

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"> • Increase clarity and rigor for teachers and students by collaboratively unpacking standards to develop learning targets, success criteria, and common assessments around specific learning domains. 	<ul style="list-style-type: none"> • Walkthrough notes of learning targets and success criteria in use in all classrooms • Common formative grade-level assessments i.e., quick checks, exit tickets, student checklists • Professional Learning Communities (PLC) minutes/Weekly Focus notes
<ul style="list-style-type: none"> • Increase text levels/complexity for all students (including English Learner (EL) and Special Education [SPED]) by providing flexible and differentiated small group reading instruction at all grades to address needs in phonics, fluency, vocabulary, and comprehension. 	<ul style="list-style-type: none"> • Common formative grade-level assessments i.e., quick checks, exit tickets, student checklists • Oral reading fluency checks grades 3-5 • Kindergarten Assessment Resource Kit (KARK) in kindergarten • Oral Reading Fluency (ORF)/Rapid Automatized Naming (RAN) grades K-2 • SBA grades 3-5 • iReady growth data by domain
<ul style="list-style-type: none"> • Utilize iReady to meet the needs of individual students by monitoring student lessons, using instructional groupings for guidance, and selecting supplemental lessons for differentiated small group instruction. 	<ul style="list-style-type: none"> • iReady diagnostic growth • iReady 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"> Increase clarity and rigor for teachers and students by collaboratively unpacking standards to develop learning targets, success criteria, and common assessments around specific learning domains. 	<ul style="list-style-type: none"> Walkthrough notes of learning targets and success criteria in use in all classrooms Writing Foundations Benchmark Rubrics SBA and Interims grades 3-5 PLC minutes/Weekly Focus notes
<ul style="list-style-type: none"> Engage in professional learning with the ELA department to align instruction of the writing process in grades 3-5 Writing Foundations units with Reach reading units. 	<ul style="list-style-type: none"> Reach for Reading summative assessments Writing Benchmark Rubrics On Demand Writing Tasks Common formative grade-level assessments i.e., quick checks, exit tickets, student checklists Interim Assessment Blocks (IAB): Focused Write. Revise. Narrative grades 3-5 SBA grades 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?
<ul style="list-style-type: none"> • Increase rigor of teaching and learning by unpacking math standards and proficiency scales and using specific academic vocabulary in daily learning targets to be revisited throughout the lesson and summarized during lesson synthesis. 	<ul style="list-style-type: none"> • Consistent daily learning targets in all classrooms (vocab & strategy) • Vocabulary and key concepts displayed (anchor charts) • PLC minutes/Weekly Focus notes • Unit assessments and cool downs
<ul style="list-style-type: none"> • Implement effective instructional practices using the Illustrative Mathematics curriculum to provide opportunities for academic discourse through warm-ups, activities, and synthesis. 	<ul style="list-style-type: none"> • Common grade level planning • Anecdotal notes • Academic discourse sentence stems displayed • Tracking vocabulary use
<ul style="list-style-type: none"> • Provide equitable access to resources that support student learning based on formative data by monitoring and adjusting instruction and differentiating through flexible groupings. 	<ul style="list-style-type: none"> • Cool downs • Common formative assessments • Unit assessment • Anecdotal evidence, checklists • Schedule supports flexible groupings with Learning Assistance Program (LAP) support • iReady diagnostic data and growth • iReady lesson progress • 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)?
<ul style="list-style-type: none"> • Increase teacher clarity and rigor in science instruction by aligning the Next Generation Science Standards (NGSS) with effective learning targets and success criteria, using district science curriculum and assessments. 	<ul style="list-style-type: none"> • Walkthrough notes of learning targets and success criteria in all classrooms • NGSS-aligned formative/summative assessments in grades K-5 • WCAS summative assessment in 5th grade
<ul style="list-style-type: none"> • Implement intentional science instruction utilizing the transition guides and NGSS-aligned instruction with grades K-5 for an average of 150 minutes per week. 	<ul style="list-style-type: none"> • Science instructional minutes • NGSS-aligned formative/summative assessments in grades K-5 • WCAS summative assessment in 5th grade
<ul style="list-style-type: none"> • Increase student opportunities to explain their thinking using Claim, Evidence, and Reasoning (CER), explicitly teach science vocabulary, and establish consistent grading and assessment practices across grade levels to reflect student learning that indicates mastery. 	<ul style="list-style-type: none"> • Science journals using CER rubric • NGSS-aligned formative/summative assessments in grades K-5 • WCAS summative assessment in 5th grade

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, family/community members, and staff will view Silver Lake Elementary as a welcoming place where learning and support are accessible to all regardless of language, socioeconomic status, or cultural background.

Physical, Emotional and Intellectual Safety: Students, family/community members, and staff will view Silver Lake Elementary as a safe place to learn, visit, and work.

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

- Implement an effective Tier 1 system to create welcoming classrooms by establishing school-wide expectations, routines, and refining individual classroom management plans.

- Discipline data
- Attendance data
- Panorama Survey
- Educational Effectiveness Survey

- Intentionally build, nurture, and maintain authentic and culturally responsive relationships with students and families:
 - Consistent two-way communication through email, phone, virtual, or home visits to support families.
 - Provide events to welcome families into school such as Meet and Greet and Ice Cream Social prior to the school year starting.
 - Partner with PTA to promote and support PTA-led events.
 - Establish Ambassadors Program within the registration process, to connect new students and families with current SLE students and families to promote smooth transitions into the SLE community.

- Discipline data
- Attendance data
- Panorama Survey
- Educational Effectiveness Survey

Physically, Emotionally, and Intellectually Safe Environment

- The Equity team will engage the staff in implementing Culturally Responsive Teaching practices and strategies that will build a sense of belonging for all students with a focus on our males of color (African American and multiracial students).

- Discipline data
- Attendance data
- Panorama Survey
- Educational Effectiveness Survey

<ul style="list-style-type: none"> • Increase social-emotional learning by providing direct instruction of social-emotional curriculums (i.e., Second Step (grades K-5) Kelso's Choices [kindergarten]) in the classroom. 	<ul style="list-style-type: none"> • Attendance data • Panorama Survey • Educational Effectiveness Survey
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> • Identify and remove barriers to authentic learning and high expectations for our diverse learners by collaboratively evaluating English Language Proficiency data to plan for instructional strategies and scaffolding. 	<ul style="list-style-type: none"> • WIDA growth • Imagine Language and Literacy growth • iReady diagnostic growth • ORF growth • Reach for Reading unit assessments • Writing Foundations Benchmark Rubrics • On-Demand Writing Tasks in grades 3-5 • Interim: <ul style="list-style-type: none"> ○ IABs: Read Informational Texts ○ Focused: Language and Vocabulary Use ○ SBA grades 3-5
<ul style="list-style-type: none"> • Establish clear and vertically aligned instructional models/frameworks that embed culturally responsive instructional practices by implementing school-wide <u>Guided Language Acquisition Designs (GLAD)</u> strategies, comprehension strategies, and vocabulary strategies in every class. 	<ul style="list-style-type: none"> • WIDA growth • Imagine Language and Literacy growth • iReady diagnostic growth • ORF growth • Reach for Reading unit assessments • Interim: <ul style="list-style-type: none"> ○ IABs: Read Informational Texts ○ Focused: Language and Vocabulary Use ○ SBA grades 3-5
<ul style="list-style-type: none"> • Provide small group support to increase student language acquisition through monitoring, pre-teaching content-based academic vocabulary, and Newcomer groups and ensuring flexible learning opportunities and choice programs are accessible for all students. 	<ul style="list-style-type: none"> • WIDA growth • Imagine Language and Literacy growth • iReady diagnostic growth • ORF growth • Reach for Reading unit assessments

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">• Monitor and intervene with students who have three or more unexcused absences per month with interventions such as weekly attendance team meetings, parent/family meetings, home visits, community truancy boards, and truancy referrals.	<ul style="list-style-type: none">• Attendance data• Attendance meeting data• Home visits data• BECCA referral data
<ul style="list-style-type: none">• With awareness of attendance data, implement individual incentive programs as needed to increase student engagement and attendance.	<ul style="list-style-type: none">• Attendance data
<ul style="list-style-type: none">• Engage with the district's Improving School Attendance Collaborative team and integrate resources and professional learning into building and classroom practices to support students with attendance issues.	<ul style="list-style-type: none">• Attendance data• BECCA referral data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will have increased access to technology tools and activities as a result of increased capacity of staff.

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">Foster a culture that promotes, supports, and sustains innovative practices by utilizing the Canvas Team and Instructional Leadership Team (ILT) to model instructional technology practices and organization.	<ul style="list-style-type: none">Classroom evidence of student use of technology
<ul style="list-style-type: none">Increase consistent iReady usage in all grades.	<ul style="list-style-type: none">Data reportsiReady recognitioniReady time on task and lesson pass rates
<ul style="list-style-type: none">Increase opportunities for students to demonstrate their learning and understanding through a variety of technology tools and platforms.	<ul style="list-style-type: none">CanvasAdditional app usage with Jamboard, SeeSaw, Flipgrid, Typing Club, etc.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Silver Lake Elementary School staff members will increase and foster two-way communications with family members, who in turn will take a more active role in the life of the school.

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">• Build a <u>Natural Leaders</u> program by recruiting a diverse parent community to increase and promote an inclusive school-family partnership.	<ul style="list-style-type: none">• Family volunteer data• Meeting attendance• Attendance of families at evening events
<ul style="list-style-type: none">• Create school-family partnerships by providing families with opportunities to participate in open-communication events:<ul style="list-style-type: none">○ Community Conversations○ Curriculum Night○ Special Education and EL Support Night○ PTA Meetings○ STEAM Night○ Literacy Night	<ul style="list-style-type: none">• Educational Effectiveness Survey• Meeting attendance• Panorama Survey
<ul style="list-style-type: none">• Increase parent participation by working collaboratively with the PTA and Watch D.O.G.S.	<ul style="list-style-type: none">• Educational Effectiveness Survey• Meeting attendance• Panorama Survey