

READING ACTION PLAN
Key Performance Outcome:
2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 70.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 68%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 72.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	16.7	56.4	26.9	Reading	11.0	39.7	49.3	Reading	6.0	50.6	43.4
Listening and Speaking	10.3	57.7	32.1	Listening and Speaking	11.0	49.3	39.7	Listening and Speaking	10.8	53.0	36.1
Writing	10.3	53.8	35.9	Writing	13.7	42.5	43.8	Writing	6.0	44.6	49.4
Research/Inquiry	6.4	50.0	43.6	Research/Inquiry	9.6	49.3	41.1	Research/Inquiry	10.8	34.9	54.2

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Implement instruction for shared reading, guided reading, close reading, LLI and teaching how to cite evidence Use iReady data (3-5), and DRA K-2 data to identify areas of focus for instruction 	<ul style="list-style-type: none"> Reach Unit Assessments SBA Interim Assessments (3-5) DRA Progress Monitoring, DRA data (K-2), iReady data (3-5) LLI data for 1st-3rd grade specifically selected students
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Analyze Reach literacy assessments and check equity target attainment 	<ul style="list-style-type: none"> Reach Unit Assessments
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Provide specific literacy instruction to small focused groups, Leveled Literacy Intervention (LLI), Guided Reading Groups (K-5) 	<ul style="list-style-type: none"> DRA data (K-2), iReady data (3-5)

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.c TL 1.2.a.b	<ul style="list-style-type: none"> • Third through fifth grade teams will administer, score, and analyze SBA Interim Block Assessments to identify areas of instructional focus 	<ul style="list-style-type: none"> • SBA Interim Block Assessments (3-5)
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> • Set and monitor students meeting independent reading goals with the use of Accelerated Reader (AR) in 1st through 5th grades and in kindergarten for students who are ready 	<ul style="list-style-type: none"> • Monthly AR data of students meeting reading goals • AR data for boys in meeting reading goals • 2017 Summer Reading Challenge results • Library circulation rate of books
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> • Implement instruction for phonemic awareness, letters and sounds (Kindergarten) 	<ul style="list-style-type: none"> • KARK phonemic awareness, letter and sounds data (K)

WRITING ACTION PLAN

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Reading	16.7	56.4	26.9	Reading	11.0	39.7	49.3	Reading	6.0	50.6	43.4
Listening and Speaking	10.3	57.7	32.1	Listening and Speaking	11.0	49.3	39.7	Listening and Speaking	10.8	53.0	36.1
Writing	10.3	53.8	35.9	Writing	13.7	42.5	43.8	Writing	6.0	44.6	49.4
Research/Inquiry	6.4	50.0	43.6	Research/Inquiry	9.6	49.3	41.1	Research/Inquiry	10.8	34.9	54.2

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Utilize Graphic Organizers, Writing Rubrics, Note Taking Forms, Mentor Texts, David Matteson K-2 modeled writing anchor papers throughout content areas to teach Narrative, Opinion, and Information/Explanatory writing 	<ul style="list-style-type: none"> Writing assessments for Narrative, Opinion, and Informative/Explanatory types of writing
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Administer Everett Public Schools David Matteson Benchmark assessments every 9 weeks and/or trimester and use the data to evaluate student writing for instructional focus (K-2) 	<ul style="list-style-type: none"> Everett Public Schools David Matteson Benchmark assessments (K-2)
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Commit to at least thirty minutes of students actively writing every day in grades 1-5. This writing will take a variety of forms across the content areas including on-demand prompts, such as Reach curriculum. Writing will focus on the styles of narrative, informative/explanatory, and opinion based writing 	<ul style="list-style-type: none"> Teacher- created formative and summative assessment data for narrative, opinion, and informative/explanatory writing styles Student writing that is date marked
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Provide specific writing instruction to small focused groups that will include an intervention period and Leveled Literacy Intervention (LLI) 	<ul style="list-style-type: none"> Teacher-created formative and summative assessment data LLI Running Records

MATH ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 79.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 58.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 64.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	14.1	35.9	50.0	Concepts and Procedures	24.7	41.1	34.2	Concepts and Procedures	17.3	32.1	50.6
Problem Solving and Modeling & Data Analysis	6.4	50.0	43.6	Problem Solving and Modeling & Data Analysis	16.4	49.3	34.2	Problem Solving and Modeling & Data Analysis	17.3	42.0	40.7
Communicating Reasoning	7.7	46.2	46.2	Communicating Reasoning	17.8	42.5	39.7	Communicating Reasoning	19.8	35.8	44.4

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Use the district adopted Envision curriculum 	<ul style="list-style-type: none"> Formative and summative district topic assessments Kindergarten KARK assessment
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Use backwards design model to unpack unit assessments (standards and vocabulary) and modify instruction 	<ul style="list-style-type: none"> Formative and summative district topic assessments Kindergarten KARK assessment
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Create whole group, small group, individual, and collaborative work opportunities Provide opportunities for students to peer-assess and/or self-assess their work 	<ul style="list-style-type: none"> Formative and summative district topic assessments Collaborative project assessments and reflection data Kindergarten observations and anecdotal notes recorded in kindergarten assessment notebooks
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Based on formative and summative assessment, teachers will implement small group instruction interventions and balanced learning interventions 	<ul style="list-style-type: none"> Formative and summative district topic assessments KARK assessments iReady data
TL 1.1.c TL 1.2.b	<ul style="list-style-type: none"> Third through fifth grade teams will administer, score, and analyze SBA Interim Block Math Assessments to identify areas of instructional focus 	<ul style="list-style-type: none"> SBA Interim Block Assessment data

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 5th Grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 86.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	37.0	63.0
Inquiry	24.7	75.3
Application of Science	17.3	82.7
Domains	16.0	84.0

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Implement the high leverage strategies of accountable talk, writing, note taking, and the use of academic vocabulary to increase student understanding of science content in K-5 	<ul style="list-style-type: none"> K-5 students will show notebook evidence that will include labeled diagrams, written explanations, and academic vocabulary from discussions
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Apply the science and engineering practice of planning and carrying out investigations in K-5 	<ul style="list-style-type: none"> K-1 observation journal notes supported with labeled diagrams 2-3 observation journal notes supported with labeled diagrams and/or written explanations 4-5 observation journal notes supported with labeled diagrams, written explanations, and/or collected data as evidence to support a specific claim
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Facilitate experiences in which students can engage in argument from evidence in K-5 	<ul style="list-style-type: none"> K-1 teacher collected journal evidence of students' ability to listen actively to other's arguments and ask questions for clarification (K through discussion only) 2-3 teacher collected journal evidence of student' ability to construct and/or support scientific arguments drawing on evidence, data or a model with the ability to distinguish arguments that are supported with evidence from those that are not (in addition to K-1 evidence) 4-5 teacher collected journal evidence of students' ability to critique scientific arguments proposed by peers (in addition to K-3 evidence)

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Administer district NGSS-aligned assessments created for science units 	<ul style="list-style-type: none"> District created NGSS-aligned assessments

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

We will increase participation at school events, attendance at the parent group meetings and number of volunteers at Whittier for the 2017-18 school year. Increased participation and volunteerism will be based on data taken during 2017-18 school year and compared to the 2016-17 school year. The volunteer percentage through official PTA membership and Watch D.O.G.S. dad participation will increase by 2% from the previous year.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Improve communication by providing monthly classroom teacher newsletters and monthly Whittier Wildcat Parent Newsletter to all families 	<ul style="list-style-type: none"> Back-to-school BBQ participation numbers compared to 2016-17 data Curriculum Night parent participation numbers compared to 2016-17 data Literacy Night parent participation numbers compared to 2016-17 data
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Collaborate with Whittier's PTA to intentionally invite, encourage, and recruit higher levels of parent involvement and engagement 	<ul style="list-style-type: none"> PTA membership numbers compared to 2016-17 data Watch D.O.G.S. membership numbers compared to 2016-17 data
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> The principal will create distribute flyers before major evening events in the morning at the drop-off location 	<ul style="list-style-type: none"> Number of flyers distributed compared to 2016-17 data
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Collaborate with Northwest Neighborhood Association to recruit volunteers to support students support Whittier school events 	<ul style="list-style-type: none"> Number of Northwest Neighborhood Association volunteers recruited Whittier Gardens project

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

Students will communicate their perception of feeling of safe at Whittier based on Whittier’s CEE student data in response to the following prompt: “I feel safe at this school.” In 2016-17, 86% of the students responded almost always true or almost often true. We will increase this response by 2% for the 2017-2018 school year.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Clear and relevant school event information will be communicated to families through the television communication system in the office, Peachjar email communication, updated school website information, PTA Facebook communication pages, and through direct contact with families in distributing school information directly to parents 	<ul style="list-style-type: none"> The family participation level at Whittier events compared to 2016-17 will determine the level of effectiveness of our communication
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Create collaborative partnerships between 4-5 classes and K-2 classes to provide “Reading Buddy” support and to build relationships between the intermediate and primary 	<ul style="list-style-type: none"> Primary student effectiveness survey
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Create opportunities for intermediate students to serve in an official student leader role 	<ul style="list-style-type: none"> Increased number of students in official Whittier Elementary “Student Leader” roles compared to 2016-17
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Establish common standard expectations for common areas on campus through the PBIS planning team, and identify and strengthen elements of the physical environment to support student engagement and safety 	<ul style="list-style-type: none"> Customer survey result (EES Survey data) PBIS matrix planning document for 2017-18 to prepare for school wide implementation for 2018-19 Quarterly campus walk results to support PBIS planning process
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Implement customer service standards; Integrity, Compassion, Commitment, Safety, Relationship, Support 	<ul style="list-style-type: none"> Customer service survey results
Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Teach key character traits: respect, kindness, acceptance, integrity, perseverance, empathy 	<ul style="list-style-type: none"> Monthly count of character trait post cards distributed to students and posted on the student character recognition wall will be 100% of Whittier students

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Increase teacher understanding of differences of students on the autism spectrum or other disorders by educating their students with autism awareness books or through presentations by students who have autism 	<ul style="list-style-type: none"> Increased number of inclusion opportunities for Special Education students compared to 2016-17
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Provide staff with equity & access and social emotional professional development learning opportunities 	<ul style="list-style-type: none"> Increased professional development learning sessions for certificated and classified staff during the 2016-17 school year compared to 2016-17
Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Disseminate information from the district Special Education PTSA and expand inclusion opportunities 	<ul style="list-style-type: none"> Increased number of inclusion opportunities for Special Education students compared to 2016-17
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Collaborate with the Resource Room SPED teacher and the Life Skills SPED teacher to create Universal Design for Learning (UDL) opportunities with inclusion resources and framing for staff and students 	<ul style="list-style-type: none"> Data on increased opportunities of inclusion compared to 2016-17
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> Allow more opportunities for special education students to participate in specific learning opportunities in general education classrooms and field trips 	<ul style="list-style-type: none"> Data on increased opportunities of inclusion compared to 2016-17 5th Grade Camp Killoqua opportunity for 1 day of camp participation compared to 2016-17

ATTENDANCE

Key Performance Outcome(s):

Whittier will implement a more systemic response to attendance tracking with implications for those students who have multiple unexcused absences. We will reduce the number of absences school wide by 1% from the previous school year and reduce the number of tardies school wide by 1% from the previous year.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Reengage students in transition who have multiple absences Maintain accurate and reliable daily attendance records Contact families of students who are absent via daily phone calls home by office staff Contact individual families and provide administrator or counselor support and resources 	<ul style="list-style-type: none"> Monthly attendance rates Monthly attendance data compared to 2016-17
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Meet monthly with the district's Attendance Success Coordinator, Erin Wilson, to review Whittier's student attendance. The team will identify specific students who have a higher unexcused and excused absence rate within a monthly period and for the year. 	<ul style="list-style-type: none"> Monthly attendance rates compared to 2016-17
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Communicate expectations of regular attendance by sending an attendance letter that is in accordance with the school and district attendance policy to families who have one or more unexcused absences two times a month. The language on the letter will explicitly communicate and state the BECCA attendance law. 	<ul style="list-style-type: none"> Reduced student absence report compared to 2016-17 data
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Create a school wide focus and goal for students to be on time at school every day. Teachers will track students in their class being on time every week. Classes who have students on time every week will receive a weekly class incentive. 	<ul style="list-style-type: none"> Reduced student report compared to 2016-17 data
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> Meet with families of students with high levels of absenteeism as determined by the Whittier Attendance Success Team. 	<ul style="list-style-type: none"> Individualized plans for students

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2017-18 school year is 100% of students in all grade levels creating composed published digital based work through a collaborative process in learning and contributing with peers.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Utilize technology to allow students to independently and collaboratively compose and publish written work 	<ul style="list-style-type: none"> Composed and published work through the use of technology for 100% of students
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Implement instruction that allows students to collaborate, communicate, think critically, and problem solve in a shared digital environment to learn from and contribute to the learning of others 	<ul style="list-style-type: none"> Collaborative team technology based projects and presentations for 100% of students
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Implement the SAMR (Substitution, Augmentation, Modification, Redefinition) Model into instruction to create purposeful digital learning experiences 	<ul style="list-style-type: none"> K-5 digital evidence of technology based composed or published written work and technology based projects or presentations compared to 2016-17
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Implement Keyboarding Without Tears curriculum (3-5) 	<ul style="list-style-type: none"> Completed Keyboarding Without Tears lessons for grades 3-5 compared to 2016-17
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> Engage all instructional staff in accessing authentic learning experiences through district professional development 	<ul style="list-style-type: none"> Sign-in training sheets that verifies staff attendance