

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?
<ul style="list-style-type: none"> Teachers will administer progress monitoring assessments every 4-6 weeks for students below standard or on Tier 2 in order to provide equitable, high impact interventions using small groups and differentiated instruction. K-2 Science of Reading (SOR) focused on decoding foundational skills to close the skill gaps phonics (grades K-2) and vocabulary (grades 3-5) to improve comprehension skills. 	Monitor: 4-6 Week <ul style="list-style-type: none"> Kindergarten <ul style="list-style-type: none"> Kindergarten Assessment Resource Kit (KARK) Benchmark in the fall/winter/spring: used formatively between benchmark testing Grades K-2 <ul style="list-style-type: none"> iReady Oral Reading Fluency (ORF)/Rapid Automatized Naming (RAN) (fall/winter/spring) Grades 3-5 <ul style="list-style-type: none"> iReady online lesson and Imagine Learning (Il & L) Data Growth Monitoring and Instructional Monitoring REACH Unit Assessments
<ul style="list-style-type: none"> Teachers within their PLCs analyze common formative and summative assessments and collaboratively use the data to inform aligned intentional instruction. 	Monitor: 4-6 Week <ul style="list-style-type: none"> Kindergarten <ul style="list-style-type: none"> KARK Benchmark in the fall/winter/spring: used formatively between benchmark testing Grades K-2 <ul style="list-style-type: none"> iReady ORF/RAN (fall/winter/spring) Grades 3-5 <ul style="list-style-type: none"> iReady online lesson and Il & L Data Growth Monitoring and Instructional Monitoring REACH Unit Assessments

<ul style="list-style-type: none"> • Multi-Language Learner (MLL) Students: <ul style="list-style-type: none"> ○ Increase two levels in 2 of 4 domains (reading, writing, speaking, and listening) with Guided Language Acquisition Design (GLAD) strategies and engagement in designated MLL supports to promote language acquisition for every multi language learner. 	<ul style="list-style-type: none"> • IL & L data
Writing Action Items (Actions that improve performance towards outcomes) <ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • Teachers in grades K-5 will use aligned grade level writing rubrics and provide feedback based on ongoing formative assessments until students reach mastery. 	Monitor: 4-6 weeks <ul style="list-style-type: none"> • Kindergarten <ul style="list-style-type: none"> ○ KARK ○ Benchmark in the fall/winter/spring: used formatively between benchmark testing, anchor papers ○ Common formative/summative assessment ○ Grade level rubrics

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?
<ul style="list-style-type: none"> Teachers will administer/analyze common progress monitoring assessments to plan differentiated instruction, learning centers and small groups to support students in meeting grade level standards in Number and Operations for students below standard or on Tier 2 as identified by iReady Diagnostic. 	Monitor: 4-6 Weeks <ul style="list-style-type: none"> Common formative section and summative assessment Kindergarten <ul style="list-style-type: none"> KARK Grades 1-5 <ul style="list-style-type: none"> iReady Diagnostic Assessments Growth Monitoring and Instructional Monitoring Formative and summative math assessments
<ul style="list-style-type: none"> Teachers will meet in PLCs to plan for instruction that includes higher level thinking strategies and student discourse. Supports for MLLs within this plan include: <ul style="list-style-type: none"> GLAD strategies, Pre-teaching of academic vocabulary, and Sentence stems to support engagement and peer to peer discourse. 	Monitor: 4-6 Weeks <ul style="list-style-type: none"> Common formative section and summative assessment Kindergarten <ul style="list-style-type: none"> KARK Grades 1-5 <ul style="list-style-type: none"> iReady Diagnostic Assessments iReady Instructional Growth Grades 3-5 <ul style="list-style-type: none"> SBA Interim Assessments

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?
<ul style="list-style-type: none"> Teachers will increase clarity of learning outcomes and of student understanding of essential learning targets and success criteria in lessons and units. 	<ul style="list-style-type: none"> Students can articulate learning targets and outcomes. Evidence in student assignments and assessments. Targeted feedback on student work. Use of district transition guides given to staff for Next Generation Science Standards (NGSS).
<ul style="list-style-type: none"> Implement high impact strategies to increase student understanding of science content and application of the NGSS practice of <i>Engaging in Argument from Evidence</i> through: <ul style="list-style-type: none"> Accountable talk (claim/evidence argument/discussion). Using academic vocabulary (Tier 2 and Tier 3) through Reach for Reading routines. Create/use sentence stems and anchor charts for using science evidence (claim, evidence, reasoning). 	<ul style="list-style-type: none"> Science Journals inquiry process grades K-5. Grade K-1 teachers collected evidence of students' ability to: <ul style="list-style-type: none"> Listen actively to others' arguments and ask questions for clarification (through discussion only). Agree or disagree with peer arguments based on evidence (through discussion only). Grade 2-3 teachers collected evidence of students' ability to build on grades K-1 skills to: <ul style="list-style-type: none"> Construct and/or support scientific arguments drawing on evidence, data, or a model. Distinguish arguments that are supported with evidence from those that are not. Grade 4-5 teachers collected evidence of students' ability to build on grade 2-3 skills to: <ul style="list-style-type: none"> Critique scientific arguments proposed by peers. Utilize district-created Washington Comprehensive Assessment of Science (WCAS)-aligned unit assessments. 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):

- 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

<ul style="list-style-type: none"> • Continue to revise and improve parent night events using the district family engagement process conditions to increase attendance and family involvement: <ul style="list-style-type: none"> ○ Meet and Greet ○ Parent-Teacher Conference ○ Virtual Curriculum Night ○ Virtual Kindergarten Orientation ○ Math and Literacy Night ○ Multi-Cultural Night ○ IL & L Night 	<ul style="list-style-type: none"> • Increase inclusivity of our growing diverse population. • Increase in diversity of participants.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Panorama Family Survey • Website metrics • Number of SFE/PTA Facebook followers/Twitter Followers & Engagement. • School Monthly/Weekly E- Newsletter.
<ul style="list-style-type: none"> • Provide a welcoming environment to students. 	<ul style="list-style-type: none"> • Morning Announcements by students. • All staff greeting stations in the morning. • SFE Pride Day Thursday. • Daily morning class meetings/community circles.

Physically, Emotionally, and Intellectually Safe Environment	
<ul style="list-style-type: none"> • Provide consistent social emotional lessons (SEL) throughout the grade levels. 	<ul style="list-style-type: none"> • Digital Second Step Curriculum
<ul style="list-style-type: none"> • Provide consistent opportunity for students to feel connected to their teacher and classmates with morning meetings and community circles each day. 	<ul style="list-style-type: none"> • Grades 3-5 Panorama Data • Percentage of class attending Morning Zooms during remote learning
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> • Increase under-represented populations (ML, Hispanic, special education) to participate in extra-curricular activities at Silver Firs: <ul style="list-style-type: none"> ○ Robotics ○ Chess Club ○ Student Council ○ Soccer ○ Safety Patrol ○ Violin 	<ul style="list-style-type: none"> • Increase inclusivity of our growing diverse population. • Increase in diversity of participants.
<ul style="list-style-type: none"> • Provide school day program, for active ML students to increase English language proficiency through the use of Imagine Learning. 	<ul style="list-style-type: none"> • Imagine Learning usage data.

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?
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Family Handbook Summer Welcome Letter Letter by assistant principal to families every month
<ul style="list-style-type: none"> Review students' individual attendance record with parents at conferences using attendance thermometers to help families track absences. 	<ul style="list-style-type: none"> Individual student attendance rates
<ul style="list-style-type: none"> Re-engage students and families who have multiple absences. 	<ul style="list-style-type: none"> Monthly attendance rates Monitor Health Room data Community Truancy Board
<ul style="list-style-type: none"> Weekly attendance meetings to track those students with attendance concerns. 	<ul style="list-style-type: none"> Sequential steps for addressing attendance concerns when student(s) are absent without guardian contact, computer generated phone contact home. <ul style="list-style-type: none"> If student has absence concerns, personal phone call home by Office Assistant. If attendance concerns continue, contact by Assistant Principal will be initiated.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

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

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?
<ul style="list-style-type: none"> • Increase PTA membership and participation in PTA sponsored events and programs (by utilizing a variety of advertising methods: <ul style="list-style-type: none"> ○ Hosting virtual membership Zooms at beginning of the year school events. ○ Silver Firs and PTA Facebook pages and Twitter. 	<ul style="list-style-type: none"> • PTA membership data • Attendance at PTA-sponsored events
<ul style="list-style-type: none"> • Continue providing communication to all Silver Firs stakeholders including but not limited to the following strategies: <ul style="list-style-type: none"> ○ 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). 	<ul style="list-style-type: none"> • Panorama survey responses to prompts related to culture and communication. • Increase availability of translated materials. • Number of Social Media followers. • School Monthly Newsletter • SFE Facebook • SFE Twitter
<ul style="list-style-type: none"> • Publish information to parents regarding the Digital Second Step Curriculum. 	<ul style="list-style-type: none"> • Teacher sharing Second Step prepared publications with families.
<ul style="list-style-type: none"> • Increase 2-way communication with under-represented parent groups (Hispanic, ML, special education). 	<ul style="list-style-type: none"> • Increase percentage positive Panorama survey responses to prompts related to culture and communication. • Increase availability of translated materials.
<ul style="list-style-type: none"> • Pre-school parent connection events. 	<ul style="list-style-type: none"> • Parent attendance data • Survey online

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teacher 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?
<ul style="list-style-type: none">CANVAS/Google Classroom	<ul style="list-style-type: none">Continue to build/share blended learning digital resources created from previous school year.
<ul style="list-style-type: none">Integration of Reach for Reading, Science, Social Studies, ISTE, and Math standards into tech classroom instructional practices.	<ul style="list-style-type: none">Completion of grade level projectsProgression through iReady LessonsIntegrate and utilize audio enhancements
<ul style="list-style-type: none">Focus on Digital Citizenship.	<ul style="list-style-type: none">Grades 3-5<ul style="list-style-type: none">FBI internet safety test