



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Kenmore Elementary

Year: 2026-27

Principal: Geetha George-Shapiro

The Central Vision: *(North Star)*

Mission & Vision By 2031, our vision is to inspire high achievement in all Kenmore Elementary students, preparing them for a successful future with curiosity, confidence, and a life-long love of learning. Empowering self-confident learners to master academics and embrace lifelong growth through responsive, individualized support.

Focus Population: *(Who is the furthest from racial and educational justice?)*

Multilingual students

Learning Problem: *(Big Picture)*

Despite measurable gains, Kenmore remains on WSIF status, and 2026-27 observation data show growth for multilingual/Latinx learners is still bottlenecked by two connected barriers: language/academic-vocabulary access, and a PLC data-cycle process that isn't yet structured enough to consistently turn diagnostic data into targeted instructional adjustment for this subgroup specifically

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms <i>(What data points are flashing red?)</i>	Despite measurable gains — the improvement isn't yet enough to exit identification
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	The problem of practice isn't a lack of effort or good ideas for multilingual/Latinx learners — it's the lack of structural connection between the supports that already exist: vocabulary instruction, PLC data cycles, and family engagement each operate in their own lane, with no system requiring them to inform and reinforce one another.

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

SYSTEMIC GOAL:

Build the structural connections between vocabulary instruction, PLC data cycles, and family engagement so gains compound instead of staying siloed. By June 2027, the percentage of multilingual/Latinx students reading on grade level will increase from 34% to at least 42% (an 8-point gain), and in math from 32% to at least 40% (an 8-point gain), through embedding academic-vocabulary instruction and GLAD strategies into daily Tier 1 lessons in both ELA and math, and routing the identified decoding-gap subgroup (~23% of grades 3-5 multilingual students) into Tier 2/3 foundational intervention (Sonday, Flyleaf, UFLI). Progress will be measured through i-Ready diagnostics and WIDA ACCESS annual expected progress, disaggregated by subgroup and reviewed every PLC cycle.

Multidimensional Systems	Strategic Activities (<i>The "Work"</i>)	Resource Inputs (<i>The "Fuel"</i>)
Instruction (<i>Instructional & Academic</i>)	Activity: Front-load 5-8 academic vocabulary words per unit using a consistent routine: define → visual → student use → repeated exposure. Embed GLAD strategies (chants, cognitive content dictionaries, sentence patterning charts) into daily Tier 1 lessons for all students. Build in-lesson formative checks to build comprehension (turn-and-talk with sentence frames, whiteboard responses) so gaps surface in real time. Give PLC teams a shared bank of vetted Tier 1 instructional moves to pull from each cycle.	Resources: Lesson-planning templates that require a vocabulary step. Targeted coaching (not just PD days) on Into Reading / Math Genius Squad vocabulary components. Bilingual anchor charts and translated key-vocabulary cards in the classroom.
Culture (<i>Cultural & Emotional</i>)	Activity: Shift PLC team norms toward shared accountability — "did our adjustment reach the student" as a standing team question. Build a genuine two-way channel with families: a translated feedback form, or a standing question posed at Coffee & Conversations. Make PLC-identified instructional adjustments the actual content of family communication, in home language.	Resources: Coffee & Conversations and existing multilingual family events, repurposed as feedback points. Interpretation/translation capacity built into every family touchpoint. REJ student team and REJ family partnership as a natural home for family-voice collection.
Structure (<i>Structural & Policy</i>)	Activity: Standing PLC protocol: disaggregated data review → named gap → committed adjustment → documented entry, every cycle. Short-cycle follow-up (2-3 weeks) added to PLC meetings, not just quarterly review. Standing PLC agenda item: "family input received since last cycle." Named facilitator/protocol-holder role per PLC team. Pilot the family loop at one entry point first, then scale.	Resources: One-page shared PLC protocol template, used by every grade-level team. Protected, recurring PLC time explicitly earmarked for this protocol. A named owner ensuring family input reaches PLC agendas.

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
A new mandatory PLC protocol could feel like added compliance burden on top of existing PLC work, especially for teams already stretched thin.	Keep the protocol to one page and pair its rollout with removing or consolidating an existing, less essential PLC task.	Structure → Culture: a structural fix imposed without addressing teacher capacity risks undermining the shared-accountability culture it's meant to build.
Piloting the family feedback loop at one event first may mean some families feel heard while others don't yet have an entry point, if not communicated clearly.	Be explicit with all families that this is a pilot expanding over the year, and share the timeline for when other channels will open.	Culture → Structure: a phased rollout needs a structural communication plan so it reads as intentional sequencing, not unequal access.
Embedding vocabulary instruction and GLAD strategies into every Tier 1 lesson could slow pacing through curriculum content if not carefully scoped.	Scope vocabulary front-loading to 5-8 words per unit (not open-ended) and monitor pacing alongside the PLC's short-cycle follow-up.	Instruction → Structure: without a data check-in built into the PLC cycle, a pacing tradeoff could go unnoticed until an outcome metric flags it much later.

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	% of PLC cycles that produce a documented, EL/Latinx-specific instructional adjustment. % of PLC cycles with a documented family-input touchpoint. Fidelity of vocabulary front-loading and GLAD strategy use across classrooms (walkthrough data).	Every PLC cycle, with a short-cycle (2-3 wk) follow-up review.
The Experience Metric <i>(How does it feel?)</i>	Panorama data on student self-efficacy and emotion regulation. Family feedback collected through the new two-way channel (Coffee & Conversations, translated forms).	Fall and Spring (Panorama); ongoing at each family touchpoint.
The Outcome Metric <i>(Did it work?)</i>	iReady math/reading diagnostics and SBA proficiency, by subgroup. WIDA ACCESS annual expected progress for English Learners. WSIF identification status and score trend.	Semester / Yearly.

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)

For 2026-27, the shift is from three parallel goals to one connected system built around multilingual/Latinx learners: vocabulary instruction embedded into daily Tier 1 lessons, a required PLC protocol that converts data into documented action, and a genuine two-way family feedback loop that carries PLC insights home and brings family knowledge back into instructional planning. The intent isn't to add new initiatives — it's to build the structural connections between the strong practices Kenmore already has. Next steps: (1) finalize the PLC protocol template and identify a facilitator per team before the next PLC cycle; (2) launch the family feedback pilot at one entry point this month, per the planning already underway; (3) fill in the 2026-27 WSIF, iReady, and WIDA figures once finalized, along with the specific PLC and family-loop observations that confirmed Drivers 2 and 3, so the Surface Symptoms data in Section 2 is fully evidenced rather than partially placeholder.

Distribution of Leadership

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