

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: 44.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 57.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	45.7	35.8	18.5	Reading	20.3	54.4	25.3	Reading	24.4	43.6	32.1
Listening and Speaking	13.6	65.4	21.0	Listening and Speaking	13.9	70.9	15.2	Listening and Speaking	20.5	51.3	28.2
Writing	29.6	49.4	21.0	Writing	24.1	64.6	11.4	Writing	19.2	53.8	26.9
Research/Inquiry	21.0	51.9	27.2	Research/Inquiry	11.4	64.6	24.1	Research/Inquiry	25.6	50.0	24.4

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 1.3 (8 Step Process: Step 2 and 3)	<u>Goal #1 Instructional Focus on ELA Common Core Standards</u> <ul style="list-style-type: none"> • Implement Reach for Reading curriculum using the balanced literacy model. <ul style="list-style-type: none"> ○ Support will be provided through: <ul style="list-style-type: none"> ▪ Coaching ▪ Modeling lessons ▪ Co teaching ▪ Peer observations ▪ PLC meetings ▪ Tuesday Professional Learning time LIF 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> • KARK proficiency levels • DRA proficiency levels • 3rd- 5th grade SBA Interim & Block Assessments • Reach for Reading end of unit assessments • Increase Accelerated Reader passing proficiency over 2016-2017, by teacher, grade level and whole school 2016-2017 Percentages: <ul style="list-style-type: none"> ○ Lowell- 39% ○ 1st Grade- 43% ○ 2nd Grade- 40% ○ 3rd Grade- 34% ○ 4th Grade- 43% ○ 5th Grade- 31% • Increase in summer reading participation <ul style="list-style-type: none"> ○ 2014-2015- 45 participants

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?
		<ul style="list-style-type: none"> ○ 2015-2016- 117 participants ○ 2016-2017- 198 participants
TL 1.2 (8 Step Process: Step 2)	<u>Goal #2 Instructional Strategies</u> <ul style="list-style-type: none"> • Implement the Reach for Reading best practices strategies for reading such as: <ul style="list-style-type: none"> ○ Close Reading Routine ○ Markup Text Routine ○ Vocabulary Routines <ul style="list-style-type: none"> ▪ Prefixes ▪ Suffixes ▪ Figures of Speech ▪ Context clues ▪ Dictionary entry • Refresher training on CCD charts in relation to vocabulary instruction 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> • KARK proficiency levels • DRA proficiency levels • 3rd- 5th grade SBA Interim & Block Assessments • Reach for Reading end of unit assessments • Increase Accelerated Reader passing proficiency over 2016-2017, by teacher, grade level and whole school <ul style="list-style-type: none"> ○ 2016-2017 Percentages: <ul style="list-style-type: none"> ▪ Lowell- 39% ▪ 1st Grade- 43% ▪ 2nd Grade- 40% ▪ 3rd Grade- 34% ▪ 4th Grade- 43% ▪ 5th Grade- 31%
TL 1.2 TL 1.5 (8 Step Process: Step 1, 4 and 8)	<u>Goal #3 Assessment and Data Disaggregation</u> <ul style="list-style-type: none"> • Teachers will use Reach for Reading common grade level formative and summative assessments focused on ELA Common Core State Standards <ul style="list-style-type: none"> ○ 3-5 SBA interim and block assessments ○ Common assessment schedule for each grade ○ Collaborative scoring and common data collection on Google Drive or in the online Reach teacher platform • Teachers will monitor equity targets after each summative assessment 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> • KARK proficiency levels • DRA proficiency levels • 3rd- 5th grade SBA Interim & Block Assessments • Reach for Reading end of unit assessments • Increase Accelerated Reader passing proficiency over 2016-2017, by teacher, grade level and whole school <ul style="list-style-type: none"> ○ 2016-2017 Percentages: <ul style="list-style-type: none"> ▪ Lowell- 39% ▪ 1st Grade- 43% ▪ 2nd Grade- 40% ▪ 3rd Grade- 34% ▪ 4th Grade- 43% ▪ 5th Grade- 31%
TL 1.3 (8 Step Process: Step 5, 6 and 7)	<u>Goal #4 Tutorials, Maintenance and Enrichment</u> <ul style="list-style-type: none"> • All teachers will use guided reading as the first intervention for students who are below standard in reading • Continue faithful implementation of the reading intervention curricula- Leveled Literacy Intervention (LLI) and Read Naturally with K through 5th grade 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> • DRA proficiency levels • LLI data results • KARK letter/sounds data • 3rd- 5th grade SBA Interim & Block Assessments • Reach for Reading end of unit assessments

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?
		<ul style="list-style-type: none"> • Read Naturally data • Increase Accelerated Reader passing proficiency over 2016-2017, by teacher, grade level and whole school <ul style="list-style-type: none"> ○ 2016-2017 Percentages: <ul style="list-style-type: none"> ▪ Lowell- 39% ▪ 1st Grade- 43% ▪ 2nd Grade- 40% ▪ 3rd Grade- 34% ▪ 4th Grade- 43% ▪ 5th Grade- 31%

WRITING ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

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Writing	29.6	49.4	21.0	Writing	24.1	64.6	11.4	Writing	19.2	53.8	26.9
Research/Inquiry	21.0	51.9	27.2	Research/Inquiry	11.4	64.6	24.1	Research/Inquiry	25.6	50.0	24.4

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 1.3 (8 Step Process: Step 2 and 3)	<p><u>Goal #1 Instructional Focus on ELA Common Core Standards</u></p> <ul style="list-style-type: none"> • Implement Reach for Reading curriculum using the balanced literacy model. <ul style="list-style-type: none"> ○ Support will be provided through: <ul style="list-style-type: none"> ▪ Coaching ▪ Modeling lessons ▪ Co teaching ▪ Peer observations ▪ PLC meetings ▪ Tuesday Professional Learning time ▪ LIF 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> • K -2nd middle and end of year David Matteson benchmark levels • DRA proficiency levels • 3rd- 5th grade SBA interim and block assessments • Reach for Reading end of unit assessments and writing assessments
TL 1.2 (8 Step Process: Step 2)	<p><u>Goal #2 Instructional Strategies</u></p> <ul style="list-style-type: none"> • Implement the Reach for Reading (R for R) best practices strategies for writing such as: <ul style="list-style-type: none"> ○ Vocabulary Routines ○ Writing Routines- Do we see this on the instructional maps for R for R <ul style="list-style-type: none"> ▪ Process routines ▪ Product routines ▪ Focus on editing and revision • K-2 will continue to implement David Matteson writing strategies 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> • K -2nd middle and end of year David Matteson benchmark levels • DRA proficiency levels • 3rd- 5th grade SBA interim and block assessments • Reach for Reading end of unit assessments and writing assessments

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 1.2 TL 1.5 (8 Step Process: Step 1, 4 and 8)	<p><u>Goal #3 Assessment and Data Disaggregation</u></p> <ul style="list-style-type: none"> • Teachers will unpack and use common Reach for Reading grade level formative and summative assessments focused on ELA Common Core State Standards <ul style="list-style-type: none"> ○ 3-5 SBA interim and block assessments ○ Reach for Reading end of unit assessments ○ Common assessment schedule for each grade ○ Collaborative scoring and common data collection on Google Drive or Reach teacher platform ○ Changes in instructional practices after assessment • Teachers will monitor equity targets after each summative assessment 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> • K -2nd middle and end of year David Matteson benchmark levels • 3rd- 5th grade SBA interim and block assessments • Reach for Reading end of unit assessments and writing assessments

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 Washington Comprehensive Assessment of Science (WCAS).

3rd Grade				4th Grade				5th Grade			
Overall: 65.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 51.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 38.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	27.2	24.7	48.1	Concepts and Procedures	28.2	35.9	35.9	Concepts and Procedures	47.4	28.2	24.4
Problem Solving and Modeling & Data Analysis	19.8	42.0	38.3	Problem Solving and Modeling & Data Analysis	30.8	46.2	23.1	Problem Solving and Modeling & Data Analysis	34.6	38.5	26.9
Communicating Reasoning	12.3	46.9	40.7	Communicating Reasoning	21.8	53.8	24.4	Communicating Reasoning	37.2	44.9	17.9

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 WCAS?
TL 1.3 (8 Step Process: Steps 2 & 3)	<p><u>Goal #1 Instructional Focus on Common Core State Standards</u></p> <ul style="list-style-type: none"> Grade level PLCs will focus on strengthening core instruction by using backward design based on the district's assessments, and discussing and implementing differentiated lessons Understand and begin utilizing the key components of the Balanced Mathematical Instructional Model 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> District proficiency-scaled topic assessments Gr 3-5 SBA Interims KARK Gr 1-2 math screening Grade Level Formatives
TL 1.2 (8 Step Process: Step 2)	<p><u>Goal #2 Instructional Strategies</u></p> <ul style="list-style-type: none"> Professional development will focus on: <ul style="list-style-type: none"> Number Sense Routines (Number Talks, Choral Counting, Notice and Wondering, Counting Collections, and 3 Act Tasks) Intentional teaching tier 2 and 3 vocabulary Lesson study and peer observations will be used as a follow up for deeper understanding of the professional development topics listed above 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> District proficiency-scaled topic assessments Gr 3-5 SBA Interims KARK Gr 1-2 math screening Grade Level Formatives Number Sense Routines taught in 100% of Lowell's Classrooms
TL 1.2 TL 1.5	<p><u>Goal #3 Assessment and Data Disaggregation</u></p> <ul style="list-style-type: none"> Analyze common math assessments to plan for and guide instruction 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> District proficiency-scaled topic assessments Gr 3-5 SBA Interims

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 WCAS?
(8 Step Process: Steps 1, 4 & 8)	<ul style="list-style-type: none"> • Use the assessment results to plan and guide interventions • The principal, 2nd grade teachers and math coach will meet to review and analyze data to determine an action plan for those students not on standard 	<ul style="list-style-type: none"> • KARK • Gr 1-2 math screening • Grade Level Formatives Sample action plans and student intervention results from 2nd Grade data dig meetings
TL 1.3 (8 Step Process: Steps 5, 6 & 7)	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u></p> <ul style="list-style-type: none"> • The Balanced Mathematical Instructional Model will be explored in order to better differentiate in the regular classroom setting • Training will occur to improve our usage of Moby Max to provide targeted interventions and maintenance of skills • A math interventionist will work with students performing just below standard in Gr 3-5. 	<p>Measure proficiency using the following data:</p> <ul style="list-style-type: none"> • Moby Max data • Math para anecdotal intervention notes including total of tutoring minutes

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: 64.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	62.3	37.7
Inquiry	44.2	55.8
Application of Science	31.2	68.8
Domains	39.0	61.0

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 1.3 (8 Step Process: Steps 2 & 3)	<p><u>Goal #1 Instructional Focus on State Standards</u></p> <ul style="list-style-type: none"> Continue to learn about the NGSS standards and how to apply them to the current district science curriculum Continue the Lowell STEM Cadre to coordinate and articulate K-5 science instruction 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> 5th grade WCAS Science assessment results
TL 1.2 TL 1.5 (8 Step Process: Steps 1, 4 & 8)	<p><u>Goal #2 Assessment and Data Disaggregation</u></p> <ul style="list-style-type: none"> 5th grade science teacher will administer WCAS practice assessments, analyze those results, and as necessary, provide reteaching 1st- 5th grade will investigate and attempt to use the engineering and design kit summative assessments 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> 5th grade WCAS practice test results 5th grade WCAS results 1st- 5th grade engineering and design kit summative test results
TL 1.3 (Step 6)	<p><u>Goal #3 Enrichment</u></p> <ul style="list-style-type: none"> Continue to offer extended STEM learning opportunities <ul style="list-style-type: none"> Increase K- 5 student participation in the district STEM Expo, optional for students to participate, but offer after school time to work on science fair projects 	<p>Lowell Stem Expo participation rates:</p> <ul style="list-style-type: none"> At least 10 students create a science fair project and participate in the science fair portion of the expo

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase by at least 5% the following statements found on the 2017 EES survey:

- 41% of students believe their parents participate in events or activities at school
- 68% of students believe they are involved in activities to support their school or community
- 69% of parents believe they have input in the plans for improving the school
- 69% of parents believe the school has activities that celebrate different cultures, including their own

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 5.2a	<p><u>Goal #1 Improve communication between school and home</u></p> <ul style="list-style-type: none"> • Compile and present motivational ways for teachers to inform parents about what is happening at Lowell <ul style="list-style-type: none"> ○ Ex: Remind App, Seesaw, Connect Ed for teacher use, QR Codes, newsletter ideas, sharing conference communication documents • Communicate to families about SIP actions <ul style="list-style-type: none"> ○ Utilize all communication forms to share the school improvement actions ○ Implement a positive communication contest <ul style="list-style-type: none"> ○ For the month of September, have a staff see how many families we can connect with <ul style="list-style-type: none"> ▪ Utilize handwritten notes ▪ Phone logs ▪ Email list ▪ Home visits ▪ Allow parents many avenues to provide feedback about Lowell <ul style="list-style-type: none"> ○ Coffee with the Principal- monthly ○ Lowell Remind communication ○ Lowell Facebook page ○ Connect Ed texting ○ Conduct question and answer sessions during PTA meetings, principal report 	<ul style="list-style-type: none"> • Educational Effectiveness Survey (EES) parent results show a positive percentage increase in relation to being informed about school, their child's progress and the improvement efforts of Lowell.
TL 5.2a	<p><u>Goal #2 Create a family-friendly environment</u></p>	<ul style="list-style-type: none"> • Attendance at events compared to 2016-17 • Online survey results- EES and Watch DOG survey • Increased Watch DOG participation

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?
	<ul style="list-style-type: none"> • Continue to implement family nights- Dr. Seuss Night, Math/Tech Night, Dads and Doughnuts, Moms and Muffins, Multi-Cultural Night, Beginning of Year BBQ • In the spring, analyze and create 2018-19 action plan from EES Survey data • Continue Natural Leaders program <ul style="list-style-type: none"> ○ NL party in September ○ Plan and implement a family movie night • Increase Watch DOGs volunteering at school 	
TL 5.2a	<p><u>Goal #3 Increase parent volunteers, community volunteers, and positive male role models</u></p> <ul style="list-style-type: none"> • Watch Dog Program- Continue to implement consistent schedule and initial training • Collaboration with Madison Community Church <ul style="list-style-type: none"> ○ Reign Ministry volunteers in classrooms ○ December project with money donation • Attend neighborhood group meetings ○ Pursue class and/or school visits by community members <ul style="list-style-type: none"> ○ Ex: Wheat council teaching science concepts, PAWS ○ Culture survey to bring in parents for presentations 	<ul style="list-style-type: none"> • Increased Watch Dog participation • End of Watch Dog day survey calculating Watch Dogs reflection on effectiveness of volunteer program- put in paper form and put in Watch DOG bag • Ask about organization, teacher readiness for volunteer, interactions with staff, welcoming environment, impact visit had, etc.

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

Key Performance Outcome(s):

Increase by at least 5% the following statements found on the 2017 EES survey:

- 68% of students believe that students are involved in decisions that affect them at school
- 70% of students believe the school has activities to celebrate student differences
- 82% of students feel safe at this school
- 68% of students believe discipline problems are handled fairly and quickly at this school

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	<ul style="list-style-type: none"> • Create and implement a customer service philosophy 	<ul style="list-style-type: none"> • Staff demonstrating the philosophy in the way they interact with other staff, parents and students
TL 5.1	<ul style="list-style-type: none"> • Distribute new student welcome packets to incoming students 	<ul style="list-style-type: none"> • Number of packets distributed
TL 5.2	<ul style="list-style-type: none"> • Move kindergarten orientation to occur in August instead of May 	<ul style="list-style-type: none"> • Attendance at the orientation compared to the previous year
TL 5.1	<ul style="list-style-type: none"> • Hold a multicultural night celebrating Lowell's diverse community 	<ul style="list-style-type: none"> • Attendance at the event and number of cultures represented • Event student/parent survey results
TL 5.1	<ul style="list-style-type: none"> • Continue to grow the Natural Leaders parent group 	<ul style="list-style-type: none"> • Number of parents involved in Natural Leaders program as compared to the previous school year
TL 5.1	<ul style="list-style-type: none"> • Expand and consistently implement the Watch DOG program 	<ul style="list-style-type: none"> • Results from the Watch DOG exit survey
TL 5.1	<ul style="list-style-type: none"> • Consider unique ways to engage parents in our community <ul style="list-style-type: none"> ○ Ex: Breakfast with the Principals 	<ul style="list-style-type: none"> • Number of parents who attend the breakfast events
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 1.1	<ul style="list-style-type: none"> • Use strategies that create and sustain a "growth mindset" among students 	<ul style="list-style-type: none"> • Anecdotal stories of students demonstrating the motto throughout the school day, review of tickets distributed

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?
	<ul style="list-style-type: none"> • Continue and expand the school motto program with revisions 	
TL 1.1	<ul style="list-style-type: none"> • Begin conversation about the transition to PBIS <ul style="list-style-type: none"> ○ Create a PBIS leadership team ○ Have team meet with district coach periodically throughout the school year 	<ul style="list-style-type: none"> • Creation of an overall transition plan for Lowell to move from Make Your Day to PBIS
TL 1.1	<ul style="list-style-type: none"> • Continue and expand the student leadership team 	<ul style="list-style-type: none"> • Completion of a service projects, leadership participation in school decisions
TL 3.4	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Post drill survey/reflection results
TL 1.1	<ul style="list-style-type: none"> • Continue social/emotional meetings to identify and address the social and emotional needs of students 	<ul style="list-style-type: none"> • Social/emotional data, actions and follow up
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 2.3	<ul style="list-style-type: none"> • Continue technology integration opportunities <ul style="list-style-type: none"> ○ Year two of Eduro training ○ Staff facilitated technology integration ideas 	<ul style="list-style-type: none"> • Increase in use of SAMR lessons in the classroom
TL 1.1	<ul style="list-style-type: none"> • Continue after school clubs, investigate adding more 	<ul style="list-style-type: none"> • Number of clubs offered
TL 1.5	<ul style="list-style-type: none"> • Provide interventions for more students who scoring below standard in reading or math <ul style="list-style-type: none"> ○ Consider providing math interventions at times different from when LLI intervention take place ○ Hire additional math interventionists to expand math tutoring ○ Offer a math extended day to 5th graders ○ Offer fall and spring math and ELA conference week camps ○ Provide before school Imagine Learning English learning opportunity to all EL students allowing them to not miss core instruction during the school day 	<ul style="list-style-type: none"> • Intervention notes and assessments

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	<ul style="list-style-type: none"> • Staff training on trauma, poverty and cultural traditions/expectations <ul style="list-style-type: none"> ○ Ex: speaker from Monroe SD 	<ul style="list-style-type: none"> • Attendance at the training

ATTENDANCE

Key Performance Outcome(s):

Decrease our absent rate from an average of 3.8% to 2.8%.

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 1.1	<p><u>Goal #1 Implement more vigilant, individual monitoring of attendance for the most impacted students/families</u></p> <ul style="list-style-type: none"> • Monthly meetings <ul style="list-style-type: none"> ○ Counselor and administrator will meet and implement interventions to support students with attendance issues. i.e. phone calls, attendance letters and conferences, home visits, attendance plan. They will reengage students with multiple absences. ○ Counselor and administrator will meet on as needed basis with district Becca coordinator to align attendance processes with district policies. ○ Provide staff with a refresher training on attendance policies • Social/emotional meetings to discuss attendance • Run a report for attendance monthly and put into teacher boxes or sent by email. Teachers then call, connect with parents, note this in an email to attendance secretary or in teacher call log. 	<ul style="list-style-type: none"> • Monthly attendance rates • Number of parent attendance communication by attendance team per month • Number of home visitation performed
TL 1.1	<p><u>Goal #2 Post continual reminders about absences</u></p> <ul style="list-style-type: none"> • Attendance hotline number and policy in newsletters • Attendance team will write summaries of attendance meetings to be placed in Principal Paws 	<ul style="list-style-type: none"> • Teacher contact log for calls to parents- can use as intervention tracking for Becca petition • Number of summaries placed in Principal Paws
TL 1.1	<p><u>Goal #3 Implement a school wide attendance incentive program</u></p> <ul style="list-style-type: none"> • School wide recognition <ul style="list-style-type: none"> ○ Mid-year and end of year attendance awards for best and most improved attendance ○ Bulletin board tracking grade level attendance ○ Notices in Principal Paws • Classroom based incentives 	<ul style="list-style-type: none"> • Number of students recognized for positive or improved attendance

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

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Staff will increase integration of technology in the classroom with the emphasis being on maximizing student engagement 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 measure will you use to determine the success of your action items?
TL 2.1	<p><u>Goal #1 Implementing technology to provide students with engaging and impactful lessons with the SAMR model in mind, emphasizing the blended classroom model</u></p> <ul style="list-style-type: none"> • Eduro Year 2 Trainings <ul style="list-style-type: none"> ○ Examples of technology to be integrated: <ul style="list-style-type: none"> ▪ Chromebooks in the 1:1 classroom environment ▪ Google Classroom ▪ Seesaw ▪ Flipgrid 	<ul style="list-style-type: none"> • Artifacts from staff sessions with instructional coach, Jennifer Chambers for collaboration, training, co-teaching and/or support • Collection of SAMR artifacts utilized by staff, with examples from each grade level or 21st Century Skills (Collaboration, Creativity, critical-thinking, and communication) We will make sure to place these in a common learning space, for example, Google Drive • Student artifacts demonstrating learning through the use of technology
TL 2.1	<p><u>Goal #2 Continue to offer technology related extended learning opportunities</u></p> <ul style="list-style-type: none"> • Introduction to coding – Coding Explorers Club • Family Coding Night – Hour of Code • Robotics Club (3rd-5th grade) 	<ul style="list-style-type: none"> • Student attendance at clubs • Family attendance at family nights • Artifacts demonstrating learning through a variety of coding programs. (ex: videos/pictures of students using the dash and dot robots, robotics team video of them programing the robots through an obstacle, hour of code, OSMO coding program)
TL 2.1	<p><u>Goal #3 Continue to increase staff-driven communication and support in implementing technology in the classroom</u></p> <ul style="list-style-type: none"> • Communication will occur during: <ul style="list-style-type: none"> ○ LIF time trainings ○ Staff meetings ○ Professional learning Tuesdays ○ Principal Paws 	<ul style="list-style-type: none"> • Attendance of trainings provided by staff • Increase in effective technology tools in lessons implemented by staff as shown through collection of data (Staff Survey - Google Form) • Collection of information, tools and strategies shared with staff through Tech Tidbits

STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
<ul style="list-style-type: none"> • Lowell Leadership Team members 	<ul style="list-style-type: none"> • Grade level representatives, paraeducator, specialists, principal, assistant principal, special education 	<ul style="list-style-type: none"> • All parts of the School Improvement Plan
<ul style="list-style-type: none"> • Collaborative Academic Support Team (CAST) 	<ul style="list-style-type: none"> • Grade level meetings held in the winter and spring 	<ul style="list-style-type: none"> • Reading, Writing, Math
<ul style="list-style-type: none"> • Mary Detloff 	<ul style="list-style-type: none"> • ELA coach 	<ul style="list-style-type: none"> • Reading, Writing
<ul style="list-style-type: none"> • Lisa O'Connor 	<ul style="list-style-type: none"> • Math coach 	<ul style="list-style-type: none"> • Math
<ul style="list-style-type: none"> • Cindy Foster 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • All parts of the School Improvement Plan
<ul style="list-style-type: none"> • STEM Cadre 	<ul style="list-style-type: none"> • Group of teachers who volunteer to be on the STEM Cadre, they meet during LIF time 	<ul style="list-style-type: none"> • Instructional Technology and Science
<ul style="list-style-type: none"> • Jennifer Chambers 	<ul style="list-style-type: none"> • Technology Coach 	<ul style="list-style-type: none"> • Instructional Technology
<ul style="list-style-type: none"> • Amber McPartland and Cristie Smith 	<ul style="list-style-type: none"> • Family Involvement Coordinators 	<ul style="list-style-type: none"> • Family Partnership
<ul style="list-style-type: none"> • Renee Moore 	<ul style="list-style-type: none"> • Attendance secretary 	<ul style="list-style-type: none"> • Attendance