

<b>ELA ACTION PLAN    Key Performance Outcome:</b> 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Instruct all students using best practices in reading instruction in Tier 1 using comprehensive, standards-based resources. Place an emphasis on implementing strong instruction in foundational skills (phonics, fluency, word study) K-5.	<ul style="list-style-type: none"> <li>• Reach for Reading: end of unit assessments (K-5)</li> <li>• I-Ready reading diagnostic assessments (K-5)</li> <li>• Walkthrough data collection forms (K-5)</li> </ul>
Monitor the learning progress of all students using common assessments as part of a collaborative professional learning community cycle. PLCs will analyze student achievement data from common formative and summative ELA assessments to determine student learning, effective instructional strategies, and identify students who will need further support.	<ul style="list-style-type: none"> <li>• Reach for Reading: end of unit assessments (K-5)</li> <li>• I-Ready reading diagnostic assessments (K-5)</li> <li>• Walkthrough data collection forms (K-5)</li> </ul>
Provide collaborative time for grade level teams to plan reading units with a culturally responsive lens to increase student engagement and rigor using the CRE 5 Planning Questions.	<ul style="list-style-type: none"> <li>• Reach for Reading: end of unit assessments (K-5)</li> <li>• Reach for Reading/teacher-created formative assessments (K-5)</li> <li>• I-Ready reading diagnostic assessments (K-5)</li> </ul>
Provide extended day options for below grade level students: <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> – 5<sup>th</sup> focused on strengthening reading comprehension</li> <li>• 2<sup>nd</sup> – 5<sup>th</sup> focused on foundational reading (phonics, fluency)</li> </ul>	<ul style="list-style-type: none"> <li>• iReady reading diagnostic growth</li> <li>• iReady standards mastery</li> <li>• Magnetic Reading unit assessments</li> </ul>

<b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Implement the RACE strategy K-5 to strengthen student responses in communicating their thinking, increase the volume of writing across content areas, and provide more touchpoints across the day for explicit writing instruction and practice responding to prompts.	<ul style="list-style-type: none"> <li>• RACE writing samples (2-5)</li> <li>• Oral / class created responses (K-1)</li> <li>• Common formative and summative assessments (K-5)</li> </ul>
Instruct all students using best practices in writing instruction in Tier 1 using comprehensive, standards-based resources. (BFTL, Writing Foundations) <ul style="list-style-type: none"> <li>• Emphasize sentence construction: variety of structures, grammar, punctuation</li> <li>• Emphasize paragraph construction and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Foundations Benchmark Assessments (K-2)</li> <li>• Common formative and summative assessments (K-5)</li> </ul>
Develop and implement common writing templates for three forms of writing in 2 <sup>nd</sup> – 5 <sup>th</sup> grade to improve student organization and increase complexity of student writing.	<ul style="list-style-type: none"> <li>• Writing Foundations Benchmark Assessments (K-2)</li> <li>• Common formative and summative assessments (K-5)</li> </ul>
Strengthen student handwriting and letter formation in connection to primary grades foundational reading instruction through full implementation and practice in Handwriting Without Tears (K-3); include intervention in intermediate (3-5) as needed.	<ul style="list-style-type: none"> <li>• Writing Foundations Benchmark Assessments (K-2)</li> <li>• Common formative and summative assessments (K-5)</li> </ul>

## 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.

### 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?

Utilize targeted professional development and consistent feedback to improve Tier 1 instructional practices by:

- Conducting Observing for Evidence of Learning experiences with each grade level to improve the implementation of MLRs, GLAD strategies, and Launch/Explore/Synthesis
- Participating in book study and implementation / reflection of Building Thinking Classrooms (BTC) content with K-5 team IM Leaders team
- Provide targeted professional development of BTC strategies for staff, including planning and reflection time

- IM implementation rubric walk throughs (k-5)
- Walkthrough data collection forms (K-5)
- OEL Cycle teacher reflection forms (k-5)
- Illustrative Mathematics summative assessments (K-5)

Increase opportunities for students to develop fact fluency (implement Math Fact Lab) and practice operations by improving math center implementation and planning for added practice opportunities.

- Teacher-created or IM-created formative assessments (K-5)
- Illustrative Mathematics summative assessments (K-5)
- I-Ready mathematics diagnostics assessments (K-5)

Monitor the learning progress of all students using common assessments as part of a collaborative professional learning community cycle. PLCs will analyze student achievement data from common formative (Checkpoints) and summative (EOU) assessments to determine student learning, effective instructional strategies, and identify students who will need further support.

- Teacher-created or IM-created formative assessments (K-5)
- Illustrative Mathematics summative assessments (K-5)
- I-Ready mathematics diagnostics assessments (K-5)

Provide collaborative time for grade level teams to plan math units with a culturally responsive lens to increase student engagement and rigor, using the CRE 5 Planning Questions.

- Illustrative Mathematics summative assessments (K-5)
- Teacher-created or IM-created formative assessments (K-5)
- I-Ready math diagnostic assessments, number sense domain (3-5)

<b>SCIENCE ACTION PLAN</b> <b>Key Performance Outcome:</b> 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.	
<b>Science Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
Allocate time in master schedule for science instruction equivalent to 3-4 lessons per week and 120+ minutes.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Walk throughs during science blocks</li> <li>• EPS Science Kit Assessments (<i>K-5</i>)</li> <li>• Teacher-created science formative assessments (<i>K-5</i>)</li> </ul>
Collaboratively plan and implement effective Tier 1 instruction in science using the 5-E Science Instruction Model to teach the core science kits and curriculum.  Progress monitor student learning through use of common summative kit assessments.	<ul style="list-style-type: none"> <li>• EPS Science Kit Assessments (<i>K-5</i>)</li> <li>• Teacher-created science formative assessments (<i>K-5</i>)</li> </ul>
Use materials to prepare students for the WCAS, including PM science quick checks and WCAS practice and training tests.	<ul style="list-style-type: none"> <li>• EPS Science Kit Assessments (<i>K-5</i>)</li> <li>• Teacher-created science formative assessments (<i>K-5</i>)</li> </ul>

## 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:** Family and community members will feel welcomed to engage within our school community, as demonstrated by an increase in our Family Engagement score to 40% on the Panorama Stakeholder Survey in Spring 2025.

**Physical, Emotional and Intellectual Safety:** Strengthen students' feeling of physical safety (to 75% on School Safety Panorama Survey in Spring 2025), emotional safety (to 85% on Student Relationships Panorama Survey in Spring 2025) and intellectual safety (to 75% on Engagement Panorama Survey in Spring 2025)

**Equitable and Accessible Opportunities:** 80% of multi-lingual learners will score into "Progressing" on the WIDA.

#### 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?

### Welcoming Culture

Increase parent connections and engagement with the school by increasing the number of opportunities to volunteer (classroom, WatchDOGS, PTA, Natural Leaders), planning parent / school events (principal check ins, performances/concerts, family math and literacy), and offering learning opportunities to parents around SEL and academics.

- Parent Engagement response on Stakeholder survey

Increase the availability and visibility of staff members to the parent community. Offer in-person events (Meet the Teacher, Coffee & Donuts) focused on parent/teacher connections. Offer in-person, virtual, and phone conferences during conference week.

- Parent Engagement response on Stakeholder survey

### Physically, Emotionally, and Intellectually Safe Environment

Implement with fidelity the Second Step SEL curriculum in K-5 classrooms. Designate a scheduled time for Second Step lessons in the master schedule. Support teacher implementation with professional development and administrator feedback throughout the year.

- Use the performance tasks to progress monitor 2<sup>nd</sup> Step learning

- Student SEL survey – Emotional Regulation
- Second Step Performance Tasks

Implement the RULER framework schoolwide, with an emphasis on the charter, mood meter check in, meta moment, and blueprint conversation tools to help students recognize and regulate their emotions in an appropriate and intentional manner.

- RULER implementation walkthrough evidence

Utilize the clear structure of MTSS to provide each student strong instruction using effective Tier 1 strategies and use common formative and summative data to determine student eligibility for Tier 2 supports. Monitor learning and achievement in Tier 2 and refer to Tier 3 when learning/growth is not observed.	<ul style="list-style-type: none"> <li>• Issues &amp; Referrals data</li> <li>• MTSS Tier 2 team agenda &amp; meeting schedule</li> <li>• MTSS T2 and T3 referrals</li> </ul>
<b>Equitable and Accessible Opportunities</b>	
<p>Align the professional development and support of MLL coach with building instructional coach, integrating the increased use of common GLAD strategies with the focus on Science of Reading key components.</p> <p>Review and update instructional staff knowledge of GLAD strategies – offer additional GLAD trainings to instructional staff.</p>	<ul style="list-style-type: none"> <li>• Evidence of integration from classroom walk throughs</li> <li>• MLL student performance on common assessments</li> <li>• Staff participation in GLAD trainings</li> </ul>
Strengthen implementation of effective Tier 2 intervention groups and data tracking in our MTSS system.	<ul style="list-style-type: none"> <li>• Panorama Tier 2 intervention group data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

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

<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure 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 message, newsletters, school website, conferences, social media, home visits and individual meetings. Regularly enforce the meaning behind 'Attendance Matters' slogan at parent events, assemblies, and other opportunities.  Increase recognition for students achieving or surpassing attendance goals and expectations.	<ul style="list-style-type: none"><li>• Schoolwide absences and rate by month, overall and disaggregated by identified groups</li><li>• Samples of parent communication</li></ul>
Monitor attendance and implement intervention plans as part of MTSS Tier 2 teamwork. <ul style="list-style-type: none"><li>• Administrator, counsellor, and teacher parent meetings to identify root cause of attendance issues</li><li>• Incentivized attendance plans for students</li><li>• Regular coordination with district Attendance Success Coordinator</li></ul>	<ul style="list-style-type: none"><li>• Number of students identified as chronically absent</li><li>• Attendance rates pre/post intervention</li></ul>
Implement home visits, community truancy boards (CTB), and agency referrals to provide support to students and their families who are in violation of our district attendance policy expectations.	<ul style="list-style-type: none"><li>• Attendance rates of students who receive home visit</li><li>• Number of students/families engage in CTB and/or are referred to outside agencies following the intervention</li><li>• Attendance rates pre/post intervention</li></ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Strengthened parent participation and engagement in school reflected in an increase to 40% on “Family Engagement” on Panorama Survey in Spring of 2025.

<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Increase family participation in school and PTA sponsored events and activities through increased communication and coordination, and inviting more participation in planning and leadership.  Offer remote participation in conferences, IEP meetings, and other parent meetings.	<ul style="list-style-type: none"><li>Stakeholder Survey data</li><li>Parent attendance at school and PTA events</li></ul>
Host ‘Principal Coffee & Donut’ check ins for families throughout the year to surface their celebrations and concerns to heighten the partnership and remove barriers to their access to school.	<ul style="list-style-type: none"><li>Stakeholder survey data</li><li>Attendance and participation at events</li></ul>
Implement strategies to increase engagement and reduce barriers for non-English speaking families: <ul style="list-style-type: none"><li>Grow our implementation of Natural Leaders program to encourage more participation of non-English speaking families</li><li>Use ILA device to provide immediate translation services for non-English speaking guests at school events.</li></ul>	<ul style="list-style-type: none"><li>Natural Leaders program participation rates</li><li>Website welcome video usage/hits</li></ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

To ensure our students are college and career ready, we will provide opportunities to expand their thinking through the use of technology. Students from kindergarten to 5th grade will have the opportunity to integrate technology in the content areas and build their capacity of digital citizenship.

<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Increase staff literacy in tools (Lynx) to support use of interactive panels.	<ul style="list-style-type: none"><li>Use of interactive panels and tools (Lynx) during walk throughs</li></ul>
Utilize audio enhancement technology to increase student engagement in learning by supporting their improved hearing of instruction and classroom dialogue.	<ul style="list-style-type: none"><li>Use of audio enhancement technology during walk throughs</li></ul>