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. Increase student achievement in ELA by 3%.
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?
Teach rigorous, engaging reading lessons using best practices within the Science of Reading research for explicit instruction in Reach for Reading, modeling, and scaffolding as needed.	• Grades K-5 Reach for Reading unit assessment data • Grades K-5 i-Ready reading data • Grades K-2 Phonological Awareness and CORE Phonics formative data • Grades K-2 Oral Reading Fluency (ORF) data (fluency and comprehension) • Reach grades 3-5 oral reading passages (fluency and comprehension) • Kindergarten Assessment Resource Kit (KARK) data
Build students' academic and content-specific vocabulary, reading fluency, and comprehension through systematic phonics instruction, word study, Guided Language Acquisition Design (GLAD) strategies and academic discourse.	• Grades K-5 Reach for Reading unit assessment data • Grades 1-5 i-Ready reading data • WIDA data • SBA Interim Assessment Blocks
Use data to inform both Tier 1 and flexible group instruction for all students.	• Grades K-5 Reach for Reading unit assessment data • Grades K-5 i-Ready reading data • WIDA data • SBA data • Imagine Learning (IL)

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?
Increase students' use of content specific vocabulary in their writing through focused, daily academic discourse and intentional instructional focus on vocabulary.	• Grades 3-5 Reach for Reading unit writing project data • Grade level district writing rubrics • Formative classroom-based assessments • Imagine Learning usage • i-Ready (grades K-5)
Model and teach explicit writing instruction to write for a variety of authentic purposes; narrative, informational/explanatory, and opinion writing.	• Grades 3-5 Reach for Reading unit writing project data (scored with district writing rubrics) • On-Demand Writing units • District grade level rubrics • Formative classroom-based assessments • WIDA data • SBA data
Build and collaborate in Vertical Teams (grades K-2, grades 3-5 for reading and writing, grades K-5 Multilingual Learner [ML]). Work collaboratively to align instructional practices, intended learning progressions, and build student learning paths.	• District grade level rubrics • Formative classroom-based assessments • WIDA data • SBA data • Administrator Directed Learning Improvement Friday (ALIF) data presentations
Use data to inform explicit Tier 1 instruction to improve grades K-5 student performance in organization of ideas, text-based evidence, and writing conventions.	• Reach for Reading unit writing project data (scored with district writing rubrics) • SBA data • Grades 3-5 On-Demand Writing units • Grades K-5 district rubrics

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. Increase student achievement in Mathematics by 3%.

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 use the Everett Public Schools (EPS) Storylines and Instructional Snapshot to guide instructional decisions. Use the Illustrative Math Design Structure (warm-up, activities - launch, explore, synthesize, lesson synthesis, cool down and centers). Teachers will foster productive struggle during the activities and give instruction (e.g., anchor charts, vocabulary, journals) during the daily lesson synthesis.	• Grades K-5 i-Ready results • Illustrative Math cool down results • Unit assessments
During Illustrative Mathematics lessons, teachers foster strong student discourse and a culture of sharing mathematical thinking. Utilization of the Mathematical Language Routines and GLAD strategies to support students in building their own conceptual understanding of concepts.	• Grades K-5 i-Ready results • Unit assessments • WIDA data • Illustrative Math cool down results
Use formative data to inform both Tier 1 and flexible intervention groups and instruction for all students.	• Grades K-5 i-Ready results • Illustrative Math cool down results • SBA interim blocks

SCIENCE ACTION PLAN	Key Performance Outcome:
	90% of students will meet standard on the Washington Comprehensive Assessment in Science (WCAS) in science by 2027. Increase students meeting standard on the WCAS by 10%.

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?
Utilize district Next Generation Science Standards (NGSS) transition guides for intentional planning and implementation of district adopted curriculum; implement the identified discourse strategies, question stems, etc. to ensure students are engaged in the three dimensions (DCI, SEP, CCC) of NGSS.	• Notebook evidence includes labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary
Administer common formative and summative assessments (district created Washington Comprehensive Assessment of Science (WCAS)-aligned assessments, integrated lessons, kit assessments, Office of the Superintendent of Public Instruction (OPSI) WCAS training tests and released items) and meet as a Professional Learning Community (PLC) to collaboratively analyze data and plan next steps for classroom instruction and interventions.	• Formative and summative classroom-based assessment data
Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence (use academic vocabulary through Reach for Reading routines).	• Written and verbally expressed explanations using evidence from multiple sources • Notebook evidence of students' ability to construct and support scientific arguments and critique arguments utilizing evidence
Utilize GLAD and other language strategies (QSSSA) to increase student discourse and language development.	• Formative and summative classroom-based assessment data

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s): To increase overall of nine characteristics of high performing schools (parent EES) survey results completed by 10% as measured by total number of 2022-23 survey.

Welcoming Culture: Increase diversity and participation in school events.

Physical, Emotional and Intellectual Safety: Increase student and staff fluency with Tier 1 Positive Behavioral Interventions and Supports (PBIS) components and trauma-informed practices.

Equitable and Accessible Opportunities: 80% of ML 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	
Create a Multicultural Night that is inclusive and welcoming for all participants.	• Increase community partners supporting and working with Garfield Elementary • Increase student, parent, and teacher participation • Diversity of stakeholders represented and participating
Implement systems for positive reinforcement and recognition as part of Tier 1 PBIS. Establish building wide goal of 5:1 (positive to corrective) and consistent use of PAW tickets.	• Number and frequency of student recognitions • Evidence of welcoming environment (signage, multi-culture and language) • Increase PAW ticket utilization per classroom • Increase number of classrooms implementing whole-class rewards and incentives.
Physically, Emotionally, and Intellectually Safe Environment	
Develop and implement systems of direct instruction for Social-Emotional Learning (SEL) (CASEL Framework) using Second Step in all classrooms. Teacher training in RULER to build capacity and implementation of SEL building wide. Acquire more resources (technology and other) to aid in classroom implementation for RULER.	• Survey data (Panorama) • Discipline data • Teacher feedback • Use of Mindset Journals • Visibility of Second Step curriculum implementation
Continued implementation of Tier 1 and Trauma-Informed Multi-Tiered System of Supports (MTSS).	• Discipline and incident data • Coaching (Tier 1) data • Tier 2 and Tier 3 data • Student Support Team (SST) spreadsheet – number of students and families supported with interventions and resources

Continue to build staff capacity and fluency around trauma informed practices and culturally sustaining teaching practices to ensure equitable outcomes for all.	• Professional learning opportunities/exit tickets • Number of student concerns entered by staff • Walk-through observation data
Equitable and accessible opportunities for all	
Increase Extended Resource Room student inclusion and time with their peers.	• All students rostered in general education classes. • Number of extended resource room (EXRR) students participating and time in general education classrooms
Increase staff capacity in best practices for inclusion.	• Professional learning opportunities focused on inclusion and best practices • Extended resource room staff led professional learning
Increase push-in academic, behavior and social-emotional intervention and coaching.	• Increased paraeducator time in classrooms and supporting student learning • Progress monitoring of student behavior and academics • Increase in co-teaching (Special Education teachers, coaches, etc.)
Increase usage of ML strategies with students to make content more accessible.	• Increase usage of GLAD strategies by providing GLAD training • Increase student oral discourse in classrooms by using strategies such as QSSSA

ATTENDANCE ACTION PLAN

Key Performance Outcome(s):

Attendance rates will reach 90% for all and for each 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 consistently across multiple modalities.	• Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, Socio-economic Status (SES), and program • Attendance at family meetings and conferences • Communication in Tiger News regarding attendance • School social media accounts • Increased use of Blackboard Connect calls • Family connection calls from counselor, teachers, and administrators
Monitor attendance and develop action plans during intervention process for students who are at risk of becoming chronically absent.	• Number of students identified as chronically absent or miss 10% of school days • Number of interventions including home visits (tracking student progress)
Implement home visits, community engagement boards (CEB), and agency referrals to provide support to students who have missed 10% of school days and their families.	• Attendance rates of students who receive home visit, engage in CEB, and/or are referred to outside agencies following the intervention • Utilize partners to support increasing student attendance including, Improving School Attendance (ISA) consortium

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase family participation in school events for the 2023-2024 school year. Data will be collected through attendance and number of volunteers as compared to previous year.

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 the home backpack program/home deliveries.	• Number of students receiving assistance
Build additional partnerships to increase accessibility and opportunity for Garfield Elementary students.	• Increase diversity and quantity of participation
Provide in-person and virtual online access to school events, meetings, and activities to remove barriers and allow increased participation from all families including those that have previously felt unwelcomed or intimidated by school structures.	• Number of parents logging in/attending online and in-person school events, activities, and meetings. • The number of families that receive support via our ML, Special Services, and Kids in Transition (KIT)
Provide multiple modalities for increased two-way parent communication for a more inclusive culture.	• Number of views of Tiger News (online parent newsletter), texts, emails, website, reader board updated with timely information frequently
Solicit parent input regarding communication, events and learning opportunities and establish a feedback loop.	• Number of responses to surveys, feedback from events/activities/communication
Increase the opportunities for engagement by providing an array of school events encompassing multiple subject areas (art, reading, math, science).	• Number and diversity of opportunities for student engagement and learning outside the school day • Number and diversity of parent specific engagement and learning opportunities

INSTRUCTIONAL TECHNOLOGY ACTION PLAN

Key Performance Outcome(s):

Increase student and staff capacity and fluency with the use of technology.

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?
Facilitated planning for grade level integration within specific lessons or units where there are intentional opportunities for students to design, create, make, or otherwise add value in their work that is unique to the student. Increased staff capacity in expanding the possibilities and opportunities Boxlight screens afford. Increase student access by utilizing and full implementation of enhanced audio systems.	• Number of classroom lessons, activities integrating appropriate tools that enhance the learning objectives • Number of classroom teachers utilizing Boxlight screens and new audio systems