| **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**<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? |
|---|---|
| Focus on Reach for Reading collaboration routines during shared reading to scaffold student comprehension of grade-level text and content. | • Reach for Reading summative assessments (K-5)<br>• Reach for Reading/teacher-created formative assessments (K-5)<br>• I-Ready reading diagnostic assessments, comprehension domain (3-5) |
| Create make and take Guided Language Acquisition Design (GLAD) *(pictorial input, narrative input, chants, and sentence patterning charts)* materials for Reach for Reading units to support diverse learners to increase student academic vocabulary. | • Reach for Reading summative assessments (K-5)<br>• Reach for Reading/teacher-created formative assessments (K-5)<br>• I-Ready reading diagnostics assessments, high frequency words & vocabulary domains (K-5) |
| Utilize assessment data during grade level team meetings to plan and adjust flexible groups to ensure each student makes more than years growth with their foundational reading skills. *(Phonological Awareness & Phonics, High Frequency Words & Vocabulary).* | • Reach for Reading summative assessments (K-5)<br>• Reach for Reading/teacher-created formative assessments (K-5)<br>• I-Ready reading diagnostic assessments, *phonological awareness and phonics domains* (K-2)<br>• I-Ready reading diagnostics assessments, *high frequency words & vocabulary domains* (3-5) |
| Ensure that all students below standard receive two lessons *(or 45 minutes)* per week on i-Ready reading or Imagine Language and Literacy, monitor progress of online instruction, and intervene with an adult. | • I-Ready Reading Diagnostic assessments (1-5)<br>• I-Ready Reading lesson completion reports (1-5)<br>• Imagine Language and Learning (IL&L) minute usage report (K-5) |
| **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? |
| Ensure all students engage in daily writing using interactive notebooks and/or quick writes to improve student development of ideas and endurance. | • Teacher-created formative assessments (*K-5*)<br>• Writing Foundations Benchmark Assessments (K-3)<br>• Reach for Reading Common Writing Assessments (3-5) |

| Utilize the Building Foundations That Last (K-3) and Reach for Reading (3-5) aligned writing units to increase weekly practice of writing skills. | • Teacher-created formative assessments (*K-5*)<br>• Writing Foundations Benchmark Assessments (K-3)<br>• Reach for Reading Common Writing Assessments (3-5) |
|---|---|

| **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? |
| Focus on Illustrative Mathematics (IM) discussion routines (*MLR1: stronger and clearer each time, MLR8: discussion supports*) during the explore section of lessons to scaffold student understanding of grade-level concepts and skills. | • Teacher-created or IM-created formative assessments (*K-5*) • Illustrative Mathematics summative assessments (K-5) • I-Ready mathematics diagnostics assessments (K-5) |
| Utilize assessment data during grade level team meetings to plan and adjust math centers to ensure each student makes more than years growth with their foundational number sense skills (*Student-Led IM Centers, I-Ready, Para-led IM Centers, and Teacher led small group*). | • Teacher-created or IM-created formative assessments (*K-5*) • Illustrative Mathematics summative assessments (K-5) • I-Ready mathematics diagnostics assessments (K-5) |
| Ensure that all students below standard receive two lessons (*or 45 minutes*) per week on i-Ready math, monitor progress of online instruction, and intervene with an adult. | • Teacher-created or IM-created formative assessments (*K-5*) • I-Ready Mathematics Diagnostic assessments (1-5) • I-Ready Mathematics lesson completion reports (1-5) |
| Participate in Observing Evidence of Learning (OEL) cycles utilizing the IM implementation reflection rubric. | • IM implementation rubric walk throughs (k-5) • OEL Cycle teacher reflection forms (k-5) • Illustrative Mathematics summative assessments (K-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 Washington Comprehensive Assessment of Science (WCAS)? |
| Plan and implement science units focused on Next Generation Science Standards (NGSS) to ensure all students receive high-quality science instruction weekly. | • Teacher-created science formative assessments (*K-5*) • Everett Public Schools (EPS) Science Kit Assessments (*K-5*) |
| Create make and take GLAD (*pictorial input, narrative input, chants, and sentence patterning charts*) materials for each science unit to support diverse learners to increase student scientific vocabulary. | • Materials created for science units (*K-5*) • EPS Science Kit Assessments (*K-5*) |

**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 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 fall to spring of the 2021-22 school year.

**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 2021-22 school year.

**Equitable and Accessible Opportunities:** 77% of EL 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** | |
| Provide professional development to all staff around equity and culturally responsive practices to improve staff cultural awareness and increase student sense of belonging. | • Staff stakeholder survey data analysis (*Belonging and Cultural Awareness/Action*)<br>• Panorama survey data:(3-5, sense of belonging) |
| Increase the use of language interpreter services during school wide events, parent/teacher meetings, and daily at our front desk. | • Family stakeholder survey data analysis (*Communication with School and Engagement Barriers*) |
| Increase the sharing of information and resources available within our community with families that need additional support. | • Family stakeholder survey data analysis (*Communication with School and Engagement Barriers*) |
| **Physically, Emotionally, and Intellectually Safe Environment** | |
| Physical: Implement a universal tier 1 positive-behavior intervention system to teach, reinforce and monitor behavioral (HAWKS) expectations school wide. | • Student discipline data<br>• Student attendance data<br>• Panorama Survey Data (*3-5: School Climate*) |
| Emotional: Increase the frequency and depth of social-emotional learning through the implementation of daily morning meetings and weekly second-step lessons to positively impact students' self-efficacy. (*self-management and emotion regulation*) | • Teacher created formative assessments<br>• Panorama Survey Data (*3-5: self-management and emotion regulation*) |
| Intellectual: Recreate a Tier 1 universal positive behavior system and interventions focused on the development of independent learners. | • Panorama Survey Data (*3-5: Engagement and learning model*) |
| **Equitable and Accessible Opportunities** | |

| | |
|---|---|
| Push-in multilingual learner support to pre-teach students foundational academic vocabulary for the Reach for Reading Units in each grade level. | <ul><li>Reach for Reading summative assessments (K-5)</li><li>Reach for Reading/ teacher-created formative assessments (k-5)</li><li>I-Ready reading diagnostics assessments, high frequency words & vocabulary domains (K-5)</li></ul> |
| Design extended day programs that support both students need for additional basic educational support and provide enrichment opportunities to increase interest in academics. | <ul><li>I-Ready mathematics diagnostics assessments (K-5)</li><li>I-Ready reading diagnostics assessments (K-5)</li><li>Imagine learning and language student assessments</li></ul> |
| Increase student and parent use of Imagine Learning through the development of before and after school programs to provide time, support, and opportunity to practice new skills. | <ul><li>Imagine learning and language student participation rates</li><li>Imagine learning and language parent enrollment rates</li></ul> |

## 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? |
| --- | --- |
| Engage students and families in frequent communication of the importance of on-time and regular attendance. | • Monthly attendance rates and disaggregated by race/ethnicity, Socio-Economic Status (SES), and program |
| Develop a system for regularly reviewing attendance data to identify students for targeted support. | • Monthly attendance rates and disaggregated by race/ethnicity, SES, and program |
| Create Tier 1 universal systems and interventions for attendance to improve average daily attendance. | • Monthly attendance rates and disaggregated by race/ethnicity, SES, and program |

## FAMILY PARTNERSHIPS ACTION PLAN

**Key Performance Outcome(s):**

Hawthorne will increase and foster family and parent engagement through regular communication, two-way communication, and responsive school community events.

| 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 two-way communication between school and home by developing a communication plan that meets the needs of our diverse families and community groups. | • School Created Parent Surveys<br>• School Stakeholder Annual Survey (*Participation Rate*)<br>• School Stakeholder Annual Survey (*Family-School Communication*) |
| Engage the Parent Teacher Association and Natural Leaders in the planning of family and parent engagement events that fit the needs and interest of parents. | • School Created Parent Surveys<br>• School Stakeholder Annual Survey (*Participation Rate*)<br>• School Stakeholder Annual Survey (*Family Engagement*) |
| Create opportunities for parents to provide school leadership with feedback through the development of parent focus groups (*School Fit and Learning Model*). | • School Created Parent Surveys<br>• School Stakeholder Annual Survey (*Participation Rate*)<br>• School Stakeholder Annual Survey (*School Fit and Learning Model*). |

## INSTRUCTIONAL TECHNOLOGY

**Key Performance Outcome(s):**

The target for the 2020-21 school year is 100% of students in all grade levels creating published digital-based work through a collaborative process in learning and contributing with peer.

| Instructional Technology 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? |
|---|---|
| Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate to their goals. | • K-5 digital evidence of technology-based composed or published work and technology-based projects or presentations |
| Create the opportunity to participate in the Lego robotics teams after school program with a focus on recruiting students that reflect the school's population. | • Team roster reflects student demographic (include # or breakdown??) |