EVERETT PUBLIC SCHOOLS

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?
Effectively implement the key components of Science of Reading practices at Tier 1 (K-2 foundational skills/3-5 word study).	• i-Ready diagnostic assessments, Phonological Awareness (PA), phonics, and High Frequency Words (HFW) domains (1-5) • Rapid Automatized Naming (RAN) (K-2) & Oral Reading Fluency (ORF) (K-5)
Ensure Multilingual Learners (ML) (and all learners) are accessing language through the use of evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creation of learning materials and stems for oral and written language.	• Foundational skills assessments (K-2 • Formative assessments: i-Ready ORF, Reach ORF (K-5)
Ensure that all students interact with grade-level text and content through scaffolding of text for shared reading.	• Reach for Reading summative assessments unit assessments (K-5) • Reach for Reading/district approved formative assessments (K-5) • i-Ready diagnostic assessments, comprehension domains (3-5)
Strengthen formative assessment progress-monitoring systems to ensure targeted response (flexible targeted small group instruction) to student needs.	• Reach for Reading summative assessments (K-5) • Foundational skills assessments (K-2) • Reach for Reading/district approved formative assessments (K-5) • i-Ready diagnostic assessments (1-5)

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?
Engage students in citing evidence from sources across the content areas.	● Writing Foundations benchmarks (K-2) ● District writing rubrics (3-5)
Target organization of narrative, informational/explanatory, and opinion writing.	● Writing Foundations benchmarks (K-2) ● Writing Foundations full write rubrics (3-5) ● District writing rubrics (K-5)
Ensure Multilingual Learners (and all learners) are accessing language through the use of evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creation of learning materials and stems for oral and written language.	

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?
Ensure rigorous Tier 1 instruction through implementation of Illustrative Mathematics and the accompanying instructional model. Ensure Multilingual Learners (and all learners) are accessing language through the use of evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creation of learning materials and stems for oral and written language.	● Illustrative Mathematics summative assessments (K-5) ● Illustrative Mathematics formative checkpoints and cooldowns (K-5) ● Kindergarten Assessment Resource Kit (KARK) (K)
Increase students' computational fluency by teaching a variety of strategies.	● Illustrative Mathematics formative and summative assessments (K-5) ● i-Ready diagnostic assessments and targeted lessons, number and operations domain (1-5) ● Observational data collected during activities and center time (K-5) ● Professional development in alignment with work on Building Thinking Classrooms.
Strengthen formative assessment progress-monitoring systems to ensure targeted response to student needs.	● Illustrative Mathematics formative checkpoints and cooldowns (K-5) ● i-Ready diagnostic assessments (1-5) ● SBA interim and focused interim assessments (3-5)

SCIENCE ACTION PLAN

Key Performance Outcome:

90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) 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?
Ensure rigorous Tier 1 instruction & Implementation of the 5Es instructional model. Ensure Multilingual Learners (and all learners) are accessing language through the use of evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creation of learning materials and stems for oral and written language. Focus on cross-grade alignment by science domain to connect concepts across grades and to foster a shared responsibility for science.	● WCAS-aligned science kit assessments (K-5) ● Formative assessments (science journals, quizzes etc) (K-5) ● Science journals/student work

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.

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	
Welcome students by name daily (teachers and other staff).	• Panorama survey data on belonging and teacher-student relationships (3-5)
Increase the number of events with interpreters, and the number of communications that are translated.	• Number of interpreters provided • Number of translated documents
Physically, Emotionally, and Intellectually Safe Environment	
Continue morning routines that build student-to-teacher and student-to-student relationships through Social Emotional Learning (SEL) and belonging-focused activities.	• Panorama survey data on relationships, belonging, and safety (3-5)
Maintain weekly Second Step social emotional lessons taught by teachers.	• Number of lessons taught
Equitable and Accessible Opportunities	
Establish recurring grade-level data cycles to **analyze student achievement by subgroup**, strengthen Tier 1 instruction, and provide interventions to close achievement gaps.	• Formative and summative assessments (K-5) • i-Ready diagnostic data (1-5) • Performance Matters reports generated
Refine Multi-Tiered Systems of Support (MTSS) processes to strengthen systems for identifying student needs and support, and to target underperforming students.	• Documentation of interventions and student growth
Implement push-in and co-teaching models to support inclusion, specifically Special Education (SPED), ML.	• Student performance on common grade level assessments World-Class Instructional Design and Assessment (WIDA), i-Ready, SBA

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?
Improve attendance through communication and follow-up with families from all levels (teacher, office, administrators).	• Student attendance data • Newsletter articles and communications discussed at conferences • Notes from attendance meetings
Support high engagement by students at home for significant periods of time due to COVID-related absences.	• Student engagement data

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.

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 two-way interaction by systematically ensuring positive personal contact to build relationships between each family and their child's teacher.	• Panorama data from families
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.	• Participation data (live attendance and asynchronous access)
Increase the number of formal and informal opportunities for families to be in the building: • Volunteering • PTA • Natural Leaders • Watch Dogs • Before/after school opportunities	• Number of volunteers/participants in each program
Supporting families with the volunteer paperwork - utilizing interpreters.	• Number of volunteers
Continue Watch D.O.G.S. (Dads of Great Students) Build Natural Leaders community.	• Program participation 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?
Increase the depth of technology integration (per the Substitution, Augmentation, Modification, Redefinition (SAMR) model) using 1:1 student Chromebooks.	● Student work
Increase staff knowledge of and fluency with giving assessments and analyzing data in Performance Matters.	● Number of assessments given/analyzed
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.	● i-Ready instructional usage data

Reading LAP Plan	
Element	**Description**
Comprehensive needs assessment 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 progress monitor LAP students on a frequent, ongoing basis in order to regroup or exit students and to determine effectiveness of interventions.
Qualifying students for supplemental services 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: ● First through third grades: Fall 2023 i-Ready scores and classroom-based phonological awareness and phonics assessments; students are served if their level is below the district established i-Ready reading cut scores. ● 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. Students are served if 2 years behind in i-Ready phonics domain.
Support for students not meeting standard What strategies are used to provide additional assistance to students not yet meeting standards?	Strategies being used are: ● K-3: Differentiated phonological awareness and phonics instruction based on needs ● Fourth and fifth grades: Oral reading fluency practice and tracking; phonics support as needed ● All grades: LAP students receive small-group intervention four or five days per week with their classroom teacher supported by LAP paraeducators. ● All classroom teachers provide scaffolded instruction through flexible small groups and differentiated practice during the literacy block.
Professional development What professional development will be offered to ensure that staff has the skills needed to support struggling learners?	Professional development will focus on: ● Foundational skills/word study training and coaching support, including GLAD ● Strategies for text scaffolding to support interaction with grade-level text ● Strategies to support reading fluency including neurological impress method, scooping phrases, fluency grids and repeated reading.

Reading LAP Plan	
Element	**Description**
	● Increasing student engagement and cognitive load through intentional questioning and response opportunities

Parental Involvement LAP Plan	
Element	**Description**
Strategies to increase parental involvement How parents are made aware of the LAP program? What strategies are used to increase the involvement of the parents of LAP students?	● At family conferences, teachers will discuss LAP services with families of those served. They will give families/guardians resources for home use. ● First, second- and third graders reading below established cut-scores, will hold LAP conferences with families. ● LAP Plans are created and signed by teachers and families at required conferences. ● 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.