



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Kenmore Middle School

Year: 2026-27

The Central Vision: (Polaris) Improving reading comprehension of informational text

Focus Population: (Who is the furthest from racial and educational justice?) Latino students who are two or three grade levels below in reading and not participating in Tier 2 reading interventions. The students who are three grade levels below have IEPs and are not in the Tier 2 reading interventions (this was necessary due to the capacity of the interventions).

Learning Problem: (Big Picture) Students have not yet learned strategies to comprehend and utilize informational texts.

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>	Low iReady scores on informational text questions based on reading abilities.
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	Students' understanding of and performance on informational text questions and tasks demonstrates a need for more strategies that promote deeper analysis, engagement, and reading stamina.

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If staff are trained in and consistently use a shared set of strategies like summarizing a text, identifying evidence from texts, Socratic Seminars, marking the text, types of text structures, signposts, and the A-List vocabulary words, then students will improve their comprehension of nonfiction texts.

SYSTEMIC GOAL: Students of focus will improve their reading comprehension of informational texts.

This will be measured by improving from a school wide average of 7.4 out of 10 to 8.4 out of 10 on the [KITA](#) (Kenmore Informational Text Assessment) measuring both the literal and inferential levels ([DOK](#) Levels) and improving from a school wide average of 9 out of 15 to 13 out of 15 on the A-List Quiz. We have 11 students of

focus identified. Their baselines are an average of 4.5 on the KITA and an average of 5.9 on the A-List Quiz. Our goals for the students of focus are to increase the averages to 5.5 for the KITA and 9.9 for the A-List Quiz.

Strategies include learning activities on:

- Summarizing a text
- Identifying evidence from text to support reasoning
- Participation in Socratic Seminars / Philosophical Chairs about the text
- Increasing stamina by completing the [Marking the Text](#) ([printable slides](#) with EduProtocol) and [additional reading steps](#) from collaborative SAP brainstorming list
- Understanding the types of text structures (ELA) and signposts (school wide)
- Learning the A-List vocabulary

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	Activities: Staff training on reading strategies - Kenmore Conference, monthly staff meetings Strategies include lessons on: • Summarizing a text • Identifying evidence from text to support reasoning • Participating in Socratic Seminars / Philosophical Chairs about the text • Increasing stamina by completing the Marking the Text (printable slides with EduProtocol) and additional reading steps • Understanding the types of text structures (ELA) and signposts (school wide) • Learning the A-List vocabulary	Resources: Professional Development Days, AVID resources, staff database of collected reading resources
Culture <i>(Cultural & Emotional)</i>	Activities: Consistent use of informational text protocol/tool in Science, ELA, and SS. Building a culture of reading across campus through various activities developed by the reading committee (such as #ColtsRead, Bookies &	Resources: AVID resources (for example, marking the text), staff database of collected reading resources, and scheduling time for conferences.

	Cookies, Battle of the Books, etc). Feeling a sense of success when reading informational text by students working on the strategies listed in the instruction section above. School wide AVID goal: We are working on reading comprehension by marking the text.	
Structure <i>(Structural & Policy)</i>	Activities: Revising onboarding lessons, building & integrating reading strategies into content areas, scheduling time for reading assessments	Resources: SDLT Onboarding Lessons, utilizing content-specific informational texts, reading assessments

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
If we pull students for intervention, they might miss important announcements in Colt Time, and an opportunity to build community during and for a snack during nutrition break.	Interventions will be scheduled during Tutorial Tuesdays so no announcements are missed, snacks will be provided, and community building in clubs is possible.	Colt Time is our advisory period where students are informed about what is happening at school. If they miss this period they may not know about opportunities at school that are outside of classes. Additionally, not participating in Colt Time may result in feeling disconnected.
Teachers may feel overwhelmed by integrating new reading strategies.	Staff professional development on reading strategies through the Kenmore Conference and monthly staff meetings. TheScience department	Mostly impacts instruction and culture. SDLT will collect and discuss feedback from departments.

	volunteered to implement the text structures lessons and assessments (KITA).	
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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>	All staff report % of classrooms observed using reading strategies.	Monthly
The Experience Metric <i>(How does it feel?)</i>	All student survey results on "Marking the Text"	Quarterly
The Outcome Metric <i>(Did it work?)</i>	All students: Improving from a school wide average of 7.4 out of 10 to 8.4 out of 10 on the KITA (Kenmore Informational Text Assessment) measuring both the literal and inferential levels (DOK Levels). The KITA will be embedded in Science classes. Improving from a school-wide average of 9 out of 15 to 13 out of 15 on the A-List Quiz. Students of focus: Improving averages to from 4.5 to 5.5 for the KITA and 5.9 to 9.9 for the A-List Quiz.	Five times: September, October, November, January, March

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?)