

**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: 53.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 54.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 61.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	26.0	53.4	20.5	<b>Reading</b>	31.6	39.5	28.9	<b>Reading</b>	26.2	52.5	21.3
Listening and Speaking	20.5	61.6	17.8	Listening and Speaking	14.5	69.7	15.8	Listening and Speaking	14.8	60.7	24.6
Writing	32.9	39.7	27.4	Writing	30.3	39.5	30.3	Writing	18.0	50.8	31.1
Research/Inquiry	26.0	52.1	21.9	Research/Inquiry	21.1	57.9	21.1	Research/Inquiry	8.2	60.7	31.1

<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 1.3	<p><u>Goal #1 Instructional Focus</u> English Language Arts (ELA) Common Core State Standards will be used as the foundation when grade levels collaboratively and intentionally plan using a balanced literacy program- shared reading, independent reading, guided reading (Step 2 and 3).</p> <ul style="list-style-type: none"> <li>Read and research about balanced literacy during grade level professional learning community (PLC) meetings, implement findings</li> <li>Model components of balanced literacy (ex: instructional coach modeling how to conduct the entire ELA block demonstrating all parts of balanced literacy)               <ul style="list-style-type: none"> <li>Observe teachers implementing balanced literacy and provide feedback</li> <li>Planning balanced literacy lessons- ex: guided reading sessions modeled by instructional coach</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Assessment Resource Kit (KARK) proficiency levels</li> <li>District Reading Assessment (DRA) proficiency levels</li> <li>3rd- 5 grade SBA Interim &amp; Block Assessments</li> <li>3rd- 4th grade checkpoint assessments</li> <li>Increase Accelerated Reader (AR) passing proficiency over 2015-2016, by teacher, grade level and whole school               <ul style="list-style-type: none"> <li>2015-2016 Percentages</li> <li>Lowell- 41%</li> <li>1st Grade- 53%</li> <li>2nd Grade- 37%</li> <li>3rd Grade- 28%</li> <li>4th Grade- 52%</li> <li>5th Grade- 33%</li> </ul> </li> <li>Number of coach and teacher classroom observations focused on balanced literacy</li> </ul>

Strategic Plan Reference	Reading 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 1.2	<p><u>Goal #2 Instructional Focus and Monitoring</u> Staff will learn and implement engaging and rigorous instructional strategies (Step 2) to improve student academic achievement.</p> <ul style="list-style-type: none"> <li>• Close reading training- including non-fiction and integrating close reading into other content areas <ul style="list-style-type: none"> <li>○ School wide annotation alignment</li> <li>○ Lesson study cycles on close reading by grade level</li> <li>○ Close reading refresher training with follow up throughout the school year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of close reading lessons implemented in the classroom, each grade level implement at least one close reading lesson</li> <li>• Progress on ELA checkpoint assessments</li> </ul>
TL 1.2 TL 1.5	<p><u>Goal #3 Assessment and Data Disaggregation</u> Staff will use reading assessment results to identify students' strengths and needs through data disaggregation (Step 1, 4, and 8).</p> <ul style="list-style-type: none"> <li>• Teachers will use common grade level formative and summative assessments focused on ELA Common Core State Standards <ul style="list-style-type: none"> <li>○ 3-5 SBA interim and block assessments</li> <li>○ 3-4 district checkpoint assessments</li> <li>○ Common assessment schedule for each grade</li> <li>○ Collaborative scoring and common data collection on Google Drive</li> <li>○ Changes in instructional practices after assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of close reading lessons implemented in the classroom, each grade level implement at least one close reading lesson</li> <li>• Progress on ELA checkpoint assessments</li> <li>• Results from 3rd grade interim block pilot pretest/posttest</li> </ul>
TL 1.3	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u> Staff will utilize reteaching lessons to remediate, maintain or enrich students' understanding of writing skills (Step 5, 6 and 7).</p> <ul style="list-style-type: none"> <li>• All teachers will use guided reading as the first intervention for students who are below standard in reading</li> <li>• Continue faithful implementation of the reading intervention curricula- Leveled Literacy Intervention (LLI) and Read Naturally with K through 5th grade</li> <li>• K-3 Frye word list articulated and consistent intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally data (if this program is implemented)</li> <li>• DRA proficiency levels</li> <li>• LLI data results</li> <li>• K-2 Frye word list proficiency assessments</li> <li>• KARK letter/sounds data</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: 53.9%	Below	At or Near	Above	Overall: 54.5%	Below	At or Near	Above	Overall: 61.2%	Below	At or Near	Above
Reading	26.0	53.4	20.5	Reading	31.6	39.5	28.9	Reading	26.2	52.5	21.3
Listening and Speaking	20.5	61.6	17.8	Listening and Speaking	14.5	69.7	15.8	Listening and Speaking	14.8	60.7	24.6
<b>Writing</b>	32.9	39.7	27.4	<b>Writing</b>	30.3	39.5	30.3	<b>Writing</b>	18.0	50.8	31.1
Research/Inquiry	26.0	52.1	21.9	Research/Inquiry	21.1	57.9	21.1	Research/Inquiry	8.2	60.7	31.1

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 1.3	<p><u>Goal #1 Instructional Focus</u>                      ELA Common Core State Standards will be used as the foundation when grade levels collaboratively and intentionally plan using a balanced literacy program- shared writing, independent writing, guided writing (Step 2 and 3).</p> <ul style="list-style-type: none"> <li>Reading and research about balanced literacy during grade level PLCs</li> <li>Model components of balanced literacy (ex: Mary modeling how to conduct the entire ELA block so demonstrate all parts of balanced literacy)                             <ul style="list-style-type: none"> <li>Observe teachers implementing balanced literacy and provide feedback</li> <li>Planning together balanced literacy lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>K -2nd middle and end of year David Matteson benchmark levels</li> <li>DRA proficiency levels</li> <li>3rd- 5th grade SBA interim and block assessments</li> </ul>
TL 1.2	<p><u>Goal #2 Instructional Focus and Monitoring</u>                      Staff will learn and implement engaging and rigorous instructional strategies (Step 2) to improve student academic achievement.</p> <ul style="list-style-type: none"> <li>Professional development and planning focus on writing from sources                             <ul style="list-style-type: none"> <li>Using evidence from multiple texts to support thinking</li> <li>Relevant versus irrelevant details</li> <li>Determine central idea</li> </ul> </li> <li>Professional development focus on David Matteson writing                             <ul style="list-style-type: none"> <li>K-2 David Matteson initial training for all new teachers</li> <li>K-2 refresher David Matteson training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>K -2nd middle and end of year David Matteson benchmark levels</li> <li>3rd- 5th grade SBA interim and block assessments</li> </ul>

<b>Strategic Plan Reference</b>	<b>Writing 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?
	<ul style="list-style-type: none"> <li>○ David Matteson overview training for 3-5</li> </ul>	
TL 1.2 TL 1.5	<p><u>Goal #3 Assessment and Data Disaggregation</u> Staff will use writing assessment results to identify students' strengths and needs through data disaggregation (Step 1, 4 and 8).</p> <ul style="list-style-type: none"> <li>• Teachers will use common grade level formative and summative assessments focused on ELA Common Core State Standards <ul style="list-style-type: none"> <li>○ 3-5 SBA interim and block assessments</li> <li>○ 3-5 district checkpoint assessments</li> <li>○ Common assessment schedule for each grade</li> <li>○ Collaborative scoring and common data collection on Google Drive</li> <li>○ Changes in instructional practices after assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K -2nd middle and end of year David Matteson benchmark levels</li> <li>• 3rd- 5th grade SBA interim and block assessments</li> </ul>
TL 1.3	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u> Staff will utilize reteaching lessons to remediate, maintain or enrich students' understanding of writing skills (Step 5, 6 and 7).</p> <ul style="list-style-type: none"> <li>• Investigate strategies for writing interventions</li> </ul>	<ul style="list-style-type: none"> <li>• K -2nd middle and end of year David Matteson benchmark levels</li> <li>• 3rd- 5th grade SBA interim and block assessments</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: 50%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 36.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 32.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	29.7	37.8	32.4	Concepts and Procedures	45.5	32.5	22.1	Concepts and Procedures	49.2	35.4	15.4
Problem Solving and Modeling & Data Analysis	29.7	43.2	27.0	Problem Solving and Modeling & Data Analysis	29.9	51.9	18.2	Problem Solving and Modeling & Data Analysis	30.8	52.3	16.9
Communicating Reasoning	13.5	59.5	27.0	Communicating Reasoning	31.2	45.5	23.4	Communicating Reasoning	38.5	47.7	13.8

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 1.3	<p><u>Goal #1 Instructional Focus</u> Math Common Core State Standards will be used as the foundation when grade levels collaboratively and intentionally plan using the EnVision Curriculum and district instructional timelines (Step 2 and 3).</p> <ul style="list-style-type: none"> <li>Grade level PLCs will focus on strengthening core instruction</li> <li>Grade levels will research, discuss and implement differentiated lessons</li> <li>Emphasis will be placed on students meeting standards, not on overall topic passing percentage</li> </ul>	<ul style="list-style-type: none"> <li>Topic spreadsheets tracking student success on math standards</li> <li>KARK proficiency levels</li> <li>1st and 2nd grade screening results</li> <li>On Time Graduation (OTG) meeting notes</li> <li>Any other relevant assessment results</li> </ul>
TL 1.2	<p><u>Goal #2 Student Engagement</u> Staff will learn and implement engaging and rigorous instructional strategies (Step 2) to improve student academic achievement.</p> <ul style="list-style-type: none"> <li>Professional development will focus on:                             <ul style="list-style-type: none"> <li>Number talks, noticing and wondering, problems without numbers</li> <li>Student goal setting and reflection</li> <li>GLAD pictorials of operational math vocabulary</li> <li>Guided math model- choice, increase centers and manipulatives</li> </ul> </li> <li>Lesson study and peer observations will be used as a follow up for deeper understanding of the professional development topics listed above</li> </ul>	<ul style="list-style-type: none"> <li>PD feedback survey from teachers</li> <li>Number of GLAD pictorials being used in classrooms</li> <li>Teacher and/or student survey regarding use of pictorials</li> <li>Number of lesson study cycles/peer observations per grade level</li> <li>Reflection on guided math implementation</li> </ul>

<b>Strategic Plan Reference</b>	<b>Math 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 1.2 TL 1.5	<p><u>Goal #3 Assessment and Data Disaggregation</u> Through data disaggregation, staff will use math assessment results to identify students' strengths and needs (Step 1, 4 and 8).</p> <ul style="list-style-type: none"> <li>• Create, administer, and analyze common math assessments to plan for and guide instruction</li> <li>• Beginning with first grade as a pilot, the principal and 1st grade teachers will meet to review and analyze data to determine an action plan for those students not on standard</li> </ul>	<ul style="list-style-type: none"> <li>• Topic spreadsheets tracking student success on math standards</li> <li>• Grades 3-5 SBA Interim Block tests and performance task results and discussion notes</li> <li>• Sample action plans for 1st grade pilot from data dig meetings</li> </ul>
TL 1.3	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u> Staff will utilize reteaching lessons to remediate, maintain or enrich students' understanding of math concepts (Step 5, 6, and 7).</p> <ul style="list-style-type: none"> <li>• Monitor and reflect on student achievement due to interventions <ul style="list-style-type: none"> <li>○ Revise Success Time model for math</li> <li>○ Math department will take more detailed notes regarding interventions and their effectiveness using these as a monitoring and communication tool</li> <li>○ K-2 English Learner (EL) paras will include math vocabulary in their intervention instruction</li> <li>○ A math interventionist will work with students performing below standard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal intervention notes</li> <li>• Progression on student intervention plans</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: 75.4%	Strand % Perf. Below	Strand % Perf. Similar
Systems	40.0	60.0
Inquiry	32.3	67.7
Application of Science	29.2	70.8
Domains	38.5	61.5

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 1.3	<p><u>Goal #1 Instructional Focus</u> New Generation Science Standards (NGSS) will be investigated and looked at as the future foundation for grade level collaborative planning using the adopted curriculum and district instructional timelines (Step 2 and 3).</p> <ul style="list-style-type: none"> <li>• Staff will learn about the NGSS standards and how to apply them to the current district science curriculum and instructional maps.</li> <li>• Lowell science leaders, John P and Patsy K, will provide professional development to staff about the NGSS                             <ul style="list-style-type: none"> <li>○ Continue the Lowell Science Cadre to coordinate and articulate K-5 science instruction</li> <li>○ Regular science cadre meetings during LIF time or after school</li> <li>○ Communication about cadre actions in Principal Paws and at staff meetings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff attendance at NGSS training and staff survey on NGSS professional development effectiveness</li> <li>• Science cadre meeting notes</li> </ul>
TL 1.2	<p><u>Goal #2 Student Engagement</u> Staff will learn engaging and rigorous instructional strategies (Step 2) and then implement these to improve student academic achievement.</p> <ul style="list-style-type: none"> <li>• Offer extended STEM learning opportunities                             <ul style="list-style-type: none"> <li>○ The 3rd - 5th grade STEM academy will provide science education after school</li> <li>○ A competitive robotics club for grades 4th and 5th will continue at Lowell</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance at after school clubs</li> <li>• Improved performance at district and county robotics competition</li> <li>• School Robotics and STEM assembly or in classrooms by the Robotics and STEM Clubs</li> <li>• Lowell Stem Expo participation rates:                             <ul style="list-style-type: none"> <li>○ 100% of whole class participation in K-3</li> <li>○ At least six students per class in grades 4th and 5th</li> </ul> </li> </ul>

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?
	<ul style="list-style-type: none"> <li>○ Increase students participating in the district STEM expo (grades 4th and 5th)</li> <li>○ Explore the idea of starting a Lowell STEM expo for all grade levels. Begin with in class STEM projects.</li> <li>○ Offer gardening club after school to interested students</li> </ul>	
TL 1.2 TL 1.5	<p><u>Goal #3 Assessment and Data Disaggregation</u> Staff will use science assessment results to identify students' strengths and needs through data disaggregation (Step 1, 4, and 8).</p> <ul style="list-style-type: none"> <li>• 5th grade science teacher will administer MSP practice assessments, analyze those results and as necessary provide reteaching.</li> </ul>	<ul style="list-style-type: none"> <li>• 5th grade MSP practice test results</li> </ul>
TL 1.3	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u> Staff will utilize reteaching lessons to remediate, maintain, or enrich students' understanding of science concepts (Step 5, 6, and 7).</p>	



## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

- To maintain the number of returned parent Center for Educational Effectiveness (CEE) Surveys as 223.
- To maintain the Center for Educational Effectiveness (CEE) survey response of 89%- “I am informed about progress toward the improvement goals of this school.”
- To maintain the EES survey response of 93%- “I am encouraged to collaborate with my child’s teachers about my child’s learning.”
- To maintain the EES survey of response of 87%- “This school communicates effectively to all families.”

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 is the measurable evidence of student learning?
TL 5.2a	<p><i>Improve communication between home and school</i></p> <ul style="list-style-type: none"> <li>• Compiling and presenting motivational ways for teachers to get parents more involved               <ul style="list-style-type: none"> <li>○ Ex: Remind App, Connect Ed for teacher use, QR Codes, weekly newsletter ideas, sharing conference communication documents</li> <li>○ Place more signage in areas viewable for families- ex: banner in the pick-up lane</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of Educational Effectiveness (EES) surveys completed and action plan items implemented</li> </ul>
TL 5.2a	<p><i>Create a family-friendly environment</i></p> <ul style="list-style-type: none"> <li>• Implement family nights</li> <li>• Analyze and create action plan from EES Survey data</li> <li>• Start a Natural Leaders program</li> <li>• Increase Watch DOGs volunteering at school</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at events</li> <li>• Post event online survey results               <ul style="list-style-type: none"> <li>○ Ask about family friendly aspect of event</li> </ul> </li> </ul>
TL 5.2a	<p><i>Increase parent volunteers, community volunteers, and positive male role models.</i></p> <ul style="list-style-type: none"> <li>• Watch Dog Program- make a consistent schedule for volunteers to follow</li> <li>• Start a Natural Leaders Program</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Watch Dog participation</li> <li>• End of year survey calculating Watch Dogs reflection on effectiveness of volunteer program               <ul style="list-style-type: none"> <li>○ Ask about organization, teacher readiness for volunteer, interactions with staff, welcoming environment, impact visit had, etc...</li> </ul> </li> </ul>
TL 5.2a	<p><i>Increase in community partnerships</i></p> <ul style="list-style-type: none"> <li>• New Life Church, Madison Community Church, Glacier View Neighborhood Association, Lowell Neighborhood Association</li> </ul>	<ul style="list-style-type: none"> <li>• Number of events our community partners assist with or participate in</li> </ul>
TL 5.2a	<ul style="list-style-type: none"> <li>• Pursue class and/or school visits by community members               <ul style="list-style-type: none"> <li>○ Ex: Wheat council teaching science concepts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of visits by community members</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):**

- Increase the EES student survey response of 81% that *“I feel safe at this school.”*
- Increase the EES student survey response of 82% that *“In this school, there is at least one adult who knows and cares about me.”*
- Increase the EES parent survey response of 90% that *“My child feels safe at school.”*
- Increase the EES parent survey response of 88% that *“This school provides a caring/supportive environment for my child.”*

<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	<ul style="list-style-type: none"> <li>• Distribute new teacher welcome packets, new teacher orientation and new teacher One Note</li> </ul>	<ul style="list-style-type: none"> <li>• New staff survey results</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>• Distribute new student welcome packets to incoming students</li> </ul>	<ul style="list-style-type: none"> <li>• Number of packets distributed</li> </ul>
TL 5.2	<ul style="list-style-type: none"> <li>• Ice cream social for kindergarten orientation and consider moving it to August instead of May- increase in attendance by incoming K parents, continue Boo Hoo breakfast for new kindergarten parents</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at the orientation compared to the previous year</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>• Hold a multicultural night celebrating Lowell’s diverse community</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at the event and number of cultures represented</li> <li>• Event student survey results</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>• Start a Natural Leaders parent group</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the program</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>• Expand and consistently implement the Watch DOG program</li> </ul>	<ul style="list-style-type: none"> <li>• Results from the Watch DOG exit survey</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 1.1	Use strategies that create and sustain a “growth mindset” among students. <ul style="list-style-type: none"> <li>• Continue and expand the school motto program with revisions               <ul style="list-style-type: none"> <li>○ Begin Motto Mondays</li> <li>○ Sing motto song, wear bracelets/t shirts, do ticket drawing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal stories of students demonstrating the motto throughout the school day, tickets</li> </ul>
TL 1.1	<ul style="list-style-type: none"> <li>• Continue staff trainings on the effects of trauma and strategies to support students in the classroom- August and October</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal application of strategies in the classroom</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 1.1	<ul style="list-style-type: none"> <li>Continue and expand the student leadership team</li> </ul>	<ul style="list-style-type: none"> <li>Completion of a service project, leadership participation in school assemblies</li> </ul>
TL 3.4	<ul style="list-style-type: none"> <li>Implement at least one safety drill that practices a unique situation- ex: earthquake drill during recess, a lockdown drill during a transition and unannounced, fire drill before school starts</li> </ul>	<ul style="list-style-type: none"> <li>Post drill survey/reflection results</li> </ul>
TL 1.1	<ul style="list-style-type: none"> <li>On Time Graduation meetings to identify and address the social and emotional needs of students</li> </ul>	<ul style="list-style-type: none"> <li>OTG data, actions and follow up</li> </ul>
<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities 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 2.3	<ul style="list-style-type: none"> <li>Train staff on 21st Century Skills, model how to incorporate 21st Century Skills in the classroom <ul style="list-style-type: none"> <li>Participate the district technology trainings- elementary pilot school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Increase in use of Substitution, Augmentation, Modification, Redefinition (SAMR) lessons in the classroom</li> </ul>
TL 1.1	<ul style="list-style-type: none"> <li>Continue after school clubs, investigate adding more</li> </ul>	<ul style="list-style-type: none"> <li>Number of clubs offered</li> </ul>
TL 1.5	<ul style="list-style-type: none"> <li>Provide interventions for more students who scoring below standard in reading or math <ul style="list-style-type: none"> <li>Provide math interventions at times different from when LLI intervention take place</li> <li>Hire a math interventionist to expand math tutoring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Intervention notes and assessments</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>Staff training on cultural traditions, expectations to gain a better understanding</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at the training</li> </ul>

# ATTENDANCE

## Key Performance Outcome(s):

Goal is to reduce the percentage of students with 3 or more absences per month.

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 is the measurable evidence of student learning?
TL 1.1	<p><i>Implement more vigilant, individual monitoring of attendance for the most impacted students/families.</i></p> <ul style="list-style-type: none"> <li>• Monthly meetings               <ul style="list-style-type: none"> <li>○ Counselor and administrator will meet and implement interventions to support with students with attendance issues. i.e. phone calls, attendance letters and conferences, home visits, attendance plan</li> <li>○ Attendance interventions will be tracked in attendance tracker to insure equity of support and to make data-driven decisions</li> <li>○ Counselor and Administrators will meet on as needed basis with district Becca coordinator to align attendance processes with district policies.</li> </ul> </li> <li>• Provide staff with a refresher training on attendance policies               <ul style="list-style-type: none"> <li>○ Provide access to attendance tracker for all staff to align supports</li> </ul> </li> <li>• OTG meetings to discuss attendance</li> <li>• Run a report for attendance monthly and put into teacher boxes or sent by email. Teachers then call, connect with parents, note this on the monthly attendance sheet and then then give it back to the office assistant. The office assistant reports to principal who has turned in/not turned in sheets with what they did about chronically absent students.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly attendance rates for excused and unexcused absences</li> <li>• Number of parent attendance communication by attendance team per month</li> <li>• Number of home visitation performed</li> </ul>
TL 1.1	<p><i>Post continual reminders about absences</i></p> <ul style="list-style-type: none"> <li>• Attendance hotline number and policy in newsletters</li> <li>• Attendance team will write summaries of attendance meetings to be placed in Principal Paws</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher contact log for calls to parents- can use as intervention tracking for Becca petition</li> <li>• Number of summaries placed in Principal Paws</li> </ul>
TL 1.1	<p><i>Implement a school wide attendance incentive program.</i></p> <ul style="list-style-type: none"> <li>• School wide recognition               <ul style="list-style-type: none"> <li>○ Mid-year and end of year attendance awards for best and most improved attendance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of students recognized for positive or improved attendance</li> </ul>

<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?
	<ul style="list-style-type: none"> <li>• Classroom based incentives               <ul style="list-style-type: none"> <li>○ Ex: Sign on outside of classroom doors -Fill in the word “Leopard” or “All here”. Rewards for those that complete the goal.</li> </ul> </li> </ul>	

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

The goal is to observe increased integration of technology in the classroom with the emphasis being placed on the technology enhancing instruction and learning.

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 is the measurable evidence of student learning?
TL 2.3a	<ul style="list-style-type: none"> <li>• Participate in district technology trainings- pilot elementary school</li> </ul>	<ul style="list-style-type: none"> <li>• Staff attendance rate at training</li> <li>• Number of technology integrated SAMR lessons in the classroom</li> </ul>
TL 2.2c	<ul style="list-style-type: none"> <li>• Offer technology related extended learning opportunities               <ul style="list-style-type: none"> <li>○ Introduction to coding- Coding Explorers Club</li> <li>○ Family coding night- Hour of Code</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance at clubs</li> <li>• Family attendance at family nights</li> </ul>
TL 2.3a	<ul style="list-style-type: none"> <li>• Continue and expand the school technology cadre               <ul style="list-style-type: none"> <li>○ Vision setting for the cadre- why are we here?</li> <li>○ Vetting technology for increased academic achievement</li> <li>○ Setting risk taking goals for trying out instructional technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increased collection of SAMR lessons in technology folder</li> <li>• Attendance at technology cadre meetings</li> </ul>