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 closely monitor every 4-6 weeks (about 1 and a half months) targeted small group instruction to support students below grade level to close the academic gaps in Foundational Skills, Language Comprehension, Literature Comprehension, and Informational Comprehension.	• Kindergarten
	  ○ Letter and sound progress monitoring
	  ○ Imagine Language and Literacy Pathway
	  ○ i-Ready Lesson Instructional Pathway
	  ○ Targeted small group progress monitoring
	• Grades 1 and 2
	  ○ REACH Unit Comprehension Assessments
	  ○ Reach Foundational Reading Skills Assessments
	  ○ Fall, winter, and spring i-Ready Diagnostics and Growth Monitoring
	  ○ i-Ready Lesson Instructional Pathway
	  ○ Imagine Language and Literacy Pathway
	  ○ Targeted small group instruction progress monitoring
	• Grades 3-5
	  ○ Fall and winter i-Ready Diagnostic and Growth Monitoring
	  ○ Imagine Language and Literacy Pathway
	  ○ REACH Unit Comprehension Assessment
	  ○ SBA ELA Interims
	  ○ Standards Mastery Assessments
	  ○ Targeted small group instruction progress monitoring
	  ○ i-Ready Lesson Instructional Pathway

• Teachers will monitor high performing academic Highly Capable (HC) Program students that are not making growth to ensure that students are progressing their reading comprehension and vocabulary.	• Grades 2-5
	  ○ Fall and winter i-Ready Diagnostic and Growth Monitoring
	  ○ i-Ready instructional pathway monitoring
	  ○ REACH Unit Comprehension Assessments
	  ○ Targeted small group progress monitoring
	  ○ Junior Great Books
	  ○ Standards Mastery Assessments
	  ○ SBA Interim Assessments (3-5)

• Grade level teams will meet in their professional learning communities (PLC) during Administrated Directed Learning Improvement Friday (ALIF) with instructional coaches and administrators to review progress on the instructional maps, assessments, and student work. Teams will identify the students in need of tier 1 supports and tier 2 classroom interventions support to increase student performance in specific identified literacy areas, literature comprehension and information comprehension, foundational skills, and vocabulary.	• i-Ready Instructional Path Progress Monitoring • REACH for Reading Data • Oral Reading Fluency Data • Rapid Automatized Naming Data • SBA ELA Interims • Standards Mastery Assessments • Foundational Reading 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?

• Teachers will implement high-impact strategies (Guided Language Acquisition Design [GLAD]) mini-lessons aligned to benchmarks, mentor texts to close the performance gap for all students below grade level proficiency.	• Grades K-2
	  o Baseline and mid-year assessments based on Building Foundations that Last (BFTL) as evidenced in student writing essays and samples in narrative, informational, and opinion writings
	• Grades 3-5
	  o Baseline and mid-year assessments based in district writing rubrics as evidenced in students' writing essay and samples in narratives, informational, and opinion writing

• Implement writing in all content areas (math journals, science journals, writing journals, daily quick writes, and power writes) to increase the number of students meeting standard on the SBA research/inquiry writing for grades 3-5 and to increase students' writing skills in grades K-2 based on the writing foundations benchmarks and rubrics.	• Interim Assessment Blocks (IAB) • Writing for Beginners (WFB) Assessments • SBA Data • Baseline and mid-year assessments based on BFTL
• Integrate Science, Technology, Engineering and Mathematics (STEM) ELA performance tasks to have students practice claim, evidence and reasoning (CER) using Next Generation Science Standards (NGSS) in their writing to develop strong writing task skills.	• Integrated performance tasks in grades 2-5 in elementary units • Washington Comprehension Assessment of Science (WCAS) Practice 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?
• Administer i-Ready Diagnostic and monitor data on i-Ready lessons passed and/or standards proficiency to inform and plan for differentiated targeted small group and individualized instruction, so Tier 2 students demonstrate improvement towards meeting standards on grade level Common Core State Standards (CCSS) math concepts.	• i-Ready data (lessons) • i-Ready Diagnostic fall, winter, and spring • i-Ready Standards Mastery • i-Ready Progress Monitoring
• Monitor the progress of each student to meet grade level math standards every 4-6 weeks using common assessments in grade level teams.	• Common formative and summative assessments • Pre/post assessments • i-Ready progress monitoring and/or standards mastery • i-Ready Diagnostic results, i-Ready instructional growth, Illustrative Math (IM) Cool downs, section Check points, Kindergarten Assessment Resource Kit (KARK), IM Unit Assessments • Grades 3-5: SBA Interim Assessments
• Alignment of IABs and unit topic assessments in grades 3-5 to increase the number of students meeting standard on the 2023 SBA.	• IAB assessments by cluster of standards • Unit assessments utilized to identify standards for IABs

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?
• Implement performance tasks, aligned with NGSS in grades 2-5 to develop students' understanding of the scientific inquiry process by analyzing students' WCAS practice assessments and tasks.	• WCAS performance tasks • WCAS practice assessments
• Teachers in grades K-5 will implement the elements of the scientific inquiry process by using the Engineering is Elementary (EIE) kits to improve students' understanding of the NGSS essential questions through explanation in their science journals and EIE performance tasks.	• EIE Performance tasks in grades K-2 • WCAS performance tasks • WCAS practice 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: To provide all students and families the opportunity to contribute their strengths and talents to our school community.

Physical, Emotional and Intellectual Safety: Increase safety through consistent Positive Behavioral Intervention and Supports (PBIS) implantation, RULER social emotional learning (SEL), and Tier 1 and 2 supports.

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	
• Communicate via emails, newsletters, social media regarding events, extra-curricular activities, and PTA information to inform families.	• Teacher and principal newsletters • Weekly update to parents • Family survey • Natural Leaders and Cultural Connectors participation
• Create diverse and culturally inclusive performances and events.	• Natural Leaders feedback • Parent Survey Results • Multicultural Night
Physically, Emotionally, and Intellectually Safe Environment	
• Incorporate common PBIS systems, consistently, throughout the building to support a positive and safe learning environment and improve school climate.	• Multi-Tiered Systems of Support (MTSS)/PBIS team (behavior data) • Electronic referral and quantitative data analysis • Counselor's tracking system • 504/Individualized Education Plan (IEP) documentation • RULER (SEL) training participation
• Convene regular safety team meetings to discuss and act on building student and staff safety issues.	• Debrief notes and staff feedback • Safety work order completion • Staff, student, family feedback survey

Equitable and Accessible Opportunities	
• Identify and monitor all students needing support and encouragement.	• Equity targets • i-Ready data • SBA data • REACH and IM Unit Assessments
• All staff will engage in professional development centered around equity, diversity, inclusion, and culturally relevant instructional practices to be better equipped in providing equitable access for all students.	• Completion of the third module from Bill de la Cruz • Increased implementation of culturally relevant instructional practices in daily classroom practices

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?
• Meet bi-monthly with counselor, assistant principal, and office assistant to monitor attendance and provide interventions to support students and families.	• Attendance data • Notes from monthly meetings • Number of parent meetings
• Implementation of a daily incentive systems to increase and maintain good attendance and reduce tardiness.	• Attendance data • Tardy data
• Hold family attendance meetings in primary language of parents to determine ways in which the school may provide support with strategies to have their students' attendance increase.	• Attendance data • Number of parent meetings

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2022-23 school year is to further develop our Natural Leaders Program, implement a science, technology, engineering, arts and mathematics (STEAM) advisory group, and create partnership with the community.

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?
• Continue to build on the utilization of the Natural Leaders program to support parents that do not have English as a primary language to gain further access to school and supports to provide equitable access for their children's academic and social emotional growth.	• Parent participation data in leadership role • Parent participation to support providing equitable access to parents with limited English skills
• Implement a STEAM advisory group by working with community organizations, and parents, through the creation of tools and skills, that support student learning at home and at school.	• Create and track number of after-school programs and participation of programs • Track parent and community participation (logs, meeting notes, projects) • Feedback from Washington Alliance for Better Schools (WABS) After School STEM Academy (ASSA) partnership
• Partner with the PTA creating increased involvement in the Cedar Wood community.	• Track number of people attending meetings and events • Participation in family partnership programs

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students during this year will be supported in STEM activities that will support their growth in an integrated platform. Additionally, intentional support in geometry will be implemented to support the learning gap in mathematics as evidenced in our i-Ready data.

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?
• All students will have increased exposure to STEM activities through technology instruction that includes coding and other STEM topics once per month.	• Projects that were created by students and graded with a rubric
• Implement instruction in geometry using technology to support students' exposure to mathematical concepts and to increase students understanding of geometry.	• Projects created by students and graded with a rubric • i-Ready math domain progress in geometry
• Continued implementation of 21st century skills and establish technology protocols to develop students' awareness and understanding of these skills.	• Panorama data • Students' rubric rating, PBIS data