

<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?
<ul style="list-style-type: none"> <li>Utilize progress monitoring, common assessment data and coaching support to improve tier 1 whole class instruction and provide targeted instructional interventions in K-2 Foundational Reading Skills.</li> </ul>	<ul style="list-style-type: none"> <li>iReady diagnostics – Growth Reports</li> <li>Calibrated common assessment scores (KARK, REACH and ARC)</li> <li>K-2 iReady Reading with Oral Fluency (iRROF) assessments</li> <li>Walkthrough Observations of Phonics Routines</li> <li>IL&amp;L &amp; World-class Instructional Design and Assessment (WIDA)</li> <li>Staff utilization of GLAD strategies as measured by walk throughs</li> <li>ML Coach Pre-Teach Progress Monitoring</li> </ul>
<ul style="list-style-type: none"> <li>Utilize progress monitoring, common assessment data and coaching support to improve tier 1 whole class instruction and provide targeted instructional interventions in 3-5 Comprehension Skills.</li> </ul>	<ul style="list-style-type: none"> <li>Calibrated common assessment scores (REACH)</li> <li>3-5 iReady diagnostics</li> <li>iReady Reading lessons completed with 75% accuracy</li> <li>ML Coach Pre-Teach Progress Monitoring</li> <li>IL&amp;L &amp; World-class Instructional Design and Assessment (WIDA)</li> <li>Staff utilization of GLAD strategies as measured by walk throughs</li> <li>Walkthrough Observations of Word Study</li> <li>Extended Day Progress Monitoring</li> <li>Interim Assessment Block</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?
<ul style="list-style-type: none"> <li>Utilize Writing Foundations to increase the number of students achieving at or above grade level in narrative, opinion, and informational writing.</li> </ul>	<ul style="list-style-type: none"> <li>Common assessments and writing tasks</li> <li>Writing Foundations Units</li> <li>Writing On Demand Units</li> </ul>

## 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?

- Utilize progress monitoring, common assessment data and coaching support to improve tier 1 whole class instruction and targeted instructional interventions in the area of Problem Solving.

#### 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?

- iReady Diagnostics Standards Mastery Report
- Walkthrough Observations of Launch, Work, Synthesize
- IM common unit assessment performance data
- Extended Day Progress Monitoring
- Walkthrough Observations of Math Language Routines
- Interim Assessment Block
- Staff utilization of GLAD strategies as measured by walk throughs

<b>SCIENCE ACTION PLAN</b> <b>Key Performance Outcome:</b> 90% of students will meet standard on the Washington Comprehensive Assessment in Science (WCAS) 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)?
<ul style="list-style-type: none"> <li>• Increase teacher clarity in science instruction by communicating learning targets and success criteria for prioritized Next Generation Science Standards (NGSS). Students will be able to answer:               <ul style="list-style-type: none"> <li>◦ What am I learning today?</li> <li>◦ Why am I learning this?</li> <li>◦ How will I know that I met the planned learning target?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Walk through data for learning targets and prioritized standards</li> <li>• Learning target and success criteria accessible for all students in every lesson</li> <li>• Science notebooks</li> </ul>
<ul style="list-style-type: none"> <li>• Implement the NGSS standards by incorporating writing and speaking opportunities to commonly assess student progress in science and analyze data to plan next steps for classroom instruction and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Common grade level assessment data (formative and summative)</li> <li>• Released resources from WCAS</li> <li>• Grade 5 Practice WCAS</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:** Increase student and family's sense of belonging at Emerson by building positive relationships, improving effective communication with all families, and inviting families to participate in school events by at least 5% for the 2022-23 school year as compared to the 2021-22 school year.

**Physical, Emotional, and Intellectual Safety:** Increase the Panorama data regarding students feeling safe at school by at least 5%.

**Equitable and Accessible Opportunities:** 77% of English Learner (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>	
<ul style="list-style-type: none"> <li>Develop authentic two-way engagement with families to strengthen the collaborative relationship between school and families.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher initiated surveys</li> <li>Parent participation in events and feedback surveys</li> </ul>
<ul style="list-style-type: none"> <li>Building a welcoming culture of inclusion, belonging, and social interactions</li> </ul>	<ul style="list-style-type: none"> <li>Family participation in teacher/student/family events</li> </ul>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
<ul style="list-style-type: none"> <li>Increase student opportunities, access, and inclusion by building staff capacity in Positive Behavior Intervention Supports and RULER</li> </ul>	<ul style="list-style-type: none"> <li>Panorama climate survey data</li> <li>Student focus group feedback</li> <li>PBIS fidelity walkthrough</li> <li>Discipline data</li> <li>RULER Staff Training</li> </ul>
<ul style="list-style-type: none"> <li>Further the implementation of Tier 1 and Tier 2 Multi-Tiered Systems of Support</li> </ul>	<ul style="list-style-type: none"> <li>Social skills group attendance and use</li> <li>Tier 2 referral actions</li> <li>Referral data</li> </ul>
<b>Equitable and Accessible Opportunities</b>	
<ul style="list-style-type: none"> <li>Continue to provide best practice supports through pre-teach model of Reach for Reading vocabulary for Multilingual Learners</li> </ul>	<ul style="list-style-type: none"> <li>ML Support Schedule</li> <li>Reach assessments</li> </ul>

<ul style="list-style-type: none"> <li>• Target level 2 students for academic interventions to ensure a powerful learning experience for all students to close the achievement gap</li> </ul>	<ul style="list-style-type: none"> <li>• SBA data</li> <li>• WIDA data</li> <li>• REACH and IM End of Unit Assessments</li> <li>• Programmatic equity audits</li> <li>• Extended Day Progress Monitoring</li> </ul>
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## 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"> <li>Monitor and improve school attendance with research based and personalized interventions</li> </ul>	<ul style="list-style-type: none"> <li>Identification of Kids in Transition (KIT) families</li> <li>Attendance data</li> </ul>
<ul style="list-style-type: none"> <li>Implement school wide attendance recognition system in each classroom focusing on reducing chronic absences</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Incentive Data</li> <li>Family bulletin messaging</li> </ul>
<ul style="list-style-type: none"> <li>Plan, schedule, and hold Community Engagement Board (CEB) meetings, to help parents improve their child's attendance</li> </ul>	<ul style="list-style-type: none"> <li>CEB plans</li> <li>Meeting minutes</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Emerson's staff will increase two-way engagement of families to foster a welcoming culture of inclusion and belonging that supports all students' academic and social emotional success.

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"> <li>Continue monthly Natural Leader meetings to develop action plans that support family engagement at Emerson</li> <li>Partner with PTSA and Natural Leaders to create increased engagement, within the Emerson community, through relationships, events, and forming a clear vision.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and participation of Natural Leaders</li> <li>Attendance and participation at PTSA meetings and events</li> </ul>
<ul style="list-style-type: none"> <li>Offer family nights that strengthen their abilities to support learning at home and at school.</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement Nights regarding curriculum and instruction - Mathematics, Science of Reading, I-Ready, and SEL</li> <li>Curriculum Night Participation</li> <li>Attendance at Parent/Teacher Conferences</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

To increase the use of technology in the classroom that the students use for daily work, enrichment, and interventions.

<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?
<ul style="list-style-type: none"><li>Continue successful iReady school-wide campaign resulting in 95% participation</li></ul>	<ul style="list-style-type: none"><li>Weekly report data</li><li>iReady diagnostics</li></ul>
<ul style="list-style-type: none"><li>Teachers engage in data talks regarding student achievement</li></ul>	<ul style="list-style-type: none"><li>Performance Matters reports</li><li>Data cycle notes from PLCs</li><li>I-Ready Data Chats</li></ul>
<ul style="list-style-type: none"><li>Teachers utilize the Interactive Panels daily to increase student engagement</li></ul>	<ul style="list-style-type: none"><li>Walkthrough Observation of Student Engagement</li></ul>