

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?	
<ul style="list-style-type: none"> Design and implement activities with a culture/identity emphasis to engage students in the learning process. Implement targeted instructional practices (interactive read aloud, shared reading, etc.) using complex texts to strengthen comprehension by building background knowledge, vocabulary, evidence-based thinking, and incorporate GLAD strategies (visual aids, process grids, chants, observation charts, etc.) to support ML whenever possible. 	<ul style="list-style-type: none"> K-5 <i>Reach for Reading</i> Summative Assessments K-5 iReady Reading Data WaKIDS Data WIDA Data IL&L Data SBA 3-5/IAB's PLC notes of Instructional Cycles Extended Day Learning Data Feedback from students Book check-out data Book talk data Schoolwide reading log (primary and intermediate) 	
<ul style="list-style-type: none"> Develop ML goals based on individual student needs and implement targeted small group instruction. 	<ul style="list-style-type: none"> K-5 iReady Reading Data Extended Day Learning Data WIDA Data IL&L Data 	
<ul style="list-style-type: none"> Provide tier 2 and 3 interventions and extended day opportunities that are aligned with tier 1 instruction/materials. 	<ul style="list-style-type: none"> K-5 iReady Reading Data Extended Day Learning Data WIDA Data 	

	<ul style="list-style-type: none"> IL&L Data
Writing Action Items (Actions that improve performance towards outcomes) <ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> Collaboratively develop learning targets, success criteria/learning progressions, and common formative assessments (PLC) by using EPS curriculum maps to ensure clarity for teachers, support staff, and students. Align English Language Development standards to writing units in grades 3-5. 	<ul style="list-style-type: none"> Writing Foundations Benchmark K-2 Continuum Common Rubrics (3-5) SBA 3-5/IAB's PLC notes of Instructional Cycles WIDA Data Pre and Post unit written comprehension response Use of Collaborative Planning Template for Content and Language Integration
<ul style="list-style-type: none"> Align instruction of the writing process across grade levels in order to increase student writing skills and provide opportunities for student practice. 	<ul style="list-style-type: none"> Writing Foundations Benchmark K-2 Continuum Common Rubrics (3-5) SBA 3-5/IAB's PLC notes of Instructional Cycles WIDA Data Pre and Post unit written comprehension response

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?
<ul style="list-style-type: none"> Teachers use various levels of data to provide timely and equitable access to instruction and resources that support student learning. 	<ul style="list-style-type: none"> K-5 <i>Illustrative Math</i> Unit Summative Assessments K-5 iReady Math Data SBA 3-5/IAB's (WaKIDS) Unit Checkpoints/Cool downs /Anecdotal checklists Math support schedule Small group instruction and formal MTSS Tier 2 Intervention data MTSS Team meeting notes on progress monitored students
<ul style="list-style-type: none"> Implement instructional routines (GLAD strategies, Building Thinking Classrooms Practices, etc.) to build positive math identities and develop the capacity for students to engage in discourse, productive struggle, and problem solving. 	<ul style="list-style-type: none"> K-5 <i>Illustrative Math</i> Unit Summative Assessments SBA 3-5/IAB's (WaKIDS) Common formative grade-level assessments (i.e. cool-downs, checkpoints, standard practice problems, performance/thinking tasks, learning progression self-assessments) MLR usage-observed in walkthroughs GLAD (vocabulary specific) strategy usage Student reflection and feedback on learning experience Student interviews

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?
<ul style="list-style-type: none"> • Create learning targets and success criteria/learning progressions that align with NGSS using district science curriculum and transition guides. • Complete all EPS science assessments that align with each unit. 	<ul style="list-style-type: none"> • NGSS-aligned formative assessments • EPS NGSS-aligned summative assessments • WCAS summative assessment in 5th grade • Science learning progressions (grade-level and school wide)
<ul style="list-style-type: none"> • Explicitly teach science vocabulary (WCAS grade level specific) by integrating REACH text that matches science topics and using ML Portal GLAD resources. 	<ul style="list-style-type: none"> • Student explanations using CER responses that include unit specific vocabulary • GLAD (vocabulary specific) strategy usage • School wide science vocabulary alignment
<ul style="list-style-type: none"> • Increase student opportunities to explain their thinking with evidence and reasoning, using the CER format for written science responses. 	<ul style="list-style-type: none"> • Student explanations using CER responses

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 Silver Lake 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 Silver Lake 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

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| <ul style="list-style-type: none"> • Implement an effective Tier system to create welcoming classrooms by establishing consistent schoolwide expectations, routines, and refining individual classroom management plans. | <ul style="list-style-type: none"> • Discipline data • Attendance data • Panorama Survey • SLE Family Engagement Survey • Family Interviews • Focus Group Notes • Feedback / Family event exit surveys |
| <ul style="list-style-type: none"> • Intentionally build nurture, and maintain authentic and culturally responsive relationships with students, staff, and families. | <ul style="list-style-type: none"> • Attendance data • Panorama Surveys/ Sense of Belonging • Family Listening Sessions • Student Listening Sessions/Survey • Online class mood meter data • Student leadership notes • Staff feedback |

Physically, Emotionally, and Intellectually Safe Environment

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| <ul style="list-style-type: none"> • The Equity Team will support the staff in analyzing student data and teaching practices/strategies through an equity lens. | <ul style="list-style-type: none"> • Discipline data • Attendance data • Panorama Surveys/ Sense of Belonging • Family Listening Sessions |
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<ul style="list-style-type: none"> The Equity Team will administer surveys throughout the year to guide the team's focus (Staff CRT survey (B, M, E), Sense of Belonging survey (B, M, E), Mood Meter, RULER lessons). 	<ul style="list-style-type: none"> Student Listening Sessions/Surveys Online class mood meter data Student Leadership notes Staff CRT survey data Staff/Sense of belonging survey data
<ul style="list-style-type: none"> Increase social-emotional learning by providing direct instruction of social-emotional curriculums (I.e., Second Step (K-5), Kelso's Choices (K), RULER). 	<ul style="list-style-type: none"> Discipline data Attendance data Panorama Survey Second Step lesson completion data
<ul style="list-style-type: none"> Implement Tier 2 systems of support to identify students of concern and provide appropriate interventions. 	<ul style="list-style-type: none"> TIER 2 Intervention Data SIT Referral Data Discipline Data Attendance Data
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> Identify and remove barriers to authentic learning and have high expectations for our diverse learners by collaboratively monitoring English Language Proficiency growth data to plan for instructional strategies and scaffolding. Provide flexible small group support to increase student language acquisition through monitoring, pre-teaching content-based academic vocabulary, and supporting Newcomer groups. 	<ul style="list-style-type: none"> K-5 iReady Data KARK Data WIDA Data IL&L Data SBA 3-5/IAB's
<ul style="list-style-type: none"> Increase academic growth for students who are on educational IEP's by providing access and inclusion to the general education setting and curriculum. 	<ul style="list-style-type: none"> K-5 iReady Data WIDA Data IL&L Data SBA 3-5/IAB's IEP Goal Progress Reports IEP Services Schedule

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?

- With awareness of attendance data, implement class/campus-based incentive programs to increase student engagement and attendance.

- Attendance data
- Attendance meeting data
- Home visits data
- BECCA referral data

- Monitor and intervene with students who have three or more unexcused absences per month with interventions such as monthly family meetings, home visits, community truancy boards, and truancy referrals.

- Attendance data
- Family Survey

- Engage with the district's Improving School Attendance Collaborative team and integrate resources and professional learning into building and classroom practices to support students with attendance issues.

- Attendance data
- BECCA referral 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?
<ul style="list-style-type: none">Foster a culture that promotes, supports, and sustains innovative practices by modeling instructional technology practices and organization.	<ul style="list-style-type: none">Classroom evidence of teacher use of instructional technology practicesNotes from staff collaboration on innovative uses of instructional technology
<ul style="list-style-type: none">Maintain consistent iReady and IL&L usage in all grades.	<ul style="list-style-type: none">iReady time on task and lesson pass ratesIL&L progress reportsPercentage of students reaching typical and stretch growth
<ul style="list-style-type: none">Increase opportunities for students to demonstrate their learning and understanding through a variety of technology tools and platforms.	<ul style="list-style-type: none">Classroom evidence of student use of technology such as (Canvas, PebbleGo, EPIC, Britannica, Code.org, Flipgrid, Typing Club, Google Suite, Chromebooks/BoxLight Interactive Panel, etc.)

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Silver Lake staff members will increase and foster two-way communications 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?

- Increase parent involvement opportunities through staff/parent partnership programs (Natural Leaders, PTA, Watchdogs) by identifying and removing barriers to engagement.
- Create school-family partnerships by providing families with opportunities to participate in open-communication events (Community Conversations, Focus Groups, Family Interviews, Open House, Title 1 Parent Meeting)

Key Performance Indicators (KPIs)

(Formative measures of actions)

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

- Volunteer Data
- [Panorama Survey](#)
- SLE Family Engagement Survey
- Family Interviews
- Focus Group Notes
- Meeting attendance
- Event Attendance
- Observed use of language translation tools/services (ILA Device, PocketTalks, Translation Apps, etc.)
- [Panorama Survey](#)
- SLE Family Engagement Survey
- Family Interviews
- Focus Group Notes
- Meeting attendance
- Event Attendance