



<b>ELA ACTION PLAN</b>	
<p><b>Key Performance Outcomes:</b></p> <p>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.</p> <p>54% of 3<sup>rd</sup> grade students met standard on the Smarter Balanced Assessment (SBA) in ELA during the 2022.23 school year. 60% of 3<sup>rd</sup> grade students will meet standard on the SBA during the 2023.24 school year.</p> <p>55% of 4<sup>th</sup> grade students met standard on the Smarter Balanced Assessment (SBA) in ELA during the 2022.23 school year. 61% of 4<sup>th</sup> grade students will meet standard on the SBA during the 2023.24 school year.</p> <p>66% of 5<sup>th</sup> grade students met standard on the Smarter Balanced Assessment (SBA) in ELA during the 2022.23 school year. 70% of 5<sup>th</sup> grade students will meet standard on the SBA during the 2023.24 school year.</p> <p>*Please note: this is based off grade level and not cohorts</p>	
<b>Reading 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
<p>Across all grade levels strengthen Tier 1 and 2 vocabulary practices within the classroom, specifically around            REACH Key vocabulary overlaps, cross grade level            Illustrative Math Vocabulary, cross grade level            beneficial for ALL (gened, MLL, SPED).</p> <p>Each grade level team has committed to weekly planning as a Professional Learning Community (including aligned norms and goals). Weekly planning is characterized by the below elements:</p> <ul style="list-style-type: none"> <li>- Tight to standards – Informed by Scope &amp; Sequence</li> <li>- Assures cross-classroom alignment (collective efficacy)</li> <li>- Data-informed (including regular commons)</li> <li>- Tier I + Tier II type interventions</li> </ul> <p>Identify key, “essential standards” by grade level for continuous cycling to ensure student-by-student mastery.</p>	<p><i>Regularly monitor the progress of student learning through:</i></p> <ul style="list-style-type: none"> <li>· K-5 Reach for Reading End-of-Unit (EOU) Assessments</li> <li>· K-5 iReady Reading data (diagnostic, interim, and usage)</li> <li>· K-5 Designated commons (do-nows and exit tickets)</li> <li>· K-5 Designed “Performance Tasks”</li> <li>· 3-5 Interim Assessment Block (IAB) data</li> </ul> <p>Monitor student growth in key, identified areas including:</p> <ul style="list-style-type: none"> <li>- K-5: Vocabulary Acquisition and Use (L)</li> <li>- K-2: Complete phonemic development from early phonemic awareness to on grade level phonics/reading (RF3)</li> <li>- 3-5: Identification of main idea with supporting details (informational text and literature - RI2)</li> </ul> <p>Walkthrough notes, including evidence of learning targets and success criteria/learning progressions, across all classrooms</p>

<p>Utilize designated data and vertical alignment opportunities to analyze student progress indicators and adjust short and long plans/supports accordingly.</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><i>3<sup>rd</sup> Grade</i>  <i>Target 3 WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</i></p> <p><i>4<sup>th</sup> Grade</i>  <i>Target 3 WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</i></p> <p><i>5<sup>th</sup> Grade</i>  <i>Target 3 WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</i></p>	
<p>Redesign instructional support schedule to ensure available push-in support during flexible/small-group reading blocks (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>Progress monitoring through common exams, 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>
<p>Redesign instructional support schedule to ensure reading-specific Tier II intervention blocks.</p>	<p>Utilize regular progress monitoring, documented in Panorama, for each student receiving a Tier II reading intervention.</p>

	Progress monitoring through common exams, Reach for Reading end of unit assessments, and iReady diagnostic assessments.
<p><i>Redesign our MTSS process to include improved processes, collaboration, and monitoring. Done 2022.23</i></p> <ul style="list-style-type: none"> <li>- <i>Create/utilize a staff MTSS page with resources and aligned recommendation/referral forms. Done 2022.23</i></li> <li>- <i>Maintain a clear twice-weekly schedule of MTSS meetings (Mondays and Wednesdays minus conflicts/holidays). Cont. 2023.24</i></li> <li>- <i>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. Cont. 2023.24</i></li> </ul>	<p>Utilize regular progress monitoring, documented in Panorama, for each student receiving a Tier II reading intervention.</p> <p>Progress monitoring through common exams, Reach for Reading end of unit assessments, and iReady diagnostic assessments.</p> <p>Ensure looping back around to check in on student progress.</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 exams, 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 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>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><i>3<sup>rd</sup> Grade</i> <i>Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</i></p> <p><i>4<sup>th</sup> Grade</i> <i>Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate</i></p>	<p>Writing Foundations Benchmark K-2 Continuum</p> <p>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>

*transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).*

*5<sup>th</sup> Grade*

*Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).*

Utilize grade-based professional learning communities to plan aligned, collaborative writing lessons to include:

- Common targets/success criteria
- Common rubrics
- Team-based work analysis
- Cross-class reteach and/or intervention models

Common formative assessments including formal writing tasks, short writing tasks, and do-nows/exit tickets

SBA 3-5/ Focused Write Revise Narrative

# MATH ACTION PLAN

## Key Performance Outcomes:

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.

54% of 3<sup>rd</sup> grade students met standard on the Smarter Balanced Assessment (SBA) in math during the 2022.23 school year. 60% of 3<sup>rd</sup> grade students will meet standard on the SBA during the 2023.24 school year.

66% of 4<sup>th</sup> grade students met standard on the Smarter Balanced Assessment (SBA) in math during the 2022.23 school year. 70% of 4<sup>th</sup> grade students will meet standard on the SBA during the 2023.24 school year.

47% of 5<sup>th</sup> grade students met standard on the Smarter Balanced Assessment (SBA) in math during the 2022.23 school year. 55% of 5<sup>th</sup> grade students will meet standard on the SBA during the 2023.24 school year.

\*please note: based off grade level and not cohorts

## 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?

### 3<sup>rd</sup> Grade

*Target C Multiply and divide within 100.*

*Target I Geometric measurement: Area.*

*Target J Geometric measurement: Perimeter.*

### 4<sup>th</sup> Grade

*Target B Gain familiarity with factors and multiples.*

### 5<sup>th</sup> Grade

*Target H Represent and interpret data.*

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.

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.

As part of collaborative planning, team-based PLCs utilize IM cool-downs and (if relevant) checkpoints + iReady data to monitor student progress within units.

*Regularly monitor the progress of student learning through:*

- IM-based cooldowns and checkpoints
- K-5 IM-based End-of-Unit (EOU) Assessments
- K-5 iReady Math data (diagnostic, interim, and usage)
- K-5 Designed "Performance Tasks"
- 3-5 Interim Assessment Block (IAB) data

Formal observation and informal walkthrough notes specific to learning targets, success criteria/content progressions, especially related to identified essential standards, including those noted (left).

<p>Utilize Performance Matters (PM) to administer and analyze Illustrative Math End-of-Unit (EOU) assessments</p> <p>Planning, monitoring, and intervention includes a specific focus on the below-noted standards (areas of need as identified through 21/22 outcomes)</p> <ul style="list-style-type: none"> <li>- (3) Represent and solve problems involving multiplication and division (3.OA.A.1/2/3/4)</li> <li>- (3) Understand concepts of area and relate area to multiplication and addition. (3.OA.B.5/6)</li> <li>- (3) Recognize area as an attribute of plane figures and understand concepts of area measurement (3.MD.C.5)</li> <li>- (3) Solve single- and multi-step word problems (varied)</li> <li>- (4) Gain familiarity with factors and multiples (4.OA.B.4)</li> <li>- (4) Solve problems involving measurement and conversion of measurements to a smaller unit (4.MD.A.1/2/3)</li> <li>- (4) Solve single- and multi-step word problems (varied)</li> <li>- (5) Use equivalent fractions as a strategy to add and subtract fractions (5.NF.A.1)</li> <li>- (5) Apply and extend previous understandings of multiplication/division to multiply/divide fractions (5.NF.B.3, 5.NF.B.4, 5.NF.B.7)</li> <li>- (5) perform operations with multidigit whole numbers and with decimals to hundredths (5.NBT.B.5, 5.NBT.B.6, 5.NBT.B.7)</li> </ul>	
<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 ILT and individual grade level PLCs to regularly progress monitor utilizing noted assessments (right) within specific teaching/learning cycles.</li> <li>- Utilize designated data-days and vertical alignment opportunities to analyze student progress indicators and adjust short and long plans/supports accordingly.</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> <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>- Redesign instructional support schedule to ensure available push-in support during flexible/small-group reading blocks (K-5).</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>

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| <ul style="list-style-type: none"><li>- Create/utilize intervention plans for each student receiving targeted Tier II interventions focused on reading.</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> |  |
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# SCIENCE ACTION PLAN

## Key Performance Outcomes:

90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in science by 2027.

57% of students met standard on the WCAS in science during the 2022.23 school year. 65% of students will meet standard on the WCAS in science during the 2023.24 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>Backwards plan units in consideration of essential concepts as included in WCAS-aligned unit assessments (K-2) and newly introduced PM-based unit assessments (3-5)</p> <p>Utilize the “south schools” essential standards/instructional snapshot</p> <ul style="list-style-type: none"> <li>- <a href="#">Kindergarten</a></li> <li>- <a href="#">1st Grade</a></li> <li>- <a href="#">2nd Grade</a></li> <li>- <a href="#">3rd Grade</a></li> <li>- <a href="#">4th Grade</a></li> <li>- <a href="#">5th Grade</a></li> </ul> <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>Formal observation and informal walkthrough notes specific to learning targets and success criteria, especially related to identified essential standards (left) and scheduled science kits for applicable, hands-on learning opportunities.</p> <p><i>Regularly monitor the progress of student learning through:</i></p> <ul style="list-style-type: none"> <li>· Master schedule including grade-specific science instructional minutes</li> <li>· Monitor student learning through WCAS-aligned unit assessments (K-2)</li> <li>· Utilize Performance Matters (PM) to administer and analyze new science assessments – (3-5 <a href="#">link</a>)</li> </ul>
<p>Ensure alignment/use of above-noted best practices, in alignment with science kit rotations and grade-by-grade instructional snapshots</p>	<p>Formal observation and informal walkthrough notes specific to students engaging in learning opportunities that are both hand-on/experiential and vocabulary-intensive.</p>
<p>Utilize ILT and weekly check-in with our coaches/administrators to ensure:</p> <ul style="list-style-type: none"> <li>- NGSS-aligned science instruction with an average of 120 minutes per week</li> <li>- Alignment the “south schools” essential standards/instructional snapshot</li> </ul>	<p><i>Regularly monitor the progress of student learning through:</i></p> <ul style="list-style-type: none"> <li>· Master schedule including grade-specific science instructional minutes</li> <li>· Monitor student learning through WCAS-aligned unit assessments (K-2)</li> <li>· Utilize Performance Matters (PM) to administer and analyze new science assessments – (3-5 <a href="#">link</a>)</li> </ul>



- Consider/address needs to ensure that our teachers have the resources and support to accomplish the above.

**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 will increase by 8% in relation to how parents/families cite a match between offered opportunities and their child’s areas of interest (47% to 55%) as measured by our spring Parent/Family survey (+19% in 21/22)

**Physical, Emotional and Intellectual Safety:** Perceptions of our school will increase 4% in relation to how parents/families feel that their child “belongs” at our school (81% to 85%) as measured by our spring Parent/Family survey (+30% in 22/22)

**Equitable and Accessible Opportunities:** 77% of 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**

Build 2023.24 school calendar to include monthly family opportunities and regular honoree assemblies, in alignment with PBIS.

- Create excitement for the opening-of-school through welcome/welcome back themed student and family opportunities
- Host in-person assemblies for students to build their connectedness to our school/culture including our opening assembly, our Q4 assembly (finish strong) and monthly PBIS honoree assemblies by grade level (honoring character and effort)
- As part of our morning SEL window/efforts, specific team members will be stationed throughout the lobby, hallways, cafeteria, and classroom lineup areas to ensure a welcoming yet safe environment (morning music, greeters, etc.)
- Redesign upper grades crossing guards into our MOE Ambassadors program to welcome students before school
- Reinstate student leadership groups including a Student Council and our Buddies program

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

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

Increase PBIS-related SOAR recognitions through school-wide celebrations and our MOE-to-Go daily announcement

Collaborate with MOE families and staff (including Natural Leaders and the Monroe Parent Teacher Organization) to develop:

- Monthly areas of focus that recognize and celebrate the diversity of our Monroe community (feature as part of Morning announcements)
- Inclusive school community events that purposefully invite and welcome families into our building
- Reinstate Watch Dogs program including summer/fall information evening

Increase membership and engagement on Natural Leaders and our Monroe PTA

Establish a baseline for volunteerism and Watch Dogs participation

<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
Develop specific Canvas-based pages focusing on Social-Emotional Learning at MOE, Behavioral Supports, PBIS, and Counseling Supports.	Improve staff perceptions of SEL-based learning opportunities 10%, from 49% to 59% (+17% in 21/22)
<p>Collaboratively develop, plan, and initiate elementary-level, restorative practices in lead/pilot classrooms across all grade levels.</p> <ul style="list-style-type: none"> <li>- Create a Restorative Practices lead team to guide this first year of learning and partial implementation</li> <li>- Attend district-led development sessions</li> <li>- Create monthly opportunities for teacher exposure to implementable Restorative Practices</li> </ul> <p>Utilizing the expertise of our RP Implementation Team and our MTSS Team, consider plans for incremental implementation for the 2023/2024 school year</p>	<p>Increase use of Restorative Practices in classrooms (baseline needed)</p> <p>Reduction of repeat disciplinary incidents including classroom exclusions and suspensions</p> <p>Improved student survey data (spring) especially in the areas of School Culture (61% favorable) and Student Safety (59% favorable)</p>
<p>Successfully introduce and implement RULER across our Monroe team, setting the stage for school-wide implementation in 23/24.</p> <p>Building Monroe RULER charter.</p>	<p>Iteratively introduce our Monroe Team to RULER through the successful completion of online RULER training and iterative, school-based learning experiences including:</p> <ul style="list-style-type: none"> <li>- 8/31 LID Day</li> <li>- October Staff Meeting</li> <li>- January Staff Meeting</li> <li>- April Staff Meeting</li> </ul>
<b>Equitable and Accessible Opportunities</b>	
<p>Building upon our collective efforts last year/summer in relation to the foundation of identity, our team will spend the 2022/23 school year working through Elena Aguilar’s Onward: Cultivating Emotional Resilience in Educators. Opportunities for collective learning and development include monthly “connections” book chats.</p> <p>This exploration of identity is directly connected to creating equitable, accessible opportunities for all (students and adults - <a href="#">LFJ Social Justice Standards</a>) and an identified “key” indicator in maintaining emotional resilience (<a href="#">link</a>).</p>	<p>Improve MOE team perceptions of Cultural Awareness and Action</p> <ul style="list-style-type: none"> <li>- Certificated Team: Improve by 7%, from 63% to 70% (+15% in 21/22)</li> <li>- Classified Team: Improve by 23%, from 27% to 50% (-23% in 21/22)</li> </ul> <p>Improve MOE team perceptions of Professional Learning About Equity</p> <ul style="list-style-type: none"> <li>- Certificated Team: Improve by 10%, from 40% to 50% (+13% in 21/22)</li> <li>- Classified Team: Improve by 9%, from 49% to 60% (-10% in 21/22)</li> </ul>
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 7%, from 67% to 75% (73% fall, 67% spring in 21/22)

Utilize available opportunities within our Instructional Support Schedule to increase push-in support and inclusion for students in our Achieve and Developmental Kindergarten program	Work with Achieve and DK teachers to identify available supports, to grow inclusionary practices for students, K-5.
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<b>ATTENDANCE</b> <b>Key Performance Outcome(s):</b> 2022/23: Attendance rates will reach 80% for all and every subgroup by 2023. 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?
Dramatically improve 2023.24 student attendance rates through the following: <ul style="list-style-type: none"> <li>- Design and implement a Golden Eagles program to highlight and incentivize attendance by classroom (95% or better each month)</li> <li>- Daily announcement of previous days attendance.</li> <li>- Design/implement an action plan for students who are attending school below the 90% mark</li> <li>- Strengthen Community Truancy Board (CTB) to support students and their families and share correlating research of attendance to achievement</li> </ul>	Improve student attendance in relation to the below: <ul style="list-style-type: none"> <li>- 50% of our students will attend school 95% or better (30% in 21/22)</li> <li>- 80% of our students will attend school 90% or better (61% in 21/22)</li> <li>- Reduce number of students attending school less than 80% to 35 students or less (71 in 21/22)</li> </ul>

<b>FAMILY PARTNERSHIPS ACTION PLAN</b> <b>Key Performance Outcome(s):</b> Monroe will open the 2023.24 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?
Increase family engagement in the fall (opening) through our Meet Your Teacher, Fall Curriculum Night and Open House, Natural Leaders Family Connections evening, October Great Pumpkin Night events, Reading Around the World and others.	Increased participation numbers from fall family events  Increased participation in Natural Leaders and PTA (memberships)

Enhance our school newsletter (MOE News) through the addition of a regular Family Involvement section  Restart the Monroe Watch Dogs program	Create a baseline for parent/family volunteerism and Watch Dogs participation
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<p><b>INSTRUCTIONAL TECHNOLOGY</b></p> <p><b>Key Performance Outcome(s):</b></p> <p>Utilize programs learned during remote/hybrid learning to connect our in-person and at-home learning environments for students</p>	
<p><b>Instructional Technology 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 measure will you use to determine the success of your action items?</p>
<p>Utilize a Monroe-specific Canvas page to improve communication and cross-school alignment.</p> <p>Utilize classroom-specific Canvas pages (with links) to reduce learning loss when students are required to be away from school for extended periods of time.</p> <p>Ensure iReady usage rates across all grades.</p>	<p>Development of a Monroe-specific Canvas page, specific to our team</p> <p>iReady usage rates by classroom/grade level</p>