

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?
Teachers will explicitly share with students what they are responsible for learning and how they will demonstrate understanding in <u>Reading Comprehension</u> . Students should be able to answer these questions of each lesson: What am I learning today? Why am I learning this? How will I know that I learned it? <ul style="list-style-type: none"> Specifically, teachers in grades K-2 will focus on phonics and teachers in grades 3-5 will focus on vocabulary acquisition. 	<ul style="list-style-type: none"> i-Ready comprehension scores by teacher and subgroup (informational for grades K-3, literary for grades 4-5) <ul style="list-style-type: none"> Students with disabilities (SWD) English Learner (EL) African American Hispanic Twice-monthly progress monitoring of phonics and vocabulary in i-Ready lesson completion and growth using online lesson reports K-2 Developmental Reading Assessment (DRA) growth fall to winter
Teachers will use i-Ready data to inform small groups and deliver differentiated instruction using a variety of resources: <ul style="list-style-type: none"> Guided supports within the Reach program; Leveled Literacy Interventions (LLI) program for small groups; and i-Ready recommendations. 	<ul style="list-style-type: none"> i-Ready comprehension scores by teacher and subgroup (informational for grades K-3, literary for grades 4-5) <ul style="list-style-type: none"> SWD EL Twice-monthly progress monitoring of phonics and vocabulary lesson completion and growth
Teachers will collaborate with special education staff to plan and deliver rigorous standards-based instruction that accelerates growth in reading comprehension, phonological awareness, and vocabulary acquisition. <ul style="list-style-type: none"> Build a strong Tier 1 academic foundation to support all students, especially those needing Tier 2 and Tier 3 academic interventions. Identify common CAST Universal Design for Learning (UDL) practices for implementation in grades K-5 (CAST.org). 	<ul style="list-style-type: none"> i-Ready comprehension scores by teacher and subgroup (informational for grades K-3, literary for grades 4-5) <ul style="list-style-type: none"> SWD EL Twice-monthly progress monitoring of phonics and vocabulary lesson completion and growth Reach end-of-unit assessments

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?
<p>Teachers will explicitly share with students the purpose for writing. Students should be able to answer these questions of each lesson: What am I learning today? Why am I learning this? How will I know that I learned it?</p> <ul style="list-style-type: none"> • Audience • Purpose • Writing style 	<ul style="list-style-type: none"> • Writing samples scored according to SBA rubrics • Smarter Balanced interim assessments
<p>Teachers will facilitate opinion and/or persuasive writing, assisting students to analyze substantive topics or texts using valid reasoning and relevant, sufficient evidence. Students in grades 4 and 5 will be exposed to claim, evidence, reasoning (CER) style responses.</p>	<ul style="list-style-type: none"> • Writing samples scored according to SBA rubrics • Smarter Balanced interim assessments

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?
Teachers will explicitly share with students what they are responsible for learning and how they will demonstrate understanding math concepts. Students should be able to answer these questions of each lesson: What am I learning today? Why am I learning this? How will I know that I learned it? <ul style="list-style-type: none"> Specifically, teachers in grades K-4 will focus on number and operation. Teachers in grade 5 will focus on algebra and algebraic thinking and later in the year, geometry. 	<ul style="list-style-type: none"> i-Ready domain scores by teacher and subgroup (number and operation in grades K-4, algebra and algebraic thinking in grade 5) <ul style="list-style-type: none"> SWD EL Twice-monthly progress monitoring of number and operation and algebra and algebraic thinking iReady lesson completion and growth
Teachers will use i-Ready data to inform small groups and deliver differentiated instruction using a variety of resources: <ul style="list-style-type: none"> i-Ready recommendations Pearson Intervention System San Francisco Unified School District (SFUSD) Remote Learning Tools 	<ul style="list-style-type: none"> i-Ready domain scores by teacher and subgroup (number and operation in grades K-4, algebra and algebraic thinking in grade 5) <ul style="list-style-type: none"> SWD EL Twice-monthly progress monitoring of number and operation and algebra and algebraic thinking iReady lesson completion and growth
Teachers will collaborate with special education staff to plan and deliver rigorous standards-based instruction that accelerates growth in numbers and operations and algebra and algebraic thinking. <ul style="list-style-type: none"> Build a strong Tier 1 academic foundation to support all students, especially those needing Tier 2 and Tier 3 academic interventions. Identify common CAST UDL practices for implementation in grades K-5 (CAST.org). 	<ul style="list-style-type: none"> i-Ready domain scores by teacher and subgroup (number and operation in grades K-4, algebra and algebraic thinking in grade 5) <ul style="list-style-type: none"> SWD EL Twice-monthly progress monitoring of number and operation and algebra and algebraic thinking lessons completion and growth Math end-of-unit assessments

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?
Teachers will explicitly share with students what they are responsible for learning and how they will demonstrate understanding in science. Students should be able to answer these questions of each lesson: What am I learning today? Why am I learning this? How will I know that I learned it? <ul style="list-style-type: none"> • Systems and system models 	<ul style="list-style-type: none"> • Assessments in Performance Matters • Journals scored according to rubric
Teachers will facilitate student discourse (in all content areas) according to the claim, evidence and reasoning model to develop analytical thinking and persuasive/argumentative writing skills. <ul style="list-style-type: none"> • Claim that answers the questions; • Evidence from students' data; • Reasoning that involves a rule or principle that describes why the evidence supports the claim; and • Rebuttal that explains why the evidence did not support the initial claim OR how the evidence challenges others' claims (a stretch goal for upper grades and HC). 	<ul style="list-style-type: none"> • Assessments in Performance Matters • Journals scored according to rubric • Washington Comprehensive Assessment of Science (WCAS) sample items

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 the positive trend on Panorama surveys by 5%.

Physical, Emotional and Intellectual Safety: Decrease the number of major behavior referrals for targeted students at every grade by 3%.

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	
Broaden schoolwide student leadership opportunities for fifth grade.	<ul style="list-style-type: none"> • Number of student leaders • Notes and photos of program • List of tasks accomplished
Communicate weekly with the school community via Friday Family Updates to celebrate learning successes and share timely information.	<ul style="list-style-type: none"> • Friday Family Updates on school website
Utilize schoolwide video morning announcements to build community, highlight upcoming events and set the tone for learning.	<ul style="list-style-type: none"> • Announcements on Canvas Student Body page Monday, Wednesday, and Friday mornings
Physically, Emotionally, and Intellectually Safe Environment	
Maintain and strengthen a strong safe school culture through Positive Behavioral Interventions and Supports (PBIS) Cougar Pride behavior expectations that are defined, taught and regularly acknowledged.	<ul style="list-style-type: none"> • Cougar Pride behavior matrix and Cougar Pride tickets • Evidence of schoolwide and classroom celebrations of success
K-5 staff will teach Second Steps curriculum to promote social, emotional and academic success through skills that emphasize safety, connectedness, and social competence.	<ul style="list-style-type: none"> • K-5 Second Steps scope and sequence • K-5 Second Steps lessons taught
Analyze Panorama data and use Play Book strategies to respond to deficit areas.	<ul style="list-style-type: none"> • Panorama survey spring growth within area of emotion regulation • Follow up action items identified in response to baseline data
Analyze behavior data from Issues and Referrals system to identify and support students needing additional behavior interventions for success.	<ul style="list-style-type: none"> • Increase Tier 2 intervention plans • Decrease behavior referrals

Equitable and Accessible Opportunities	
Use iReady and Performance Matters data to identify, monitor and respond to individual students and targeted student subgroups with reading and math deficits.	<ul style="list-style-type: none"> • iReady diagnostic and progress monitoring data • iReady stretch goal data • iReady minutes • Performance Matters data
Provide before/after school intervention for identified students not yet at standard in English Language Arts (ELA) and/or math when the learning model allows.	<ul style="list-style-type: none"> • iReady progress monitoring data • Performance Matters data • Classroom assessment data
Host monthly (November through April) small group iReady Parent Education Partnership nights for families of students performing below grade level in either ELA or math.	<ul style="list-style-type: none"> • Parent attendance • Agenda and PowerPoint

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?
Conduct monthly meetings to review and respond to attendance concerns.	<ul style="list-style-type: none">• Attendance meeting minutes with action items• Attendance data on students of concern with individualized attendance plans for chronic absences or tardies
Implement a tiered system of attendance support utilizing the counselor, assistant principal, principal and district success coordinator.	<ul style="list-style-type: none">• Attendance plans, BECCA letters and Mill Creek Truancy Board data• Evidence of improved attendance for targeted students• Student success platform
Clearly communicate importance of daily on-time attendance and impact on student learning and acknowledge attendance in morning announcements.	<ul style="list-style-type: none">• Morning announcements• Website• Newsletters
Hold an attendance campaign in January to stress the importance of on-time daily attendance.	<ul style="list-style-type: none">• School announcements• January newsletter• Bulletin board• Comparison attendance data for January

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

We will increase family communication regarding school activities, expectations and programs through a variety of media.

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?
Communicate weekly with school community via Friday Family Updates to celebrate learning successes and share timely information.	<ul style="list-style-type: none"> Friday Family Updates on school website
Weekly acknowledge and celebrate school events, teaching and learning and student success.	<ul style="list-style-type: none"> Twitter posts
Lower financial barriers for underprivileged students by providing food, clothing, holiday support and scholarships to families in need.	<ul style="list-style-type: none"> Financial scholarships awarded Number of students visiting Operation School Bell Number of food and supply backpacks delivered
Work with the PTA board to enhance PTA general meeting agendas through special presentations on desired topics.	<ul style="list-style-type: none"> PTA general meeting agendas

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

100% of classrooms having successfully transitioned to remote learning using district online teaching platforms and resources.

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?
Teachers guide students in the use of technology to produce work in new and different ways using the Substitution Augmentation Modification Redefinition (SAMR) model.	<ul style="list-style-type: none"> Samples of student work and class projects Observation of students using Chromebooks Robotics activities
Using a variety of technology tools, students will increase their use of 21st century skills to demonstrate learning.	<ul style="list-style-type: none"> Samples of student work and class projects Observation of students using Chromebooks Flipgrid, Jamboard, Seesaw, Padlet, Zoom, Google, Cengage, etc.
Staff use Canvas as a common platform for communicating and sharing documents.	<ul style="list-style-type: none"> Staff Canvas pages Agendas and meeting notes in Canvas