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.
	1 year goal: ELA SBA grade 3-88%; grade-4 88%; grade-5 89%; and multilingual learner (ML)/students with disabilities (SWD) will exceed cohort growth.

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?
Teachers will closely monitor every 4-6 weeks (about 1 and a half months) in their professional learning communities (PLC), targeted small group Tier 2 instruction to support all students (with a focus on our ML and SWD students below grade level) to close the academic gaps in Foundational Skills, Language Comprehension, and Informational Comprehension.	• Oral Reading Fluency (ORF) (grades K-2) • Kindergarten Assessment Resource Kit (KARK) • WIDA • i-Ready diagnostic information
Teachers will monitor Highly Capable (HC) students in PLC data cycles, that are not making appropriate growth to ensure that students are progressing in their area of low growth.	• i-Ready diagnostic, proficiency and growth monitoring • Standards mastery assessments • SBA interim assessments (grades 3-5) • Writing about Reading prompts using grade texts, i-Ready reading diagnostics assessments, high frequency words and vocabulary domains (grades 3-5)
Grade level teams will identify the students in need of Tier 2 classroom interventions support to increase student performance in specific identified literacy areas: comprehension in both literature and informational texts, foundational skills, and vocabulary.	• Reach for Reading: end of unit assessments (grades K-5) • Reach for Reading/teacher-created formative assessments (grades K-5) • i-Ready reading diagnostic assessments (grades K-5) • Monitor Imagine Language and Literacy (ILL) time for ML students • Monitor progress toward typical and stretch growth targets

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?
Teachers will implement high-impact strategies using Guided Language Acquisition Design (GLAD) mini-lessons aligned to benchmarks and mentor texts to close the performance gap for all students and especially our multilingual learners. Integration of oral language connected with writing through claim, evidence, and reasoning to support increased proficiency in writing with a focus on informational writing.	Grades K-2 - Baseline and mid-year assessments based on Building Foundations that Last (BFTL) as evidenced in student writing essays and samples in narrative, informational, and opinion writings Grades 3-5 - Baseline and mid-year assessments based on district writing rubrics as evidenced in students' writing essay and samples in narratives, informational, and opinion writing
Integrate Science, Technology, Engineering and Mathematics (STEM, ELA) performance tasks to have students practice claim, evidence and reasoning using Next Generation Science Standards (NGSS) in their writing to develop strong writing task skills.	- Integrated performance tasks in grades K-5 in elementary units - Washington Comprehensive Assessment of Science (WCAS) practice assessments

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.

1 year goal: Math SBA grade 3-90%; grade-4 90%; grade-5 90%; and ML/SWD will exceed cohort growth.

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?
Implement standards-based instruction with intentional unit and lesson planning using the Illustrative Mathematics (IM) curriculum. • Provide Tier I instruction for diverse learners that includes Culturally Responsive teaching, instructional best practices, and strategies that support all students.	• End of unit assessments • Formative assessments including student work samples, monitoring sheets, Cool Downs and Checkpoints • i-Ready math diagnostics, progress monitoring • Monitor progress toward typical and stretch growth targets.
Monitor every 4-6 weeks during Administrator Directed Learning Improvement Friday (ALIF) time and weekly during PLC time using data from: • Differentiated instruction, • Progress monitoring, and • Utilizing high level Tier 1 strategies for all students with an emphasis on ML students, students with disabilities, and Hispanic students to close the achievement gap through increased scaffolding, including sentence stems, total physical response, manipulatives, and student discourse.	Grades K-2 • IM end of unit (EOU) assessments • KARK math progress monitoring (kindergarten) • WaKIDS math data (fall) (kindergarten) • i-Ready diagnostic Grades 3-5 • SBA interim assessments • EOU assessments • Standards mastery • i-Ready diagnostic
Alignment of Interim Assessment Blocks (IAB) and unit topic assessments in grades 3-5 to increase the number of students meeting standard on the 2025 SBA.	• IAB data • Unit assessments utilized to identify standards for IAB
Explicitly teach math vocabulary and teach strategies to solve multi-step complex problems.	• Exit tickets • Unit assessments • Formative assessments

SCIENCE ACTION PLAN	Key Performance Outcome:
	90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.
	1 year goal: Fifth grade students will pass WCAS at 88% or above.

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 WCAS?
Implement performance tasks, aligned with NGSS standards in grades 2-5 Develop students understanding of scientific inquiry process by using the essential questions in the Science kits Implement Culturally Responsive (CRE) best practices in Tier 1 core instruction, using GLAD strategies (anchor charts, sentence stems)	• NGSS-aligned formative/summative assessments in grades K-5 • WCAS performance tasks • WCAS practice assessments
Teachers in grades K-5 will use the Engineering is Elementary (EIE) kits to improve students' understanding of the NGSS essential questions	• End of unit performance tasks • WCAS performance tasks • WCAS practice assessments • Science journals

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcomes:

Welcoming Culture: Students will communicate their perceptions of physical safety and sense of belonging based on Panorama student data from the fall and spring surveys. We will increase this response from spring of 2023 to spring of 2024.

Physical, Emotional and Intellectual Safety: Students will communicate their perceptions of psychological safety and sense of belonging based on Panorama student data from the fall and spring surveys. We will increase this response from fall to spring of the 2022-23 school year.

Equitable and Accessible Opportunities: 77% of ML students will be on track to transition out of services within six years by 2027.

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	
Communicate via email, newsletters, and social media regarding events, extra-curricular activities, and PTA information to inform families.	• Teacher and principal newsletters • Family survey • Natural Leaders participation
Create and increase family engagement in diverse and culturally inclusive functions, performances, and events.	• Natural Leaders feedback (needs re-starting) • PTA Diversity, Equity, and Inclusion (DEI) Committee feedback • Parent survey results • Multicultural Night attendance
Initiate Cedar Wood Elementary Pride Ambassador program and begin monthly student led PRIDE assemblies celebrating student success on schoolwide expectations (Positive Behavioral Interventions and Supports [PBIS]).	• Monthly assembly dates and participation • Panorama data (Social-Emotional Learning [SEL] culture)
Physically, Emotionally, and Intellectually Safe Environment	
Incorporate common PBIS systems, consistently throughout the building to support a positive and safe learning environment and improve school climate.	• Multi-Tiered System of Supports (MTSS)/PBIS Team (behavior data) • Teacher Access Center (TAC) data
Convene regular safety team meetings to discuss and act on building student and staff safety issues.	• Debrief notes and staff feedback • Safety work order completion • Staff, student, family feedback survey
Strengthen behavior intervention and other strategies for students to have emotional stability in the learning environment.	• MTSS data/TAC data • Panorama survey

Equitable and Accessible Opportunities	
Identify all students in our equity targets and provide the necessary support, encouragement and provide equitable opportunities to increase student academic success.	- Equity targets - i-Ready data - SBA data - REACH and IM unit assessments
All staff will engage in professional development centered around equity, diversity, and inclusion, and culturally relevant instructional practices to be better equipped in providing equitable access for all students.	- Increased training and utilization of culturally responsive educational (CRE) instructional practices - Continued focused professional learning throughout the year in aligning SGGs and CRE in ALIF and staff meetings
Implement RULER schoolwide: Charters and Mood Meter to support emotional intelligence in our students.	- Classroom charters - Use of Mood Meter - Panorama data

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase the participation of parents by 10% from 2023-24.

Family Partnerships 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?
Continue to build Natural Leaders to support parents that do not have English as a primary language to gain further access to school and supports to provide equitable access for their children's academic and social emotional growth.	• Track number of participants • Parent participation in support of providing equitable access to parents with limited English skills
Partner with the PTA to create increased participation within the Cedar Wood Elementary community.	• Track number of people attending meetings and events • Participation in family partnership programs
Work collaboratively with the PTA to increase family events to support students and families.	• Attendance logs • Number of events held during 2024-25

ATTENDANCE

Key Performance Outcome(s):

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

Attendance 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?
Meet bimonthly with the counselor, assistant principal, and office assistant to monitor attendance and provide interventions to support students and families.	• Attendance data • Notes from monthly meetings • Number of parent meetings
Increase communication to families specific to the importance of attendance	• Monthly average daily attendance reports

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2024-2025 school year is 100% of students in all grade levels creating published digital-based work through a collaborative process

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 measure will you use to determine the success of your action items?
All students will have increased exposure to Science, Technology, Engineering and Math (STEM) activities through technology instruction that includes coding and other STEM topics once per month.	• Projects that were created by students and graded with a rubric
Implement instruction in Geometry using technology to support students' exposure to mathematical concepts and to increase students' understanding of geometry.	• Projects created by students and graded with a rubric • i-Ready Math domain progress in Geometry
Coding robots to enrich math concepts—Geometry and measurement.	• Pre/post formative assessment