

Mission: The Rainier community will work together to drive high expectations, build respect, and reduce learning gaps for all students.

Goal 1: The percent of students scoring at Level 1 on SBA ELA will decrease from 33% in 2024 to 10% in 2028, with the percent of ML students scoring at Level 1 decreasing from 82% in 2024 to 52% in 2028.

Goal 2: The percent of students scoring at Level 1 on SBA Math will decrease from 48% in 2024 to 20% in 2028, with the percent of ML students scoring at Level 1 decreasing from 82% in 2024 to 52% in 2028.

Action Step 1	All classroom teachers will use WIDA CAN DO Descriptors to include language expectations in success criteria.
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Aug: Launch WIDA Can Do descriptors. Identify ML students and their levels.

Sept - Nov: Support WIDA 'Can Do' descriptors. Teachers become familiar with 'Can Do' descriptors.

Dec - Jan: Teachers analyze assessments to determine accessibility for all students using the 'Can Do' descriptors and use 'Can Do' descriptors to develop success criteria for the assessment.

Feb - Mar: Using the descriptors to write success criteria for their sequence of lessons prior to the assessment and students use the success criteria to determine where they are in their learning

Apr - June: Continue full implementation as described above; review and reflect to determine Year 2

Action Step 2	All classroom teachers will participate in intentional backwards planning based on standards with learning target and success criteria that include and clearly state both content and language expectations.
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Aug: Review Standards for departments content and language expectations

Sept - Nov: Teachers will use backwards planning to intentionally include content and language expectations within learning target and success criteria.

Dec - Jan: Teachers will use both content and language expectations to develop grade-level common formative assessments.

Feb - Mar: Teachers will use backwards planning to intentionally include content and language expectations within learning target and success criteria.

Apr - June: Continue full implementation as described above; review and reflect to determine Year 2

Goal 3: The percent of students with "At Risk" attendance will decrease from 48% in 2024 to 20% in 2028, with the percent of SWD students reducing from 63% in 2024 to 30% in 2028.

Action Step 1	All classroom teachers will conduct weekly attendance checks through Panther Time for all students on the roster.
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Aug: Launch Principle 3, Principle 5, and Principle 6 of culturally responsive teaching practices.

Sept - Nov: All classroom teachers will implement weekly attendance checks through Panther Time for all students on the roster and carry out Tier #1 supports.

Dec - Jan: Data collection on walkthrough building evidence and look for/must sees.

Feb - Mar: All classroom teachers will implement weekly attendance checks through Panther Time for all students on the roster and carry out Tier #1 supports. Data collection on walkthrough building evidence and look for/must sees.

Apr - June: Continue full implementation as described above; review and reflect to determine Year 2

Action Step 2	All teachers will manage the classrooms with firm, consistent, and loving guidance.
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Aug: Launch Principle 3, Principle 5, and Principle 6 of culturally responsive teaching practices.

Sept - Nov: Teachers and staff implement intentional relationship building (shout outs, good things, non academic personal questioning, etc.) throughout the building.

Dec - Jan: Data collection on walkthrough building evidence and look for/must sees.

Feb - Mar: Teachers and staff implement intentional relationship building (shout outs, good things, non academic personal questioning, etc.) throughout the building. Data collection on walkthrough building evidence and look for/must sees.

Apr - June: Continue full implementation as described above; review and reflect to determine Year 2