

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?
Teach Reach reading lessons using explicit instruction, modeling and scaffolding, grouping as possible, increased reading time, academic discourse, and frequent oral and silent reading practice aligned to ELA- Common Core State Standards (CCSS).	<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Comprehension Assessment data • 3-5 i-Ready reading data • 3-5 SBA Interim Assessment Block (IAB) data • K-2 Developmental Reading Assessment (DRA) data • Kindergarten Assessment Resource Kit (KARK) data
Efficiently use the word work block in master schedule to build students' academic and content-specific vocabulary through explicit instruction of vocabulary and vocabulary strategies; strengthen language acquisition and fluency through meaningful use of vocabulary in context. Use individual phonics data to provide focused, intentional intervention and differentiation.	<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Comprehension Assessment data • 3-5 i-Ready reading data • Certificate of Individual Achievement (CIA) Units • Vocabulary Checks
Model, teach, and provide opportunities for students to apply close reading strategies with attention and care using a range of text-dependent questions and tasks that require students to read and reread increasingly challenging literary and informational texts through the lens of critical and creative thinking.	<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Comprehension Assessment data • 3-5 i-Ready reading data • CIA Units
Utilize i-Ready to monitor student progress in CCSS-Reading, use formative data to determine flexible intervention groups and develop individualized plans for at-risk students.	<ul style="list-style-type: none"> • K-5 i-Ready Results • Reach for Reading (REACH) formative/summative assessments • 3-5 SBA Data

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 opportunities for students to write across content areas to integrate writing instruction into more academic blocks, including notetaking, summarizing, questioning, and responding to multiple texts/sources/experiences.	<ul style="list-style-type: none"> • 3-5 Reach for Reading Unit Writing Project data • Pilot of District Writing Program • Formative classroom-based assessments
Model and teach explicit writing instruction to write for a variety of authentic purposes, narrative, informational/explanatory, and opinion writing, and to focus on audience through modeling and the gradual release of responsibility.	<ul style="list-style-type: none"> • 3-5 Reach for Reading Unit Writing Project data (scored with district writing rubrics) • Pilot of District Writing Program • Formative classroom-based assessments
Provide explicit instruction to gather and integrate relevant information from experiences, print, and digital sources to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Reach for Reading Unit Writing Project data (scored with district writing 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?
Utilize the Illustrative Math daily student-facing Learning Goals and follow Everett Public Schools (EPS) curriculum maps and suggested pacing to guide instructional decisions and utilize Performance Matters in monitoring impact on student progress.	<ul style="list-style-type: none"> • Illustrative Mathematics Implementation Reflection Tool • K-5 i-Ready Results • Illustrative Math unit assessments results
Use the Illustrative Math Design Structure (Warm-Up, Activities - Launch, Explore, Synthesize, Lesson Synthesis, Cool Down and Centers) Model to build fluency with procedures ensuring a foundation of conceptual understanding is established so that students become skillful in using procedures flexibly as they solve contextual and mathematical problems.	<ul style="list-style-type: none"> • Illustrative Mathematics Implementation Reflection Tool • K-5 i-Ready Results
Utilize productive struggle effectively in the classroom while fostering student collaboration and communication.	<ul style="list-style-type: none"> • K-5 i-Ready Results • Illustrative Math Unit assessment results • 3-5 SBA Data
Utilize i-Ready to monitor student progress in CCSS-Mathematics, use cool downs and formative data to determine flexible intervention groups and develop individualized plans for at-risk students.	<ul style="list-style-type: none"> • K-5 i-Ready Results • Illustrative Math Cool down results • Illustrative Math monitoring sheets • Illustrative Math Unit assessment results • 3-5 SBA 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)?
Utilize district Next Generation Science Standards (NGSS) Transition Guides for intentional planning and implementation of district adopted curriculum; implement the identified discourse strategies, question stems, etc. to ensure students are engaged in the three dimensions (DCI, SEP, CCC) of NGSS.	<ul style="list-style-type: none"> Notebook evidence includes labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary
Administer common formative and summative assessments (district created WCAS-aligned assessments, integrated lessons, kit assessments, OPSI WCAS training tests and released items) and meet as a Professional Learning Community (PLC) to collaboratively analyze data and plan next steps for classroom instruction and interventions.	<ul style="list-style-type: none"> Formative and summative classroom-based assessment data
Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence (use academic vocabulary through Reach for Reading routines).	<ul style="list-style-type: none"> Written, drawn, and verbally expressed explanations using evidence from multiple sources and reasoning Notebook evidence of students' ability to construct and support scientific arguments and critique arguments utilizing evidence

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

Key Performance Outcome(s): To increase overall of nine characteristics of high performing schools' parent Educational Effectiveness Survey (EES) survey results completed by 10% as measured by total number of 2019-2020 survey.

Welcoming Culture: Increase diversity and participation in school events.

Physical, Emotional and Intellectual Safety: Increase student and staff fluency with Tier 1 Positive Behavior Intervention Support (PBIS) components.

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	
Grow Multi-Cultural Night (diversity <i>and</i> participation) in an accessible model (drive-through) so that all can participate.	<ul style="list-style-type: none"> • Increase in Community partners • Increased attendance
Implement systems for positive reinforcement and recognition as part of Tier 1 PBIS. Establish building-wide goal of 5:1 (positive to corrective) and consistent use of PAW tickets.	<ul style="list-style-type: none"> • Number of students recognized • Evidence of welcoming environment (signage, multi-culture and language) • PAW ticket utilization per classroom • Number of classrooms implementing whole-class rewards and incentives.
Physically, Emotionally, and Intellectually Safe Environment	
Develop and implement systems of direct instruction for Social Emotional Learning (SEL) (CASEL Framework) using Second Step in all classrooms.	<ul style="list-style-type: none"> • Survey data (Panorama) • Discipline data • Teacher feedback • Use of Mindset Journals • Visibility of Second Step curriculum implementation
Continued implementation of Tier 1 and Trauma-Informed Multi-Tiered Systems of Support (MTSS).	<ul style="list-style-type: none"> • Discipline and incident data • Coaching (Tier 1) data • Tier 2/3 (SIT) coaching • SST spreadsheet – number of students and families supported with interventions and resources
Develop and engage staff in professional learning to build staff capacity and fluency around trauma informed practices and culturally sustaining teaching practices to ensure equitable outcomes for all.	<ul style="list-style-type: none"> • Professional learning opportunities/exit tickets • Number of student concerns entered by staff • Walk-through observation data

Equitable and accessible opportunities for all	
Increase Extended Resource Room (EXRR) student inclusion and time with their peers.	<ul style="list-style-type: none"> • All students rostered in general education classes • Number of EXRR students participating and time in general education classrooms
Increase staff capacity in best practices for inclusion.	<ul style="list-style-type: none"> • Professional learning opportunities focused on inclusion and best practices
Increase push-in academic, behavior and social-emotional intervention, and coaching.	<ul style="list-style-type: none"> • Professional learning opportunities and coaching focused on function of behavior and aligned interventions • Progress monitoring of student behavior and academics

ATTENDANCE ACTION PLAN

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?
Communicate impact of absences on school success with students and families through consistently across multiple modalities.	<ul style="list-style-type: none">• Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, Socio-Economic Status (SES), and program• Attendance at family meetings and conferences
Monitor attendance and develop action plans during intervention process for students who are at risk of becoming chronically absent.	<ul style="list-style-type: none">• Number of students identified as chronically absent or miss 10% of school days• Number of interventions including home visits
Implement home visits, community truancy boards (CTB), and agency referrals to provide support to students who have missed 10% of school days and their families.	<ul style="list-style-type: none">• Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside agencies following the intervention• Participation in Improving School Attendance initiative

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase family participation in school events for the 2021-22 school year. Data will be collected through attendance and number of volunteers as compared to previous year.

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?
Expand the home backpack program/home deliveries.	<ul style="list-style-type: none"> • Number of students receiving assistance
Build additional partnerships to increase accessibility and opportunity for Garfield's students.	<ul style="list-style-type: none"> • Increase diversity and quantity of participation
Provide virtual online access to school events, meetings, and activities to remove barriers and allow increased participation from all families including those that have previously felt unwelcomed or intimidated by school structures.	<ul style="list-style-type: none"> • Number of parents logging in/attending online and in-person school events, activities, and meetings. The number of families that receive support via our EL, Special Services, and Kids in Transition (KIT)
Provide multiple modalities for increased two-way parent communication for a more inclusive culture.	<ul style="list-style-type: none"> • Number of views of Tiger News (online parent newsletter), texts, emails, responses to Sign-Up Genius, install digital readerboard/new Garfield sign
Solicit parent input regarding communication, events and learning opportunities, and establish a feedback loop.	<ul style="list-style-type: none"> • Number of responses to surveys, feedback from events/activities/communication
Increase the opportunities for engagement by providing an array of school events encompassing multiple subject areas (art, reading, math, science).	<ul style="list-style-type: none"> • Number and diversity of opportunities for student engagement and learning outside the school day • Number and diversity of parent specific engagement and learning opportunities

INSTRUCTIONAL TECHNOLOGY ACTION PLAN

Key Performance Outcome(s):

Increase student and staff capacity and fluency with the use of technology.

Instructional Technology Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Facilitated planning for grade level integration within specific lessons or units where there are intentional opportunities for students to design, create, make, or otherwise add value to their work that is unique to the student.

Key Performance Indicators (KPIs)

(Formative measures of actions)

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

- Number of classroom lessons, activities integrating appropriate tools that enhance the learning objectives