

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?
Implement effective Tier 1 reading instruction by utilizing the district adopted curriculum emphasizing the key components of the Science of Reading (dedicated time to Foundational Skills and Word Study).	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Reach Unit Tests Grade level formatives iReady data Kindergarten Assessment Resource Kit (KARK) Oral Reading Fluency Random Automatized Naming
Implement Tier Two differentiated instruction during ELA group time to better ensure students meet grade level standards. Tier 2 intervention instruction will be the use of the Reach into Phonics, Literacy Footprints and iReady Tools for Instruction.	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> iReady data Oral Reading Fluency Random Automatized Naming
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?
Implement Tier One writing instruction utilizing the district adopted curriculum (K-2 Building Foundations that Last and 3 rd - 5 th Reach for Reading writing components) emphasizing consistent writing in all grades.	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Reach Unit Tests- student response to writing prompts Grade level formatives K-2 David Matteson writing samples

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?
Implement all elements of illustrative Mathematics (IM) including lesson design, embedded inquiry model/questioning, pacing, and productive struggle.	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Progression on the IM implementation rubric Analysis of cool down and checkpoint assessment student achievement. IM end of unit tests KARK iReady data Grades 3-5 SBA Interim Assessment Blocks (IABs)
Implement Illustrative Mathematics formative assessments to consistently know where our student strengths and struggles are in learning grade level math standards so we can determine next steps in instruction.	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Track utilization of PLCs to analyze the formative assessment data to modify Tier 1 and Tier 2 instruction Track student growth on grade level standards on IM checkpoint success and iReady diagnostic data KARK iReady data
Develop a Professional Learning Community (PLC) structure that is effective for planning and reflecting on instruction and assessment in order to realize greater gains in student math achievement.	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Tracking the number of completed teaching and learning cycles Tracking student growth on standards based on IM checkpoint success and iReady diagnostic data
All teachers will implement Tier 1 and Tier 2 differentiated instruction during math group time to better ensure students meet grade level standards. Reteaching of Tier 1 intervention instruction will be based on cool down and checkpoint assessment results. Tier 2 math intervention instruction will be use of iReady.	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Analysis of cool down and checkpoint assessment student achievement iReady data

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)?
Implement effective Tier 1 science instruction by utilizing the district adopted curriculum and teaching science every day. Utilize the Next Generation Science Standards (NGSS) aligned assessments to measure progress.	<ul style="list-style-type: none"> • Measure proficiency with the following assessments: <ul style="list-style-type: none"> ○ NGSS aligned assessments ○ 5th grade WCAS results

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

Key Performance Outcome(s):

Increase by at least 3% on the 2022 spring parent and student Panorama survey the following statements found on the parent and student spring 2021 Panorama Survey:

Welcoming Culture:

Overall, how much respect do you think the teachers at your child's school have for your children? (85%)

How well do administrators at your child's school create a school environment that helps children learn? (72%)

To what extent do you think that children enjoy going to your child's school? (76%)

Physical, Emotional and Intellectual Safety:

How often are people disrespectful to others at your school (71%)

If a student is bullied at school, how difficult is it for him/her to get help from an adult (62%)

How often do you worry about violence at your school (71%)

Equitable and Accessible Opportunities: 77% of English Learner (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 equity and inclusion staff trainings focused on relationship building and implementation of the culturally responsive strategies framework (self-awareness, knowledge, and skill). 	<ul style="list-style-type: none"> Number of trainings and time spent focused on equity work
<ul style="list-style-type: none"> Implement an equity team comprised of staff members. The team will look at data and systems to realize any inequitable practices and remedy them. 	<ul style="list-style-type: none"> Number of equity meetings and action on agenda items
<ul style="list-style-type: none"> Conduct data analysis of Panorama Ed 3-5 grade Social Emotional fall survey to determine next steps for improving students' school Social Emotional Learning (SEL) experience. We will also begin using Panorama Ed to track Tier 2 interventions. 	<ul style="list-style-type: none"> Panorama user data tracking results
Physically, Emotionally, and Intellectually Safe Environment	
Physically <ul style="list-style-type: none"> Implement authentic safety scenarios connected to unexpected all school safety drills 	<ul style="list-style-type: none"> Number of authentic and unexpected all school safety drills Schedule and follow through of district safety officer at a staff meeting

<ul style="list-style-type: none"> Professionally develop staff in the protocols for Run, Hide, Fight facilitated by the district safety officer 	
Emotionally <ul style="list-style-type: none"> Implement the Tier 1 SEL curriculum- Second Step- with fidelity Reintroduce and implement Lowell's Positive Behavior Intervention Support (PBIS) program to facilitate a return to successful in person learning Implement the school counselor meeting with Tier 2 students in small groups focused on emotion regulation 	<ul style="list-style-type: none"> Monitoring by admin of Tuesday lesson implementation
Intellectually <ul style="list-style-type: none"> Explore understanding and implementation regarding how to implement Tier 2/3 interventions and supports for academics, behavior, and SEL 	<ul style="list-style-type: none"> Number of meetings with our Multi-Tiered Systems of Support (MTSS) district coordinator and planning meetings with the Tier 2 team
Equitable and Accessible Opportunities	
Teachers will engage in collaborative lesson planning with support from the EL coach to intentionally plan lessons incorporating Guided Language Acquisition Design (GLAD) strategies. These lessons will then be implemented to promote language acquisition and to provide access to core curriculum for EL students.	<ul style="list-style-type: none"> Number of grade levels that meet with Hillary and evidence of plans and products created during the planning sessions
<ul style="list-style-type: none"> Roster and integrate Life Skills students into general education K-5 classrooms, specialists, and during lunch/recess to increase access to grade level curriculum and social interaction 	<ul style="list-style-type: none"> Amount of time Life Skills students are integrated into their assigned gen ed classroom
<ul style="list-style-type: none"> Intentional implementation of the WIDA and utilizing baseline results to action plan for our EL students to ensure they are transitioning out of the EL program within 6 years. 	<ul style="list-style-type: none"> Number and quality of plans produced due to analysis of baseline WIDA 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?

- Monitor attendance and develop action plans for students who are at risk of becoming chronically absent.
 - Attendance Team meets monthly reviewing student absences
 - Implement attendance interventions- ex: small group rewards and tracking for focus students
 - Utilize Panorama to document attendance intervention attempts
 - Engage in the CORE Collaborative, implement home visits, community truancy boards and agency referrals to provide support to students who have missed 10% of the school days (not due to COVID) and to their families

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Monthly attendance rates

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase by at least 3% the following sections found on the 2021 Panorama survey:

- Family engagement (8%)
- School Fit (56%)
- School Climate (74%)

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?

Improve communication and engagement between school and home:

- Continue to utilize online platforms to communicate with parents:
 - Remind, Seesaw, Canvas, Google Classroom, Blackboard Connect
- Produce documents in multiple languages- Spanish, Ukrainian and Russian:
 - Utilize translated subtitles in PPT and Zoom
 - Translate all family flyers and documents
 - Professionally develop teachers to know how to make presentations and all communications language accessible for parents
 - Ensure all Blackboard Connect phone calls and emails are translated into multiple languages
- Allow parents many avenues to provide feedback about Lowell:
 - Promote Let's Connect district meetings
 - Analyze district parent surveys for next steps- ex: Panorama
 - Restart Natural Leader meetings to gather feedback
 - District Natural Leaders liaison will call Spanish families to gather input-feedback
 - Investigate Zoom meetings for principal and parent connection
 - Promote PTA meetings
- Implement virtual family nights, for example:
 - Bingo Night
 - Trivia Night
 - STEM Night
 - Art Night
- Investigate new social media platforms in hopes of appealing to all families and increasing our communication reach:
 - Instagram
 - TikTok
- Intentional rehearsal and role play of parent/teacher conferences with teachers prior to November and March conferences to increase confidence in teacher/parent communication
- Review Panorama survey for areas of improvement

- Number of attendees at events
- Number of followers on Facebook, Twitter
- Number of documents translated into other languages
- Number of respondents to feedback methods

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Approximately 50% of the teaching staff utilize Performance Matters for data monitoring and/or for implementing an assessment.

First-Fifth grades demonstrate 70% of their students meet the weekly math and reading lesson goals.

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?
Explore Performance Matters as a tool for assessment and monitoring data.	<ul style="list-style-type: none"> Performance Matters user tracking results, number of tests teachers use in the PM system
Implement consistent opportunities for iReady and monitoring of lessons, e.g., use of instructional tools for lessons not passed.	<ul style="list-style-type: none"> iReady data indicates consistent student attainment of three math lessons and two reading lessons passed per week

STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
Lowell Tier 1 team members	Grade level representatives, paraeducator, specialists, principal, assistant principal, special education	All parts of the School Improvement Plan
iReady data meeting team meetings and during PLCs	Grade level meetings held in the fall and winter PLCs held every Friday	Reading, Writing, Math
Allix Judy	ELA coach	Reading, Writing
Lisa O'Connor	Math coach	Math
Hillary Chandler	ML Coach	Multi-Lingual Learners
Cindy Foster	Principal	All parts of the School Improvement Plan
Andre Samuels	Assistant Principal	All parts of the School Improvement Plan
Tier 2 team	Group of teachers who volunteer to be on the STEM Cadre, they meet during LIF time	Instructional Technology and Science
Amber McPartland and Cristie Smith	Family Involvement Coordinators	Family Partnership
Renee Moore	Attendance secretary	Attendance