| **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) 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 administer progress monitoring assessments every 2-4 weeks and implement high impact interventions through small-group and differentiated instruction. For multilingual learner (ML) students, supports will also include ML Tier 1 instructional strategies (Guided Language Acquisition Design [GLAD]). <br><br> Grades K-3 will focus on structured literacy with explicit instruction on decoding foundational skills to close the skill gaps in decoding. Grades 4-5 will improve informational comprehension skills. | **Monitor: 2-4 weeks** <br> • Kindergarten (K): Kindergarten Assessment Resource Kit (KARK)—Benchmark in the fall/winter/spring: ***used formatively between benchmark testing*** <br> • Imagine Language & Literacy (Il & L) Benchmark (fall/winter/spring) Growth Monitoring of ML active students <br> • REACH for Reading summative unit assessments <br> • Grade-level-selected common formative assessments (e.g. Reach into Phonics Quick Checks) |
| Teachers within their PLCs, Staff Extensions, and Administrator Directed Learning Improvement Friday (ALIF) will analyze common formative assessments and collaboratively use the data to inform aligned, intentional instruction. | **Monitor: 2-4 weeks** <br> • Grade level Professional Learning Communities (PLCs)—common planning <br> • REACH formative assessment <br> • KARK—Benchmark in the fall/winter/spring: ***used formatively between benchmark testing*** <br> • Il & L Benchmark (fall/winter/spring) Growth Monitoring of ML active students |
| **ML Students:** Increase the English Language Development (ELD) domain of writing by one level based on the WIDA annual ACCESS assessment by providing staff with professional development (PD) around GLAD strategies (High Performing Teams [HPT]), Imagine Learning, pre-teaching groups, newcomer groups, and native language tutors. | • IL & L Benchmark Data <br> • WIDA Annual Access Scores <br> • Progress Monitoring of the usage and growth in IL & L |

| Writing Action Items<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| --- | --- |
| Grades K-5 teachers will use the core writing units of study that are aligned to the REACH curriculum. Grades K-3 will focus on informational writing centered on evidence and elaboration and grades 4 and 5 will focus on opinion writing centered on evidence and elaboration to meet grade level standards.<br><br>Teachers will utilize the foundations of writing benchmarks and anchor papers, the emergent writing assessment (grades K-3), and embedded unit writing rubrics (grades 3-5). Feedback will be provided to students based on ongoing formative assessment. | **Monitor: 2-4 weeks**<br>• K - KARK - Benchmark in the fall/winter/spring: *used formatively between benchmark testing, anchor papers*<br>• Common formative assessments and rubrics<br>• Writing conferences |

| 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<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
|---|---|
| Teachers will administer and analyze common formative assessments to plan differentiated instruction, learning centers, and flexible small groups to support students in meeting grade-level standards in Numbers and Operations for grades K-5 for students below standard or Tier 2 as identified by the i-Ready diagnostic.<br><br>Support for ML students will include GLAD strategies, pre-teaching of academic vocabulary, and use of sentence stems to support engagement and peer-to-peer discourse. | **Monitor: 2-4 weeks**<br>• Common formative assessments<br>• KARK<br>• Grades 1-5 i-Ready diagnostic assessments<br>• Grades 3-5 SBA interim assessments |
| Teachers will meet in PLCs, Staff Extensions, HPT (GLAD embedded), and ALIF to plan for small group instruction and refine team-agreed common formative assessments.<br><br>ALIF, Staff Meetings, HPT and PLC's will be used for analyzing individual/grade level student data. | **Monitor: 2-4 weeks**<br>• Common formative assessments<br>• KARK<br>• Grades 1-5 i-Ready diagnostic assessments<br>• Grades 3-5 SBA interim assessments |

| **SCIENCE ACTION PLAN** | **Key Performance Outcome:**<br>90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) by 2027. |
| --- | --- |
| **Science Action Items**<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | **Key Performance Indicators (KPIs)**<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the WCAS? |
| Implement high impact strategies to increase student understanding of science content and application of the Next Generation Science Standards (NGSS) practice of *Engaging in Argument from Evidence* through:<br>• Using academic vocabulary routines from Reach for Reading for science vocabulary;<br>• Using sentence stems and anchor charts to support use of science evidence (claim, evidence, reasoning [CER]);<br>• Creating and using sentence stems and anchor charts to support the use of accountable talk (claim/evidence argument/discussion);<br>• Utilizing graphic organizers (CER) designed to support students when presenting and critiquing scientific evidence and arguments; and<br>• Using district transition guides given to staff for NGSS standards. | • Science Journals inquiry process grades K-5<br>• Grades K-1 teacher-collected evidence of students' ability to:<br>   o Listen actively to others' arguments and ask questions for clarification (through discussion only)<br>   o Agree or disagree with peer arguments based on evidence (through discussion only)<br>• Grades 2-3 teacher-collected evidence of students' ability to build on grades K-1 skills to:<br>   o Construct and/or support scientific arguments drawing on evidence, data, or models<br>   o Distinguish arguments that are supported with evidence from those that are not<br>• Grades 4-5 teacher-collected evidence of students' ability to build on grades 2-3 skills to:<br>   o Critique scientific evidence proposed by peers<br>   o Utilize district-created Washington Comprehensive Assessment of Science (WCAS)-aligned unit assessments<br>   o Integrate reading and writing instruction with science content |

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

**Key Performance Outcome(s):**

Results from the February 2022 Educational Survey (EES) will show an increase in the areas of family participation and cultural responsiveness based on the data provided by all stakeholders in the Silver Firs community (students, parents, and staff)

**Welcoming Culture:**

**Physical, Emotional and Intellectual Safety:**

**Equitable and Accessible Opportunities:**

77% of ML students will be on track to transition out of services within six years by 2027.

| Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| **Welcoming Culture** | |
| Continue to revise and improve family engagement to increase attendance, connectedness, and family involvement in:<br><br>• Meet and Greet     • Parent-Teacher Conferences<br>• Curriculum Night     • Kindergarten Orientation<br>• STEAM Night     • Multicultural Night<br>• Natural Leaders     • Music Concerts<br>• Volunteer opportunities     • PTA Collaborations<br>• 5th Grade Camp     • Monthly Newsletters<br>• DEI Team | • Participation Rates (attendance notes, photos, etc.)<br>• Volunteer sign-in sheets |
| Increase communication with families via print and digital media (newsletter, ParentSquare, Twitter, Facebook) using district communication tools to include Spanish and Vietnamese translations when appropriate. When available, we will communicate using the top 5 languages in the building: Spanish, Chinese-Mandarin, Telugu, Vietnamese, and Russian. | • Panorama Family Survey<br>• Website metrics<br>• Number of SFE/PTA Facebook followers/Twitter followers and engagement<br>• Classroom monthly/weekly newsletters<br>• Monthly school family newsletters |
| Provide a welcoming environment for students and families through:<br><br>• Morning Announcements by students<br>• All staff greeting stations in the morning<br>• SFE Pride Day Thursdays<br>• SFE School Spirit Fridays<br>• Daily class meetings/community circles in the morning<br>• Diversity Equity Inclusion (DEI) family library and resources | • Panorama Family Survey<br>• Panorama Student Survey (Social-Emotional Learning [SEL]/Climate)<br>• Student participation |

- Displays including welcoming messages
- Inclusive foyer
- SFE Student Council Spirit Days
- P.R.I.D.E weeks in January and April
- All-school assemblies to include student school and team building
- Multicultural Night
- Everett Ready
- Kindergarten orientation
- Music concerts

## Physically, Emotionally, and Intellectually Safe Environment

| | |
|---|---|
| Teach and reinforce PBIS common area expectations via shared lesson plans. | • Issues and referrals data<br>• Pride coupon distribution rate |
| Provide consistent SEL lessons throughout the grade levels. (second step, Child Protection Unit and Bully Prevention. | • Digital Second Step Curriculum lesson completion progress reports |
| Provide consistent opportunity for students to feel connected to their teacher and classmates with morning meetings and community circles each day. | • 3rd - 5th Grade Panorama Data |

## Equitable and Accessible Opportunities

| | |
|---|---|
| Increase Silver Firs' under-represented populations' (ML, Hispanic, Special Education) participation in extra-curricular activities, including:<br>• Robotics<br>• Student Council<br>• Safety Patrol<br>• Violin Class<br>• Missoula Theatre<br>• Equity Team (Student representatives from 3rd, 4th, and 5th grade)<br>• Active Martial Arts | • Increase in diversity of participants, monitored via student rosters. |
| Provide school day programming for active ML students to increase English language proficiency through Imagine Learning and GLAD strategies. | • Imagine Learning usage data |

## ATTENDANCE

### Key Performance Outcome(s):

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

| Attendance Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| Publish to families the Washington State Law and Everett Public Schools/Silver Firs policy regarding attendance. Include research and tips for families that enhance student attendance. | • Family Handbook<br>• Summer Welcome Letter—translated versions as requested<br>• Attendance Letters (as warranted)—translated versions as requested |
| Conduct biweekly attendance meetings with attendance committee to track those students with attendance concerns and determine next steps. | • Sequential steps for addressing attendance concerns when student(s) are absent without guardian contact:<br>   o Computer generated phone contact home.<br>   o If student has absence concerns, personal phone call home by office assistant<br>• Monthly attendance rates<br>• Health Room data |
| Re-engage students and families who have multiple absences through individual family conferences and/or the Community Engagement Board (CEB). | • Personal phone calls home by assistant principal will be initiated if attendance concerns continue |
| Review students' individual attendance record with parents at parent-teacher conferences to help families track absences. | • Individual student attendance rates |

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

It presents a relationship barrier as the coach cannot make important connections with students, staff, and families.

| Family Partnerships Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|
| Increase PTA membership and participation in PTA sponsored events and programs (by utilizing a variety of advertising methods):<br>• Meet-and-Greet, PK-5 Coffee Kickoffs, Silver Firs and PTA Facebook pages, and X (Twitter) | • PTA membership data<br>• Attendance at PTA-sponsored events<br>• Attendance at 5th Grade Celebration<br>• PTA events highlighted in teacher newsletters |
| Continue providing communication to all Silver Firs stakeholders through multiple strategies, including but not limited to:<br>• Sending information to both guardians listed in eSchoolPlus<br>• Including staff in schoolwide parent communication methods<br>• Sending critical information in multiple formats (i.e., print, digital, social media, website, ParentSquare) | • Panorama survey responses to prompts related to culture and communication<br>• Availability of translated materials<br>• Number of Social Media followers<br>• School Monthly Newsletter<br>• SFE Facebook/ SFE X (Twitter)<br>• Teacher CANVAS pages (parent tab) |
| Publish information to parents regarding curriculum and ways to continue the learning at home. | • Teacher Newsletters with curriculum support (SEL, math, ELA, science, etc.)<br>• Family Surveys |
| Increase two-way communication with under-represented parent groups. | • Increased percentage positive Panorama survey responses to prompts related to culture and communication<br>• Increased availability of translated materials<br>• Natural Leaders' involvement<br>• Equity team leadership |
| Increase family connections at Pre-School Parent Connection Events. | • Parent/Guardian Attendance Data<br>• Online Survey<br>• Parent Connection Meeting Attendance |

# INSTRUCTIONAL TECHNOLOGY

**Key Performance Outcome(s):**

Teachers and students will increase the use of technology as a learning and teacher support tool for instruction and learning.

| 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? |
|---|---|
| Focus on Digital Citizenship in grades 3-5 and online safety digital footprint. | • Grades 3-5—FBI internet safety test |
| Integrate classroom technology to engage students in learning and allow them to collaborate, communicate, think critically, and problem solve. | • Completion of technology-enhanced group projects and presentations<br>• Use of smart panels by students and teacher<br>• Classroom evidence of technology use by students<br>• Use of technology to support group research<br>• Utilization of SFE Canvas page<br>• Grades K-2—student use of Google Slides (STEM teacher)<br>• Progression through i-Ready lessons<br>• Panorama Survey Results |