

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 administer progress monitoring assessments every 4-6 weeks for students below standard or on the “bubble” (Tier 2) in order to provide equitable, high impact interventions using small groups and differentiated instruction to close the skill gaps in phonics in grades K-2, and vocabulary in grades 3-5 to improve comprehension in Reading.	Monitor 4-6 weeks <ul style="list-style-type: none"> Kindergarten: <ul style="list-style-type: none"> Kindergarten Assessment Resource Kit (KARK)—Benchmark in the fall/winter/spring: used formatively between benchmark testing Developmental Reading Assessment (DRA) (winter/spring) Grades 1 and 2 <ul style="list-style-type: none"> DRA progress monitoring, anecdotal evidence in Guided Reading Grades 3-5 <ul style="list-style-type: none"> iReady online lessons and Imagine Language and Literacy (Il & L) Data Growth Monitoring and Instructional Monitoring REACH unit assessments
Teachers will analyze common formative and summative assessments, and collaboratively use the data to inform intentional instruction and reteaching to reinforce use of common grade level academic vocabulary in grades K-5. For English Learner (EL) students: Increase the levels of language acquisition for every EL student with intentional teaching and re-teaching using selected supports that include leveled reading books, pre-teaching lessons, vocabulary, and/or Sheltered Instruction Observation Protocol (SIOP) background boards, and small group instruction.	Monitor 4-6 weeks <ul style="list-style-type: none"> Kindergarten <ul style="list-style-type: none"> KARK benchmark in the fall/winter/spring: used formatively between benchmark testing Grades 1 and 2 <ul style="list-style-type: none"> DRA progress monitoring, anecdotal evidence in Guided Reading Grades 3-5 <ul style="list-style-type: none"> iReady online lessons growth monitoring and instructional monitoring for vocabulary REACH unit assessments Il & L data

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?
Grades K-2 Writing Focus: Teachers will administer common grade level assessments and use grade level rubrics to monitor progress of sentence structure and sight word acquisition.	Monitor 4-6 weeks <ul style="list-style-type: none"> • KARK benchmark in the fall/winter/spring: used formatively between benchmark testing • Common formative/summative assessment • Grade level rubrics • Building Foundations That Last (BFTL) (grades K-2)
Grades 3-5 Writing Focus: Teachers will analyze and calibrate their understanding of standards to develop their skills in informational writing in the following areas: <ul style="list-style-type: none"> • Stating a focus (main idea); • Supporting evidence; and • Writing body paragraphs appropriate to purpose and audience. 	Monitor 4-6 weeks <ul style="list-style-type: none"> • BFTL (grades 3-5) • District writing samples • Reach for Reading' writing samples (grades 3-5) • District grade level assessments and rubrics • Science opinion writing performance task

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 administer progress monitoring assessments to improve academic success and meet grade level standards in number and operations for students below standard or on the “bubble” (Tier 2) as identified by the iReady diagnostic.	Monitor 4-6 Week <ul style="list-style-type: none"> • Kindergarten <ul style="list-style-type: none"> ○ KARK • Grades 1-5 <ul style="list-style-type: none"> ○ iReady diagnostic assessments • Grades 1-5 <ul style="list-style-type: none"> ○ Growth monitoring and instructional monitoring ○ Formative and summative math assessments
Teachers will implement small group instruction, as well as pre-teach, re-teach, and Guided Language Acquisition Design (GLAD) strategies that support all learners, with an emphasis on EL students, to close the achievement gap.	Monitor 4-6 Weeks <ul style="list-style-type: none"> • Common formative and summative assessment • Pre/post assessment • Grades 1-5 <ul style="list-style-type: none"> ○ iReady diagnostic results ○ iReady instructional growth ○ KARK • Grades 3-5 <ul style="list-style-type: none"> ○ SBA Interim 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 increase clarity of learning outcomes and of student understanding of essential learning targets and success criteria in lessons and units.	<ul style="list-style-type: none"> • Evidence in student assignments and assessments • Targeted feedback via remote platforms • Use of district transition guides given to staff for Next Generation Science Standards (NGSS) standards
Implement high impact strategies to increase student understanding of science content and application of the NGSS practice of <i>Engaging in Argument from Evidence</i> through: <ul style="list-style-type: none"> • Accountable talk (claim/evidence argument/discussion); • Using academic vocabulary (Tier 2 and Tier 3) through Reach for Reading routines; and • Create/use sentence stems and anchor charts for using science evidence (claim, evidence, reasoning). 	<ul style="list-style-type: none"> • Science journals inquiry process in grades K-5 • Grade K-1 teachers collected journal evidence of students' ability to: <ul style="list-style-type: none"> ○ Listen actively to others' arguments and ask questions for clarification (through discussion only) ○ Agree or disagree with peer arguments based on evidence (through discussion only) • Grades 2-3 teachers collected journal evidence of students' ability to build on grade K-1 skills to: <ul style="list-style-type: none"> ○ Construct and/or support scientific arguments drawing on evidence, data or a model ○ Distinguish arguments that are supported with evidence from those that are not • Grades 4-5 teachers collected journal evidence of students' ability to build on grade 2-3 skills to: <ul style="list-style-type: none"> ○ Critique scientific arguments proposed by peers • District-created WCAS-aligned unit assessments

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/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	
Increase communication with families via print and digital media (newsletter, connect-ed, Twitter, Facebook) using district communication tools to include Spanish and Vietnamese translations when appropriate.	<ul style="list-style-type: none"> Center for Educational Effectiveness (CEE) parent survey responses to prompts related to culture and communication Website visits School monthly newsletter/weekly electronic newsletter Number of Facebook followers/Twitter followers
Provide a welcoming environment for students.	<ul style="list-style-type: none"> Welcome messages to students from principal (Mondays), counselor (Wednesday) and assistant principal (Friday) via Silver Firs Elementary student body Canvas Daily morning class meetings/community circles via Zoom School-wide assemblies
Physically, Emotionally, and Intellectually Safe Environment	
Provide consistent Social Emotional Learning (SEL) lessons throughout the grade levels.	<ul style="list-style-type: none"> Second Step curriculum – Panorama data
Provide consistent opportunity for students to feel connected to their teacher and classmates with morning meetings and community circles each day.	<ul style="list-style-type: none"> Grades 3-5 Panorama data Percentage of class attending morning Zooms during remote learning
Equitable and Accessible Opportunities	
Ensure the rapidly growing number of qualifying EL students use the Imagine Learning English Program consistently with an in-school day program.	<ul style="list-style-type: none"> Imagine Learning usage data

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will improve by 3% and 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?
Recognize students for perfect attendance.	<ul style="list-style-type: none">• Track class attendance with “fill in the bubble” posters• Track attendance with office assistant• Recognize classes via Friday morning announcement• Publish and track “fill in the bubble” via Silver Firs ES student body Canvas course
Review students’ individual attendance record with parents at conferences using attendance thermometers to help families track absences.	<ul style="list-style-type: none">• Individual student attendance rates
Re-engage students who have multiple absences.	<ul style="list-style-type: none">• Monthly attendance rates
Bi-weekly attendance meetings to track those students with attendance concerns.	<ul style="list-style-type: none">• Sequential steps for addressing attendance concerns:<ul style="list-style-type: none">○ When student is absent without guardian contact, computer generated phone contact home○ If student has absence concern, personal phone contact home by attendance secretary○ Teacher communication via phone or email contact after 3 or more consecutive absences• Conference (either by phone or in person) initiated by assistant principal to share attendance information, policy, and law and to brainstorm ideas to increase the child’s attendance at school

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase communication of and involvement in school activities focusing on increasing diversity of parent and family involvement.

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 PTA membership and participation in PTA sponsored events and programs by utilizing a variety of advertising methods: <ul style="list-style-type: none"> • Hosting virtual membership zooms at the beginning of the year school events • Silver Firs and PTA Facebook pages 	<ul style="list-style-type: none"> • PTA membership data • Attendance at PTA-sponsored events
Continue providing communication to all Silver Firs stake holders including but not limited to the following strategies: <ul style="list-style-type: none"> • Send information to BOTH guardians listed in eSchools • Include staff in school-wide parent communication methods • Send critical information in multiple formats (i.e. print, digital, social media, website, connect-ed). 	<ul style="list-style-type: none"> • CEE parent survey responses to prompts related to culture and communication • Increase availability of translated materials • Number of Facebook followers • School monthly newsletter • Silver Firs ES Facebook • Silver Firs ES Twitter
Publish information to parents regarding the Second Step Program.	<ul style="list-style-type: none"> • Teacher Canvas page • Counselor website • CEE parent survey responses
Increase 2-way communication with under-represented parent groups (Hispanic, EL, Special Education).	<ul style="list-style-type: none"> • Increase percentage of positive CEE parent survey responses to prompts related to culture and communication • Increase availability of translated materials • Parent conferences • PTA • Phone calls, emails. school website (use interpreters when needed)
Pre-School Parent Connection Night	<ul style="list-style-type: none"> • Parent attendance data • Survey online

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers and students will increase the use of technology as a learning and teacher support tool for instruction and learning.

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?
Integration of Reach for Reading, Science, Social Studies, International Society for Technology in Education (ISTE), and Math standards into classroom instructional practices.	<ul style="list-style-type: none">• Completion of grade level projects through the use of Canvas, Zoom, Seesaw, Performance Matters, Flipgrid, and/or Google Classroom.• Progression through iReady lessons
Focus on Digital Citizenship	<ul style="list-style-type: none">• FBI internet safety test, grades 3-5