

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?
Provide targeted professional development and consistent feedback to improve the implementation of Guided Language Acquisition Design (GLAD) instructional routines to improve Tier 1 literacy instruction and student outcomes.	<ul style="list-style-type: none"> • Reach for Reading: end of unit assessments (K-5) • i-Ready reading diagnostic assessments (K-5) • Walkthrough data collection forms (K-5) • Observing Evidence of Learning (OEL) Cycle teacher reflection forms (K-5)
Use flexible groups to provide push in intervention for students in foundational reading skills (<i>grades K-2</i>) and or word study (<i>grades 3-5</i>) with a specific focus on language and vocabulary acquisition.	<ul style="list-style-type: none"> • Reach for Reading: end of unit assessments (K-5) • Reach for Reading/teacher-created formative assessments (K-5) • i-Ready reading diagnostic assessments, phonological awareness and phonics domains (K-2) • i-Ready reading diagnostics assessments, high frequency words and vocabulary domains (3-5)
Utilize common formative assessment data during grade level team meetings to adjust reading instruction and identify students for targeted intervention.	<ul style="list-style-type: none"> • Reach for Reading: end of unit assessments (K-5) • Reach for Reading/teacher-created formative assessments (K-5) • i-Ready reading diagnostic assessments (K-5)
Provide targeted culturally responsive professional development and structured collaborative Professional Learning Communities (PLC) time to plan Reach for Reading units.	<ul style="list-style-type: none"> • Reach for Reading: end of unit assessments (K-5) • Reach for Reading/teacher-created formative assessments (K-5) • i-Ready reading diagnostics assessments (K-5) • OEL Cycle teacher reflection forms (K-5)

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?
Continue improvement Of the implementation of a written response structure (RACE) for all students to utilize across content areas when responding to short and long answer response questions.	<ul style="list-style-type: none"> • Writing foundations benchmark assessments (K-3) • Reach for Reading common writing assessments (3-5) • Teacher-created formative assessments (K-5) • OEL Cycle teacher reflection forms (K-5)
Provide targeted culturally responsive professional development and structured collaborative PLC time to plan Building Foundations That Last (K-3) and Reach for Reading (3-5) aligned writing units.	<ul style="list-style-type: none"> • Writing foundations benchmark assessments (K-3) • Reach for Reading common writing assessments (3-5) • Teacher-created formative assessments (K-5) • OEL Cycle teacher reflection forms (K-5)
Utilize common formative assessment data during grade level team meetings to adjust writing instruction.	<ul style="list-style-type: none"> • Writing foundations benchmark assessments (K-3) • Reach for Reading common writing assessments (3-5) • Teacher-created formative assessments (K-5) • OEL Cycle teacher reflection forms (K-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?
Provide targeted professional development and consistent feedback to improve the implementation of GLAD instructional routines to improve Tier 1 mathematics instruction and student outcomes.	<ul style="list-style-type: none"> • IM implementation rubric walk throughs (k-5) • Walkthrough data collection forms (K-5) • OEL Cycle teacher reflection forms (k-5) • Illustrative Mathematics summative assessments (K-5)
Provide targeted culturally responsive professional development and consistent feedback to improve mathematical discussion routines to improve Tier 1 instruction and student outcomes.	<ul style="list-style-type: none"> • IM implementation rubric walk throughs (k-5) • Walkthrough data collection forms (K-5) • OEL Cycle teacher reflection forms (k-5) • Illustrative Mathematics summative assessments (K-5)
Increase math center instructional time to provide push in intervention for students in number and operations (<i>grades K-5. (Student-Led Illustrative Math [IM] Centers, i-Ready, Para-led IM Centers, and Teacher led small group).</i>	<ul style="list-style-type: none"> • Teacher-created or IM-created formative assessments (K-5) • Illustrative Mathematics summative assessments (K-5) • i-Ready mathematics diagnostics assessments (K-5)
Utilize common formative assessment data during grade level team meetings to adjust mathematical instruction and identify students for targeted intervention.	<ul style="list-style-type: none"> • Illustrative Mathematics summative assessments (K-5) • Teacher-created or IM-created formative assessments (K-5) • i-Ready math diagnostic assessments, number sense domain (3-5)

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 WCAS?
Provide targeted professional development and consistent feedback to improve the implementation of GLAD instructional routines to improve Tier 1 science instruction and student outcomes.	<ul style="list-style-type: none"> Materials created for science units (<i>K-5</i>) Everett Public Schools (EPS) Science Kit assessments (<i>K-5</i>)
Plan and implement science units focused on Next Generation Science Standards (NGSS) to ensure all students receive high-quality science instruction weekly.	<ul style="list-style-type: none"> EPS Science Kit assessments (<i>K-5</i>) Teacher-created science formative assessments (<i>K-5</i>)
Utilize common formative assessment data during grade level team meetings to adjust science instruction.	<ul style="list-style-type: none"> EPS Science Kit assessments (<i>K-5</i>) Teacher-created science formative assessments (<i>K-5</i>)

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

Key Performance Outcomes:

Welcoming Culture: Students will communicate their perceptions of physical safety and sense of belonging based on Panorama survey student data from the fall and spring surveys. We will increase this response from spring of 2023 to spring of 2024.

Physical, Emotional and Intellectual Safety: Students will communicate their perceptions of psychological safety and sense of belonging based on Panorama survey student data from the fall and spring surveys. We will increase this response from fall to spring of the 2022-23 school year.

Equitable and Accessible Opportunities: 77% of ML 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

Create vertical grade level team partnerships to increase sense of community.

- Panorama parent survey (grades 3-5, sense of belonging)

Provide targeted culturally responsive professional development to improve staff cultural awareness and action to increase student sense of belonging.

- Staff Panorama survey data (belonging and cultural awareness/action)
- Panorama survey data (grades 3-5, sense of belonging)

Physically, Emotionally, and Intellectually Safe Environment

Develop a plan to create a safer and more structured recess experience to improve students' sense of safety.

- Panorama survey: student safety (grade 3-5)

Implement RULER to help students develop self-regulation skills.

- Panorama survey: self-management domain (grade 3-5)

Provide targeted culturally responsive professional development on developing a community of learners to improve student engagement.

- Panorama survey: engagement and growth mindset domains (grade 3-5)

Equitable and Accessible Opportunities	
Develop assessment collection and database tools that allow analysis by various demographic groups based on race, ethnicity, gender, and ability.	<ul style="list-style-type: none"> • End of unit assessments in Performance Matters • i-Ready diagnostic assessments
Meet every 2 weeks in PLCs with instructional coaches and administrators to review progress on the instructional maps, assessment data, and student work.	<ul style="list-style-type: none"> • Data Dive agendas and notes • End of unit assessments in Performance Matters • Intervention groups within Panorama: student success platform
After-school enrichment opportunities to enhance student's prior knowledge, capitalize on their interests, and create a sense of belonging at school.	<ul style="list-style-type: none"> • Afterschool participation logs • i-Ready usage by report groups • Imagine Language and Learning usage reports

FAMILY PARTNERSHIPS ACTION PLAN	
Key Performance Outcome(s): Hawthorne Elementary will increase and foster family and parent engagement through regular communication, two-way communication, and responsive school community events.	
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?
Targeted outreach to our Native Hawaiian/Pacific Islander parents to provide school leadership with feedback through the development of a parent advisory group.	<ul style="list-style-type: none"> • School Stakeholder Annual Survey (<i>Participation Rate</i>) • School Stakeholder Annual Survey (<i>Family Engagement</i>)
Increase representation of our Natural Leaders group to reflect our school population.	

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?

Monitor attendance and develop action plans for students who are at risk of becoming chronically absent.

- Monthly attendance rates and disaggregated by race/ethnicity, Socio-economic Status (SES), and program

Targeted outreach for on-time attendance outreach for our Native Hawaiian/Pacific Islander student groups.

- Monthly attendance rates and disaggregated by race/ethnicity, SES, and program

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2023-24 school year is 100% of students in all grade levels creating published digital-based work through a collaborative process.

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?

Grade level team planning to intentionally integrate the use of technology for students to design, create, and add value to their work.

- Grades K-5 digital evidence of technology-based composed or published work and technology-based projects or presentations

Utilize interactive panels and microphones to increase student engagement.

- Walkthrough data collection forms (K-5)