

## ELA ACTION PLAN

### Key Performance Outcomes:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2029 and the median student growth percentile will be 75 by 2029.

Each grade level cohort will demonstrate 8% growth in the percentage of students meeting standard (on iReady for K-2 and SBA for 3-5) and a median SGP of 65 in the 2025-26 school year.

### Reading Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Each grade level team will be planning as a Professional Learning Community (including aligned norms and goals) every other week as noted in our adjusted Master Schedule. PLC planning is characterized by the below elements:

- Focused planning using the 4 PLC questions
- Aligned to standards – Informed by Scope & Sequence
- Assures cross-classroom alignment (collective efficacy)
- Data-informed (common assessments)
- Tier I + Tier II interventions

Across all grade levels strengthen Tier 1 and 2 vocabulary practices within the classroom.

Reach for Reading (REACH) Key vocabulary overlaps, cross grade level.

Illustrative Math Vocabulary, cross grade level, beneficial for ALL (GenEd, ML, SPED).

Specific attention to and planning, both within grade-level PLCs and vertically for these targets identified from SBA data:

- 3-5: *EDITING (informational text and literature - RI2)*
- 3-5: *Reasoning and Evidence & Analysis within or across texts (RL1,3,6,9)*

Utilize PLC time to analyze student progress indicators and adjust short and long plans/supports accordingly.

### Key Performance Indicators (KPIs)

(Formative measures of actions)

What is the measure of student learning

*Regularly monitor the progress of student learning through:*

- K-5 Reach for Reading End-of-Unit (EOU) Assessments
- K-5 iReady Reading data (diagnostic, interim, and usage)
- K-5 Designated common formative assessments
- 3-5 Interim Assessment Block (IAB) data
- K-5 literacy screener – differentiated by grade

Monitor student growth in key, identified areas including:

- K-5: Vocabulary Acquisition and Use (L)
- K-2: Complete phonemic development from early phonemic awareness to on grade level phonics/reading (RF3)
- 3-5: Identification of main idea with supporting details (informational text and literature - RI2)
- 3-5: Reasoning and Evidence & Analysis within or across texts (RL1,3,6,9)

Walkthrough notes, including evidence of learning targets and success criteria/learning progressions, across all classrooms.

Ensure Multilingual Learners (and all learners) are accessing language using evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creating of learning materials and stems for oral and written language.	
<p>Clarify Master Schedule and align instructional support schedule to ensure available push-in support during Targeted Flexible Small Groups (K-5).</p> <ul style="list-style-type: none"> <li>- Create/utilize intervention plans for each student receiving targeted Tier II interventions focused on reading.</li> </ul> <p>Utilize school-wide foundational phonics and phonemic awareness screeners to identify students needing extra support during TFSG time.</p> <p>Increase Certificated support during Targeted Flexible Small Group Time for identified cohorts, specifically 4<sup>th</sup> and 5<sup>th</sup> Grade, utilizing Instructional Coaches, Specialists, and Interventionist support.</p>	<p>Progress monitoring through common assessments, Reach for Reading end of unit assessments, and iReady diagnostic assessments.</p> <p>Walkthrough notes, including evidence of learning targets and success criteria/learning progressions, across all classrooms.</p>
Align ML and LAP support to Master Schedule to maximize Tier II intervention time.	<p>Utilize regular progress monitoring, documented in Panorama, for each student receiving a Tier II reading intervention.</p> <p>Progress monitoring through common assessments, Reach for Reading end of unit assessments, and iReady diagnostic assessments.</p>
<p>Maintain a clear twice-weekly schedule of <b>Multi-Tiered Systems of Support (MTSS)</b> meetings (Tuesdays and Wednesdays minus conflicts/holidays).</p> <p>Maintain accurate Tier I, Tier II, and Tier III records to ensure that our MTSS team has an updated schedule of upcoming meetings, aligned with ongoing interventions.</p>	<p>Utilize regular progress monitoring, documented in Panorama, for each student receiving a Tier II reading intervention.</p> <p>Progress monitoring through common assessments, Reach for Reading end of unit assessments, and iReady diagnostic assessments.</p> <p>Champion works with classroom teacher to monitor student progress and document interventions within panorama.</p>
Employ flexible reading groups to provide relevant, small group reading instruction in accordance with student needs (Tier I).	<p>Formal observation and informal walkthrough notes focused on the mode and targeted nature of small group reading.</p> <p>Progress monitoring through common assessments, Reach for Reading end of unit assessments, and iReady diagnostic assessments.</p>
<p><b>Writing Action Items</b>          (Actions that improve performance towards outcomes)          What are you going to do?</p>	<p><b>Key Performance Indicators (KPIs)</b>          (Formative measures of actions)          What is the measure of student learning</p>

<p>Utilize Everett Public Schools (EPS) writing-specific curriculum maps to enhance cross-class alignment, improve clarity, and enhance rigor for teachers and students.</p> <ul style="list-style-type: none"> <li>- Utilize curriculum maps to collaboratively develop common learning targets and success criteria</li> </ul> <p>Establish school-wide writing routines and vertically aligned rubrics.</p> <p>Ensure Multilingual Learners (ML) (and all learners) are accessing language using evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creating of learning materials and stems for oral and written language.</p> <p>Across all grade levels strengthen Tier I Narrative writing and editing.</p>	<p>Writing Foundations Benchmark K-2 Continuum.</p> <p>Utilize 3-5 Writing Foundations Writing Units Observation and walkthrough notes related to noted learning targets/success criteria/learning progressions across all classrooms, K-5.</p> <p>District-informed, common rubrics for reviewing student writing.</p> <p>SBA 3-5/ Focused Write Revise Narrative.</p>
<p>Utilize grade-based professional learning communities to plan aligned, collaborative writing lessons to include:</p> <ul style="list-style-type: none"> <li>- Common targets/success criteria</li> <li>- Common rubrics</li> <li>- Team-based work analysis</li> <li>- Cross-class reteach and/or intervention models</li> </ul>	<p>Common formative assessments including formal writing tasks, short writing tasks, and do-nows/exit tickets.</p> <p>SBA 3-5/ Focused Write Revise Narrative.</p>

## MATH ACTION PLAN

### Key Performance Outcomes:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2029 and the median student growth percentile will be 75 by 2029.

Each grade level cohort will demonstrate 8% growth in the percentage of students meeting standard (on iReady for K-2 and SBA for 3-5) and a median SGP of 60 in the 2025-26 school year.

<b>Math Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<p>Specific attention to and planning, both within grade-level PLCs and vertically for these targets identified from SBA data:</p> <p>Operations, Fluency, number sense (place value), angles, measurement and perimeter</p>	<p><i>Regularly monitor the progress of student learning through:</i></p> <ul style="list-style-type: none"> <li>· IM-based cooldowns and checkpoints</li> <li>· K-5 IM-based End-of-Unit (EOU) Assessments</li> <li>· K-5 iReady Math data (diagnostic, interim, and usage)</li> <li>· K-5 Designed Classroom-based common assessments.</li> </ul>

<p><i>3<sup>rd</sup> Grade</i>  <i>Target D Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i></p> <p><i>Target J Geometric measurement: Perimeter</i></p> <p><i>4<sup>th</sup> Grade</i>  <i>Target K Geometric Measurement: understand concepts of angle and measure angles.</i></p> <p><i>5<sup>th</sup> Grade</i>  <i>Target D Perform operations with multi-digit whole numbers and with decimals to hundredths.</i></p> <p><i>Target G Convert like measurement units within a given measurement system.</i></p> <p>Ensure Multilingual Learners (and all learners) are accessing language using evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creating of learning materials and stems for oral and written language.</p> <p>Utilize IM curriculum maps and backwards planning (using IM End of Unit exams) to collaboratively unpack content and proficiency scales while developing long-range plans, aligned learning targets, and success criteria/content progressions.</p> <p>Establish school-wide, vertically aligned place value and numbers and operations routines embedded in number talks.</p> <p>As part of collaborative planning, team-based Professional Learning Community's (PLCs) utilize Illustrative Mathematics (IM) cool-downs and (if relevant) checkpoints + iReady data to monitor student progress within units.</p>	<ul style="list-style-type: none"> <li>· 3-5 Interim Assessment Block (IAB) data</li> </ul> <p>Walkthrough notes, including evidence of learning targets and success criteria/learning progressions, across all classrooms.</p>
<p>Employ flexible math groups to provide relevant, small group math instruction in accordance with student needs (Tier I).</p>	<p>Formal observation and informal walkthrough notes focused on the mode and targeted nature of small group math instruction.</p> <p>Progress monitoring through common cooldowns, checkpoints, IM end of unit assessments, and iReady diagnostic assessments.</p>
<p>Regularly monitor the progress of our learners and respond accordingly, including:</p> <ul style="list-style-type: none"> <li>- Utilize Instructional Learning Team (ILT) and individual grade level PLCs to regularly progress monitor utilizing noted assessments (right) within specific teaching/learning cycles.</li> </ul>	<p><i>Regularly monitor the progress of student learning through:</i></p> <ul style="list-style-type: none"> <li>· IM-based cooldowns and checkpoints</li> <li>· K-5 IM-based End-of-Unit (EOU) Assessments</li> <li>· K-5 iReady Math data (diagnostic, interim, and usage)</li> <li>· K-5 Designed "Performance Tasks"</li> </ul>

<ul style="list-style-type: none"> <li>- Utilize vertical alignment opportunities to analyze student progress indicators and adjust short and long plans/supports accordingly for school-wide routines.</li> </ul>	<ul style="list-style-type: none"> <li>· Weekly iReady monitoring for growth/lesson passage rates</li> <li>· Washington Kindergarten Inventory of Developing Skills (WaKIDS for K)</li> <li>· 3-5 Interim Assessment Block (IAB) data</li> </ul>
<p>Develop, utilize, and continually enhance Tier II systems to respond to the above noted student learning needs, as identified, including:</p> <ul style="list-style-type: none"> <li>- Align Master Schedule with instructional support schedule to maximize available push-in support during math blocks.</li> <li>- Create/utilize intervention plans for each student receiving targeted Tier II interventions focused on math.</li> <li>- Redesign and strengthen MTSS to ensure clarified systems/processes and regular, twice-weekly meetings focused on students in need of Tier II supports/resources.</li> </ul>	<p>Utilize regular progress monitoring, documented in Panorama, for each student receiving a Tier II math intervention.</p> <p>Progress monitoring through common exams, IM-based end of unit assessments, weekly iReady progress, and iReady diagnostic assessments.</p> <p>Champion works with classroom teacher to monitor student progress and document interventions within panorama.</p>

# SCIENCE ACTION PLAN

## Key Performance Outcomes:

90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in science by 2029.

57.6% of students met standard on the WCAS in science during the 2024.25 school year. 65% of students will meet standard on the WCAS in science during the 2025.26 school year.

<b>Science Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
<p>Provide for 120 minutes/week minimum of district recommended instructional minutes.</p> <p>Grade level teams utilize the new EPS Science curriculum and work with our new .5 STEM Specialist to support extension and enrichment aspects of the new materials.</p>	<p>Master schedule includes grade-specific science instructional minutes</p> <p>Formal observation and informal walkthrough notes specific to learning targets and success criteria, especially related to utilizing the new OpenSciEd materials with fidelity.</p>
<p>Grade level teams backward plan units in consideration of essential concepts as included in OpenSciEd assessments provided on the <a href="#">district Canvas portal</a>.</p> <p>Grade level teams administer above common assessments.</p>	<p>Grade level teams monitor student learning through formative and summative assessments built into the new OpenSciEd curricular materials</p>
<p>Grade level teams utilize district elementary science instructional model to ensure all key parts are included in daily science instruction.</p> <p>Ensure Multilingual Learners (and all learners) are accessing language using evidence-based strategies, including, but not limited to, linking concepts to students' first language, gestures, total physical response, color coding key concepts, realia, anchor charts, student discourse, co-creating of learning materials and stems for oral and written language.</p>	<p>Grade level teams monitor student learning through formative and summative assessments built into the new OpenSciEd curricular materials</p>
<p>Continue to work with Natural Leaders and the PTA to expand participation in the schoolwide STEM-focused night to promote student engagement in STEM domains.</p>	

**Create an inclusive culture that is physically, emotionally, and intellectually safe, providing equitable and accessible opportunities for all.**

**Key Performance Outcome(s):**

**Welcoming Culture:** Perceptions of our school climate will increase by 10% in relation to how students and parents/families respond positively on our Panorama School Climate Survey (60% and 69% respectively 24-25 survey)

**Physical, Emotional and Intellectual Safety:** Perceptions of our school safety will increase 10% in relation to how students and parents/families respond positively on our Panorama School Climate Survey (58% and 83% respectively 24-25 survey)

**Equitable and Accessible Opportunities:** 77% of EL students will be on track to transition out of services within six years by 2027 (54.4% in 2024-25)

**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**

Build 2025-26 school calendar to include monthly honoree assemblies, in alignment with Positive Behavior Intervention Support (PBIS).

- Create excitement for the opening-of-school through welcome/welcome back themed student and family opportunities in partnership with our PTA and Natural Leaders groups
- Host assemblies for students to build their connectedness to our school including our monthly PBIS honoree assemblies by grade level (honoring character and effort)
- Support representation through celebration of cultural/specific Nationally recognized months through morning announcements.
- Specifically design Master schedule to provide time for SEL and classroom community building, utilizing Second Step, RULER, and Kelso's Choices.
- Continue to expand student leadership opportunities through a comprehensive 5<sup>th</sup> grade and 4<sup>th</sup> grade student leadership program including crossing guard, ambassadors, student council, and other school jobs.

Obtain/analyze interim, fall survey data to gauge student connectedness across the opening of school.

Parent/family participation rates at our *Meet Your Teacher* and *Fall Curriculum Night* events.

Increase PBIS-related SOAR recognitions through school-wide celebrations and our Morning Notes morning announcements.

Communicate clear and relevant school event information to families through ParentSquare, the Monroe website, IG, PTA Facebook, and through direct contact with families in distributing school information directly to parents.

Attendance at Monroe events compared to 20224-25 school year.  
Translation available at all school events

Align school-wide use of Inclusion themed books such as All Are Welcome and The Day You Begin during the first 3 days of school to provide an inclusive welcome to the school year.

Improve our students' perceptions of their Sense of Belonging on the Panorama SEL Survey from 65% positive to 70% positive.

Administrators greet students every day at arrival points, building walkthroughs, and through the daily Monroe morning announcements.

Improve student and family perceptions of School safety on the Panorama survey by 10% over 24-25 survey.

<p>Collaborate with MOE families and staff (including Natural Leaders and the Monroe Parent Teacher Association) to develop:</p> <ul style="list-style-type: none"> <li>- Expanded calendar of events that celebrate our diverse community and provide opportunities for all families to feel welcome.</li> <li>- Reinstate WatchDOGS Dads of Great Students (DOGS) program including summer/fall information evening</li> </ul>	<p>Increase membership and engagement on Natural Leaders and our Monroe PTA.</p> <p>Establish a baseline for volunteerism and Watch Dogs participation.</p>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
Clarify S.O.A.R. expectations throughout our campus, specifically creating robust systems for a calm lunchroom.	Improve staff perceptions of school climate on the Panorama survey.
<p>Align first 3 days of school setting expectations through the use of SOAR videos demonstrating and modeling SOAR expectations throughout our school using Regal the Eagle.</p> <p>Provide each Classroom and post on the website updated SOAR Matrix.</p>	Improve student and family positive perceptions of school safety on the Panorama School Climate survey and student perceptions of their sense of belonging on the Panorama SEL survey by 10% over responses from 24-25.
Administrators communicate daily morning video announcements with a focus on Monroe SOAR expectations, equity, and student celebrations.	Morning announcement videos with aligned to EPS strategic priorities and equitable outcomes
<p>Maintain a clear twice-weekly schedule of Multi-Tiered Systems of Support (MTSS) meetings (Tuesdays and Wednesdays minus conflicts/holidays).</p> <p>Maintain accurate Tier I, Tier II, and Tier III records to ensure that our MTSS team has an updated schedule of upcoming meetings, aligned with ongoing interventions.</p>	<p>Utilize regular progress monitoring, documented in Panorama, for each student receiving a Tier II behavior or Social emotional intervention.</p> <p>Champion works with classroom teacher to monitor student progress and document interventions within panorama.</p>
<p>Teach Social Emotional Learning (SEL) lessons and Recognizing Understanding Labeling Expressing Regulating emotions (RULER) aligned SEL emotional support systems in each classroom every week.</p> <p>Promote and model the use of RULER tools such as the Charter to improve emotional regulation and a positive school climate in our staff and students.</p>	<p>SEL 2nd Step Lessons</p> <p>Lessons aligned to new EPS SEL Pacing Guide</p> <p>Produce a Monroe Staff Charter to grow trust and collective efficacy amongst the staff.</p>
<b>Equitable and Accessible Opportunities</b>	
<p>Plan and implement math and reading push-in intervention support aligned to essential learning targets for students who have not performed at grade level standard.</p> <p>Leverage resources to provide Extended Day Learning opportunities for students that need extra support.</p>	<p>Illustrative Math unit assessment data for supported students</p> <p>Reach End of Unit assessments</p> <p>iReady growth data for supported students</p>



Utilize school-wide opportunities including our daily morning announcements to celebrate our diversity and honor diverse leaders (past and present) as a means for improving our individual and collective identities and ensure a pervasive sense of belonging.	Improve our students' perceptions of their Sense of Belonging on the Panorama SEL Survey from 66% positive to 72% positive.
Utilize available opportunities within our Instructional Support Schedule (ISS) to increase push-in support and inclusion for students in our Achieve and Developmental Kindergarten (DK) program.	Work with Achieve and DK teachers to identify available supports, to grow inclusionary practices for students, K-5.

<b>ATTENDANCE</b> <b>Key Performance Outcome(s):</b> 2026/27: Attendance rates will reach 90% for all and every subgroup by 2027.	
<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
We will improve the 24/25 attendance rate for the 25/26 school year through the following: <ul style="list-style-type: none"> <li>- Attendance Committee will meet on a biweekly basis to monitor attendance</li> <li>- Attendance Committee will partner with teacher and families of students with high absence rate to develop interventions and support plans to help improve attendance</li> <li>- Attendance committee will create a form for teacher to report when a student has increased absences and/or tardies</li> <li>- Design/implement an action plan for students who are attending school below the 90% mark</li> <li>- Continue to strengthen Community Engagement Board (CEB) systems to support students and their families and share correlating research of attendance to achievement</li> </ul>	<ul style="list-style-type: none"> <li>- Improve overall attendance rate by 8% each year. (78.8% 23-24, 24-25 data TBD)</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Monroe will open the 2025.26 school year with specifically designed family opportunities designed to increase school connection/engagement. As a result, we expect to increase engagement and/or membership rates for our Natural Leaders and Monroe PTA.

<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<p>Increase family engagement in the fall (opening) through our Meet Your Teacher, Fall Curriculum Night and Open House, Natural Leaders Family Connections event, 5<sup>th</sup> Grade Camp Committee, October Great Pumpkin Night events, Reading Around the World and others.</p> <p>Increase family engagement through the robust use of the ParentSquare app, for both classroom teachers and school-wide personnel communication regarding our instructional programs.</p> <p>Restart the Monroe Watch Dogs program.</p>	<p>Increased participation numbers from fall family events.</p> <p>Increased participation in Natural Leaders and PTA (memberships).</p> <p>Create a baseline for parent/family volunteerism and Watch Dogs participation.</p>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

Utilize Instructional Technology Tools to intervene with students at the Tier I and Tier II level to reduce gaps and meet students.

<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<p>Provide time and staff in an extended day model for ML students to use ILL intervention application.</p> <p>Ensure and encourage iReady (for all) and ILL (for ML students) usage rates across all grades through a weekly prize drawing and celebration during morning announcements.</p>	<p>iReady and ILL usage rates by individual students for progress monitoring and recognition.</p>