# ELA ACTION PLAN

## Key Performance Outcome:

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

### Reading Action Items

(Actions that **improve** performance towards outcomes)

<table>
<thead>
<tr>
<th>What are you going to do?</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
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<tbody>
<tr>
<td>Increase teacher clarity by using backwards design to collaboratively write learning targets and success criteria aligned with assessments</td>
<td>Walkthrough data showing learning targets and success criteria in use in classrooms</td>
</tr>
<tr>
<td>Use Reach for Reading guided reading to differentiate instruction with a focus on text-dependent questions that require students to read and reread increasingly challenging literary and informational texts</td>
<td>Reach for Reading summative assessments (K-5)</td>
</tr>
<tr>
<td>Build students’ academic and content-specific vocabulary through explicit strategy instruction and tasks that require students to use vocabulary meaningfully and in context</td>
<td>Reach for Reading/teacher-created formative assessments (K-5)</td>
</tr>
</tbody>
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### Key Performance Indicators (KPIs)

(Formative measures of actions)

<table>
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<tr>
<th>What is the measure of student learning that would predict strand level proficiency performance on the SBA?</th>
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<td>Walkthrough data showing learning targets and success criteria in use in classrooms</td>
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<tr>
<td>Walkthrough data showing students can state and explain use of learning targets and success criteria</td>
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<td>Reach for Reading/teacher-created formative assessments (K-5)</td>
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<tr>
<td>i-Ready diagnostic assessments, comprehension domains (3-5)</td>
</tr>
<tr>
<td>SBA interim assessments, read literary/informational texts (3-5)</td>
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### Writing Action Items

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<tr>
<td>Target organization of narrative, informational/explanatory, and opinion writing with a focus on cross-grade alignment</td>
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<tr>
<td>Teach revision and editing with a focus on cross-grade alignment of editing marks, checklists, and academic vocabulary</td>
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### 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)

<table>
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<tr>
<td>Increase teacher clarity by using backwards design to collaboratively write learning targets and success criteria aligned with assessments</td>
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<tr>
<td>Use district curriculum maps and pacing guides to ensure that math instruction balances conceptual understanding, computational and procedural fluency, and problem-solving and application, with a focus on the use of efficient strategies</td>
</tr>
<tr>
<td>Use routines for reasoning instructional routines to increase students’ problem-solving and reasoning skills</td>
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### Key Performance Indicators (KPIs)
(Formative measures of actions)

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<tr>
<td>Kindergarten Assessment Resource Kit (KARK) (K)</td>
</tr>
<tr>
<td>District proficiency-scaled enVision topic assessments (1-5)</td>
</tr>
<tr>
<td>SBA interim and focused interim assessments (3-5)</td>
</tr>
<tr>
<td>Math journals/student work (K-5)</td>
</tr>
<tr>
<td>SBA interim assessments, performance tasks (3-5)</td>
</tr>
<tr>
<td>Math journals/student work (K-5)</td>
</tr>
<tr>
<td>Science Action Items</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>What are you going to do?</td>
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<tr>
<td>- Increase teacher clarity by using backwards design to collaboratively write</td>
</tr>
<tr>
<td>learning targets and success criteria aligned with assessments</td>
</tr>
<tr>
<td>- Incorporate Next Generation Science Standards (NGSS) cross-cutting concepts</td>
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<tr>
<td>with Reach for Reading lessons to support scientific thinking and writing</td>
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<tr>
<td>- Increase staff understanding of transition guides and Washington Comprehensive</td>
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<tr>
<td>Assessment of Science (WCAS)-style questions to ensure higher-level student</td>
</tr>
<tr>
<td>thinking and engagement in science</td>
</tr>
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</table>
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:** Students, family/community members, and staff will view Jefferson Elementary as a welcoming place where learning and support are accessible to all regardless of language, socioeconomic status, or cultural background.

**Physical, Emotional and Intellectual Safety:** Students, family/community members, and staff will view Jefferson Elementary as a safe place to learn, visit, and work.

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

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<thead>
<tr>
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<td><strong>Welcoming Culture</strong></td>
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| • Foster and maintain a feeling that all families are welcome regardless of background or language, and that they can access teachers and school leaders easily | • High principal and assistant principal visibility as measured by the Educational Effectiveness Survey (EES)  
• Number of translators provided  
• Twitter, website, and Blackboard Connect statistics |
| • Increase family communication through a variety of channels |  |

| Physically, Emotionally, and Intellectually Safe Environment |  |
| • Refine Positive Behavior Interventions and Supports (PBIS) Tier 1 components and implement Tier 2 systems | • Staff and student EES and other survey results  
• School Wide Intervention Systems (SWIS) data on office referrals  
• Tier 2 intervention data |
| • Continue implementation of trauma-informed practices through professional learning and collaboration | • Staff EES and other survey results  
• Materials from professional learning and collaboration |

| Equitable and Accessible Opportunities |  |
| • Analyze student achievement by subgroup and provide interventions to close achievement gaps | • SBA interim assessments  
• DRA  
• i-Ready diagnostic and instructional usage data |
| • Target underperforming students through the Multi-Tiered Systems of Supports (MTSS) process (Student Intervention Team and PBIS Tier 2 Team) | • Documentation of Student Intervention Team and PBIS Tier 2 team interventions |
**ATTENDANCE**

**Key Performance Outcome(s):**
Attendance rates will reach 90% for all and every subgroup by 2027.

<table>
<thead>
<tr>
<th>Attendance Action Items</th>
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| - Communicate to families the importance of consistent attendance and increase families’ understanding of district policy and procedures, such as attendance letters | - Newsletter articles  
- Communications discussed at conferences |
| - Hold monthly meetings of assistant principal and counselor to monitor attendance and follow up with students/families | - Notes from monthly meetings  
- Student attendance data |
| - Involve teachers in supporting students with attendance concerns | - Notes on teacher involvement  
- Student attendance data |

**FAMILY PARTNERSHIPS ACTION PLAN**

**Key Performance Outcome(s):**
Jefferson staff members will increase and foster two-way communication with family members, who in turn will take a more active role in the life of the school.

<table>
<thead>
<tr>
<th>Family Partnerships Action Items</th>
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| - Increase the amount of home/school interaction about academics through family engagement nights, resources shared at conferences, and newsletter articles with resources and information | - Home/school communications  
- Increase family night participation data by 10%  
- Family Learning Night materials |
| - Provide families with information and training on PBIS and social/emotional learning | - Home/school communications |
| - Expand Watch D.O.G.S. (Dads of Great Students) program | - Increase volunteer participation data by 10% |
**INSTRUCTIONAL TECHNOLOGY**

*Key Performance Outcome(s):*

Students will have increased access to technology tools and activities as a result of increased capacity of staff.

<table>
<thead>
<tr>
<th>Instructional Technology Action Items (Actions that improve performance towards outcomes)</th>
<th>Key Performance Indicators (KPIs) (Formative measures of actions)</th>
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<tr>
<td>What are you going to do?</td>
<td>What measure will you use to determine the success of your action items?</td>
</tr>
<tr>
<td>• Implement 1:1 Chromebooks using the Substitution Augmentation Modification Redefinition (SAMR) model to ensure meaningful integration of technology</td>
<td>• Student work on Chromebooks</td>
</tr>
<tr>
<td>• Provide regular opportunities for students to use online i-Ready lessons for individualized learning, with the goal of passing three math and two ELA lessons per week</td>
<td>• i-Ready instructional usage data</td>
</tr>
<tr>
<td>• Increase staff knowledge of and fluency with technology resources available to use with students</td>
<td>• Staff newsletter articles</td>
</tr>
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</table>