

**READING ACTION PLAN**

**Key Performance Outcome:**

**2015-16 SBA Results**

The target for the 2016-17 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: 78.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	8.2	50.7	41.1
Listening and Speaking	8.2	57.5	34.2
Writing	4.1	47.9	47.9
Research/Inquiry	2.7	50.7	46.6

Overall: 71.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	13.8	43.8	42.5
Listening and Speaking	8.8	62.5	28.8
Writing	11.3	48.8	40.0
Research/Inquiry	10.0	48.8	41.3

Overall: 78.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	11.6	46.4	42.0
Listening and Speaking	10.1	59.4	30.4
Writing	8.7	40.6	50.7
Research/Inquiry	7.2	31.9	60.9

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement instruction for shared reading, guided Reading, close reading and teaching how to cite evidence</li> <li>Use Running Records data and DRA K-5 data to identify areas of focus for instruction</li> </ul>	<ul style="list-style-type: none"> <li>District ELA Checkpoint Assessments (3-5)</li> <li>SBA Interim Assessments (3-5)</li> <li>CIA assessments</li> <li>DRA Progress Monitoring, DRA data, STAR360 data</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Provide specific literacy instruction to small focused groups, Leveled Literacy Intervention (LLI), Guided Reading Groups (1-3)</li> </ul>	<ul style="list-style-type: none"> <li>LLI data for 1st-3rd grade specifically selected students (primary)</li> <li>DRA data, STAR360 data</li> </ul>
TL 1.1.c TL 1.2.b	<ul style="list-style-type: none"> <li>Third through fifth grade teams will administer, score, and analyze SBA Interim Block Assessment to identify areas of instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Block Assessments</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Set and monitor independent reading goals with the use of Accelerated Reader (AR) in 1st through 5th grades and in kindergarten for students who are ready</li> </ul>	<ul style="list-style-type: none"> <li>Monthly AR data</li> </ul>

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement instruction for phonemic awareness, letters and sounds (Kindergarten)</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Assessment Resource Kit (KARK) phonemic awareness, letter and sounds data (K)</li> </ul>

## WRITING ACTION PLAN

### Key Performance Outcome:

### 2015-16 SBA Results

The target for the 2016-17 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: 78.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 71.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 78.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	8.2	50.7	41.1	Reading	13.8	43.8	42.5	Reading	11.6	46.4	42.0
Listening and Speaking	8.2	57.5	34.2	Listening and Speaking	8.8	62.5	28.8	Listening and Speaking	10.1	59.4	30.4
<b>Writing</b>	4.1	47.9	47.9	<b>Writing</b>	11.3	48.8	40.0	<b>Writing</b>	8.7	40.6	50.7
Research/Inquiry	2.7	50.7	46.6	Research/Inquiry	10.0	48.8	41.3	Research/Inquiry	7.2	31.9	60.9

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Writing assessments for Narrative, Opinion, and Informative/Explanatory types of writing</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Everett Public Schools David Matteson Benchmark assessments (K-2)</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>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. Writing will focus on the styles of narrative, informative/explanatory, and opinion based writing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-created formative and summative assessment data for narrative, opinion, and informative/explanatory writing styles</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Provide specific writing instruction to small focused groups that will include and intervention period, Leveled Literacy Intervention (LLI)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-created formative and summative assessment data</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 70.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 71%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	13.7	31.5	54.8	Concepts and Procedures	18.8	33.8	47.5	Concepts and Procedures	14.5	30.4	55.1
Problem Solving and Modeling & Data Analysis	15.1	46.6	38.4	Problem Solving and Modeling & Data Analysis	16.3	42.5	41.3	Problem Solving and Modeling & Data Analysis	15.9	39.1	44.9
Communicating Reasoning	2.7	63.0	34.2	Communicating Reasoning	17.5	33.8	48.8	Communicating Reasoning	11.6	52.2	36.2

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Use the district adopted Envision curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative district topic assessments</li> <li>Kindergarten KARK assessment</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Create whole group, small group, and collaborative work opportunities. Provide opportunities for students to peer-assess and/or self-assess their work</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative district topic assessments</li> <li>Collaborative project assessments and reflection data</li> <li>Kindergarten observations and anecdotal notes</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Teachers will implement focused small group instruction interventions based on formative and summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative district topic assessments</li> <li>KARK assessments</li> <li>STAR 360 data</li> </ul>
TL 1.1.c TL 1.2.b	<ul style="list-style-type: none"> <li>Third through fifth grade teams will administer, score, and analyze SBA Interim Block Math Assessments to identify areas of instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Block Assessment data</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

### 2015-16 MSP Results

#### 5th Grade

Overall: 81.2%	Strand % Perf. Below	Strand % Perf. Similar
Systems	30.4	69.6
Inquiry	29.0	71.0
Application of Science	21.7	78.3
Domains	26.1	73.9

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 measurable evidence of student learning?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Teachers in grades K-5 will implement the high leverage strategies of accountable talk and the use of academic vocabulary to increase student understanding of science content</li> </ul>	<ul style="list-style-type: none"> <li>K-5 students will show notebook evidence that will include labeled diagrams, written explanations, and academic vocabulary from discussions</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Apply the science and engineering practice of planning and carrying out investigations in K-5</li> </ul>	<ul style="list-style-type: none"> <li>K-1 observation notes supported with labeled diagrams</li> <li>2-3 observation notes supported with labeled diagrams and/or written explanations</li> <li>4-5 observation notes supported with labeled diagrams, written explanations, and/or collected data as evidence to support a specific claim</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Teachers in grades K-5 will facilitate experiences in which students can engage in argument from evidence</li> </ul>	<ul style="list-style-type: none"> <li>K-1 teacher collected evidence of students' ability to listen actively to other's arguments and ask questions for clarification</li> <li>2-3 teacher collected 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)</li> <li>4-5 teacher collected evidence of students' ability to critique scientific arguments proposed by peers (in addition to K-3 evidence)</li> </ul>

## 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 2016-2017 school year. Increased participation and volunteerism will be based on data taken during 2015-2016 school year and compared to the 2014-2015 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.

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

**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 2015-2016, 88% of the students responded almost always true or almost often true. We will increase this response by 2% for the 2016-2017 school year.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The family participation level at all Whittier events will determine the level of effectiveness of our communication.</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Students in intermediate classes in grades 4-5 will collaborate with K-2 classes to create “Reading Buddy” support and to build relationships between the intermediate and primary students</li> </ul>	<ul style="list-style-type: none"> <li>Primary student effectiveness survey</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Whittier Special Education PTSA staff will disseminate information from the district Special Education PTSA and expand inclusion opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of inclusion opportunities for Special Education students</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Create opportunities for intermediate students to serve in an official student leader role</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of students in official Whittier Elementary “Student Leader” roles</li> </ul>

<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Teach key character traits: respect, kindness, acceptance, integrity, perseverance, empathy</li> </ul>	<ul style="list-style-type: none"> <li>Monthly count of character trait post cards distributed to students and posted on the student character trait recognition wall</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>All teachers will increase their 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.</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of inclusion opportunities for Special Education students</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Teachers will collaborate with the Resource Room SPED teacher and the Life Skills SPED teacher to create Universal Design for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Data on increased opportunities of inclusion</li> </ul>

<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
	(UDL) opportunities with inclusion resources and framing for staff and students	
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Allow more opportunities for special education student to participate in specific learning opportunities in general education classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Data on increased opportunities of inclusion</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Provide staff with equity &amp; access and social emotional professional development learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increased professional development learning sessions for certificated and classified staff during the 2016-17 school year</li> </ul>



## 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.

<b>Strategic Plan Reference</b>	<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Accurate and reliable attendance records will be maintained daily</li> <li>• Families of students who are absent will receive daily phone calls home by office staff</li> <li>• Counselor and principal will also contact individual families</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly attendance data</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Whittier's Attendance Success Team will 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</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly attendance rates</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Whittier will 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</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced student absence report</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>• Whittier will 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</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced student tardy report</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

The target for the 2016-17 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.

<b>Strategic Plan Reference</b>	<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Utilize technology to allow students to collaboratively compose and publish written work</li> </ul>	<ul style="list-style-type: none"> <li>Composed and published collaborative work through the use of technology</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative team technology based projects and presentations</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement the SAMR (Substitution, Augmentation, Modification, Redefinition) Model into instruction to create purposeful digital learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>K-5 digital evidence of technology based learning that may include composed/published written work and technology based projects or presentations</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement Keyboarding Without Tears (KWT) curriculum (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>Completed Keyboarding Without Tears lessons</li> </ul>