

<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?
Teachers will closely monitor every 4-6 weeks (about 1 and a half months) targeted small group Tier 2 instruction to support all students (especially our Multilingual Learner [ML] and Students with Disabilities [SWD]) below grade level to close the academic gaps in Foundational Skills, Language Comprehension, Literature Comprehension, and Informational Comprehension.	<ul style="list-style-type: none"> <li>• Kindergarten               <ul style="list-style-type: none"> <li>○ Letter and sound progress monitoring</li> <li>○ Kindergarten Assessment Resource Kit (KARK) foundational skills phonemic awareness and phonics</li> <li>○ Targeted small group progress monitoring</li> </ul> </li> <li>• Grade 1               <ul style="list-style-type: none"> <li>○ Reach for Reading (REACH) Foundational Reading Skills Assessments</li> <li>○ Fall, winter, and spring i-Ready diagnostics and growth monitoring</li> <li>○ Imagine Language and Literacy pathway</li> <li>○ Targeted small group instruction progress monitoring</li> </ul> </li> <li>• Grade 2               <ul style="list-style-type: none"> <li>○ REACH unit tests</li> <li>○ i-Ready growth monitoring</li> </ul> </li> <li>• Grade 3               <ul style="list-style-type: none"> <li>○ Fall and winter i-Ready diagnostic and growth monitoring</li> <li>○ SBA ELA interims</li> <li>○ Targeted small group instruction progress monitoring-iReady lesson</li> </ul> </li> <li>• Grade 4               <ul style="list-style-type: none"> <li>○ Fall and winter i-Ready diagnostic</li> <li>○ SBA ELA interim assessments</li> <li>○ Standards mastery assessments</li> </ul> </li> <li>• Grade 5               <ul style="list-style-type: none"> <li>○ REACH unit tests</li> <li>○ i-Ready diagnostics</li> <li>○ Standards mastery assessments</li> <li>○ SBA ELA interim assessments</li> </ul> </li> </ul>

<p>Teachers will monitor high performing academic Highly Capable (HC) students that are not making growth to ensure that students are progressing in their area of low growth.</p>	<ul style="list-style-type: none"> <li>• Grade 2 HC <ul style="list-style-type: none"> <li>○ Fall and winter i-Ready diagnostic and growth monitoring</li> <li>○ Junior Great Books</li> <li>○ Response to reading prompts</li> <li>○ Standards mastery assessments</li> </ul> </li> <li>• Grade 3 HC <ul style="list-style-type: none"> <li>○ Fall and winter i-Ready diagnostic and growth monitoring</li> <li>○ i-Ready instructional pathway monitoring</li> <li>○ Targeted small group progress monitoring</li> <li>○ Junior Great Books</li> <li>○ Standards mastery assessments</li> <li>○ SBA interim assessments</li> </ul> </li> <li>• Grade 4 HC <ul style="list-style-type: none"> <li>○ Writing about Reading prompts using 5th grade texts as formative</li> <li>○ Writing about Reading summative using 5th grade texts</li> </ul> </li> <li>• Grade 5 HC <ul style="list-style-type: none"> <li>○ Writing about Reading prompts using 6th grade texts</li> <li>○ Progress monitoring and i-Ready diagnostics</li> </ul> </li> </ul>
<p>Grade level teams will meet in their Professional Learning Communities (PLC) and during Administrator Directed Learning Improvement Friday (ALIF) with instructional coaches and administrators to review progress on the instructional maps, assessments, and student work. Teams will identify the students in need of Tier 1 supports and Tier 2 classroom interventions support to increase student performance in specific identified literacy areas comprehension in both literature and informational texts, foundational skills, and vocabulary.</p>	<ul style="list-style-type: none"> <li>• i-Ready instructional path progress monitoring</li> <li>• REACH for Reading data</li> <li>• Oral Reading Fluency (ORF) data</li> <li>• Rapid Automatized Naming (RAN) data</li> <li>• SBA ELA interims (grades 3-5)</li> <li>• Standards mastery assessments</li> <li>• Foundational Reading assessments</li> </ul>
<p><b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes)</p> <ul style="list-style-type: none"> <li>• What are you going to do?</li> </ul>	<p><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?</p>
<p>Teachers will implement high-impact strategies using Guided Language Acquisition Design (GLAD) mini-lessons aligned to benchmarks, mentor texts to close the performance gap for all students and especially our multilingual learners. Integration of oral language connected with writing through claim, evidence, and reasoning to support increased proficiency in writing with a focus on informational writing.</p>	<ul style="list-style-type: none"> <li>• Grades K-2 <ul style="list-style-type: none"> <li>○ Baseline and mid-year assessments based on Building Foundations that Last (BFTL) as evidenced in student writing essays and samples in narrative, informational, and opinion writings</li> </ul> </li> <li>• Grades 3-5 <ul style="list-style-type: none"> <li>○ Baseline and mid-year assessments based on district writing rubrics as evidenced in students' writing essay and samples in narratives, informational, and opinion writing</li> </ul> </li> </ul>

<p>Implement writing in all content areas (math journals, science journals, writing journals, daily quick writes, and power writes) to increase the number of students meeting standard on the SBA research/inquiry writing for grades 3-5 (utilizing data from SBA ELA summative) and to increase students' writing skills in grades K-2 based on the writing foundations benchmarks and rubrics.</p>	<ul style="list-style-type: none"> <li>• Grade 1 <ul style="list-style-type: none"> <li>○ ELA journals</li> <li>○ Quick writes- Response to reading</li> <li>○ Science and Math journals</li> <li>○ Writing projects aligned to grade level standards</li> </ul> </li> <li>• Grade 2 <ul style="list-style-type: none"> <li>○ Baseline and mid-year assessments based on BFTL</li> <li>○ Response to readings</li> </ul> </li> <li>• Grade 3 <ul style="list-style-type: none"> <li>○ ELA journals</li> <li>○ Response to readings</li> <li>○ Writing projects aligned to grade level standards</li> </ul> </li> <li>• Grade 4 <ul style="list-style-type: none"> <li>○ Baseline and mid-year assessments based on district writing rubrics as evidenced in students' writing essay and samples in narratives, informational, and opinion writing</li> </ul> </li> <li>• Grade 5 <ul style="list-style-type: none"> <li>○ Science Journals (writing skills aligned/assessed w/rubric)</li> <li>○ ELA journals</li> <li>○ Writing projects aligned to grade level standards/district writing rubrics and REACH units</li> </ul> </li> <li>• Grade 2 HC <ul style="list-style-type: none"> <li>○ Baseline and mid-year assessments based on BFTL</li> <li>○ Daily writing experiences with intentional focus in science and math, with claims (science) and explaining their thinking (math)</li> </ul> </li> <li>• Grade 3 HC <ul style="list-style-type: none"> <li>○ Daily writing experiences with intentional focus in science and math, with claims (science) and explaining their thinking (math)</li> </ul> </li> <li>• Grade 4 HC <ul style="list-style-type: none"> <li>○ Daily writing experiences with intentional focus in science and math, with claims (science) and explaining their thinking (math)</li> </ul> </li> <li>• Grade 5 HC <ul style="list-style-type: none"> <li>○ Daily writing experiences with intentional focus in science (journals/claims) and math (explaining their thinking)</li> <li>○ Independent reading responses (writing about reading)</li> </ul> </li> <li>• Writing across all domains—opinion, narrative, informative</li> </ul>
<p>Integrate Science, Technology, Engineering and Mathematics (STEM, ELA) performance tasks to have students practice claim, evidence and reasoning using Next Generation Science Standards (NGSS) in their writing to develop strong writing task skills.</p>	<ul style="list-style-type: none"> <li>• Integrated performance tasks in grades K-5 in elementary units</li> <li>• Washington Comprehensive Assessment of Science (WCAS) practice assessments</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?
Administer i-Ready diagnostic and monitor data on i-Ready lessons passed and/or standards proficiency to inform and plan for differentiated targeted small group and individualized instruction, so Tier 2 students demonstrate improvement towards meeting standards on grade level Common Core State Standards (CCSS) math concepts.	<ul style="list-style-type: none"> <li>• i-Ready data (lessons)</li> <li>• i-Ready diagnostic fall, winter, and spring</li> <li>• i-Ready standards mastery</li> <li>• i-Ready progress monitoring</li> <li>• End of unit assessments</li> </ul>
Differentiate instruction, monitor progress toward standards and utilize high level strategies for all students with an emphasis on ML students, Students with Disabilities, and Hispanic students to close the achievement gap through increased scaffolding, including sentence stems, total physical response, manipulatives, and student discourse.	<ul style="list-style-type: none"> <li>• Monitor every 4-6 weeks during ALIF time and weekly during PLC time using data from:               <ul style="list-style-type: none"> <li>○ Common formative and summative assessments</li> <li>○ Pre/post assessments</li> <li>○ i-Ready progress monitoring and/or standards mastery</li> <li>○ i-Ready diagnostic results, i-Ready instructional growth, Illustrative Math (IM) cool downs, section check points, KARK (K), IM unit assessments</li> </ul> </li> <li>• Grades 3-5:               <ul style="list-style-type: none"> <li>○ SBA interim assessments</li> <li>○ End of unit assessments</li> <li>○ Standards mastery</li> <li>○ i-Ready diagnostic</li> </ul> </li> <li>• Kindergarten               <ul style="list-style-type: none"> <li>○ IM performance matters end of unit assessments</li> <li>○ KARK math progress monitoring</li> <li>○ WaKIDS math data (fall)</li> </ul> </li> <li>• Grade 1               <ul style="list-style-type: none"> <li>○ IM checkpoints (pre- during-post)</li> <li>○ IM EOU assessments</li> <li>○ i-ready lesson pathways</li> </ul> </li> <li>• Grade 2               <ul style="list-style-type: none"> <li>○ IM end of unit (EOU) assessments</li> <li>○ i-ready diagnostic fall and winter</li> <li>○ End of section checkpoint quizzes</li> </ul> </li> <li>• Grade 3               <ul style="list-style-type: none"> <li>○ SBA interim assessments</li> <li>○ EOU assessments</li> <li>○ i-Ready diagnostic fall and winter</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Grade 4 <ul style="list-style-type: none"> <li>○ SBA interim assessments</li> <li>○ EOU assessments,</li> <li>○ i-Ready diagnostic fall and winter</li> </ul> </li> <li>• Grade 5 <ul style="list-style-type: none"> <li>○ End of section checkpoint quizzes</li> <li>○ EOU assessments</li> <li>○ Standards mastery</li> </ul> </li> <li>• Grade 2 HC <ul style="list-style-type: none"> <li>○ IM (end of units and checkpoints)</li> <li>○ Standards of mastery on i-Ready</li> </ul> </li> <li>• Grade 3 HC <ul style="list-style-type: none"> <li>○ Cool downs, checkpoints, SBA interim assessments, EOU assessments, standards mastery and i-Ready diagnostic</li> </ul> </li> <li>• Grade 4 HC <ul style="list-style-type: none"> <li>○ Cool downs, checkpoints, SBA interim assessments, EOU assessments, standards mastery and i-Ready diagnostic</li> </ul> </li> <li>• Grade 5 HC <ul style="list-style-type: none"> <li>○ Cool downs, SBA Interim Assessments, EOU, Standards Mastery and i-Ready diagnostics</li> </ul> </li> </ul>
Alignment of Interim Assessment Blocks (IAB) and unit topic assessments in grades 3-5 to increase the number of students meeting standard on the 2024 SBA.	<ul style="list-style-type: none"> <li>• IAB data</li> <li>• Unit assessments utilized to identify standards for IAB</li> </ul>
Explicitly teach math vocabulary and teach strategies to solve multi-step complex problems.	<ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Unit assessments</li> <li>• Formative assessments</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 WCAS?
Implement performance tasks, aligned with NGSS standards in grades 2-5 to develop students' understanding of the scientific inquiry process by analyzing students' WCAS assessments and increasing the number of students meeting or exceeding standard on the 2024 WCAS.	<ul style="list-style-type: none"> <li>• WCAS performance tasks</li> <li>• WCAS practice assessments</li> </ul>
Teachers in grades K-5 will implement the elements of the scientific inquiry process by using the Engineering is Elementary (EIE) kits to improve students' understanding of the NGSS essential questions through explanation in their science journals and EIE performance tasks.	<ul style="list-style-type: none"> <li>• End of unit performance tasks</li> <li>• WCAS performance tasks</li> <li>• WCAS practice assessments</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:

Physical, Emotional and Intellectual Safety:

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**

Communicate via email, newsletters, and social media regarding events, extra-curricular activities, and PTA information to inform families.

- Teacher and principal newsletters
- Weekly update to parents
- Family survey
- Natural Leaders participation

Create diverse and culturally inclusive functions, performances, and events.

- Natural Leaders feedback
- PTA Diversity, Equity, and Inclusion (DEI) Committee feedback
- Parent survey results
- Multicultural Night

Initiate Cedar Wood Elementary Student Ambassador program and begin monthly student led PRIDE assemblies celebrating student success to student schoolwide expectations

- Monthly assembly dates and participation
- Panorama data (SEL culture)

**Physically, Emotionally, and Intellectually Safe Environment**

Incorporate common Positive Behavioral Intervention Supports (PBIS) systems, consistently throughout the building to support a positive, and safe learning environment and improve school climate.

- MTSS/PBIS Team (behavior data)
- Teacher Access Center (TAC) data

Convene regular safety team meetings to discuss and act on building student and staff safety issues and consult with the Everett Public Schools safety director to improve these safety issues.

- Debrief notes and staff feedback
- Safety work order completion
- Staff, student, family feedback survey

Strengthen check-in/check-out intervention and other strategies for students to have emotional stability in the learning environment.

- MTSS data/TAC data
- Panorama survey

<b>Equitable and Accessible Opportunities</b>	
Identify all students in our equity targets and provide the necessary support, encouragement and provide equitable opportunities to increase student academic success.	<ul style="list-style-type: none"> <li>• Equity targets</li> <li>• i-Ready data</li> <li>• SBA data</li> <li>• REACH and IM unit assessments</li> </ul>
All staff will engage in professional development centered around equity, diversity, and inclusion, and culturally relevant instructional practices to be better equipped in providing equitable access for all students.	<ul style="list-style-type: none"> <li>• Staff participation in the Learning Improvement Day (LID) October 13, 2023</li> <li>• Increased implantation of culturally relevant instructional practices in daily classroom practices</li> <li>• Continued professional learning throughout the year in ALIF and staff meetings</li> </ul>
Implement RULER schoolwide: Charters and Mood Meter to support emotional intelligence in our students.	<ul style="list-style-type: none"> <li>• Classroom charters.</li> <li>• Use of Mood Meter</li> <li>• Panorama data</li> </ul>

<b>ATTENDANCE</b>	
<b>Key Performance Outcome(s):</b>	
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?
Meet bimonthly with the counselor, assistant principal, and office assistant to monitor attendance and provide interventions to support students and families.	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Notes from monthly meetings</li> <li>• Number of parent meetings</li> </ul>
Implementation of a daily incentive system to increase and maintain good attendance and reduce tardiness.	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Tardy data</li> </ul>
Hold family attendance meetings in the primary language of the parents to determine ways in which the school may provide support with strategies to have their students' attendance increase.	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Number of parent meetings</li> </ul>



## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

Students will increase their ability to utilize technology in a meaningful way to convey understanding of Science, Technology, and Math.

<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?
All students will have increased exposure to STEM activities through technology instruction that includes coding and other STEM topics once per month.	<ul style="list-style-type: none"> <li>Projects that were created by students and graded with a rubric</li> </ul>
Implement instruction in Geometry using technology to support students' exposure to mathematical concepts and to increase students understanding of geometry.	<ul style="list-style-type: none"> <li>Projects created by students and graded with a rubric</li> <li>i-Ready Math domain progress in Geometry</li> </ul>
Coding robots to enrich math concepts—Geometry, measurement.	<ul style="list-style-type: none"> <li>Pre/post formative assessment</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Increase the participation of parents by 5% from 2022-23.

<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?
Continue to build on the utilization of the Natural Leaders to support parents that do not have English as a primary language to gain further access to school and supports to provide equitable access for their children's academic and social emotional growth.	<ul style="list-style-type: none"> <li>Parent participation data in leadership role</li> <li>Parent participation in support of providing equitable access to parents with limited English skills</li> </ul>
Partner with PTA to create increased participation, within the Cedar Wood Elementary community.	<ul style="list-style-type: none"> <li>Track number of people attending meetings and events</li> <li>Participation in family partnership programs</li> </ul>
Work collaboratively with the PTA to increase family events to support students and families.	<ul style="list-style-type: none"> <li>Attendance logs</li> <li>Number of events held during 2023-24</li> </ul>