



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Lockwood Elementary

Year: 2026-27

The Central Vision (North Star): Every Lockwood student feels a strong sense of belonging, receives rigorous and responsive instruction, and makes meaningful academic growth, regardless of background, language, disability, or prior educational experience.

Focus Population:

Multilingual Learners (MLs), with particular attention to long-term ELs in grades 4–5.

Our 2025–26 data show that our most persistent reading gap is among multilingual learners as they move into the upper grades. While 78% of students in grades 3–5 are reading on grade level, only 17% of EL students are. The drop is especially clear from grade 3 (75%) to grade 4 (10%) and grade 5 (0%).

This is not primarily a newcomer issue. Most of our grade 4–5 EL students have been identified for three or more years. Our data also show that EL status is more closely connected to the reading gap than Hispanic/Latino identity alone. For 2026–27, we will focus our work on helping long-term multilingual learners sustain reading growth as the language and complexity of texts increase, while continuing to monitor Hispanic/Latino students as an important overlapping group.

Learning Problem:

Lockwood has built a strong early-literacy and relational foundation, but we are not yet sustaining that success for multilingual learners as students move into grades 4–5. In 2025–26, 87% of K–2 students were reading on grade level, while only 17% of EL students in grades 3–5 were. The drop is especially significant from grade 3 (75%) to grade 4 (10%) and grade 5 (0%).

Most of our grade 4–5 EL students are long-term ELs, so this is not primarily a newcomer issue. Our data also point more strongly to EL status than Hispanic/Latino identity as the driver of the reading gap. We need to strengthen how we support multilingual learners with academic language, complex texts, comprehension, and grade-level work while coordinating supports for students with IEPs and 504 plans.

Our challenge is not a lack of early literacy or relationships; it is making sure those strengths translate into sustained reading growth as students move into the upper grades.

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>	• Early literacy is a strength: 87% of K–2 students were on grade level in 2025–26, our strongest result in four years. • The gap emerges in grades 4–5: 78% of grades 3–5 students were on grade level compared with 17% of EL students; EL performance dropped from 75% in grade 3 to 10% in grade 4 and 0% in grade 5. • This is primarily a long-term EL issue, not a newcomer or Hispanic/Latino issue. Most grade 4–5 ELs have been identified for three or more years. • Our focus: ensure multilingual learners have consistent access to rigorous, grade-level reading, strong academic-language support, and coordinated intervention as reading demands increase.
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	Our central opportunity is to ensure long-term multilingual learners consistently access rigorous grade-level reading, strong academic-language support, targeted intervention, and coordinated services when needed. We will strengthen student ownership and family partnership while maintaining rigor, belonging, and access to grade-level learning.

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

This section asks you to view your strategy through three multidimensional systems (Instruction, Culture, Structure) to ensure it is holistic.

SYSTEMIC GOAL: Increase sustained grade-level reading growth for long-term multilingual learners, particularly in grades 4–5, by strengthening the connection among rigorous Tier 1 instruction, academic-language development, targeted intervention, student agency, and family partnership.

Increase sustained grade-level reading growth for multilingual learners by strengthening the connection among rigorous Tier 1 instruction, academic-language development, targeted intervention, student agency, and family partnership.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	Strengthen grade-level literacy and language support so long-term MLs sustain growth in grades 4–5. • Use data to target instruction and support. • Focus on the grade 3–4 transition. • Maintain rigorous, grade-level work with appropriate scaffolds. • Use WIN to address gaps without replacing core instruction. • Coordinate ML, literacy, and special education support.	PLC and collaboration time; i-Ready and common assessments; grade-level curriculum and complex texts; literacy/ML support; WIN/intervention time; instructional coaching; academic-language resources; and special education collaboration.

Culture <i>(Cultural & Emotional)</i>	Strategic Activities (The "Work") Build on our strong relationships by connecting student voice, reading confidence, and ownership of learning. • Help MLs understand their reading goals and growth. • Use student voice to identify what supports them with challenging texts. • Maintain high expectations while providing the language support students need. • Continue culturally responsive family and student engagement.	Resource Inputs (The "Fuel") Second Step; Zones of Regulation; PBIS; Community Circles; morning meetings; counselor/Guidance Team support; multilingual resources; student voice opportunities; student goal-setting tools; reading conferences; family engagement structures; culturally responsive practices.
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Structure <i>(Structural & Policy)</i>	Activity: Strengthen MTSS so we review academic, language, and student-support data together. • Monitor EL reading growth from grades 3–5. • Review access to grade-level instruction, intervention, and complex texts. • Coordinate EL, intervention, and special education supports. • Protect PLC time for teams to review data and adjust instruction. • Keep family communication accessible in home languages.	Resources: MTSS and PLC time; i-Ready and common assessments; WIN/intervention blocks; ML and special education support; multilingual family communication; and district resources.
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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
Keep intervention within WIN when possible, while ensuring students still access grade-level instruction, enrichment, and support. For MLs, target specific needs without lowering rigor.	Focus on removing barriers and increasing access to rigorous learning. Use strengths-based language and student voice, and review EL and Hispanic/Latino data separately.	<i>Instruction + Structure + Culture:</i> Equity work should affirm student identity while improving access to rigorous instruction.

Focusing on multilingual learners could unintentionally feel like singling students out or create a deficit view, especially where EL and Hispanic/Latino identities overlap.	<i>Frame the work around removing systemic barriers and strengthening opportunities rather than fixing students. Include student voice and strengths in data conversations.</i>	Culture + Instruction: <i>Equity work should affirm student identity while improving access to rigorous instruction.</i>
<i>Additional data collection and monitoring could increase workload for teachers.</i>	Use existing i-Ready, common assessments, student work samples, conferring notes, intervention records, and Panorama data rather than creating multiple new measures. Establish a small number of agreed-upon indicators and use existing PLC/MTSS routines to review them.	<i>Structure: Build the work into existing PLC and MTSS systems.</i>
<i>Increased emphasis on literacy could reduce attention to social-emotional development and belonging.</i>	Continue monitoring belonging and engagement alongside academics, using these strengths to build reading confidence, persistence, and student agency.	Culture + Instruction: <i>Belonging and academic achievement are interconnected rather than competing priorities.</i>
Continue home-language communication and flexible family engagement, using our Spanish-language capacity while supporting all Lockwood families' language needs.	<i>Continue home-language communication, interpretation, flexible engagement opportunities, listening sessions, and Natural Leaders to ensure family voice informs the work.</i>	Culture + Structure: <i>Family partnership becomes part of the system rather than an add-on</i>

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 grade-level teams regularly reviewing disaggregated reading data, including EL status and grade level, and identifying specific instructional responses for multilingual learners not yet demonstrating expected growth.	<i>Monthly PLC</i>
	Evidence that multilingual learners receiving additional support are accessing targeted, standards-aligned instruction while continuing to engage with grade-level texts and tasks, and that intervention is not unnecessarily replacing grade-level learning opportunities.	Evidence from student work, observations, or PLC review that multilingual learners in grades 4–5 are engaging with grade-level texts and tasks with language scaffolds that maintain the intended level of cognitive demand.
	Implementation of agreed-upon literacy practices, including K–2 Structured Literacy components and the agreed-upon grades 4–5 practices supporting academic language, complex text comprehension, and grade-level reading access for multilingual learners.	Evidence from student work, observations, or PLC review that multilingual learners in grades 4–5 are engaging with grade-level texts and tasks with language scaffolds that maintain the intended level of cognitive demand.

The Experience Metric <i>(How does it feel?)</i>	Multilingual learners' Sense of Belonging, Classroom Engagement, Valuing of School, Emotion Regulation, and Self-Efficacy, with particular attention to students in grades 4–5.	<i>Quarterly/Survey Windows</i>
	Student voice from multilingual learners, particularly grades 4–5, regarding whether they feel supported, capable, challenged appropriately, and able to access and succeed with grade-level reading tasks.	<i>Quarterly</i>
	Family feedback regarding communication, accessibility, partnership, and understanding of how to support multilingual learners' reading development, particularly as students encounter increasingly complex grade-level texts.	<i>Twice yearly</i>
The Outcome Metric <i>(Did it work?)</i>	Multilingual learners' percentage at or above grade level on i-Ready ELA, with specific monitoring of grades 4–5 and the transition from grade 3 to grade 4.	<i>Fall/Winter/Spring</i>
	Multilingual learners' Typical and Stretch Growth attainment on i-Ready ELA, with particular attention to grades 4–5 and students who begin the year below grade level.	<i>Fall/Winter/Spring</i>

	Multilingual learners' reading proficiency on the SBA, with grade-level disaggregation for grades 3–5 when sample sizes permit.	<i>Annually</i>
	Percentage of multilingual learners demonstrating at least one year's reading growth, with accelerated growth for students below grade level, monitored by grade level and particularly for grades 4–5.	<i>Fall/Winter/Spring</i>
	Percentage of grade 4–5 multilingual learners demonstrating measurable progress toward grade-level reading expectations from fall to spring, including movement across i-Ready placement levels and/or meaningful scale-score growth.	Fall/Winter/Spring

Summary of the Changes

Lockwood will build on its strong K–2 literacy foundation and improved student belonging while focusing more intentionally on sustaining reading growth for long-term multilingual learners in grades 4–5.

The new data show that the upper-grade reading gap is more closely associated with EL status than Hispanic/Latino identity alone, with the greatest decline occurring between grades 3 and 4. Our work will therefore focus on ensuring multilingual learners have consistent access to rigorous grade-level text, academic-language support, targeted intervention, and coordinated services as reading demands increase.

Next Logical Steps

- Establish Spring 2026 i-Ready and SBA baselines.
- Monitor grades 3–5 EL reading growth, especially the grade 3–4 transition.
- Examine access to grade-level instruction, language scaffolds, and intervention.
- Strengthen student agency and family partnership around reading.
- Use MTSS to connect academic, language, and student-experience data.

