

<b>ELA ACTION PLAN</b>	
<b>Key Performance Outcome:</b> 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.	
<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Effectively implement the key components of Science of Reading practices at Tier 1 (K-2 foundational skills/3-5 word study).	<ul style="list-style-type: none"> <li>• i-Ready diagnostic assessments, Phonological Awareness (PA), phonics, and High-frequency Words (HFW) domains (1-5)</li> <li>• Rapid Automatized Naming (RAN) and Oral Reading Fluency (ORF) (K-2)</li> <li>• Formative assessments (K-5)</li> </ul>
Ensure that all students interact with grade-level text and content through scaffolding of text for shared reading.	<ul style="list-style-type: none"> <li>• Reach for Reading summative assessments (K-5)</li> <li>• Reach for Reading/teacher-created formative assessments (K-5)</li> <li>• i-Ready diagnostic assessments, comprehension domains (3-5)</li> <li>• SBA interim assessments, read literary/informational texts (3-5)</li> </ul>
Strengthen formative assessment progress-monitoring systems to ensure targeted response to student needs.	<ul style="list-style-type: none"> <li>• Reach for Reading summative assessments (K-5)</li> <li>• Reach for Reading/teacher-created formative assessments (K-5)</li> <li>• i-Ready diagnostic assessments (3-5)</li> </ul>
<b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Engage students in citing evidence from sources across the content areas.	<ul style="list-style-type: none"> <li>• Writing Foundations benchmark assessments (K-3)</li> <li>• Teacher-created formative assessments (K-5)</li> </ul>
Target organization of narrative, informational/explanatory, and opinion writing with a focus on cross-grade alignment.	<ul style="list-style-type: none"> <li>• Writing Foundations benchmark assessments (K-3)</li> <li>• Teacher-created formative assessments (K-5)</li> </ul>

<b>MATH ACTION PLAN</b> <b>Key Performance Outcome:</b> 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.	
<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Ensure rigorous Tier 1 instruction through implementation of Illustrative Mathematics and the accompanying instructional model.	<ul style="list-style-type: none"> <li>• Illustrative Mathematics summative assessments (K-5)</li> <li>• Illustrative Mathematics formative checkpoints and cooldowns (K-5)</li> </ul>
Increase students' computational fluency by teaching a variety of strategies.	<ul style="list-style-type: none"> <li>• Illustrative Mathematics formative and summative assessments (K-5)</li> <li>• i-Ready diagnostic assessments, number and operations domain (1-5)</li> </ul>
Strengthen formative assessment progress-monitoring systems to ensure targeted response to student needs.	<ul style="list-style-type: none"> <li>• Illustrative Mathematics formative checkpoints and cooldowns (K-5)</li> <li>• i-Ready diagnostic assessments (1-5)</li> <li>• SBA interim and focused interim assessments (3-5)</li> </ul>

<b>SCIENCE ACTION PLAN</b> <b>Key Performance Outcome:</b> 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.	
<b>Science Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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 the 5Es instructional model.	<ul style="list-style-type: none"> <li>• WCAS-aligned science kit assessments (K-5)</li> <li>• Formative assessments (science journals) (K-5)</li> </ul>
Focus on cross-grade alignment by science domain to connect concepts across grades and to foster a shared responsibility for science.	<ul style="list-style-type: none"> <li>• Materials from professional learning activities</li> <li>• Science journals/student work</li> </ul>

**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 Jefferson 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 Jefferson 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.

<b>Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<b>Welcoming Culture</b>	
Welcome students by name daily (teachers and other staff).	<ul style="list-style-type: none"> <li>• Panorama survey data on belonging and teacher-student relationships (3-5)</li> </ul>
Increase the number of events with interpreters, and the number of communications that are translated.	<ul style="list-style-type: none"> <li>• Number of interpreters provided</li> <li>• Number of translated documents</li> </ul>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
Implement morning routines that build student-to-teacher and student-to-student relationships through Social Emotional Learning (SEL) and belonging-focused activities.	<ul style="list-style-type: none"> <li>• Panorama survey data on relationships, belonging, and safety (3-5)</li> </ul>
Fully implement weekly Second Step social emotional lessons taught by teachers.	<ul style="list-style-type: none"> <li>• Number of lessons taught</li> </ul>
<b>Equitable and Accessible Opportunities</b>	
Establish recurring grade-level data cycles to analyze student achievement by subgroup, strengthen Tier 1 instruction, and provide interventions to close achievement gaps.	<ul style="list-style-type: none"> <li>• Formative and summative assessments (K-5)</li> <li>• i-Ready diagnostic data (1-5)</li> <li>• Performance Matters reports generated</li> </ul>
Refine Multi-Tiered Systems of Support (MTSS) processes to strengthen systems for identifying student needs and support, and to target underperforming students.	<ul style="list-style-type: none"> <li>• Documentation of interventions and student growth</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Improve attendance through communication and follow-up with families from all levels (teacher, office, administrators)	<ul style="list-style-type: none"><li>• Student attendance data</li><li>• Newsletter articles and communications discussed at conferences</li><li>• Notes from attendance meetings</li></ul>
Support high engagement by students at home for significant periods of time due to COVID-related absences	<ul style="list-style-type: none"><li>• Student engagement data</li></ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Jefferson staff members will increase and foster two-way communication with family members, who in turn will take a more active role in the life of the school.

<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Increase two-way interaction by systematically ensuring positive personal contact to build relationships between each family and their child's teacher.	<ul style="list-style-type: none"> <li>Teacher contact logs</li> </ul>
Increase two-way interaction by holding quarterly drop-in family/caregiver Parent University and/or Let's Connect! sessions via Zoom, with different themes as well as Q&A time. Sessions may include breakouts with translators. Content will be made available asynchronously.	<ul style="list-style-type: none"> <li>Participation data (live attendance and asynchronous access)</li> </ul>
Increase participation in Natural Leaders, and restart Watch Dads of Great Students (D.O.G.S.), to engage diverse families.	<ul style="list-style-type: none"> <li>Program participation data</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

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

<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Increase the depth of technology integration [per the Substitution, Augmentation, Modification, Redefinition (SAMR) model] using 1:1 student Chromebooks.	<ul style="list-style-type: none"> <li>Student work</li> </ul>
Increase staff knowledge of and fluency with giving assessments and analyzing data in Performance Matters.	<ul style="list-style-type: none"> <li>Number of assessments given/analyzed</li> </ul>
Provide regular opportunities for students to use online i-Ready lessons for individualized learning, with the goal of passing three math and two ELA lessons per week.	<ul style="list-style-type: none"> <li>i-Ready instructional usage data</li> </ul>

**Reading Learning Assistance Program  
(LAP) Plan**

Element	Description
<b>Comprehensive needs assessment</b> What process and measures are used to review the success of the LAP services provided?	To determine needed improvements in the school's academic intervention program, the Leadership Team holds extended meetings in June and August to analyze and discuss Smarter Balanced Assessment and i-Ready data in order to determine the instructional focus in each content area for the following year. This analysis informs the following year's School Improvement Plan, as well as professional learning and coaching in the building. It is through this process that our staff analyzes the effectiveness of the LAP services we are providing to students and determines changes in order to increase student learning. Along with assessment data from a variety of sources throughout the year, we also analyze LAP students' running records on a frequent, ongoing basis in order to regroup or exit students and to determine effectiveness of interventions.
<b>Qualifying students for supplemental services</b> What assessments are used to identify students for LAP services? What scores qualify students for service?	We determine qualification for reading assistance by reviewing the following assessment scores: <ul style="list-style-type: none"> <li>Kindergarten: WaKIDS/Kindergarten Assessment Resource Kit (KARK) assessment in letter recognition; students will be served if they know fewer than 10 letters total.</li> <li>First through third grades: Fall 2021 i-Ready scores and classroom-based phonological awareness and phonics assessments; students are served if their level is below:               <ul style="list-style-type: none"> <li>First grade: 346</li> <li>Second grade: 418</li> <li>Third grade: 473</li> </ul> </li> <li>Fourth and fifth grades: Students identified by coaches and teachers (flexible groups) based primarily on low oral reading fluency and i-Ready phonics domain data</li> </ul>
<b>Support for students not meeting standard</b> What strategies are used to provide additional assistance to students not yet meeting standards?	Strategies being used are: <ul style="list-style-type: none"> <li>K-3: Differentiated phonological awareness and phonics instruction based on needs</li> <li>Fourth and fifth grades: Oral reading fluency practice and tracking; phonics support as needed</li> <li>All grades: LAP students receive small-group intervention four or five days per week</li> <li>All classroom teachers provide scaffolded instruction through flexible small groups and differentiated practice during literacy block</li> </ul>
<b>Professional development</b>	Professional development will focus on: <ul style="list-style-type: none"> <li>Foundational skills/word study training and coaching support, including GLAD</li> <li>Strategies for text scaffolding to support interaction with grade-level text</li> </ul>

## Reading Learning Assistance Program (LAP) Plan

Element	Description
What professional development will be offered to ensure that staff has the skills needed to support struggling learners?	<ul style="list-style-type: none"><li>• Increasing student engagement and cognitive load through intentional questioning and response opportunities</li><li>• Vertical alignment collaborative work across the content areas</li></ul>

## Parental Involvement LAP Plan

Element	Description
<b>Strategies to increase parental involvement</b> How parents are made aware of the LAP program? What strategies are used to increase the involvement of the parents of LAP students?	<ul style="list-style-type: none"><li>• At family conferences, teachers will discuss LAP services with families of those served. They will give families/guardians suggestions of what they can do at home to support student growth in reading. For second- and third-graders reading more than a year below grade level, these conversations and actions are formalized using the district LAP plan.</li><li>• Resources and strategies for supporting and encouraging their child's reading progress are made available throughout the year via the monthly school newsletter and special events.</li></ul>