

<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?
Integrate Guided Language Acquisition and Design (GLAD) strategies into Reach units of study as a scaffold to instruction thereby reducing reading achievement gaps for our multilingual learner (ML) students.	<ul style="list-style-type: none"> <li>• Measure growth and proficiency with the following assessments:               <ul style="list-style-type: none"> <li>○ i-Ready growth diagnostic data</li> <li>○ Kindergarten Assessment Resource Kit (KARK)</li> <li>○ Oral Reading Fluency (ORF)</li> <li>○ Reach for Reading unit assessments</li> <li>○ WIDA</li> </ul> </li> </ul>
Systematize and align our K-5 grade implementation of reading interventions. Ensure clear identification of students needing reteaching, implement interventions with fidelity using research-based intervention lessons, monitor progress over 4 to 6 weeks and then evaluate the effectiveness of the interventions. Monitoring will ensure our intervention implementation reduces achievement gaps for our multilingual students.	<ul style="list-style-type: none"> <li>• Measure growth and proficiency with the following assessments:               <ul style="list-style-type: none"> <li>○ Formative assessments during intervention instruction</li> <li>○ End of intervention cycle assessments</li> </ul> </li> </ul>
Ensure consistent student usage of i-Ready and Imagine Learning programs—passing of two reading lessons for i-Ready per week or 80 minutes per week of Imagine Learning usage for ML students.	<ul style="list-style-type: none"> <li>• Measure growth and proficiency with the following assessments:               <ul style="list-style-type: none"> <li>○ i-Ready student growth data</li> <li>○ Student progress towards proficiency using i-Ready personalized instruction data</li> <li>○ i-Ready data indicates consistent passing of two reading lessons per week for each student</li> <li>○ Student time on task (minimum of 80 minutes per week) for ML students utilizing the Imagine Learning program</li> </ul> </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?
<p>Teachers will implement the RACE strategy (<b>R</b>estate the question, <b>A</b>nswer the question, <b>C</b>ite evidence, <b>E</b>xplain the evidence) as a scaffold to support multilingual students with demonstration of written literary and informational text comprehension.</p> <p>Teachers will utilize a common aligned and articulated prewrite organizer as a scaffold to support multilingual students with the organization of narrative, informational and opinion writing.</p>	<ul style="list-style-type: none"> <li>• Measure proficiency with the following assessments:             <ul style="list-style-type: none"> <li>○ Reach for Reading unit tests—student response to short answer items</li> <li>○ Interim Assessment Blocks (IAB) Reading tests—student response to short answer items</li> <li>○ Grade level formative writing samples</li> <li>○ Grades K-2 David Matteson writing samples</li> <li>○ Grades 3-5 summative essays—proficiency demonstrated in the writing strand of organization</li> <li>○ Grades 3-5 proficiency on the long write portion of the ELA assessment</li> </ul> </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?
Integrate GLAD strategies into Illustrative Mathematics units of study as a scaffold to instruction thereby reducing math achievement gaps for our ML students.	<ul style="list-style-type: none"> <li>Measure growth and proficiency with the following assessments:               <ul style="list-style-type: none"> <li>i-Ready growth diagnostic data</li> <li>KARK</li> <li>IM unit assessments</li> <li>WIDA</li> </ul> </li> </ul>
Systematize and align our K-5 grade implementation of math interventions. Ensure clear identification of students needing reteaching, implement interventions with fidelity using research-based intervention lessons, monitor progress over 4 to 6 weeks and then evaluate the effectiveness of the interventions. Monitoring will ensure our intervention implementation reduces achievement gaps for our multilingual students.	<ul style="list-style-type: none"> <li>Measure growth and proficiency with the following assessments:               <ul style="list-style-type: none"> <li>Formative assessments during intervention instruction</li> <li>End of intervention cycle assessments</li> </ul> </li> </ul>
Ensure consistent student usage of i-Ready and Imagine Learning programs—passing of three math lessons for i-Ready per week and 80 minutes per week of Imagine Learning usage for ML students.	<ul style="list-style-type: none"> <li>Measure growth and proficiency with the following assessments:               <ul style="list-style-type: none"> <li>i-Ready student growth data</li> <li>Student progress towards proficiency using i-Ready personalized instruction data</li> <li>i-Ready data indicates consistent passing of three math lessons per week for each student</li> <li>Student time on task (minimum of 80 minutes per week) for ML students utilizing the Imagine Learning program</li> </ul> </li> </ul>

## 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?

Each grade level, 1st-5th grade, will administer at least one Next Generation Science Standards (NGSS) aligned assessment after a science unit. Results will be analyzed, and next steps determined based on student results.

Utilize Washington Comprehensive Assessment of Science (WCAS) resources to intentionally prepare 5th grade students for item content and types encountered on the summative state assessment (e.g., WCAS Item Specification, NGSS Evidence Statements, grade 5 Training Test, Lessons Learned 2022-23, and grade 5 Test Design and Item Specification Webinar).

K-5 grade teachers will teach NGSS aligned and articulated science vocabulary. Instruction of the science vocabulary will include integration of GLAD strategies to ensure retention and understanding for our multilingual students.

#### 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?

- Measure proficiency with the following assessments:
  - Implementation of at least one WCAS aligned unit summative assessment
  - WCAS assessment results
- Measure proficiency with the following assessments:
  - NGSS aligned assessments
  - WCAS assessment results

# 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 by at least 3% on the 2024 spring parent and student Panorama Survey for family/student engagement and school climate.

**Equitable and Accessible Opportunities:** 77% of ML 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>	
Implement equity and inclusion staff professional learning focused on integration of the six culturally responsive education themes into instruction.	<ul style="list-style-type: none"> <li>• Number of trainings and time spent focused on equity work</li> <li>• Reach and IM unit plans</li> </ul>
Implementation of the RULER four pillars within the Social Emotional Learning (SEL) teaching and learning framework.	<ul style="list-style-type: none"> <li>• Panorama spring 2024 results</li> </ul>
Parent introduction to the RULER four pillars utilizing the Permission to Feel book study format.	<ul style="list-style-type: none"> <li>• Panorama spring 2024 results</li> </ul>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
<b>Physically</b> Implement authentic safety scenarios connected to unexpected schoolwide safety drills.  Consistent implementation of Positive Behavior Interventions and Supports (PBIS) along with increased implementation of more personalized PBIS positive student recognition.	<ul style="list-style-type: none"> <li>• Number of authentic and unexpected all school safety drills</li> <li>• Movement towards proficiency on the PBIS Benchmark of Implementation—Action Planning Protocol rubric</li> <li>• Panorama spring 2024 results</li> </ul>
<b>Emotionally</b> Fidelity to the Second Step program by following the curriculum map and teaching Tuesday lessons.  Integration of the RULER concepts within the Second Step lessons and during other SEL designated time.  Continued implementation of the school counselor meeting with Tier 2 students in small groups focused on emotion regulation.	<ul style="list-style-type: none"> <li>• Monitoring of Tuesday lesson implementation</li> <li>• Monitoring of SEL designated time being used for SEL instruction</li> <li>• Monitoring designated time for RULER staff professional learning</li> </ul>

<p><b>Intellectually</b></p> <p>Systematized implementation of the Multi-Tiered System of Supports (MTSS) aligned Tier 2 and Tier 3 interventions and supports for academics, behavior, and SEL.</p>	<ul style="list-style-type: none"> <li>• Number of MTSS student meetings referred to the team</li> <li>• Movement towards proficiency on the PBIS Benchmark of Implementation—Action Planning Protocol rubric</li> </ul>
<p><b>Equitable and Accessible Opportunities</b></p>	
<p>Increase parent involvement in our Natural Leaders program.</p>	<ul style="list-style-type: none"> <li>• Increase in Natural Leaders membership and number of meetings</li> </ul>
<p>Intentional implementation of the WIDA and utilizing results to make an action plan for our ML students ensuring they are transitioning out of the ML program within 6 years.</p>	<ul style="list-style-type: none"> <li>• Number and quality of plans produced based on WIDA data, monitoring for follow through on each plan</li> </ul>

## 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?

Utilize Panorama to document attendance interventions and for monitoring attendance data trends.

Tier 1 classroom interventions to proactively address students with multiple absences.

#### Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Monthly attendance rates
- Action plans for chronically absent students
- MTSS meetings to discuss Tier 1 attendance concerns with documentation of strategies and supports

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

On the 2024 Spring Panorama survey, increase family engagement by at least 3%.

#### Family Partnerships Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Produce vital documents in multiple languages—Spanish, Ukrainian and Russian:

- Utilize translated subtitles in PowerPoint presentations and Zoom;
- Translate all family flyers and documents;
- Professionally develop teachers to know how to make presentations and all communications language accessible for parents; and
- Ensure all Blackboard Connect phone calls and emails are translated into multiple languages.

Continue to grow our Natural Leaders program to empower multilingual families to be more involved in school events and decisions.

Increase utilization of social media platforms as a way to connect more families to the school.

#### Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Number of attendees at Natural Leader events
- Number of followers on Facebook, Twitter, and Instagram
- Number of documents translated into other languages
- Number of respondents to feedback methods

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

50% or more of the teaching staff utilize Performance Matters for data monitoring and/or for implementation of assessments.

80% of students in grades 1-5 will meet the weekly math and reading lesson i-Ready goal.

#### Instructional Technology Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Implement consistent opportunities for Panorama as a key data dashboard for improving attendance, interventions, and academic achievement monitoring.

#### Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Number of visits to Panorama Education and the usage of tools within the platform (ex: active intervention plans)