

Tumwater School District | Annual Action Plan

Set Student Targets | Align Practices & Resources | Monitor & Communicate Progress

Effective school improvement planning is a *collaborative* exercise that includes multiple stakeholders, *especially teachers and the school leadership team*. By embracing diverse perspectives in the planning process, the resulting Annual Action reflects the priorities and solutions proposed by a cross-section of stakeholders, thereby strengthening their buy-in and commitment to its disciplined implementation.

The district's **Strategic Plan** is the foundation for each school's continuous improvement efforts. The Strategic Plan articulates the *Goals & Measures of Student Progress*, as well as the *Four Pillars* (or building blocks) for effective action. Each school *customizes* its focus to the broader priorities established in the Strategic Plan.

The Annual Action Plan process consists of the following steps.

Part A | Looking Back: Assessment of Current State

1. Identify the highest-priority student learning Areas of Strength and Concern
2. Reflect on the effectiveness of professional practices and programs

Part B | Moving Forward: Results-focused Annual Action Plan

1. Set student learning and growth targets
2. Align professional practices and resources
3. Monitor and communicate progress

School Information

<i>School:</i>	East Olympia Elementary	
<i>Principal:</i>	Liz Masunaga	
<i>School Year:</i>	2025-2026	
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<i>Date:</i>	11/05/2025	

Part A | Assessment of Current State

Analyze Student Learning & Reflect on Adult Practices

Student Learning & Growth

["outcomes for students"]

<i>Areas of Strength based on student data</i>	<i>Areas of Concern based on student data</i>
<p>Reading: In 2024-2025 student growth towards grade level standard from fall to spring. Kinder: from 1% to 81% 1st: from 31% to 66% 2nd: from 35% to 77% 3rd: from 44% in fall to 68% 4th: from 65% to 76% 5th: from 61% to 76%</p>	<p>Math: In fall of 2025, 20% of students 1-5 are meeting grade level in math</p>

Pillar A: Differentiated & Culturally Responsive Instruction

["teaching & learning"]

<i>Effective professional practices and programs</i>	<i>Opportunities for improving practices & programs</i>
<p>EOE provides a wide range of supports and enrichment opportunities that extend beyond the Tier 1 curriculum to meet the diverse academic and social-emotional needs of all students.</p> <p>Academic Interventions and Enrichment</p> <ul style="list-style-type: none"> ● Walk to Read Interventions: Read Well, Walpole, and REWARDS programs provide targeted reading support based on student needs. ● Math Intervention (K–5): Small-group instruction designed to strengthen foundational math skills and extend learning for advanced students. ● STEAM Fair: Engages students in hands-on, inquiry-based learning that fosters creativity, problem-solving, and innovation. ● Before-School Ukulele Club (Grades 3–5): Offers students a creative outlet and promotes discipline, collaboration, and 	<p>EOE continues to monitor and strengthen practices in key areas to ensure equitable access and success for all students.</p> <p>Improving Reading Instruction All K–2 teachers have been trained in the Science of Reading and are actively implementing evidence-based instructional strategies in their classrooms. This work supports early literacy development and lays a strong foundation for reading proficiency across grade levels.</p> <p>Data-Driven Decision Making Through regular Professional Learning Community (PLC) collaboration, teachers analyze and reflect on student data to guide instruction and interventions. Ongoing progress monitoring ensures that instructional decisions are responsive to student needs and aligned with schoolwide goals.</p> <p>Intervention and Support EOE currently has 1.5 FTE dedicated to LAP</p>

<p>confidence through music.</p> <p>Social-Emotional Learning and Leadership</p> <ul style="list-style-type: none"> ● Small-Group SEL Instruction: The <i>Superflex</i> curriculum helps students develop self-regulation, social awareness, and problem-solving skills. ● PBIS (Positive Behavioral Interventions and Supports): Promotes a positive school climate through consistent expectations and reinforcement of positive behaviors. ● 5th Grade Leadership Program: Provides opportunities for students to take on leadership roles and contribute to the school community. ● 5th Grade Talent Show: Encourages self-expression and builds confidence in a supportive environment. <p>Community and PTO-Supported Initiatives</p> <ul style="list-style-type: none"> ● PTO Events Supporting Classroom Instruction: Activities such as <i>Science on Wheels</i> and the <i>Bullying Prevention Assembly</i> enrich student learning and reinforce key schoolwide goals. 	<p>Reading and Math support. With an enrollment of over 500 students, the number of students qualifying for LAP services exceeds our current capacity. The school continues to explore ways to expand intervention support to meet the needs of all qualifying students.</p> <p>Approved Intervention Materials TSD does not have an approved math intervention or Special Education Math Curriculum.</p> <p>Parent and Family Partnerships EOE values strong partnerships with families to support student learning. We continue to seek ways to engage parents in both academic and social-emotional learning initiatives through communication, volunteer opportunities, and family engagement events.</p>
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Pillar B: Strong Relationships with Families and Community [“schools can’t do it alone”]

<i>Effective professional practices and programs</i>	<i>Opportunities for improving practices & programs</i>
<p>EOE has built strong, collaborative relationships with families and the community to create a supportive network that enhances student engagement and success.</p> <p>PTO-Supported Initiatives</p> <ul style="list-style-type: none"> ● PTO Events Encouraging Family Engagement: Harvest Festival, Popsicles in 	<p>EOE continues to strengthen family and community partnerships by enhancing communication, expanding engagement opportunities, and using feedback to guide continuous improvement.</p>

<p>the Park, Family movie nights, Glow Dance, Fun Run.</p> <ul style="list-style-type: none"> ● PTO Events Supporting Student/Family Needs: Summer care packages, Holiday drive <p>School-to-Home Connection</p> <ul style="list-style-type: none"> ● PBIS WOW Wall: Wall of shadow box frames for each teacher to showcase student successes weekly, bi-weekly or monthly. Families have been invited in for lunch with their child and to see their child’s work on display. ● Positive Communication Home: All staff send positive notes to 1-3 students’ families each week either by phone, email, class Dojo, or postcard. Goal to reach every student's family monthly or bi-monthly. <p>Community Connection</p> <ul style="list-style-type: none"> ● Fiesta: Annual school hosted event celebrating language and culture. Highlights students learning in Spanish and American Sign Language through song and performances. 	<p>Strengthen two-way communication</p> <p>Family Partnerships EOE values strong partnerships with families to support student learning. We continue to seek ways to engage parents in both academic and social-emotional learning initiatives through communication, volunteer opportunities, and family engagement events.</p>
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Pillar C: Shared Responsibility for Results-focused Collaboration [“investing in people”]

<i>Effective professional practices and programs</i>	<i>Opportunities for improving practices & programs</i>
<p>EOE has partnered as a staff and with families to build success for all students through intentional collaboration and shared commitment to continuous improvement.</p> <p>SITE Days Staff have dedicated SITE days to developing shared values, beliefs, and commitments that guide instructional practices, strengthen professional collaboration, and foster a positive culture of learning focused on results.</p>	<p>EOE continues to strengthen shared responsibility among staff to ensure consistent support for students’ academic and social-emotional development. The following areas have been identified for continued growth:</p> <p>Supporting Students’ Social-Emotional Needs EOE is in its second year of implementing the Sensory Room, designed to provide students with structured breaks and opportunities for</p>

<p>Culturally Responsive Education (CRE) One representative from each grade level is participating in the district’s <i>Culturally Responsive Education Residency</i>. This work supports the development of equitable instructional practices and ensures that all students feel valued and represented in the learning environment.</p> <p>Professional Learning Communities (PLCs) Weekly PLC meetings provide structured time for teachers to collaborate, analyze data, and align instruction to meet student needs. These meetings are central to our collective efforts to improve teaching and learning outcomes across all grade levels.</p> <p>Multi-Disciplinary Collaboration Bi-weekly meetings between the Special Education team, administration, and counselor ensure a coordinated approach to supporting students with diverse learning needs and promoting consistent communication among staff.</p>	<p>reflection. The team will continue to monitor the effectiveness of this space and develop clear guidelines for its use to ensure equitable access and consistent expectations. Currently, staffing in the Sensory Room is not consistent, requiring breaks to be scheduled in advance. Continued efforts will focus on improving staffing consistency and refining procedures to maximize student benefit.</p> <p>Mobile MTSS Implementation The Mobile MTSS model has not been used consistently across classrooms. To strengthen this support system, the school has planned retraining sessions throughout the year to reinforce understanding, improve fidelity of implementation, and ensure a collaborative approach to student intervention and problem-solving.</p> <p>Growth Mindset Culture While the concept of a growth mindset is embedded in the school’s vision, there is a need for more consistent integration across classrooms and initiatives. The staff will continue to focus on keeping growth mindset language and practices at the forefront of instruction, student feedback, and schoolwide culture.</p>
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<i>Pillar D: Culture of Excellence and Accountability</i>	
<p><i>Effective professional practices and programs</i></p> <p>Together, EOE staff and students have developed a common language to support both academic growth and positive behavior across all settings.</p> <p>PBIS Expectations Schoolwide PBIS expectations are clearly posted in every classroom, providing consistency in language, routines, and behavior supports.</p> <p>Professional Learning and Evaluation</p>	<p style="text-align: right;"><i>["bringing it all together"]</i></p> <p><i>Opportunities for improving practices & programs</i></p> <p>EOE is committed to continuous improvement through reflection, professional learning, and collaboration. The following areas have been identified as priorities for growth and refinement:</p> <p>Positive Behavioral Interventions and Supports (PBIS) Ongoing training and calibration are needed to</p>

Teachers are engaging in training on the new, student-focused *Danielson Evaluation System*, which emphasizes reflective practice, instructional effectiveness, and student engagement.

Grade-Level Growth Goals

Each grade level has established academic growth goals aligned with schoolwide priorities. Teams regularly review progress and adjust instruction to ensure all students are making measurable gains.

Positive School Culture

Staff have built a shared set of beliefs, values, and commitments that promote a welcoming and inclusive environment. Initiatives such as the *WOW Wall* celebrate successes and invite parents to participate in recognizing student and staff achievements.

Family Communication

Consistent home–school communication is prioritized, with each classroom maintaining at least monthly contact with families to share progress, celebrate accomplishments, and strengthen partnerships.

ensure consistency in PBIS implementation across all settings. With several new staff members joining the team over the past two years, a full PBIS training would strengthen shared understanding, reinforce expectations, and promote consistent language and practices schoolwide.

Trauma-Informed Practices

There is a need to provide comprehensive training for all staff in trauma-informed practices to better support students’ emotional regulation, resilience, and readiness to learn. This training will help ensure that all staff are equipped with strategies to respond effectively and empathetically to students’ diverse experiences and needs.

Recognition of Improvement

EOE will continue to develop systems for recognizing both student and staff growth and achievement. Expanding opportunities for positive acknowledgment reinforces motivation, builds a culture of appreciation, and strengthens connections within the school community.

Part B | Results-focused Annual Action Plan

Select Focus Areas for the New School Year

TUMWATER SD STRATEGIC PLAN GOALS & MEASURES OF STUDENT PROGRESS		"X" if SIP target
GOAL #1	Strong Foundational Readiness	
Measure 1a	Increased percent of kindergarteners who participated in high-quality Pre-K programs	
Measure 1b	Increased percent of students demonstrating self-regulation and readiness skills	X
Measure 1c	Increased percent of students meeting standards in Reading, Math and Writing by the end of Grade 3	

GOAL #2	Safe, Supported and Empowered	
Measure 2a	Increased percent of students with regular attendance (i.e., at least 90% attendance rate)	X
Measure 2b	Increased percent of students who participate in diverse and inclusive extracurricular activities or community programs	
Measure 2c	Increased student involvement in consequential school and district-level decision-making	
Measure 2d	Increased student satisfaction with the school climate (including: safety, inclusion, student-staff relationships)	X
Measure 2e	Increased percent of students demonstrating ownership of learning and self-advocacy skills	

GOAL #3	Continuous Academic Growth	
Measure 3a	Increased percent of students experiencing academic growth in coursework and district assessments	X
Measure 3b	Increased percent of students meeting proficiency standards on state assessments at a pace that closes opportunity, learning, and achievement gap	
Measure 3c	Increased percent of students who complete advanced coursework successfully	
Measure 3d	Increased percent of 9th graders on-track to graduate	

GOAL #4	Readiness for a Changing World	
Measure 4a	Increased percent of students meeting academic milestones, high school graduation and post-secondary success	
Measure 4b	Increase percent of students with a meaningful graduation pathway aligned to their High School & Beyond Plan goals	
Measure 4c	Increased graduation rates	
Measure 4d	Increased access to career-related learning experiences and supports (i.e. experiential learning, CTE, dual credit, internships and apprenticeships opportunities)	
Measure 4e	Student demonstration of <i>Portrait of a Graduate</i> competencies at key transition junctures	

Set Student Learning Targets for the New School Year

	Target Label	Target Description	Alignment with Strategic Plan	
			Which Goal?	Which Measure?
1.	Foundational Skills	Increasing the percent of students exhibiting self regulation or readiness skills as measured by WAKids data from Fall 25-Spring 26 Decrease in MTSS from Spring 25 to spring 26	1	1B
2.	Attendance	By the end of May, 2026, our school will increase overall student attendance by 10% compared to the end of October, 2025 by implementing targeted attendance supports, including personalized outreach to chronically absent students, family engagement initiatives, and incentives. Progress will be monitored monthly using attendance data collected through Qmlativ, and disaggregated by student subgroups including: grade level, students with disabilities, multilingual learners, McKinney Vento, to identify and address inequities. This data will be used to create equity-centered actions plans to support students with the lowest attendance rates.	2	2A
3.	SEL	By Spring 2026, our school will increase the percentage of students who report having a teacher or adult at school who they can count on to help no matter what from 91% to 98%, as measured by the Spring Panorama survey. This goal supports our commitment to fostering a safe, supportive and inclusive environment where every student feels known, valued and connected to a caring adult. Intentionally engage students who may have fewer established relationships, such as new students, those with higher absenteeism, or students from underrepresented groups.	2	2D
4.	Curriculum	Will increase the percentage of students meeting or exceeding grade level standard in reading and math as measured by our iReady Fall 25 and Spring 26 data.	3	3A

Complete Action Sequence for the Focus Area: **One for each Goal(4 total)...**

Student Learning Target(s) for the SY

Label/ID	Target
1B	Increasing the percent of students exhibiting self regulation or readiness skills as measured by WAKids data from Fall 25-Spring 26 Decrease referrals in MTSS from Spring 25 to spring 26

High-leverage Practices, Strategies & Programs to Achieve this Student Learning Target

Practices, Strategies, Programs	Which Pillar (A,B,C,D)?	Which MTSS Tier (1-2-3)?	SY 25/26 Focus (Yes/No)?
Play-based learning in Kindergarten	A: Teac...	T1	Yes
SEL instruction K-5	A: Teac...	T1	Yes
Counselor lead small groups	A: Teac...	T2	Yes
Mobile MTSS tracking for counselor check-ins	A: Teac...	T2	Yes
Summer screening for K	D: Bring...	T1	Yes
	A: Teac...	T1	Yes
	A: Teac...	T1	Yes

Milestones of Progress

[starting set; update throughout the SY; monitor in CPR Card]

TASKS What needs to be done?	Which Measure? Target? Strategy?	Due Date By when?	Lead Person By Whom?

Complete Action Sequence for the Focus Area: One for each Goal(4 total)...

Student Learning Target(s) for the SY

Label/ID	Target
2A	By the end of May, 2026, our school will increase overall student attendance by 10% compared to the end of October, 2025 by implementing targeted attendance supports, including personalized outreach to chronically absent students, family engagement initiatives, and incentives.

High-leverage Practices, Strategies & Programs to Achieve this Student Learning Target

Practices, Strategies, Programs	Which Pillar (A,B,C,D)?	Which MTSS Tier (1-2-3)?	SY 25/26 Focus (Yes/No)?
Family engagement	C: Inves... ▾	T1 ▾	Yes ▾
Community Engagement Board	B: Scho... ▾	T1 ▾	Yes ▾
Incentives	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾

Milestones of Progress

[starting set; update throughout the SY; monitor in CPR Card]

TASKS <i>What needs to be done?</i>	Which Measure? Target? Strategy?	Due Date <i>By when?</i>	Lead Person <i>By Whom?</i>
Monitor attendance monthly			
Family communication			

Complete Action Sequence for the Focus Area: **One for each Goal(4 total)...**

Student Learning Target(s) for the SY

Label/ID	Target
2D	By Spring 2026, our school will increase the percentage of students who report having a teacher or adult at school who they can count on to help no matter what from 91% to 98%, as measured by the Spring Panorama survey.

High-leverage Practices, Strategies & Programs to Achieve this Student Learning Target

Practices, Strategies, Programs	Which Pillar (A,B,C,D)?	Which MTSS Tier (1-2-3)?	SY 25/26 Focus (Yes/No)?
check-in/check-out	A: Teac... ▾	T1 ▾	Yes ▾
Class meetings	A: Teac... ▾	T1 ▾	Yes ▾
Monthly positive communication home for each student	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾

Milestones of Progress

[starting set; update throughout the SY; monitor in CPR Card]

TASKS What needs to be done?	Which Measure? Target? Strategy?	Due Date By when?	Lead Person By Whom?

Complete Action Sequence for the Focus Area: **One for each Goal(4 total)...**

Student Learning Target(s) for the SY

Label/ID	Target
3A	Will increase the percentage of students meeting or exceeding grade level standard in reading and math as measured by our iReady Fall 25 and Spring 26 data.

High-leverage Practices, Strategies & Programs to Achieve this Student Learning Target

Practices, Strategies, Programs	Which Pillar (A,B,C,D)?	Which MTSS Tier (1-2-3)?	SY 25/26 Focus (Yes/No)?
Walk to Read 1,2,3	A: Teac... ▾	T2 ▾	Yes ▾
IMSE training for all K-2 Teachers	C: Inves... ▾	T2 ▾	No ▾
Mystery Writing curriculum	A: Teac... ▾	T1 ▾	No ▾
CRE Residency	C: Inves... ▾	T1 ▾	No ▾
Multi-Lingual Book Study	C: Inves... ▾	T1 ▾	No ▾
Increasing Math LAP	A: Teac... ▾	T2 ▾	Yes ▾
	A: Teac... ▾	T1 ▾	Yes ▾

Milestones of Progress

[starting set; update throughout the SY; monitor in CPR Card]

TASKS What needs to be done?	Which Measure? Target? Strategy?	Due Date By when?	Lead Person By Whom?
Monitor iReady 3 times a year	3A	May 26	Admin

