

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, with an emphasis on increasing proficiency levels of Hispanic/Latino students in order to provide high leverage instruction, interventions and supports to close skill gaps in foundational skills, word study, within context across the curriculum and comprehension of informational text.	<ul style="list-style-type: none"> • KARK Assessment (K) • i-Ready Diagnostic Reading Assessment (fall, winter, spring): <ul style="list-style-type: none"> ○ Phonics (K-5) ○ Vocabulary (K-5) ○ Comprehension of informational text (3-5)
Grade level teams will align daily instruction using REACH for Reading curriculum and online unit assessments to monitor student progress. <ul style="list-style-type: none"> • Teachers provide 90-120 minutes of integrated ELA instruction. • ELA Portal, ELA Curriculum and phonics maps- Structured Reading Model • Systematic lessons on phonics and word study • Integration of GLAD strategies to increase Hispanic/Latino student engagement in learning. 	<ul style="list-style-type: none"> • KARK Assessment (K) • i-Ready Diagnostic Reading Assessment (fall, winter, spring): <ul style="list-style-type: none"> ○ Phonics (K-5) ○ Vocabulary (K-5) ○ Comprehension of informational text (3-5) • REACH for Reading Online Unit Assessments • ORF Assessment (fall, winter, spring) Grades 1-2 • ORF Assessment (winter, spring) Kindergarten • SBA Assessment Grades 3- 5
Grade level teams, along with administrators and building coaches, will create data reports using i-Ready, Performance Matters, Common Assessments, etc. to monitor student progress, with an emphasis on Hispanic/Latino students during A-LIF & CAST meetings (December, February and May)	<ul style="list-style-type: none"> • Data team meeting with PLC grade level groups

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 plan, model, and teach writing instruction in narrative, opinion, informational/explanatory writing using priority standards and anchor papers as a guideline for teaching.</p> <p>Teachers will use the writing foundational units as a guideline for teaching.</p>	<ul style="list-style-type: none"> • Grades K-2 writing assessments based on Building Foundations That Last (BFTL) benchmarks • Grades 3-5 writing assessments based on writing foundation benchmarks. • SBA Interim Assessment Block (IAB) data (3-5)
<p>Teachers will plan for increased opportunities for daily writing across content areas, including notetaking, summarizing, and responding to multiple texts/sources/experiences.</p>	<ul style="list-style-type: none"> • Grades K-2 writing assessments based on Building Foundations That Last (BFTL) benchmarks • Grades 3-5 writing assessments based on writing foundation benchmarks. • SBA Interim Assessment Block (IAB) data (3-5)
<p>Teachers will increase opportunities for students to write, revise and cite evidence of informational text/paragraphs using multiple sources of information to write effectively.</p>	<ul style="list-style-type: none"> • Grades K-2 writing assessments based on Building Foundations That Last (BFTL) benchmarks • Grades 3-5 writing assessments based on writing foundation benchmarks. • SBA Interim Assessment Block (IAB) data (3-5)

<div> MATH ACTION PLAN <div> Key Performance Outcome: <p>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.</p> </div> </div>	
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?
<p>The building math coach and implementation leaders will provide professional learning opportunities, ongoing coaching, and support for the implementation of Illustrative Math in grades K-5. Teachers will provide 75-90 minutes of math instruction to include the shift to a “Launch, Work, Synthesize” lesson structure.</p> <p>Grade level teams, with the support of the building math coach and implementation leaders, will review student responses on formative assessments (cool-downs, practice problems, teacher questions) and use multiple sources of student responses to inform planning for upcoming lessons and to provide just in time support within each unit or intervention.</p> <p>Teachers will participate in OEL (Observing Evidence of Student Learning) labs, to observe other teachers’ teaching. Teachers will:</p> <ul style="list-style-type: none"> • Set a purpose for observations that align with shared goals • Use knowledge of student work, learning behaviors, and observations to determine the effectiveness of selected instructional practices <p>Grade level teams, academic coaches, and administrators will create data reports using i-Ready, Performance Matters, and Illustrative Math assessments to monitor student progress and plan interventions, with an emphasis on Hispanic/Latino students during A-LIF & CAST meetings (December, February, and May)</p>	<ul style="list-style-type: none"> • KARK Assessment (K) • i-Ready Diagnostic Math Assessment (fall, winter, spring) • Formative and Summative Illustrative Math Unit Assessments (K-5) • SBA Assessment Grades 3- 5 <ul style="list-style-type: none"> • Participation in OEL lab (winter) • Formative and Summative Illustrative Math Unit Assessments (K-5) <ul style="list-style-type: none"> • i-Ready Diagnostic Math Assessment (fall, winter, spring) • Formative and Summative Illustrative Math Unit Assessments (K-5) • SBA Assessment Grades 3- 5

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) 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 the number of minutes they teach science to 120 min per week to implement all parts of the 5E Science Instructional Framework in their science unit lessons – Engage, Explore, Explain, Elaborate, Extend.	<ul style="list-style-type: none"> Science instructional models Student science notebooks include labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary from discussions (K-5)
Teachers will collaborate in PLC teams to unpack the units’ NGSS Transition Guides and priority standards from district WCAS-like assessments for backwards planning and implementation of standards-aligned instruction. Teachers will provide opportunities for students to actively engage in the NGSS science and engineering practices.	<ul style="list-style-type: none"> WCAS-like assessments (K-5) and online practice tests (5)

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: The target for the 2021-22 school year is to partner with families and solicit two-way dialogue to increase family involvement and sense of belonging on the annual Panorama Survey for parents.

Physical, Emotional and Intellectual Safety: Increase the percentage of favorable student responses in student relationships, as measured by Panorama Survey from 63% percent in Spring 2021 to 68% in Spring 2022.

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

Strengthen outreach and communications with families to increase home-school partnerships and listening, with an emphasis on increased communication with Hispanic/Latino families.

- Let's Connect meetings
 - Fall
 - Winter
 - Spring

Strengthen and advance the work of the Natural Leaders Program to assist in welcoming EL and Hispanic/Latino parent community

- Increased parent and community participation in school events
- Panorama survey data

Provide evidence-based parent education meetings with the counseling staff, as needed throughout the year.

- Parent survey
- Parent attendance

Physically, Emotionally, and Intellectually Safe Environment

Implement systems of direct instruction for SEL (CASEL Framework) using Second Step and/or other materials in grades K-5 (Tier 1)

- Panorama student survey -

Strengthen MTSS Framework school-wide practices at the Tier 1 level:

- Solidify team(s) composition
- Update school's system of support process
- Implement and monitor School Wide universal strategies for behavioral, academic, and social/emotional student needs

- Decrease in number of referrals for academics and/or behavior

Use Panorama data to identify Tier 2 and Tier 3 and develop systems and strategies to provide targeted interventions

- Number of students moving from Tier 2 to Tier 1

Equitable and Accessible Opportunities	
Use WIDA results to identify needs and adjust instructional support plans for qualifying EL students and Hispanic/Latino students performing below standard, to include: GLAD strategies, REACH EL, newcomers, pre-teach, and push-in model for instructional support.	<ul style="list-style-type: none"> • Imagine Learning and Literacy English progress monitoring • iReady diagnostic reading and math assessment (fall, winter, spring): <ul style="list-style-type: none"> ○ Phonics (K-5) ○ Vocabulary (K-5) ○ Comprehension of informational text (3-5) ○ Number and Operations (K-5)
Increase EL student engagement in grade level classroom instruction by regular participation in Imagine Language, Literacy English Program, and push-in support.	<ul style="list-style-type: none"> • REACH for Reading online unit assessments (1-5) • Illustrative math formative and summative assessments (K-5)
Grade level teams, academic coaches, and administrators will create data reports using i-Ready, Performance Matters, and other common assessments to monitor student progress of EL and Hispanic/Latino students during A-LIF & CAST meetings.	<ul style="list-style-type: none"> • Data meetings during aLIF and CAST meetings <ul style="list-style-type: none"> ○ December, February and May

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?
Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings	<ul style="list-style-type: none">• Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program
Implement strategies, such as: home visits, community truancy boards (CTB), and agency referrals to provide support to students who have missed 10% of school days, with an emphasis on Hispanic/Latino students (K-5)	<ul style="list-style-type: none">• Daily and monthly attendance data• Meeting notes and documentation• Parent participation and survey
Establish an Engagement Team to monitor attendance and develop action plans of intervention strategies for students who are at risk of becoming chronically absent	<ul style="list-style-type: none">• Monthly attendance reports

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for 2021-22 school year is to increase family engagement by using various methods and increased opportunities for parents to participate at school.

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?
Expand a welcoming culture of inclusion, belonging and social interactions	<ul style="list-style-type: none"> • Attendance at family night events • Panorama parent survey • Increased attendance of Hispanic/Latino families
Develop authentic two-way communication with families, with an emphasis on EL and families of color	<ul style="list-style-type: none"> • Parent-teacher conferences • Attendance at Let's Connect parent meetings • Panorama parent survey
Reduce barriers for non-English speaking and families of color to engage with school	<ul style="list-style-type: none"> • Panorama parent survey results • Participation in adult English Learning classes • Attendance at morning coffee chats
Develop and implement strategies to increase the participation of EL and families of color (may include Multi-Cultural Nights, Focus groups, Natural Leaders)	<ul style="list-style-type: none"> • Survey data • Participation data • Natural Leader Participation

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Advance the successful integration of technology in K-5 instructional programming using 1:1 devices during the 2021-2022 school year.

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?
Schoolwide integration of technology to fortify reading, math, and science instruction during in-person learning using 1:1 devices	<ul style="list-style-type: none">• i-Ready reading and math diagnostic• REACH For Reading online unit assessment data• Illustrative math assessments
Use of iReady and Performance Matters to create data reports that inform teaching and learning	<ul style="list-style-type: none">• i-Ready reading and math diagnostic• REACH For Reading online unit assessment data• Illustrative math assessments
Professional development for staff to ensure the effective use of technology resources (Canvas, myNGconnect, RFR unit assessments, Illustrative math resources, curriculum portal, STEM activities, NGSS transition guide, and i-Ready)	<ul style="list-style-type: none">• Staff survey