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?
Increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units.	• REACH Unit assessments • DRA K-2 • (3rd - 5th) grade IAB Assessments • (3rd - 5th) iReady data
Provide specific and timely feedback to students that advances learning.	• iReady data chats (3rd – 5th) • Feedback during guided reading groups
Identify and administer common formative and summative assessments, and collaboratively use the data to provide intentional instruction and reinforce use of common grade level academic vocabulary (K-5). **EL Students:** intentional teaching and re-teaching of academic vocabulary for students during designated EL support times.	• Reach for Reading unit assessments • SBA Interim Block Assessments • DRA (K-2) • KARK Assessment • iReady (3rd – 5th) • Coach/Peer feedback notes
Implement before-school 'Power Reading Club' focused on increasing reading engagement and comprehension of 3-5th grade boys.	• Reach for Reading unit assessments of group participants • SBA Interim Block Assessments of group participants • DRA • iReady online instruction progress and diagnostic assessment results

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?
Increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units.	• Unit writing projects • Common grade level assessments and rubrics • BFTL
Provide specific and timely feedback to students that advances learning on writing samples and work.	• Data Chats • Feedback on student writing • Writing conferences
Students will be able to pull relevant key details from source texts in order to effectively cite evidence from multiple sources in informational and opinion writing.	• Reach for Reading' writing samples (Grades K-5) • BFTL (K-2) • Various common grade level writing samples • SBA Interim Assessments (3-5) • Science Opinion Writing Performance Task
Bridge the gap between primary and intermediate writing by unpacking standards to increase rigor and develop writing at standard.	• SBA Interim Assessment Blocks • SBA release items (3-5) • Grade Level Writing Tasks

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?
Increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units	• Student self-evaluation on understanding of targets and success criteria • (3rd - 5th) grade IAB Assessments • (3rd - 5th) iReady data
Provide specific and timely feedback to students that advances learning	• Student work samples • Data Chats
Increase number sense and productive student discourse by focusing on the effective mathematical routine of number strings through professional development	• Student Centered Coaching Cycles • Coach/Peer feedback notes • iReady data regarding Number Sense
Identify and administer common formative and summative assessments and collaboratively use the data to intentionally inform student centered coaching cycles within classroom instruction.	• Frequency of math coach visits to classrooms • Grade level common formative/summative assessment data • iReady data 1st – 5th • SBA Focused Interim Assessment • District Topic Test Pre/Post data • SBA Interim Block Assessment data (grades 3-5)
As a result of instruction based on the balanced math model, students will expand their problem-solving application and ability to communicate mathematical reasoning.	• Balanced Math Model PD • Grade level common formative/summative assessment data • iReady data 1st – 5th • District Topic Test Pre/Post data • SBA Focused Interim Assessment • SBA Interim Block Assessment data (grades 3-5)

SCIENCE ACTION PLAN	**Key Performance Outcome:** 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.
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?
Increase clarity of learning outcomes and of student understanding of essential learning targets and success criteria in lessons and units.	• Science Journals • Use of district transition guides given to staff for NGSS Standards
Implement district science and engineering kits in grades P-5 to meet Next Generation Science Standards with a focus on engaging students in the science and engineering practices and crosscutting concepts in their grade level curricula.	• Science formative and summative/unit assessment data • WCAS Science Assessment

Implement high impact strategies to increase student understanding of science content and application of the NGSS Practice of *Engaging in Argument from Evidence* through:
    o Accountable talk (claim/evidence argument/discussion)
    o Using academic vocabulary (Tier 2 and Tier 3) through Reach for Reading Routines
    o Create/use sentence stems and anchor charts for using science evidence (claim, evidence, reasoning)
	• K-1 teacher collected journal evidence of students' ability to:
	    o Listen actively to others arguments and ask questions for clarification (through discussion only)
	    o Agree or disagree with peer arguments based on evidence (through discussion only)
	• 2-3 teacher collected journal evidence of student' ability to build on K-1 skills to:
	    o Construct and/or support scientific arguments drawing on evidence, data or a model
	    o Distinguish arguments that are supported with evidence from those that are not
	• 4-5 teacher collected journal evidence of students' ability to build on 2-3 skills to:
	    o Critique scientific arguments proposed by peers
	• District-created WCAS-aligned unit assessments

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: Results from the February 2020 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)

Equitable and Accessible Opportunities: 77% of EL 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	
Continue to revise and improve parent night events using the district family engagement process conditions to increase attendance and family involvement: • Meet and Greet * Science Night • High School & Beyond * Multicultural Night • Kindergarten Orientation * Curriculum Night • Preschool Parent Night * Parent-Teacher Conference • Music concerts	• Increase overall attendance from 2018-19 • Increase number of family sponsored booths at multi-cultural night from 2018-19
Increase communication with families via print and digital media (newsletter, connect-ed, Twitter, Facebook) using district communication tools to include Spanish and Vietnamese translations when appropriate.	• CEE Parent survey responses to prompts related to culture and communication • Website visits • School Monthly Newsletter • Number of Facebook followers/Twitter Followers
Monitor implementation of Silver Firs customer service philosophy.	• Quarterly input from staff • CEE parent survey responses to prompts related to culture and welcoming environment
Physically, Emotionally, and Intellectually Safe Environment	
Continue implementation of School-wide PBIS with fidelity. • Launch Minor and Major Form • Align level system with PBIS and SWIS	• Common lesson plans refined for all areas • Posters displayed in all common areas that outline PRIDE expectations • Voice level posters displayed in all classrooms and common areas and expectations have been taught, reinforced • All classrooms participate in grade level lessons for cafeteria/playground
Regular monthly PBIS meetings to analyze discipline data and create school-wide action steps to address data using SWIS, CEE and SEL student surveys. Implement Tier 2 PBIS	• Behavior/referral data collected via SWIS

	• Increase in favorable responses on Spring SEL student survey for 3rd, 4th and 5th grade students • CEE student survey results
Provide an emotionally and intellectually safe learning environment for all students through intentionally planned instruction, specifically focusing on: • Grit/Growth Mindset • School Safety (Empathy Development, Regulating Emotions, Problem Solving Strategies, morning meetings, Restorative Practices, and Personal Safety)	• Behavior/referral data collected via SWIS • Increase in favorable responses on Spring SEL student survey for 3rd, 4th and 5th grade students • Student work samples and projects • Pre and post assessments CEE Student Perception Data to prompts related to supportive learning environment

Equitable and Accessible Opportunities

Increase under-represented populations (EL, Hispanic, Special Education) to participate in extra-curricular activities at Silver Firs: • Robotics *Green Team • Robotics, Jr. *Chess Club • Student Council *YMCA • Soccer *Safety Patrol • Missoula Children's Theatre • Spanish Club • Violin	• Increase in diversity of participants
Provide, before school program, for EL students to increase English proficiency through use of Imagine Learning.	• Imagine Learning usage data
Increase participation in summer school for students performing at level 2 or below in math and/or reading.	• Increase summer school registrants • Summer school registrant attendance

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reduce from an average of 4.16% to 3% and 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?
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 • Summer Welcoming letter • Letter by AP to families every month • Monthly Silver Firs Newsletter with attendance tips
Recognize students for Perfect attendance	• Posters in buildings "All Day, Every Day" • Monthly reward for "Perfect Attendance" (no absences, tardies, or early release). • Monthly reward for "Near Perfect" Attendance" • End of semester reward for "Perfect Attendance" (Feb and June) • End of year reward and acknowledgement for "Perfect Attendance" at assembly
Review students' individual attendance record with parents at conferences using attendance thermometers to help families track absences.	• Individual student attendance rates
Re-engage students who have multiple absences	• Monthly attendance rates • Monitor Health Room data

Bi-weekly attendance meetings to track those students with attendance concerns	• Sequential steps for addressing attendance concerns:
	  o When student is absent without guardian contact, computer generated phone contact home
	  o If student has absence concern, personal phone contact home by attendance secretary
	  o Teacher communication via phone or email contact after 3 or more consecutive absences
	• Conference (either by phone or in person) initiated by assistant principal to share attendance information, policy, and law and to brainstorm ideas to increase the child's attendance at school

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase communication of and involvement in school activities by 5% as measured by the CEE Parent Survey by focusing on increasing diversity of parent and family involvement

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?
Increase PTA membership and participation in PTA sponsored events and programs (Art Docent, Watch DOGS, etc.) by utilizing a variety of advertising methods: - Hosting membership tables at beginning of the year school events - Hosting informational nights for those interested in Watch DOGS - Silver Firs and PTA Facebook pages	- PTA Membership data - Attendance at PTA-sponsored events - Volunteer log - Watch DOGS participation data - Art Docent participation data
Continue providing communication to all Silver Firs stake holders including but not limited to the following strategies: - Send information to BOTH guardians listed in eSchools - Include staff in school-wide parent communication methods - Send critical information in multiple formats (i.e. print, digital, social media, website, connect-ed).	- CEE Parent survey responses to prompts related to culture and communication - Increase availability of translated materials - Number of Facebook followers - School Monthly Newsletter - SFE Facebook - SFE Twitter
- Publish information to parents regarding the following Guidance & Counseling lessons for reinforcement at home: - K: Second Step 1st: Second Step/TAT 2nd: Second Step/Diversity 3rd: Growth Mindset/Second Step/Steps To Respect 4th: Second Step 5th: Second Step/STR	CEE parent survey responses to prompts related to family partnerships and safe environment
Increase 2-way communication with under-represented parent groups (Hispanic, EL, Special Education).	- Increase % positive CEE Parent survey responses to prompts related to culture and communication - Increase availability of translated materials
Pre-School Parent Connection Night.	- Parent Attendance Data - Survey Online

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?
Continue keyboarding instruction through the use of Typing Club in grades K- 5 while introducing keyboarding basics to younger grades	• WPM tests (monthly)
Build student capacity school-wide for coding through Google Comp Sci First, Code.org, Lego We Do and Blockly activities.	• Lego We Do • Google CS First progress • Coding Progression
Integration of Reach for Reading, Science, Social Studies, ISTE, and Math standards into classroom instructional practices	• Completion of grade level projects • Progression through Iready Lessons
Incorporate 21st century skills into technology instruction	• 21st century skill-based projects
Focus on Digital Citizenship	• FBI internet safety test, grades 3rd-5th