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?
• Teachers will administer progress monitoring assessments every 2-4 weeks for students below standard or on the Tier 2 in order to provide equitable, high impact interventions using small groups and differentiated instruction. Grades K-3 will focus on structured literacy with explicit instruction on decoding foundational skills to close the skill gaps in decoding. Grades 4-5 will improve comprehension skills.	Monitor: 2-4 weeks • Imagine Language and Literacy (ILL) Benchmark (fall/winter/spring) Growth Monitoring • REACH summative unit assessments • Grades 1-3 Reach into Phonics placement test • Reach into Phonics Quick Checks • Grade-level selected, common formative assessments
• Teachers, within their Professional Learning Communities (PLC) during staff extensions, High Performing Teams (HPT) and Administrator Directed Learning Improvement Friday (ALIF), analyze common formative and summative assessments and collaboratively use the data to inform aligned intentional instruction.	Monitor: 2-4 weeks • Grade Level PLC – common planning • Reach summative assessment • Kindergarten Assessment Resource Kit (KARK) benchmark in the fall/winter/spring; used formatively between benchmark testing • ILL benchmark (fall/winter/spring) Growth Monitoring of ML active students
• For Multilingual Learner (ML) students, increase the English Language Development (ELD) domain of reading by one level based on the WIDA annual ACCESS assessment by providing staff professional development (PD) around Guided Language Acquisition Design (GLAD) strategies, Imagine Learning (IL), pre-teach groups, newcomer groups, and native language tutors.	• ILL benchmark data • WIDA annual access scores • Progress monitoring of the usage and growth in ILL

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?
• K-5 teachers will use the core writing units of study that are aligned to the Reach curriculum. Teachers will utilize the foundations of writing benchmarks and anchor papers, the emergent writing assessment in grades K-2, and embedded unit writing rubrics in grades 3-5. Feedback will be provided to students based on ongoing formative assessment.	Monitor: 4-6 weeks • Common summative assessments and rubrics • Writing conferences

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?
• Teachers will meet in PLCs to backwards plan for whole group and small group instruction and develop team-agreed common formative assessments.	Monitor: 2-4 weeks • HPT release time/staff extensions for backwards planning • Common formative and summative assessments • KARK • Grades 1-5 i-Ready Diagnostic Assessments • Grades 3-5 SBA Interim Assessments
• Teachers will administer and analyze common formative assessments to plan differentiated instruction, learning centers, and flexible small groups to support students in meeting grade-level standards in Number and Operations for students below standard or Tier 2 as identified by the i-Ready Diagnostic. • Support for ML students will include: Guided Language Acquisition Design (GLAD) strategies, pre-teaching of academic vocabulary, and sentence stems to support engagement and peer to peer discourse.	Monitor: 2-4 weeks • ALIF for analyzing individual/grade level student data • Common Formative Assessments and Summative Assessments • Grades 1-5 i-Ready Diagnostic Assessments • Grades 3-5 SBA Interim Assessments

SCIENCE ACTION PLAN	**Key Performance Outcome:** 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) 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 WCAS?
• Teachers will increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units by use of district transition guides given to staff for Next Generation Science Standards (NGSS).	• Students can articulate learning targets and outcomes as evidenced in student assignments and assessments • Targeted feedback on student work

• Implement high impact strategies to increase student understanding of science content and application of the NGSS Practice of *Engaging in Argument from Evidence* through:
  o Using academic vocabulary routines from Reach for Reading for science vocabulary;
  o Using sentence stems and anchor charts to support use of science evidence of claim, evidence, and reasoning (CER);
  o Creating and using sentence stems and anchor charts to support the use of accountable talk (claim/evidence argument/discussion); and
  o Utilizing graphic organizers (CER) designed to support students when presenting and critiquing scientific evidence and arguments.
	• Science Journals inquiry process grades K-5
	• Grade K-1 teachers collected evidence of students' ability to:
	  o Listen actively to others' arguments and ask questions for clarification (through discussion only)
	  o Agree or disagree with peer arguments based on evidence (through discussion only)
	• Grade 2-3 teachers collected evidence of students' ability to build on grade K-1 skills to:
	  o Construct and/or support scientific arguments drawing on evidence, data or a model
	  o Distinguish arguments that are supported with evidence from those that are not
	• Grade 4-5 teachers collected evidence of students' ability to build on grade 2-3 skills to:
	  o Critique scientific evidence proposed by peers
	  o Utilize district-created Washington Comprehensive Assessment of Science (WCAS) aligned unit assessments
	  o Integrate reading and writing instruction with science content

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

Key Performance Outcome(s):

The spring 2023 parent survey will increase in the areas of family participation and cultural responsiveness based on the data provided by all stakeholders in the Silver Firs Elementary community (students, parents, and staff).

Equitable and Accessible Opportunities:
- 77% of Multilingual Learner 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	

• Continue to revise and improve family engagement to increase attendance, connectedness, and family involvement:
 	
   o Meet and Greet   o Parent-Teacher Conferences
   o Curriculum Night   o Kindergarten Orientation
   o STEAM Night   o Multi-Cultural Night
   o Natural Leaders   o Music Concerts
   o Volunteer opportunities   o Collaborate with PTA
   o 5th Grade Camp   o Monthly newsletters
	• Participation rates (attendance sheets, photos, etc.)
	• Volunteer sign-in sheets

• Increase communication with families via print and digital media (newsletter, Connect-ED, Twitter, Facebook) using district communication tools to include Spanish and Vietnamese translations when appropriate. When available, we will communicate using the top 5 languages: Spanish, Chinese-Mandarin, Telugu, Vietnamese, and Russian.	• Panorama Family Survey • Number of Silver Firs Elementary/PTA Facebook followers/Twitter followers and engagement • Classroom monthly/weekly newsletters • Silver Firs Elementary created family surveys • Monthly school family newsletters

• Provide a welcoming environment to students and families:
   o Morning Announcements by students
   o All staff greeting stations in the morning
   o Silver Firs Elementary Pride Day Thursdays
   o Silver Firs Elementary School Spirit Fridays
   o Daily morning class meetings/community circles
   o Diversity Equity Inclusion (DEI) family library and resources
   o Silver Firs Elementary Student Council Spirit Days
   o P.R.I.D.E weeks in January and April
   o All-school assemblies
   o Multicultural Night
	• Panorama Family Survey
	• Panorama Student Survey (Social Emotional Learning [SEL]/Climate)
	• Silver Firs Elementary created family surveys
	• Student participation

Physically, Emotionally, and Intellectually Safe Environment	
• Provide consistent SEL lessons throughout the grade levels.	• Digital Second Step Curriculum lesson completion progress reports
• Provide consistent opportunity for students to feel connected to their teacher and classmates with morning meetings and community circles each day.	• Grades 3-5 Panorama data
• Offer SEL RULER training to all school staff in preparation for implementation with students in the 2023-24 school year.	• RULER attendance forms • RULER certificates of completion
Equitable and Accessible Opportunities	

• Increase under-represented populations (ML, Hispanic, Special Education) participation in extra-curricular activities at Silver Firs Elementary in:
  o Robotics
  o Student Council
  o Safety Patrol
  o Violin Class
	• Increase in diversity of participants, monitored via student rosters

• Provide school day program for active ML students to increase English language proficiency through Imagine Learning and GLAD strategies.	• Imagine Learning usage 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?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
• Publish to families the Washington State Law and Everett Public Schools/Silver Firs Elementary policy regarding attendance. Include research and tips for families that enhance student attendance.	• Family Handbook • Summer Welcome Letter • Attendance Letters (as warranted)

• Conduct weekly attendance meetings to track those students with attendance concerns and determine next steps.	• Sequential steps for addressing attendance concerns when student(s) are absent without guardian contact:
	  o Computer generated phone contact home
	  o If student has absence concerns, personal phone call home by office assistant
	  o If attendance concerns continue, contact by assistant principal will be initiated

• Re-engage students and families who have multiple absences.	• Monthly attendance rates • Monitor Health Room data • Community Engagement Board
• Review students' individual attendance record with parents at conferences to help families track absences.	• Individual student attendance rates

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

It presents a relationship barrier as the coach cannot make important connections with students, staff, and families.

Increase in percentage of positive responses from families on the spring 2023 survey on family engagement indicators.

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?
• Increase PTA membership and participation in PTA sponsored events and programs (by utilizing a variety of advertising methods): ○ Meet-and-Greet, grades Pre-K-5 Coffee Kickoffs, Silver Firs Elementary and PTA Facebook pages and Twitter.	• PTA membership data • Attendance at PTA-sponsored events

• Continue providing communication to all Silver Firs Elementary stakeholders including but not limited to the following strategies:
  ○ Send information to both guardians listed in eSchoolPlus;
  ○ Include staff in school-wide parent communication methods; and
  ○ Send critical information in multiple formats (i.e., print, digital, social media, website, Connect-ED).
	• Panorama survey responses to prompts related to culture and communication
	• Increase availability of translated materials
	• Number of Social Media followers
	• School monthly newsletter
	• Silver Firs Elementary Facebook/Twitter

• Publish information to parents regarding curriculum and ways to continue the learning at home.	• Teacher newsletters with curriculum support (SEL, math, ELA, science, etc.) • Family surveys
• Increase two-way communication with under-represented parent groups.	• Increase percentage positive Panorama survey responses to prompts related to culture and communication • Increase availability of translated materials • Natural Leaders • Equity team
• Host preschool parent connection events prior to the fall of 2023.	• Parent/guardian attendance data • Online survey

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers and students will increase the use of technology as a learning and teacher support tool for instruction and learning.

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?
• Teachers will integrate one-to-one technology to support differentiation and student learning.	• Utilization of Silver Firs Elementary Canvas page • Completion of online coding projects • Typing Club results • Grades K-2 – Student use of Google Slides (STEM teacher) • Progression through i-Ready Lessons • Classroom walkthroughs
• Focus on Digital Citizenship in grades 3-5.	• Grades 3-5 - internet safety test results
• Teachers will integrate classroom technology to engage students in learning and allow them to collaborate, communicate, think critically, and problem solve.	• Completion of technology-enhanced group projects and presentations • Completion of online coding projects • Use of smart panels by students and teacher • Classroom evidence of technology use by students • Use of technology to support group research