority will be given to the i-Ready intervention program to decrease the achievement gap in math. Focus will be on implementing the continuous improvement cycle - assessment, data analysis, implementation of interventions, reflection, assessment...
- Math paraeducators will implement effective intervention support by conducting small group instruction determined by the i-Ready prerequisite report. Lessons will be focused on the i-Ready tools for instruction.

<table>
<thead>
<tr>
<th>We will measure student learning strand level SBA proficiency with the following assessments:</th>
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<tbody>
<tr>
<td>- District proficiency-scaled topic assessments</td>
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<tr>
<td>- KARK</td>
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<tr>
<td>- Grade level formatives</td>
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<tr>
<td>- i-Ready Data (diagnostic, lesson completion, growth-rate)</td>
</tr>
<tr>
<td>- Paraeducator intervention notes</td>
</tr>
<tr>
<td>- Performance Matters data</td>
</tr>
</tbody>
</table>
### SCIENCE ACTION PLAN

**Key Performance Outcome:**
90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027. Increase by at least 3% the passing rate on the 2021 WCAS 5th grade assessment.

<table>
<thead>
<tr>
<th>Science Action Items</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Actions that improve performance towards outcomes)</td>
<td>(Formative measures of actions)</td>
</tr>
<tr>
<td>What are you going to do?</td>
<td>What is the measure of student learning that would predict strand level proficiency performance on the Washington Comprehensive Assessment of Science (WCAS)?</td>
</tr>
</tbody>
</table>

**Action #1** - Through professional learning communities, 5th grade teachers will utilize district grade level WCAS-like assessments for determining priority grade level Next Generation Science Standards (NGSS). 5th grade teachers will then create learning targets and success criteria for some of these priority standards.

**Success Criteria—**
- Based on grade level standards, teachers will unpack the NGSS and create learning targets and success criteria for some of the priority standards as identified by the WCAS.
- After success criteria are determined, collaborative groups will focus on planning core instruction lessons to increase student achievement on these standards. Additionally, teachers will align instruction so that pacing matches district maps, transition guides and district GLAD resources.

We will measure student learning strand level WCAS proficiency with the following assessments:
- District WCAS aligned assessments

**Action #2** - 5th grade teachers will give at least one WCAS aligned district science assessment, collaboratively analyze the data and review test results with their students.

**Success Criteria—**
- Prior to testing, 5th grade teachers will calibrate scoring criteria.
- Tests will be administered, and data collected for this assessment.
- Grade level teachers will meet to analyze WCAS assessment test specs and online practice tests in collaboration with school administration and district elementary science facilitator.
- Scored tests will be reviewed with students in a coached format so gaps in learning are addressed.

We will measure student learning strand level WCAS proficiency with the following assessments:
- District WCAS aligned assessments
Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):
Increase by at least 3% the following statements found on the 2020 Panorama Student Survey:

**Welcoming Culture:**
- Maintain 84% favorable Panorama student survey results for teacher-student relationships

**Physical, Emotional and Intellectual Safety:**
- Increase by at least 3% the favorable 72% Panorama Fall 2020 student survey results for sense of belonging
- Increase by at least 3% the favorable 54% Panorama Fall 2020 student survey results for growth mindset
- Increase by at least 3% the favorable 46% Panorama Fall 2020 student survey results for emotion regulation

**Equitable and Accessible Opportunities:** 77% of English Learner (EL) students will be on track to transition out of services within six years by 2027. Additionally, 64.1% of our EL students will meet the 2020 WSIF target for English Learner progress.

<table>
<thead>
<tr>
<th><strong>Action Items</strong></th>
<th><strong>Key Performance Indicators (KPIs)</strong></th>
</tr>
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<tbody>
<tr>
<td>(Actions that improve performance towards outcomes)</td>
<td>(Formative measures of actions)</td>
</tr>
<tr>
<td><strong>Welcoming Culture</strong></td>
<td>What measure will you use to determine the success of your action items?</td>
</tr>
</tbody>
</table>

**Action #1-** Begin to explore understanding regarding how to implement Tier 2 interventions and supports.

**Success Criteria:**
- We will begin revamping our Child Study Team to comply with district Tier 2 expectations.
- We will conduct data analysis of Panorama Ed 3rd – 5th grade Social Emotional fall survey to determine next steps for improving students’ school SEL experience during remote learning.
- We will begin use of Panorama Ed to track Tier 2 interventions.

*We will measure student success with the following information:*
- Schoolwide Intervention System data- Panorama Ed

**Action #2-** Produce more documents and conduct more events in multiple languages.

**Success Criteria:**
- We will have the newsletter, Remind and Seesaw messages, Blackboard Connect messages in multiple languages.
- We will conduct family events with PowerPoint subtitles in Spanish and/or Russian.

*We will measure student success with the following information:*
- EES parent and student data concerning the items regarding if all cultures are represented in our school
### Physically, Emotionally, and Intellectually Safe Environment

**Action #1** - We will move from counselor led Second Step lesson instruction to Second Step lessons being taught by the teachers.

**Success Criteria** -
- We will expect that priority Second Step lessons are implemented.
- Teachers will receive professional development and consistent communication about the implementation of Second Step.

We will measure student success with the following information:
- Number of Second Step lessons taught in each classroom K-5

**Action #2** - The school counselor will meet with Tier 2 students in small groups focused on emotion regulation.

We will measure student success with the following information:
- Number of Tier 2 students served by our counselor
- Number of counselor sessions each student attends
- Results of formative assessments administered by the counselor

### Equitable and Accessible Opportunities

**Action #1** - Teachers will engage in collaborative lesson planning with support from the EL coach to intentionally plan lessons incorporating Guided Language Acquisition Design (GLAD) strategies. These lessons will then be implemented to promote language acquisition and to provide access to core curriculum for EL students.

We will measure student success with the following information:
- Number of lessons using integrated GLAD strategies

**Action #2** - Intentional analysis and action planning for our EL students and their progress on the ELPA21 test to ensure they are transitioning out of the EL program within 6 years.

We will measure student success with the following information:
- ELPA21 test results
# ATTENDANCE

**Key Performance Outcome(s):**

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

For the 2020-21 school year, Lowell will meet the 95.1% attendance target set forth by the Washington State Instructional Framework (WSIF).

<table>
<thead>
<tr>
<th>Attendance Action Items</th>
<th>Key Performance Indicators (KPIs)</th>
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<tbody>
<tr>
<td><em>(Actions that improve performance towards outcomes)</em></td>
<td><em>(Formative measures of actions)</em></td>
</tr>
<tr>
<td><strong>What are you going to do?</strong></td>
<td><strong>What measure will you use to determine the success of your action items?</strong></td>
</tr>
</tbody>
</table>
| **Action #1**- Communicate the importance of consistent attendance and the impact of absences on school success with students and families through regular and varied means: newsletter, website, postcards, conferences, social media and individual meetings. Also, implement motivational attendance activities, such as:  
  - AttenDANCE  
  - Spelling All HERE  
  - Motto Monday announcements highlighting excellent attendance  
  - Interpreters for meetings with parents/truancy boards | We will measure student success with the following information:  
  - Monthly attendance rates |

| **Action #2**- Monitor attendance and develop action plans for students who are at risk of becoming chronically absent.  
  - Attendance Team meets monthly reviewing student absences  
  - Use of Panorama Ed to create and track attendance interventions  
  - Implement attendance interventions - Check In Check Out (CICO)  
  - Engage in the CORE Collaborative, implement home visits, community truancy boards and agency referrals to provide support to students and to their families who have missed multiple school days | We will measure student success with the following information:  
  - Monthly attendance rates |
**FAMILY PARTNERSHIPS ACTION PLAN**

**Key Performance Outcome(s):**

Increase by at least 3% for the 2020-21 school year the following statements found on the 2019 EES survey:

- 69% of students believe their parents participate in events or activities at school
- 79% of students believe the school has activities to celebrate different cultures
- 86% of parents believe they have input into the plans for improving the school
- 90% of parents believe they are informed about what is going on at the school
- 89% of parents believe the school has activities that celebrate different cultures, including their own

<table>
<thead>
<tr>
<th>Family Partnerships Action Items</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Actions that improve performance towards outcomes)</em></td>
<td><em>(Formative measures of actions)</em></td>
</tr>
</tbody>
</table>

**Action #1- Improve communication between school and home.**

- Continue to utilize online platforms to communicate with parents.
  - Remind, Seesaw, Canvas, Google Classroom

- Produce documents in multiple languages- Spanish, Ukrainian and Russian.
  - Investigate translated subtitles in PPT and Zoom
  - Translate all family flyers and documents
  - Professionally develop teachers to know how to make presentations and all communications language accessible for parents
  - Ensure all Blackboard Connect phone calls and emails are able to be translated into multiple languages

- Allow parents many avenues to provide feedback about Lowell.
  - Promote Let’s Connect district meetings
  - Analyze district parent surveys for next steps
  - Restart Natural Leader meetings to gather feedback
  - District Natural Leaders liaison will call Spanish families to gather input-feedback

- Share positive student news.
  - Have teachers call or send positive messages throughout the year, have staff write positive notes about students in either their class or another class at the beginning of each staff meeting and share with families
  - Investigate virtual grade level assemblies to celebrate student successes
  - Teachers post on Canvas pages positive rewards, certificates
  - Administration implements Admin Makes the Call so they can positively connect with families

We will measure student success with the following information:

- 2021 EES parent results show a large favorable percentage in relation to being informed about school, their child’s progress and the improvement efforts of Lowell
- Utilize admin weekly announcements - Motto Monday and Flipgrid Thursday to promote positive student news

- Implement virtual family nights, for example:
  - Bingo Night
  - Trivia Night
  - STEM Night
  - Art Night

- Investigate new social media platforms in hopes of appealing to all families and increasing our communication reach.
  - Instagram
  - TikTok

- Review EES survey for areas of improvement.

**Action #2** - Maintain and/or increase community volunteers within the virtual environment being sure to emphasize a variety of groups and/or cultures.

- Pursue class and/or school visits by community members.
  - For example PAWS, having community members share their jobs, PUD water conservation, etc...

- Promote a variety of cultural celebrations.
  - Utilize Motto Monday and Principal Paws to share resources about cultural celebrations
    - For example, students share holidays they are celebrating through a Flipgrid topic and show the videos during the Motto Monday virtual presentation

We will measure student success with the following information:

- Number of outside agencies/community members that present to classrooms
- Number of videos submitted by students and used during admin presentations to the student body
### INSTRUCTIONAL TECHNOLOGY

**Key Performance Outcome(s):**
- 100% of 1st – 5th grade classrooms ensuring students pass three math i-Ready lessons per week
- 100% of 3rd – 5th grade classrooms ensuring students pass two reading i-Ready lessons per week

<table>
<thead>
<tr>
<th>Instructional Technology Action Items (Actions that improve performance towards outcomes)</th>
<th>Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?</th>
</tr>
</thead>
</table>
| **Action #1** - Implement Canvas courses for remote learning access. | We will measure student success with the following information:  
- 100% of Canvas courses have the minimum course expectations set by the district standard |
| **Action #2** - Professionally develop teachers in the use of Performance Matters for data analysis and student participation in district reading and math summative assessments. | We will measure student success with the following information:  
- Number of teachers accessing Performance Matters for data analysis  
- Number of teachers who administer district assessments through Performance Matters |
| **Action #3** - Implement consistent opportunities for i-Ready data analysis and monitoring of lesson passing rates for student engagement. | We will measure student success with the following information:  
- Number of i-Ready reports accessed to view i-Ready data  
- Number of i-Ready data meetings held throughout the school year (district administered, and school initiated)  
- Percentage of students who pass the expected i-Ready math and reading lessons each week |
<table>
<thead>
<tr>
<th>Name of stakeholder</th>
<th>Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)</th>
<th>Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowell Leadership Team members</td>
<td>• Grade level representatives, paraeducator, specialists, principal, assistant principal, special education</td>
<td>• All parts of the School Improvement Plan</td>
</tr>
</tbody>
</table>
| Collaborative Academic Support Team (CAST), PLC meetings, staff meetings and admin LIF meetings | • Grade level meetings held in the winter and spring  
• PLCs held every Friday  
• Staff meetings every Wednesday  
• Admin LIF meetings every other Friday | • Reading, Writing, Math                                                                                                               |
| Mary Detloff                                           | • ELA coach                                                                                                                                                                                               | • Reading, Writing                                                                                                                   |
| Lisa O’Connor                                          | • Math coach                                                                                                                                                                                               | • Math                                                                                                                               |
| Hillary Chandler                                       | • EL coach                                                                                                                                                                                                 | • English Language Learners                                                                                                           |
| Cindy Foster                                           | • Principal                                                                                                                                                                                                | • All parts of the School Improvement Plan                                                                                           |
| Andre Samuels                                          | • Assistant Principal                                                                                                                                                                                      | • All parts of the School Improvement Plan                                                                                           |
| STEM Cadre                                             | • Group of teachers who volunteer to be on the STEM Cadre, they meet during LIF time                                                                                                                     | • Instructional Technology and Science                                                                                                |
| Amber McPartland and Cristie Smith                     | • Family Involvement Coordinators                                                                                                                                                                           | • Family Partnership                                                                                                                  |
| Renee Moore                                            | • Attendance secretary                                                                                                                                                                                      | • Attendance                                                                                                                         |
| Shelby Morrill                                         | • Attendance and special education para                                                                                                                                                                    | • Attendance and Special Education                                                                                                   |