

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?
Increase students' comprehension of grade-level text by strengthening their ability to explain their thinking about what they read, both orally and in writing, through academic talk and scaffolding processes.	<ul style="list-style-type: none"> • Anecdotal data from classroom discussions (grades K-5) • Reach for Reading formative assessments (grades K-5) • Reach for Reading end-of-unit assessments (grades K-5) • i-Ready diagnostic assessments (grades 1-5), as well as annual typical and stretch growth measures • WIDA growth (reading domain)
Refine systems for targeted flexible groups to ensure that students receive targeted lessons that are closely aligned to Tier 1 instruction and materials, with teachers serving students of greatest need; paraeducators providing additional support; and i-Ready and Imagine Language & Literacy (IL&L) being used strategically.	<ul style="list-style-type: none"> • Rapid Automatized Naming (RAN) and Oral Reading Fluency (ORF) (grades K-2) • i-Ready lesson completion data (three math lessons and two reading lessons passed per week) (grades 1-5) • IL&L lesson completion data (80 minutes per week) (grades K-5) • i-Ready diagnostic assessments (grades 1-5) • Reach for Reading formative assessments (grades K-5)
Strengthen alignment of instruction and assessment of Tier 1 foundational skills (grades K-2) and word study (grades 3-5), as well as grades K-5 comprehension skills.	<ul style="list-style-type: none"> • Reach for Reading summative assessments (grades K-5) • Reach for Reading formative assessments (grades K-5)

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' ability to explain their thinking effectively in writing through scaffolding processes such as Restate, Answer, Cite, Explain (RACE) and Claim, Evidence, Reasoning (CER) aligned across the grade levels.	<ul style="list-style-type: none"> • Formative assessments (grades K-5) • Science journals (grades K-5) • WIDA growth (writing domain)
Increase teachers' understanding of the progression of writing standards and instructional materials across the grade levels.	<ul style="list-style-type: none"> • Materials from professional learning activities • Writing foundations assessments (grades K-5)
Plan lessons and units with a culturally responsive lens to provide scaffolding such as Guided Language Acquisition Design (GLAD) strategies in support of students receiving multilingual learner and special education services.	<ul style="list-style-type: none"> • Writing foundations assessments (grades K-5) • Formative assessments (grades K-5) • WIDA growth (writing domain)

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?
Increase students' conceptual understanding of grade-level standards by strengthening their ability to explain their mathematical thinking orally and in writing through academic talk and scaffolding processes.	<ul style="list-style-type: none"> • Illustrative Mathematics (IM) summative assessments (grades K-5) • IM formative checkpoints, cooldowns, and teacher checklists (grades K-5) • Anecdotal data from classroom discussions (grades K-5) • i-Ready diagnostic assessments (grades 1-5), as well as annual typical and stretch growth measures
Use the Illustrative Math language routines (Collect and Display; Three Reads; and Compare and Connect) and centers to provide access to grade-level learning for all students through the support of the math implementation team.	<ul style="list-style-type: none"> • IM formative checkpoints, cooldowns, and teacher checklists (grades K-5) • Anecdotal data from classroom observations (grades K-5) • i-Ready diagnostic assessments (grades 1-5)
Intentionally teach tiered vocabulary to support students receiving multilingual learner and special education services.	<ul style="list-style-type: none"> • IM summative assessments (grades K-5) • IM formative checkpoints, cooldowns, and teacher checklists (grades K-5)
Increase math fact fluency for students by building teacher understanding of the developmental progression across grade levels and accompanying strategies.	<ul style="list-style-type: none"> • Materials from professional learning activities • IM formative assessments and checklists (K-5)

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?
Unpack Next Generation Science Standards (NGSS)-aligned curriculum maps and assessments to ensure aligned use of science kits.	<ul style="list-style-type: none"> • WCAS-aligned science kit assessments (grades K-5) • Formative assessments (science journals) (grades K-5)
Intentionally teach tiered vocabulary to support students receiving multilingual learner and special education services.	<ul style="list-style-type: none"> • WCAS-aligned science kit assessments (grades K-5) • Formative assessments (science journals) (grades K-5)
Increase teacher understanding of how each grade level's science content and instruction builds to the fifth-grade Washington Comprehensive Assessment of Science (WCAS) to foster a shared responsibility and increased alignment.	<ul style="list-style-type: none"> • Materials from professional learning activities • Science journals/student work

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

Key Performance Outcome(s):

Increase by at least 3% the following questions from the Panorama survey (data listed are from spring 2023):

Welcoming Culture:

- How much of a sense of belonging does your child feel at his/her school? (65% favorable)
- Overall, how much do you feel like you belong at your school? (72% favorable certificated and 47% favorable classified)
- How often do professional development opportunities help you explore new ideas about how to promote equity in your practice? (36% favorable certificated and 31% favorable classified)

Physical, Emotional and Intellectual Safety:

- How concerned are you about students' behavior right now? (0% favorable certificated and 6% favorable classified)
- How confident are you that you can help your school's most challenging students to learn? (44% favorable certificated)
- How often are people disrespectful to others at your school? (32% favorable students)

Equitable and Accessible Opportunities:

- 77% of Multilingual Learner (ML) students will be on track to transition out of services within six years by 2027.
- How confident are you that you can help your school's most challenging students to learn? (44% favorable certificated)

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

Integrate heritage months and other cultural observances into students' library specialist time and other instructional settings.

- Panorama survey data on belonging

Provide regular professional learning opportunities put on by the Diversity, Equity, and Inclusion Team to increase staff understanding of student/family cultures and knowledge of culturally responsive instruction.

- Number of staff professional learning sessions
- Panorama survey data on staff, student, and family sense of belonging; and on educating all students

Make the school more welcoming to families by creating a welcome bulletin board and a family resource office, and publicizing supports available through our new family support paraeducator.

- Data on services provided

Physically, Emotionally, and Intellectually Safe Environment	
Train staff on the protocols for Run, Hide, Fight facilitated by the district safety officer.	<ul style="list-style-type: none"> Number of staff professional learning sessions
Implement Tier 2 behavior/social supports, including check-in/check-out, class pass, and counseling small groups that build on Tier 1 Second Step curriculum taught weekly by teachers.	<ul style="list-style-type: none"> Data on the number of students being served in interventions, and their progress
Refine Positive Behavioral Interventions and Supports (PBIS) Tier 1 systems to support strong relationships, a predictable learning environment, and clear follow-through based on monthly data analysis by the PBIS Team.	<ul style="list-style-type: none"> Teacher Access Center (TAC) Issues and Referrals data
Equitable and Accessible Opportunities	
Refine Multi-Tiered System of Supports (MTSS) processes to strengthen systems for identifying students in need of academic, behavioral, and social support, and for progress-monitoring these underperforming students.	<ul style="list-style-type: none"> Documentation of interventions and student growth
Roster and integrate Life Skills students into general education grade K-5 classrooms, specialists, and during lunch/recess to increase access to grade-level curriculum and social interaction.	<ul style="list-style-type: none"> Amount of time Life Skills students are integrated into their assigned gen ed classroom
Train staff on the WIDA framework, assessment, and data analysis to ensure that teachers' Tier 1 instruction supports ML students' transitioning out of the program within six years.	<ul style="list-style-type: none"> Number of staff professional learning sessions or coaching cycles ML students' progress

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?

Monitor attendance and develop action plans for students who are at risk of becoming chronically absent:

- Hold monthly team meetings to review absences.
- Implement and track in Panorama attendance interventions, including small groups, home visits, and incentive systems.
- Engage in the CORE Collaborative, refine community engagement board processes, and provide agency referrals to support students who have missed 10% or more school days.

Key Performance Indicators (KPIs)

(Formative measures of actions)

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

- Monthly attendance rates

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase by at least 3% the following questions from the Panorama survey (data listed are from spring 2023):

- At your child's school, how well does the overall approach to discipline work for your child? (61% favorable)
- In the past year, how often have you visited your child's school? (33% favorable)

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?
Educate families about PBIS to increase their engagement with encouraging expected behaviors and working as a team with school staff to proactively respond to behavioral errors.	<ul style="list-style-type: none"> • TAC Issues and Referrals referral data
Strengthen families' ability to engage with student learning at home by increasing participation in academic-focused events with a take-home activity component (Lowell Learning Night, family reading night, and Science, Technology, Engineering & Math [STEM] night).	<ul style="list-style-type: none"> • Event attendance data
Increase participation in Natural Leaders and Watch D.O.G.S. to engage diverse families.	<ul style="list-style-type: none"> • Program participation data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Interactive panels: All K-5 teaching staff with panels provide the opportunity for students to share their device screens.

i-Ready and Imagine Language & Literacy: 70% of students meet weekly usage goals

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?
Increase student engagement with interactive panels through screen-sharing from Chromebooks.	<ul style="list-style-type: none"> • Classroom walkthrough data
Strengthen systems for monitoring and responding to student needs as demonstrated through i-Ready and Imagine Language & Literacy instructional usage.	<ul style="list-style-type: none"> • i-Ready lesson completion data (three math lessons and two reading lessons passed per week) • IL&L lesson completion data (80 minutes per week)