



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Frank Love Elementary

Year: 2026-27

The Central Vision: Our mission is to cultivate a safe, inclusive community where students feel a sense of belonging and are empowered to grow their knowledge and skills.

Focus Population: English Language Learners

Learning Problem: To increase the rate of growth for our English Language Learners in the area of reading.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

While academic language proficiency requires multi-year development, current Tier 1 and Tier 2 instruction does not yet systematically incorporate the targeted academic vocabulary and language acquisition strategies needed to accelerate ELL reading comprehension.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	Reading iReady diagnostic and growth scores in reading are disproportionately lower for students who are identified as English Language Learners than students who do not identify that way. English Language Learners who are actively receiving English Language Development support account for 17% of our total population yet only 11% of our English Language Learners are at or above standard in Reading(K-5) as reported by the Fall iReady data.
The Systemic Root (What are the causes? Are they interconnected and how?)	Academic language proficiency takes 5-7 years and up to 10 years to develop. Students need more targeted academic language instruction with staffing using various high-leverage instructional strategies. • More language development focus in Tier 1 and 2 instruction • Focus on the following components on Academic Language Acquisition: ○ Academic vocabulary ○ Word Knowledge ○ Oral Language ○ Foundational Skills

- Continued school-wide focus on creating safe and positive learning environments and partnering with families

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

Based on data and root cause analysis, **if** we provide dedicated time through an inclusive master schedule (non-negotiable WIN intervention blocks) along with targeted PD and resources for high-leverage strategies (Language Acquisition, GLAD, and in-class small group interventions), **then** we will increase the percentage of English Language Learners achieving and maintaining grade-level reading proficiency.

We believe this because when all educators foster safe, positive environments, partner with families, and integrate explicit language instruction, student reading comprehension and confidence will rise.

SYSTEMIC GOAL: Strengthen student language acquisition and academic vocabulary to accelerate reading growth and grade-level proficiency for English Language Learners on the i-Ready diagnostic.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction (Instructional & Academic)	Activity: • Explicitly use content and language objectives with success criteria in each lesson • Small group instruction for pre-teaching and re-teaching prerequisite vocabulary, oral language, word knowledge, foundational skills • Include reading, writing, listening, speaking components in each lesson as possible • Use of collaborative learning structures to develop oral language • Use of common scaffolds by adults to support guided instruction	Resources: • Guided Language Acquisition Design (GLAD) • Structured Learning: Focused Instruction, Guided Instruction, Collaborative Learning, Independent Learning • UDL • PLC • Language Acquisition professional development
Culture (Cultural & Emotional)	Activity: • Codifying what it means to have access to Tier I instruction • Creating collective staff efficacy for Tier II and III instruction. • Dedication to making instruction comprehensible	Resources: • Use of checklist to support common understanding of Tier I, II, and III • Observation of colleagues • Time and planning with a broader team (ELD/LAP/Special

		Education) • High leverage instructional strategies for delivering comprehensible input.
Structure (Structural & Policy)	Activity: • Non-negotiable reading intervention blocks • Implement learning routines to enhance academic vocabulary	Resources: • Inclusive master schedule • High leverage instructional strategies

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

By proactively anticipating implementation fatigue and time constraints, our systems thinking approach connects language development strategies directly to existing Tier 1 practices and dedicated collaboration blocks to ensure sustainable execution.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
Feels like one more thing to implement	• Link the structured learning strategies for Tier 1 to practices already in place	• Connects to our commitment to inclusion and individualized instruction
Feeling pressed for time to create scaffolds or identify language objectives	• Provide time for teams to identify language goals for lessons and share language development strategies	• Connects to our commitment collaboration
Implementation fatigue makes staff feel overwhelmed	• School wide commitment to key strategies and designated collaboration time.	• School focus areas

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

By monitoring process metrics (consistent Tier 1 implementation) and experience metrics (student peer discourse), we track the real-time health of our change strategy long before diagnostic test scores are recorded.

Metric Type	Indicator Description	Frequency of Review
The Process Metric (Are we doing it?)	• % of classrooms observed implementing language acquisition	• Monthly

	strategies in their Tier 1 instruction.	
The Experience Metric (How does it feel?)	• Students are using academic language with their peers.	• Quarterly
The Outcome Metric (Did it work?)	• Increased reading comprehension for students who are identified as English Language Learners in iReady and curriculum based assessments	• CBA- unit assessments • iReady 3x/Yearly

Summary of the Changes

By grounding our work in the theory of action that a school-wide focus on language skills drives growth, we have seen increased student engagement in comprehension and overall language development. Cultivating these language skills across classrooms builds student confidence and makes learning more meaningful and accessible for all learners.

Next Steps

1. **Distribute Leadership:** Engage the School Decision-Making Leadership Team (SDLT), teachers, students, and families in taking shared ownership and leadership of this vision.
2. **Prioritize Instructional Strategies:** Identify and focus on key high-leverage language instruction strategies to implement consistently across all grade levels this school year.
3. **Engage Learners:** Actively involve students by gathering their input on which language and learning strategies are most helpful to their individual success.