

SIP Foundations:

Our School Improvement Plan is built upon three foundations that we believe are essential to our growth and continual progression as a school. Each of the listed actions and KPIs have been developed in consideration and concert with these foundations:

- Foundation #1: Utilize our Professional Learning Communities as a foundational structure for Tier I instruction.
- Foundation #2: Utilize high-yield instructional practices within/across Tier I instruction, designed specifically to address underserved subgroups.
- Foundation #3: Utilize formal/informal data sources to plan, implement, and monitor Tier I/Tier II interventions (whole group reteach + targeted, small groups).

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?

Color-Coding:

- **Formal KPIs:** KPIs that are more formal in nature (assessable) are coded blue.
- **Informal KPIs:** KPIs that are more informal in nature (observable) are coded green.

Planning & Design:

- Utilize [Power Team Time](#) (PTT), rotating administrator directed learning improvement Friday (ALIF) time, and other available periods of time to convene grade levels into a Professional Learning Community (PLC) format to collectively plan (short-range) as part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design):
 - **Core Dufour Prompt (Planning & Design):**
 - What do our learners need to know/master?
 - How will we know when they have learned/mastered it?
 - Clarify and align planned instruction through the collaborative establishment of learning intentions/targets and success criteria.
 - Introduce elements of Universal Design for Learning (UDL) to enhance instruction (engagement and equity).
- Infuse Do-Nows and Exit Tickets into planning as pulse-checks for student understanding.
- Ensure fidelity to essential standards including noted/posted learning intentions/targets and success criteria (walkthrough data).
- Create and utilize common assessments, aligned with essential standards.
- Ensure that classroom plans include explicit instruction, presented in multiple ways with options and scaffolds available.
- Utilize our Monroe Instructional Leadership Team (ILT) to 1) focus on student learning to inform classroom/school-wide decisions, and 2) identify/plan for Tier II interventions support/resources.

<p>Teaching & Learning:</p> <ul style="list-style-type: none"> Key Actions: <ol style="list-style-type: none"> Intentionally teach foundational skills and word study concepts as outlined in the K-5 English Language Arts Instructional Model. Utilize explicit modeling across instruction including school-wide use of anchor charts, question and/or sentence stems, including high-yield language strategies. Employ purposefully dynamic reading groups to provide relevant, small group reading instruction in accordance with student needs. Model, teach, and provide rigorous close reading opportunities using a range of text-dependent questions with grade-level literary and informational texts. Ensure that our multilingual students are provided targeted, language-rich supplementary learning opportunities as guided by our Multi-language Learner (ML) team. 	<ul style="list-style-type: none"> Utilized lesson plans that align with agreed upon plans, learning targets, and success criteria. Utilize collaborative walkthroughs and related planning discussions to better understand the rate/success of our Four Key Actions. Reduce amount of time that coaches are pulled for other assigned duties that are inconsistent with their expertise and roles (assess monthly). Provide Tier II beyond school support in alignment with specific Learning Assistance Program (LAP) and ML funding for students in need of specific, targeted instruction (spring, 21).
<p>Reflection & Adjustment:</p> <ul style="list-style-type: none"> Utilize PTT rotating ALIF time, and other available periods of time to convene grade levels into a PLC format to collectively plan (short-range) as part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design). <ul style="list-style-type: none"> Core Dufour Prompt (Planning & Design): <ul style="list-style-type: none"> How will we respond if a learner does not learn/master it (intervention)? How will we respond if a learner already knows it (enrichment)? As available, utilize formal district-level and site-level data (common and individual) to inform planning including diagnostic data, district and site formative/summative data, and other relevant forms of data. Based on student needs, collaboratively create MOEplan for review (mild), reteach (medium), and intervention (spicy) of previously taught content. 	<p><i>21/22 baseline data needed to set interval targets</i></p> <ul style="list-style-type: none"> Grades 1-5 Reach for Reading Unit Assessments Grades 3-5 iReady reading data Grades 3-5 Interim Assessment Block (IAB) data Grades K-2 Literacy Skills Screeners Do-Nows and Exit Tickets Grade-level common assessments Kindergarten Assessment Resource Kit (KARK) data <ul style="list-style-type: none"> Utilize MOEplans as a common tool to collaboratively plan for review, reteaching, and intervention efforts.
<p>Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?</p>	<p>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>
	<p>Color-Coding:</p> <ul style="list-style-type: none"> Formal KPIs: KPIs that are more formal in nature (assessable) are coded blue. Informal KPIs: KPIs that are more informal in nature (observable) are coded green.
<p>Planning & Design:</p> <ul style="list-style-type: none"> Utilize PTT, rotating ALIF time, and other available periods of time to convene grade levels into a PLC format to collectively plan (short-range) as 	<ul style="list-style-type: none"> Infuse Do-Nows and Exit Tickets into planning as pulse-checks for student understanding.

<p>part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design).</p> <ul style="list-style-type: none"> ▪ Core Dufour Prompt (Planning & Design): <ul style="list-style-type: none"> - What do our learners need to know/master? - How will we know when they have learned/mastered it? ▪ Clarify and align planned instruction through the collaborative establishment of learning intentions/targets and success criteria. ▪ Introduce elements of UDL to enhance instruction (engagement and equity). 	<ul style="list-style-type: none"> • Ensure fidelity to essential standards including noted/posted learning intentions/targets and success criteria (walkthrough data). • Create and utilize common assessments, aligned with essential standards. • Ensure that classroom plans include explicit instruction, presented in multiple ways with options and scaffolds available. • Utilize our Monroe ILT to 1) focus on student learning to inform classroom/school-wide decisions, and 2) identify/plan for Tier II interventions support/resources. • Use of Writing Foundations units that are aligned with Reach for Reading units.
<p>Teaching & Learning:</p> <ul style="list-style-type: none"> • Key Actions: <ol style="list-style-type: none"> 1. Intentionally teach writing skills and word study concepts as outlined in the P-5 Writing Foundations Writing Units. 2. Utilize explicit modeling across instruction including school-wide use of anchor charts, question and/or sentence stems and rich student conversation about the process and production of writing. 3. Employ purposefully dynamic writing groups to provide relevant, small group writing instruction in accordance with student needs. 4. Model, teach, and provide rigorous writing opportunities using a variety of writing genres. 	<ul style="list-style-type: none"> • Utilized lesson plans that align with agreed-upon plans, learning targets, and success criteria. • Utilize collaborative walkthroughs and related planning discussions to better understand the rate/success of our Four Key Actions. • Reduce amount of time that coaches are pulled for other assigned duties that are inconsistent with their expertise and roles (assess monthly). • Utilize P-5 Writing Foundations plans that align with Reach for Reading units. • Utilize iReady – Ready Common Core Writing in grades 2-5. • Utilize David Matteson writing process tools in grades K-3.
<p>Reflection & Adjustment:</p> <ul style="list-style-type: none"> • Utilize PTT, rotating ALIF time, and other available periods of time to convene grade levels into a PLC format to collectively plan (short-range) as part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design). <ul style="list-style-type: none"> ▪ Core Dufour Prompt (Planning & Design): <ul style="list-style-type: none"> - How will we respond if a learner does not learn/master it (intervention)? - How will we respond if a learner already knows it (enrichment)? ▪ As available, utilize formal district-level and site-level data (common and individual) to inform planning including diagnostic data, district and site formative/summative data, and other relevant forms of data. ▪ Based on student needs, collaboratively create a MOEplan for review (mild), reteach (medium), and intervention (spicy) of previously taught content. 	<ul style="list-style-type: none"> • Use of rubrics and reflection strategies embedded within each unit to further support students and their production of various types of writing. • Smarter Balanced Interim Assessments grades 3-5 • iReady

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?
	Color-Coding: <ul style="list-style-type: none"> • Formal KPIs: KPIs that are more formal in nature (assessable) are coded blue • Informal KPIs: KPIs that are more informal in nature (observable) are coded green
Planning & Design: <ul style="list-style-type: none"> • Utilize PTT, rotating ALIF time, and other available periods of time to convene grade levels into a PLC format to collectively plan (short-range) as part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design). <ul style="list-style-type: none"> ▪ Core Dufour Prompt (Planning & Design): <ul style="list-style-type: none"> - What do our learners need to know/master? - How will we know when they have learned/mastered it? ▪ Clarify and align planned instruction through the collaborative establishment of learning intentions/targets and success criteria. ▪ Introduce elements of UDL to enhance instruction (engagement and equity). • Collaboratively plan, design, and facilitate quality, Tier I mathematics instruction using Illustrative Mathematics (IM). • Collaboratively plan for the intentional use of IM Centers to provide students time to practice skills and concepts that are developed across the year as well as to review prior unit or prior grade-level understanding and fluencies. • Utilize our Math Implementation Leads and our Monroe ILT to 1) focus on IM implementation needs, and 2) identify/address potential barriers to the implementation of IM curriculum. 	<ul style="list-style-type: none"> • Infuse Do-Nows and Exit Tickets into planning as pulse-checks for student understanding. • Ensure fidelity to essential standards including noted/posted learning intentions/targets and success criteria (walkthrough data). • Create and utilize common assessments, aligned with scope/sequence (essential standards) and IM. • Ensure that classroom plans include explicit instruction, presented in multiple ways with options and scaffolds available.
Teaching & Learning: <ul style="list-style-type: none"> • Key Actions: <ol style="list-style-type: none"> 1. Utilize explicit modeling across instruction including school-wide use of anchor charts, question and/or sentence stems. 2. Model, teach, and provide rigorous math opportunities using IM. 3. Teachers welcome all students and provide multiple entry points by using high quality instructional materials and leveraging best practices to meaningfully meet student needs. 	<ul style="list-style-type: none"> • Students use multiple models to express their understanding in math. • Students talk about how they solved problems and why those strategies worked, not just the correct answer. • Students work together to make sense of problems. • Students engage in rigorous mathematics through rich, low floor/high ceiling tasks embedded in a problem-based curriculum.

<p>4. Provide Tier II beyond school support in alignment with specific LAP and ML funding for students in need of specific, targeted instruction (spring 2021).</p>	
<p>Reflection & Adjustment:</p> <ul style="list-style-type: none"> Utilize PTT, rotating ALIF time, and other available periods of time to convene grade levels into a PLC format to collectively plan (short-range) as part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design). <ul style="list-style-type: none"> Core Dufour Prompt (Planning & Design): <ul style="list-style-type: none"> How will we respond if a learner does not learn/master it (intervention)? How will we respond if a learner already knows it (enrichment)? As available, utilize formal district-level and site-level data (common and individual) to inform planning including diagnostic data, district and site formative/summative data, and other relevant forms of data. Based on student needs, collaboratively create MOEplan for review (mild), reteach (medium), and intervention (spicy) of previously taught content. 	<ul style="list-style-type: none"> Universal classroom utilization of centers to provide for both intervention as well as enrichment. Grades K-1 use of checklists indicating progress toward section goals. Grades K-5 IM End of Unit Summative Assessments. Grades 2-5 use of IM “Cool Downs” to formatively assess student progress. Grades 2-5 use of IM “Checkpoints” to monitor progress toward goal. Grades 3-5 Math SBA Assessment results with progress toward individual strands. Grades 1-5 iReady Math Diagnostic and Progress Monitoring. Grades 3-5 SBA Interim assessment blocks aligned with Everett Public Schools (EPS) Math Calendar. Milestone Tasks identified in EPS Math Calendar through Performance Matters KARK Data

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?
Planning & Design: <ul style="list-style-type: none"> Utilize PTT, rotating ALIF time, and other available periods of time to convene grade levels into a PLC format to collectively plan (short-range) as part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design). <ul style="list-style-type: none"> Core Dufour Prompt (Planning & Design): <ul style="list-style-type: none"> What do our learners need to know/master? How will we know when they have learned/mastered it? Clarify and align planned instruction through the collaborative establishment of learning intentions/targets and success criteria. Introduce elements of UDL to enhance instruction (engagement and equity). Collaboratively plan, design, and facilitate quality, Tier I science instruction using district provided STC, FOSS, Insights and Engineering is Elementary kits alongside of the Next Generation Science Standards (NGSS). 	<ul style="list-style-type: none"> Do-Nows and Exit Ticket development Fidelity to essential standards including noted/posted learning intentions/targets and success criteria. Creation and utilization of common assessments based on NGSS standards. Flexible science instruction methods/strategies embedded into the planning process so that all students can access a variety of learning environments related to science (including labs).
Teaching & Learning: <ul style="list-style-type: none"> Key Actions: <ol style="list-style-type: none"> Utilize explicit modeling across instruction including school-wide use of anchor charts, question and/or sentence stems. Model, teach, and provide rigorous science opportunities using district provided STC, FOSS, Insights and Engineering is Elementary kits alongside of the NGSS. Teachers welcome all students and provide multiple entry points by using high quality instructional materials and leveraging best practices to meaningfully meet student needs. 	<ul style="list-style-type: none"> All students have access to rich conversations in science. Potential barriers in the curriculum and learning environment are identified and addressed in lesson design. Content and skills are presented in multiple ways with options and scaffolds available.
Reflection & Adjustment: <ul style="list-style-type: none"> Utilize PTT, rotating ALIF time, and other available periods of time to convene grade levels into a Professional Learning Community (PLC) format to collectively plan (short-range) as part of our ongoing instructional framework (teaching/learning, reflect/revise, plan/design) <ul style="list-style-type: none"> Core Dufour Prompt (Planning & Design): <ul style="list-style-type: none"> How will we respond if a learner does not learn/master it (intervention)? How will we respond if a learner already knows it (enrichment)? 	<ul style="list-style-type: none"> K-5 Science Notebook evidence and informal assessment WCAS interim data

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| <ul style="list-style-type: none">▪ As available, utilize formal district-level and site-level data (common and individual) to inform planning including diagnostic data, district and site formative/summative data, and other relevant forms of data.▪ Based on student needs, collaboratively create MOEplan for review (mild), reteach (medium), and intervention (spicy) of previously taught content. | |
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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: Perceptions of our school will increase by 17% in relation to how parents/families cite a match between offered opportunities and their child's areas of interest (28% to 45%) as measured by our spring Parent/Family survey.

Physical, Emotional and Intellectual Safety: Perceptions of our school will increase 9% in relation to how parents/families feel that their child "belongs" at our school (51% to 60%) as measured by our spring Parent/Family survey.

Equitable and Accessible Opportunities: 77% of English Language (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

<ul style="list-style-type: none"> • Open the 2021-22 school year with our first-ever MOEtown Week, specifically focusing on establishing a highly relational, socio-emotionally responsive environment. <ul style="list-style-type: none"> - Introduce gathering/circles as a strategy that every classroom will utilize as they welcome our learners to the 2021-22 school year. - Host interactive, in-person assemblies for students to build their connectedness to our school/culture. - Restation team members at arrival and dismissal to create a welcoming yet safe environment (morning music, greeters, etc.) - Mirror school-wide welcome for kindergarteners as they join our school on September 13. - Reinstate student leadership groups including a Student Council and our Buddies program. 	<ul style="list-style-type: none"> • Obtain/analyze interim, October data to gauge student connectedness to gauge whether our MOEtown Week and other opening efforts enhanced school connectedness. • Parent/family participation in our <i>Meet Your Teach</i> and <i>Fall Curriculum Night</i> events. • Increase PBIS-related SOAR recognitions through school-wide celebrations and our Monroe Mornings show.
<ul style="list-style-type: none"> • Collaborate with MOE families and staff (including Natural Leaders and the Monroe Parent Teacher Organization) to develop: <ul style="list-style-type: none"> - Monthly areas of focus that recognize and celebrate the diversity of our Monroe community. - Inclusive school community events that purposefully invite and welcome families into our building (as health protocols allow). - Classroom and school-wide curricular opportunities that recognize, honor, and celebrate the diversity of our school and community. - Utilize "Monroe Mornings" show to engage and amplify. 	<ul style="list-style-type: none"> • Increase membership and engagement on Natural Leaders and our Monroe PTA. • Host a collaborative Natural Leaders and Monroe PTA event.

Physically, Emotionally, and Intellectually Safe Environment	
<ul style="list-style-type: none"> Collaboratively develop, plan, and initiate elementary-level, restorative practices in lead/pilot classrooms across all grade levels. <ul style="list-style-type: none"> In collaboration with our MTSS team, identify a Restorative Practices implementation team including lead teachers at each grade level to lead our implementation. Attend district-led development sessions and collaboratively build an implementation plan for piloting RP within the 2021-21 school year. Desegregate and analyze student, parent, and teacher level data for strengths/needs from RP pilot. Utilizing the expertise of our RP Implementation Team and our MTSS Team, consider plans for incremental implementation for the 2022-23 school year. 	<ul style="list-style-type: none"> Reduction of repeat disciplinary incidents involving two or more students. Improved student survey data (spring) especially in the areas of School Culture and Student Safety.
<ul style="list-style-type: none"> Develop and implement expectations and systems for the school-wide implementation of Social-Emotional Learning (SEL), utilizing the Second Step program as our foundational curricular resource. 	<ul style="list-style-type: none"> Desegregate and analyze year-end student, parent, and teacher level data for SEL related areas of growth and/or ongoing needs.
<ul style="list-style-type: none"> Strengthen Tier 1 PBIS School Wide Expectations and use SOAR tickets to recognize and promote expected and safe behavior. <ul style="list-style-type: none"> Desegregate and analyze monthly and/or quarterly behavior intervention data for behavioral trends, needs, etc. Reinitiate the MTSS Tiered Fidelity Report as part of the MTSS Team's regular practices. Recognize/celebrate weekly SOARing Eagle winners beginning in early October. 	<ul style="list-style-type: none"> Improved student survey data (spring) especially in the areas of School Culture and Student Safety. Clearly track student progress in both Tiers 1 and 2 (successes, needs, etc.) Utilize monthly celebrations to recognize students that have excelled behaviorally (including effort).
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> Collectively consider anti-biased, anti-racist, and inclusive practices within and across our entire teaching and learning environment (all classrooms, subjects, activities, and tiers of instruction). Build upon anti-bias, anti-racist developmental work from across the 2020-21 school year through the development of actionable, classroom and school practices using Start Here, Start Now (Kleinrock, 2021) and Origination Point (de la Cruz, 2017) as guides/resources for our collaborative work moving forward. 	<p>Improve MOE team perceptions of the quantity and quality of equity-focused professional learning opportunities as reported through our spring survey (48% favorable)</p>
<ul style="list-style-type: none"> Work in concert with EPS district leaders in embracing needed improvements within and across our home/school communication practices. As a framework, embrace the Communication (21-22) – Navigation (22-23) – Collaboration (23-24) framework for improvement. 	<ul style="list-style-type: none"> Utilize 90-day plan findings from both administrators (including the 2021 Family-School Relationships Survey) to consider strengths and opportunities within our current home/school communication practices. Develop a user-friendly newsletter that can run twice-monthly (double the communication rate as students return to in-person learning).

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?

- Improve 2021-22 student attendance rates (when not impacted by COVID) through the following:
 - Design/implement an action plan for students who continue to not attend school.
 - Strengthen Community Truancy Board (CTB) to support students and their families and share correlating research of attendance to achievement.
 - When appropriate, reinstate the All Here! Incentive for classrooms.

Key Performance Indicators (KPIs)

(Formative measures of actions)

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

- Daily attendance reports will be used to determine if attendance increases as a direct result of individual incentives, calls, and/or home visits.
- Schoolwide absences and rate by month (include overall attendance rates and disaggregate data by race/ethnicity, socio-economic status (SES), and program qualification.

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Utilize programs learned during remote/hybrid learning to connect our in-person and at-home learning environments for students.

Instructional Technology Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

- Utilize previously taught/learned programs as a connection point between in-school learning and beyond-school learning.
- Retain consistent iReady usage rates across all grades.

Key Performance Indicators (KPIs)

(Formative measures of actions)

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

- Canvas usage rates
- iReady usage rates
- Technology-related perceptions as measured by our spring student survey.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Monroe will open the 2021-22 school year with specifically designed family opportunities designed to increase school connection/engagement. As a result, we expect to increase engagement and/or membership rates for our Natural Leaders and Monroe PTA.

Family Partnerships Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

- Increase family engagement in the fall (opening) through our Meet Your Teacher, Fall Curriculum Night, and October Great Pumpkin Night events.
- Provide specific Learning Summit opportunities for parents/families focused on advantages/support for multilingual students (Multilingual Summit) and families with TK/K students (Early Learning Summit).
- Enhance our school newsletter (MOE News) through the addition of a regular PTA/Natural Leaders section.
- When possible, restart the Monroe Watch Dogs program.

Key Performance Indicators (KPIs)

(Formative measures of actions)

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

- Increased participation numbers from fall family events.
- Increased participation in Natural Leaders and PTA (memberships).
- Increased Watch Dogs participation.