

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"> • Increase clarity and rigor for teachers and students by using Everett Public Schools (EPS) curriculum maps to collaboratively develop learning targets, success criteria/learning progressions, and common formative assessments. 	<ul style="list-style-type: none"> • Walkthrough notes as evidence of learning targets and success criteria/learning progressions used in all classrooms • Common formative grade-level assessments i.e., quick checks, exit tickets, student checklists • Reach for Reading summative assessments • Professional Leadership Community (PLC) notes of Instructional Cycles • Weekly Focus with clear communication for support services
<ul style="list-style-type: none"> • Monitor student reading progress and the effectiveness of reading instructional strategies. 	<ul style="list-style-type: none"> • Reach for Reading summative assessments • Diagnostic reading assessments iReady, Oral Reading Fluency (ORF), Kindergarten Assessment Resource Kit (KARK) • iReady reports • PLC notes of Instructional Cycles with grade level iReady goals • Attendance and iReady reports in the Extended Day Learning program
<ul style="list-style-type: none"> • Implement flexible, differentiated small group instruction in the areas of phonics, vocabulary, fluency, and comprehension. 	<ul style="list-style-type: none"> • Common formative grade-level assessments (i.e., quick checks, exit tickets, student checklists, Reach for Reading summative assessments) • Accountable talk notes/checklists • Oral reading fluency checks • KARK • iReady 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"> Increase clarity and rigor for teachers and students by using EPS curriculum maps to collaboratively develop learning targets, success criteria/learning progressions, and common assessments. 	<ul style="list-style-type: none"> Walkthrough notes as evidence of learning targets and success criteria/learning progressions used in all classrooms Writing Foundations Benchmark K-2 Continuum District and Classroom created rubrics SBA 3-5/ Interim Assessment Blocks (IABs) PLC notes of Instructional Cycles
<ul style="list-style-type: none"> Increase student writing skills by providing opportunities for student practice across grade levels and vertically. 	<ul style="list-style-type: none"> Common formative grade-level assessments (i.e., short writing tasks, quick checks, exit tickets, student checklists) SBA/IAB: Focused Write Revise Narrative 3-5 iReady Writing Lessons PLC notes of Instructional Cycles

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"> • Increase rigor of teaching and learning by using EPS curriculum maps to unpack math standards and proficiency scales and collaboratively develop learning targets, success criteria/learning progressions, and common formative assessments. 	<ul style="list-style-type: none"> • Walkthrough notes as evidence of learning targets and success criteria/learning progressions used in all classrooms • Common formative grade-level assessments (i.e., cool-downs, checkpoints, standard practice problems, learning progression self-assessments) • Illustrative Mathematics (IM) Unit Summative Assessments • PLC notes of Instructional Cycles
<ul style="list-style-type: none"> • Use data to identify student needs and progress and provide equitable access to instruction and resources that support student learning by differentiation. 	<ul style="list-style-type: none"> • IM Unit Summative Assessments • iReady diagnostic data and growth measures • Unit Checkpoints/Cool downs /Anecdotal checklists • Learning Assistance Program (LAP) support schedule • Learning walks to observe instructional practices and support systems • School-wide system for iReady monitoring, motivation and recognition • SBA/IAB data for 3-5, Washington Kindergarten Inventory of Developing Skills (WaKIDS for K)
<ul style="list-style-type: none"> • Further develop effective instructional practices using the Illustrative Mathematics curriculum to foster academic discourse and support differentiation. 	<ul style="list-style-type: none"> • Unit/lesson plans with intentional use of vocabulary (vocab & strategy), talk moves, word walls with visuals, and problem-solving anchor charts • Learning walks to observe instructional practices (focused on academic discourse)

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) 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"> • Increase teacher clarity and rigor in science instruction by aligning the Next Generation Science Standards (NGSS) with effective learning targets and success criteria/learning progressions, using district science curriculum and assessments. 	<ul style="list-style-type: none"> • Walkthrough notes as evidence of learning targets and success criteria/learning progressions used in all classrooms • NGSS-aligned formative/summative assessments in K-5 • WCAS summative assessment in 5th grade
<ul style="list-style-type: none"> • Implement intentional science instruction utilizing the transition guides and NGSS-aligned instruction with K-5 for an average of 120 minutes per week. 	<ul style="list-style-type: none"> • Master schedule including science instructional minutes • NGSS-aligned formative/summative assessments • K-5 Vertical alignment document of priority standards • WCAS summative assessment in 5th grade
<ul style="list-style-type: none"> • Increase student opportunities to explain their thinking using: Restate, Answer the Question, Cite, Explain (RACE), explicitly teach science vocabulary, and establish consistent grading and assessment practices across grade levels to reflect student learning that indicates mastery. 	<ul style="list-style-type: none"> • Student explanations using RACE responses • Vertically differentiated RACE rubric (consistent grading & assessment practices) • Vertical alignment document of Science Strategies and Vocabulary

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 English Learner (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

- Implement an effective Tier system to create welcoming classrooms by establishing consistent schoolwide expectations, routines, and refining individual classroom management plans.

- Discipline data
- Attendance data
- Panorama Survey
- Educational Effectiveness Survey (EES)

- Intentionally build, nurture, and maintain authentic and culturally responsive relationships with students, staff, and families.

- Attendance data
- Panorama Survey
- Educational Effectiveness Survey

Physically, Emotionally, and Intellectually Safe Environment

- The Equity team will engage the staff in implementing Culturally Responsive Teaching (CRT) practices and strategies that will build a sense of belonging for all students with a focus on our males of color.

- Discipline data (decrease in referrals for males of color)
- Attendance data
- Panorama Survey
- Educational Effectiveness Survey

- Increase social-emotional learning by providing direct instruction of social-emotional curriculums (i.e., Second Step (K-5) Kelso's Choices (K) in the classroom).

- Attendance data
- Panorama Survey
- Educational Effectiveness Survey
- Second Step lesson completion data

- Increase Tier 1 physical safety practices through consistent use of the school safety plan.

- Attendance data
- Panorama Survey
- Feedback on monthly drills

Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> Identify and remove barriers to authentic learning and high expectations for our diverse learners by collaboratively evaluating English Language Proficiency data to plan for instructional strategies and scaffolding. Provide small group support to increase student language acquisition through monitoring, pre-teaching content-based academic vocabulary, and newcomer groups and ensuring flexible learning opportunities and choice programs are accessible for all students. 	<ul style="list-style-type: none"> World-Class Instructional Design and Assessment (WIDA) growth Universal Design of Learning (UDL) unit/lesson plans with learning progressions/access points for all content areas Imagine Language data iReady diagnostic data Oral Reading Fluency (ORF) growth REACH for Reading unit assessments
<ul style="list-style-type: none"> Provide access and inclusion for all students to the general education setting and curriculum by ensuring students who are on Individualized Education Programs (IEPs) have equal access to general educational curriculum and experiences. 	<ul style="list-style-type: none"> IEP services schedule Unit/lesson plans with UDL framework Math and ELA Unit Assessments SBA/IAB data iReady data

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?
<ul style="list-style-type: none">• Monitor and intervene with students who have three or more unexcused absences per month with interventions such as weekly attendance team meetings, parent/family meetings, home visits, community truancy boards, and truancy referrals.	<ul style="list-style-type: none">• Attendance data• Attendance meeting data• Home visits data• BECCA referral data
<ul style="list-style-type: none">• With awareness of attendance data, implement individual incentive programs as needed to increase student engagement and attendance.	<ul style="list-style-type: none">• Attendance data• Family Survey
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 utilizing the Canvas Team and Instructional Leadership Team (ILT) to model instructional technology practices and organization. 	<ul style="list-style-type: none"> Classroom evidence of student use of technology Notes from staff collaboration on innovative uses of instructional technology
<ul style="list-style-type: none"> Increase consistent iReady usage in all grades. 	<ul style="list-style-type: none"> Data reports iReady time on task and lesson pass rates
<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"> Observation of use of Canvas, SeeSaw, Flipgrid, Typing Club, Google Suite, etc. across grade levels

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?	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"> To increase parent involvement in partnership programs (Natural Leaders (NL), Parent Teacher Association (PTA), Watch D.O.G.S (Dads of Great Students)). 	<ul style="list-style-type: none"> Family volunteer data Family Survey Meeting attendance Attendance of families at evening events
<ul style="list-style-type: none"> Create school-family partnerships by providing families with opportunities to participate in open-communication events (Community Conversations/Let's Connect, Curriculum Night/Open House, PTA Meetings, STEAM Night, Literacy Night). 	<ul style="list-style-type: none"> Educational Effectiveness Survey Meeting attendance Panorama Survey Attendance of families at evening events