



## Northshore School District Ruby Bridges Elementary

### School Action Plan

---

#### SECTION 1: THE BACKGROUND

**School Name:** Ruby Bridges Elementary School

**Year:** 2026-2027

##### **The Central Vision: (North Star)**

Ruby Bridges Elementary is a community of belonging where each member is empowered to engage in meaningful inquiry, exploration, and discovery to become active, compassionate global citizens.

**Our vision for each member of the Ruby Bridges Elementary School community is:  
YOU ARE A LEARNER. YOU ARE A LEADER. YOU BELONG HERE.**

Ruby Bridges Elementary is a fully inclusive school community where all staff collaborate to create conditions for learning, leading and belonging for each student. We believe learning happens best in community, and our school's design of systems, services and instructional practices are aligned to this belief. We are organized to amplify and enact these key inclusionary principles and practices which create the framework of successful inclusive schooling:

- Inclusive Mission and Vision
- Inclusive Core Master Schedule
- Flexible Service Delivery
- Co-planning, Collaboration and Co-Teaching
- Inclusive Universally Designed Instruction
- Inclusive IEPs
- Sustained Family and Community Engagement

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

- **Students receiving Special Education services (K–5):** Demonstrating annual growth but achieving grade-level proficiency at lower rates than their peers.
- **Multilingual Hispanic/Latino students:** Demonstrating consistent learning progress but lagging behind broader demographic groups in achieving grade-level standard proficiency.

##### **Learning Problem: (Big Picture)**

Our students receiving special education services and our multilingual Hispanic/Latino students show encouraging annual growth. However, a significant gap remains between



their growth trajectories and grade-level proficiency compared to their peers in reading and math. Panorama survey data reveals that these same student groups report lower perceptions of self-efficacy especially in their perceived ability to solve complex problems and persist through challenging tasks academically.

Core structural analysis indicates that curriculum access and inclusive service delivery are not the root causes of these disparities. While targeted reading interventions have proven successful, our mathematics interventions require greater alignment, content depth, and fidelity. Our goal is to ensure that students' classroom experiences translate into independent mastery and a strong, resilient sense of academic self-efficacy. We are also committed to strengthening the level of strategic intensive interventions targeted to address content and skill gaps present for specific students in reading and math across all grade levels.

## SECTION 2: THE SYSTEMIC NARRATIVE

### ROOT CAUSE

| The Holistic Inquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Surface Symptoms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>Upon review of our learning outcome data, there are disparate outcomes for some student groups both in overall levels of progress and in their growth</i></p> <table><tr><td><p><b>All student achievement in ELA</b></p><ul style="list-style-type: none"><li>Improved to <b>81%</b> from <u>58%</u> of students meeting or exceeding standards _</li><li>Improved to <b>66%</b> from <u>33%</u> of students in mid to above grade level standard</li><li>Reduce the number of students in Tier 2 and at risk for Tier 3 to <b>15%</b> from <u>33%</u></li><li>Reduced the percentage of students below or well below standard from <u>9%</u> to <b>3%</b></li></ul><p><i>Median progress toward annual typical growth for all students is <b>136%</b></i></p><p><b>*All students within Special Education and Hispanic/Latino students within ELD show</b></p></td><td><p><b>All student achievement in Math</b></p><ul style="list-style-type: none"><li>Improved to <b>82%</b> from <u>46%</u> of students meeting or exceeding standards</li><li>Improved to <b>69%</b> from <u>29%</u> of students in mid to above grade level standard</li><li>Reduce the number of students in Tier 2 and at risk for Tier 3 to <b>15%</b> overall</li><li>Reduced the percentage of students below or well below standard from <u>9%</u> to <b>4%</b></li></ul><p><i>Median progress toward annual typical growth for all students is <b>121%</b></i></p></td></tr></table> | <p><b>All student achievement in ELA</b></p> <ul style="list-style-type: none"><li>Improved to <b>81%</b> from <u>58%</u> of students meeting or exceeding standards _</li><li>Improved to <b>66%</b> from <u>33%</u> of students in mid to above grade level standard</li><li>Reduce the number of students in Tier 2 and at risk for Tier 3 to <b>15%</b> from <u>33%</u></li><li>Reduced the percentage of students below or well below standard from <u>9%</u> to <b>3%</b></li></ul> <p><i>Median progress toward annual typical growth for all students is <b>136%</b></i></p> <p><b>*All students within Special Education and Hispanic/Latino students within ELD show</b></p> | <p><b>All student achievement in Math</b></p> <ul style="list-style-type: none"><li>Improved to <b>82%</b> from <u>46%</u> of students meeting or exceeding standards</li><li>Improved to <b>69%</b> from <u>29%</u> of students in mid to above grade level standard</li><li>Reduce the number of students in Tier 2 and at risk for Tier 3 to <b>15%</b> overall</li><li>Reduced the percentage of students below or well below standard from <u>9%</u> to <b>4%</b></li></ul> <p><i>Median progress toward annual typical growth for all students is <b>121%</b></i></p> |
| <p><b>All student achievement in ELA</b></p> <ul style="list-style-type: none"><li>Improved to <b>81%</b> from <u>58%</u> of students meeting or exceeding standards _</li><li>Improved to <b>66%</b> from <u>33%</u> of students in mid to above grade level standard</li><li>Reduce the number of students in Tier 2 and at risk for Tier 3 to <b>15%</b> from <u>33%</u></li><li>Reduced the percentage of students below or well below standard from <u>9%</u> to <b>3%</b></li></ul> <p><i>Median progress toward annual typical growth for all students is <b>136%</b></i></p> <p><b>*All students within Special Education and Hispanic/Latino students within ELD show</b></p> | <p><b>All student achievement in Math</b></p> <ul style="list-style-type: none"><li>Improved to <b>82%</b> from <u>46%</u> of students meeting or exceeding standards</li><li>Improved to <b>69%</b> from <u>29%</u> of students in mid to above grade level standard</li><li>Reduce the number of students in Tier 2 and at risk for Tier 3 to <b>15%</b> overall</li><li>Reduced the percentage of students below or well below standard from <u>9%</u> to <b>4%</b></li></ul> <p><i>Median progress toward annual typical growth for all students is <b>121%</b></i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Pedagogical &amp; Content Confidence:</b> Content expertise across reading, writing, and math varies. Teachers need consistent support in universal design and unit planning to scale complexity effectively.</p> <p><b>Student Agency &amp; Discourse:</b> Survey and observational data show passive student engagement and lower self-efficacy particularly among our students who are furthest from academic mastery. Classrooms need more structured opportunities for students to talk through their mathematical and linguistic reasoning, engage in productive struggle and self-check their understanding of academic content.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## SECTION 3: THE INTERCONNECTED ACTION MAP

### THEORY OF ACTION

**IF (Instruction):** Ruby Bridges educators increase teacher clarity, strengthen content knowledge (in structured literacy, writing, and mathematical reasoning), and apply Universal Design for Learning (UDL) principles with firm grade-level goals while fostering productive struggle and student voice...

**AND (Culture & Structure):** We build collective staff efficacy in MTSS universal screening, progress monitoring, and targeted intervention/acceleration for both reading and math through collaborative planning...

**THEN:** Our students—especially those receiving special education services and multilingual Hispanic/Latino learners—will experience a cohesive system of core instruction, intensive support, and engaging learning that builds independent mastery and self-efficacy.

### SYSTEMIC GOAL:

Ruby Bridges will increase academic mastery in reading and math, with a specific focus on impacting outcomes for our learners receiving special education services and our Hispanic/Latino multilingual learners, through improved teacher clarity, strengthening staff instructional content knowledge and improving staff efficacy in universal instructional design. Through implementation of rigorous core content instruction and opportunities for more productive academic struggle in the inclusive model paired with universal screening and progress monitoring to drive our intensive intervention, we will ensure each learner is given access and opportunities to grow skills and self-efficacy in their learning experiences in both English Language Arts and Math.

| Multidimensional Systems                                                                                                                                                                                                                            | Strategic Activities<br>(The "Work")                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resource Inputs<br>(The "Fuel")                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Instruction</b><br/>(Instructional &amp; Academic)</p> <p>Increase academic mastery in reading and math by improving teacher clarity, depth of content knowledge and universal instructional design aligned with standards and curriculum</p> | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>-Increase all staff content knowledge related to both reading and math instruction across the school year by engaging in book study, professional learning activities specific to focus topics</li> <li>-Engage all staff in work with lesson and unit design tools focused on specific learning goals, universal design and scaling complexity to meet all students' needs</li> <li>-Focus lesson study, teaming and evaluation/observation on building staff capacity and recognizing areas of strength in teacher clarity and high expectations with high support strategies in the classroom</li> <li>-Support staff for meeting and release times to observe effective instruction within the school building and to building collaboration/alignment across classrooms</li> </ul> | <p><b>Building Content and Instructional Strategy Knowledge:</b></p> <ul style="list-style-type: none"> <li>-NSD provided professional development for HMH Structured Literacy K-2</li> <li>-Self-regulated Strategy Development structured writing professional development</li> <li>-UFLI professional learning resources specific to intervention implementation</li> <li>-Developing Mathematical Reasoning K-2 and 3-5 professional learning text</li> <li>-Productive Math Struggle professional learning text</li> </ul> <p><b>Building Teacher Clarity and Instructional Design Capacity:</b></p> <ul style="list-style-type: none"> <li>-Inclusive Instructional Planning and Backwards Design professional learning and resources from Dr. Shelley Moore</li> <li>-High Leverage Practices resources from CEEDAR University of Florida</li> <li>-Universal Design for Learning flowchart and resources based on content areas from Novak Educational Resources</li> </ul> <p><b>Collaboration/Time:</b></p> <ul style="list-style-type: none"> <li>-Use of staff meetings, afternoon PD times and weekly collaboration on Wednesdays to engage in staff professional learning,</li> </ul> |

|                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>collaboratively led team meetings and planning cycles utilizing new learning and the aforementioned resources; staff teams will be provided specific release time for backwards design and curriculum connected planning during the first semester and possibly in the spring</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Culture</b><br/>(Cultural &amp; Emotional)</p> <p>Increase students' experiences of instructional belonging and academic efficacy by improving identity-affirming strategies and increased opportunities for productive struggle and voice across the school day</p> | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>-Increase student recognition aligned to learner attributes, leadership and self-efficacy through classroom Otter awards, monthly specialist recognition and specialist/recess/commons recognition systems</li> <li>-Monthly positive affirmation notes and recognition of improved engagement and productive struggle efforts to students using staff-wide tracking system</li> <li>-Implement regular student connection conversations with admin in the lunch periods of each grade level lunch</li> <li>-Each grade level will implement a more focused classroom meeting structure aligned with belonging, efficacy, engagement and leadership goals</li> <li>-Grades K-2 will implement a collaborative SEL instruction period connecting classroom teacher, support services certs</li> </ul> | <p><b>Staff Specific:</b></p> <ul style="list-style-type: none"> <li>-Staff and School Designed SEL/REJ lesson materials</li> <li>-Pilot materials from AWSP/AWSL for classroom meetings and lessons connected to student leadership, self-efficacy and peer to peer engagement</li> </ul> <p><b>Student Specific:</b></p> <ul style="list-style-type: none"> <li>-Staff and School Designed SEL/REJ lesson materials in School-wide Padlet</li> <li>-Redesigned Tier 1 School-wide Learner Attributes materials, affirmation tools and recognition systems aligned to identity-affirmation and recognizing learning and leading across the school day</li> </ul> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>-NSD Panorama screeners and school-designed K-2 screeners aligned with Panorama for 1:1/group and mentorship planning</li> <li>-Second Step, Kelso's Choice, Staff Designed Lessons</li> </ul> |

|                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                             | <p><i>and counselor into co-designed lessons for all students in Tier 1</i></p> <p><i>Specialist team will develop a specific support opportunity based on their unique schedule, skills and student connections to bolster relationship and connection with students</i></p> <p><i>Specialist team will develop an ongoing communication system to celebrate students and create more frequent school to home connections</i></p> <p><i>Student leadership group will be launched with newly designed specific leadership roles to bolster student voice and engagement in committees, school activities and events</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Structure</b><br/>(Structural &amp; Policy)</p> <p><i>Strengthen collaborative planning and MTSS implementation using universal screening tools, intervention with fidelity and professional learning community structures to assess efficacy</i></p> | <p><b>Activity:</b></p> <p><i>-Improving master schedule by identifying specific classroom meetings, SEL/REJ lesson times and math intervention time blocks</i></p> <p><i>-Engage staff teams in supported collaborative teaming experiences using the backwards design and collaboration tools from Dr. Shelley Moore</i></p> <p><i>-Support grade level teams to ensure clear identification of universal screeners, tools and process for progress monitoring with the screeners across the school year</i></p> <p><i>-Engage with teams to build intervention groups based on</i></p>                                    | <p><b>Resources:</b><br/><b>Collaboration/Time:</b></p> <p><i>-Use of staff meetings, afternoon PD times and weekly collaboration on Wednesdays to engage in staff scheduling, planning and review of student data</i></p> <p><b>Universal Screeners/Data:</b></p> <p><i>-Quick Phonics Screener</i><br/><i>-UFLI Screener for Lesson Placement</i><br/><i>-Delta Math Screener</i></p> <p><b>MTSS Capacity Building:</b></p> <p><i>-Inclusive Instructional Planning and Backwards Design professional learning and resources from Dr. Shelley Moore</i><br/><i>-High Leverage Practices resources from CEEDAR University of Florida</i></p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                     |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|  | <p><i>increasing intensity aligned to student needs</i></p> <p><i>-Provide specific training and support to SDLT/team leads to support agendas, focus areas and process for inclusive planning and instructional design process</i></p> <p><i>-Design staff meetings to provide ongoing overlap between teams and roles to help bridge knowledge, communication or implementation gaps</i></p> | <p><i>-UW Haring Center Inclusive Principles/Practices Tool</i></p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|

## SECTION 4: THE RIPPLE EFFECT SCAN

### SYSTEMS THINKING

| Potential Negative Ripple                                                                                                                                                                  | The Mitigation Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Cross-System Connection                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>As we are building staff efficacy in content instruction, staff may feel overwhelmed or a reduced sense of efficacy in their instructional work during the ramping up phase.</i></p> | <p><i>Intentional planning and discussion of the concept of the Learning Pit along with low demand, ongoing check-ins on progress toward individual goals for instruction</i></p> <p><i>Committing a maximized staff development time for professional learning to include planning time for the implementation of new learning</i></p> <p><i>Closing each learning time with a feedback opportunity that allows staff to identify the next right support for their learning paired with review of learning, plans and resources with SDLT to gauge alignment and</i></p> | <p><i>Connects to Culture and Instruction as we seek to support staff in their collaboration, identification of goals or areas of personal challenge and orientation toward ongoing learning professionally as it relates to instruction.</i></p> |

|                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                           | <i>relevance for each part of the group</i>                                                                                                                                                                                                                                                                                                                                |                                                                                                                                          |
| <i>As we are adjusting processes to increase our Tier 1 alignment and adding new areas of focus in belonging, identity-affirmation and efficacy, staff may feel unclear about process or need more support to implement something new or refined from previous years.</i> | <i>We are beginning with staff reviewing the proposed ideas and sharing input. As we roll out our new processes or ideas, the SDLT team and grade level teams are providing ongoing feedback about implementation and helping us to refine. We are also adjusting and trying to increase our overall building clarity and efficiency as the team provides us feedback.</i> | <i>Connects to Culture and Systems as we focus on implementation of systems and structures aligned to our goals for student learning</i> |
| <i>Students may perceive academic instruction differently as modalities and a stronger focus on firm goals and frequency of student engagement strategies are employed.</i>                                                                                               | <i>For some students this may be a positive experience while others may be overwhelmed or feel less capable in the learning. Changes in mechanisms for measuring success or expectations may create new challenges or needs for support among different student groups.</i>                                                                                                | <i>Connects to both instruction and culture as we make shifts in the instructional core overall</i>                                      |

## SECTION 5: MONITORING THE WHOLE

### LEAD INDICATORS

| <b>Metric Type</b>                              | <b>Indicator Description</b>                                                                                                                                                                                                                                 | <b>Frequency of Review</b> |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>The Process Metric</b><br>(Are we doing it?) | <i>% of grade level teams administering universal screening and progress monitoring standardized tools to inform intervention cycles</i><br><i>% of grade level teams using progress monitoring data to assess intervention efficacy and adjust grouping</i> | Monthly                    |

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|                                                             | <p><i>% of classrooms utilizing productive struggle and engaging in thinking routines through a universal design lens during walkthroughs and observations</i></p> <p><i>% of grade level teams showing evidence of scaling for complexity in inclusive instructional design process during weekly planning, professional learning meetings and team releases</i></p>                                                                                                                                        |                                     |
| <p><b>The Experience Metric</b><br/>(How does it feel?)</p> | <p><i>% students identifying feelings of efficacy and/or clarity in instructional focus and mastery in classroom walkthroughs</i></p> <p><i>% of staff reporting relevancy and connectedness of professional learning and/or inclusive instructional planning to our strategic goals</i></p> <p><i>% of observations and walkthroughs where elements of intervention implementation demonstrate alignment to data, resource mapping, standardized tools and/or teacher clarity in intervention focus</i></p> | Monthly                             |
| <p><b>The Outcome Metric</b><br/>(Did it work?)</p>         | <p><i>% of observations and walkthroughs where elements of intervention implementation demonstrate alignment to data, resource mapping, standardized tools and/or teacher clarity in intervention focus</i></p> <p><i>% of students showing improved reading and math skills based on identified metrics</i></p>                                                                                                                                                                                             | Monthly, Semester and Yearly review |

---

## 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?)*