EVERETT PUBLIC SCHOOLS

READING ACTION PLAN

Key Performance Outcome:

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).

2016-17 SBA Results

Grade 3

Overall: 51%	Below	At or Near	Above
Reading	28.7	40.6	30.7
Listening and Speaking	16.8	57.4	25.7
Writing	27.7	37.6	34.7
Research/Inquiry	20.8	54.5	24.8

Grade 4

Overall: 65%	Below	At or Near	Above
Reading	16.7	43.1	40.2
Listening and Speaking	15.7	52.9	31.4
Writing	19.6	47.1	33.3
Research/Inquiry	14.7	52.0	33.3

Grade 5

Overall:69.8 %	Below	At or Near	Above
Reading	14.0	39.5	46.5
Listening and Speaking	10.5	52.3	37.2
Writing	10.5	53.5	36.0
Research/Inquiry	16.3	46.5	37.2

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?
1.1 1.2 1.3	• Implement reading goals aligned to the common core state standards as a foundation within the district adopted REACH units, with attention to following key targets: text structures and features, word meanings, and central ideas.	• REACH for Reading Benchmark Assessments • SBA Interim assessments • DRA2 Assessment • Stay To Enjoy Extra Reading (STEER) extended day data
1.3 3.3	• Collaboratively plan and implement differentiated tasks and instructional strategies that promote a balanced literacy model. – Modeled – Shared – Guided – Independent	• Equity target data on SBA IABs, REACH assessments, and DRA2.
1.2 1.3 3.3	• Engage students through high leverage instructional strategies to develop a deeper comprehension of literary and informational texts: – Close Reading	• Gradebook data for common assessments (i.e. SBA IABs, DRA, REACH) – Equity Targets met for each common assessment

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?

	– Writing from Sources
	   – Academic discourse/accountable talk
	   – GLAD strategies to promote academic vocabulary
		• Learning walks/lesson study data

1.2 1.3 3.2 3.3	• Grade levels (3-5) will design a calendar to implement assessment cycles utilizing the SBA IABs (pre and post)	• Assessment plan • SBA Interim data (growth shown from pre to post) • Data disaggregation for proof of equity targets met
1.1 1.2 1.3	• Implement instruction for phonemic awareness, letters, and sounds (Kindergarten)	• Kindergarten Assessment Resources Kit (KARK) phonemic awareness, letter and sounds data (K)
1.2 1.3	• Implement Tier-2 LAP and EL interventions within the classroom balanced literacy model through a push-in approach.	• Accelerated growth for equity target groups as demonstrated by DRA2, SBA IABs, and common REACH assessments. • Leveled Literacy Intervention monitoring data
1.3 2.1	• Strengthen the culture of reading at View Ridge through the setting and monitoring of independent reading goals with the use of Accelerated Reader (AR) and summer school for students who need extra support.	• Accelerated Reader (AR) data • Summer reading challenge—participation rates, percentage of students meeting goal • Summer School participation rates • Boys Only Reading participation rates

WRITING ACTION PLAN

2016-17 SBA Results

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Grade 3

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Reading	28.7	40.6	30.7
Listening and Speaking	16.8	57.4	25.7
Writing	27.7	37.6	34.7
Research/Inquiry	20.8	54.5	24.8

Grade 4

Overall: 65%	Below	At or Near	Above
Reading	16.7	43.1	40.2
Listening and Speaking	15.7	52.9	31.4
Writing	19.6	47.1	33.3
Research/Inquiry	14.7	52.0	33.3

Grade 5

Overall:69.8 %	Below	At or Near	Above
Reading	14.0	39.5	46.5
Listening and Speaking	10.5	52.3	37.2
Writing	10.5	53.5	36.0
Research/Inquiry	16.3	46.5	37.2

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?
1.2 1.3 3.3	• Implement writing goals aligned to the common core state standards as a foundation within the district adopted ELA calendars and writing rubrics for all three modes of writing with attention, to following key targets: compose full texts (writing process), cite evidence to support opinions, ideas, or analyses	• Number of teachers using BFTL benchmarks and/or 3-5 writing rubrics • SBA Interim data • REACH benchmark assessment data • Student data for Narrative, Opinion, and Informative/Explanatory types of writing • Data disaggregation for proof of equity targets met
1.1 1.2 3.2 3.3	• Engage students through high leverage instructional strategies to develop a deeper understanding of the writing process: – Writing from Sources – Power Writes – Peer editing/small-group conferences Authentic publishing and presentation of student writing (author's chair, author's celebrations)	• Embedded assessments (DMA K-2, common writing assessments (3-5) for Narrative, Opinion and Informative/Explanatory types of writing • Journaling in cross-content areas and/or daily power writes. • Participation data for author celebrations

MATH ACTION PLAN

2016-17 SBA Results

Key Performance Outcome:

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

3rd Grade

Overall: 65.3%	Below	At or Near	Above
Concepts and Procedures	25.0	22.0	53.0
Problem Solving and Modeling & Data Analysis	18.0	42.0	40.0
Communicating Reasoning	20.0	41.0	39.0

4th Grade

Overall: 65%	Below	At or Near	Above
Concepts and Procedures	25.7	30.7	43.6
Problem Solving and Modeling & Data Analysis	19.8	44.6	35.6
Communicating Reasoning	19.8	44.6	35.6

5th Grade

Overall: 69.8%	Below	At or Near	Above
Concepts and Procedures	18.8	27.1	54.1
Problem Solving and Modeling & Data Analysis	11.8	47.1	41.2
Communicating Reasoning	12.9	56.5	30.6

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?
1.2 1.3 3.3	• Implement mathematical goals aligned to the Eight CCSS mathematical practices as a foundation within the district adopted enVision units	• End of topic assessments • Interim SBA blocks • Data disaggregation for proof of equity targets met
2.2.a 2.3 3.2 3.3	• Collaboratively plan and implement differentiated tasks and instructional strategies that promote a balanced math model.	• Data disaggregation for proof of equity targets met • End of topic assessments • Interim SBA blocks
1.2 1.3 3.3	• Engage students through high leverage instructional strategies to develop deeper mathematical understanding, problem solving, and discourse using the following instructional strategies: – Noticing and wondering – Number talks – GLAD strategies to help promote academic vocabulary – Three-part tasks	• End of topic assessments • Learning walks/lesson study data (using Danielson framework) • Gradebook data for common assessments – Equity targets met for Hispanic students, low-income students, and ELs.
1.2 1.3 3.2 3.3	• Grade levels (3-5) will design a calendar for assessment cycles to implement, score, and analyze the SBA IABs (pre and post)	• SBA Interim data (growth shown from pre to post) • Data disaggregation for proof of equity targets met

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?
1.1 1.2 1.3	• Based on formative and summative assessment, teachers will implement small group instruction interventions and balanced learning interventions	• Formative and summative district assessments and quick checks • KARK assessments • Summer School participation data

SCIENCE ACTION PLAN

2016-17 MSP Results

Key Performance Outcome:

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: 74.4%	Strand % Perf. Below	Strand % Perf. Similar
Systems	38.4	61.6
Inquiry	31.4	68.6
Application of Science	22.1	77.9
Domains	25.6	74.4

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?
1.1.b.c 1.2.a.b 1.3.a	• Teachers in grades K-5 will facilitate experiences to engage students in applying the NGSS science and engineering practice of developing and using models	• 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
1.1.b.c 1.2.a.b 1.3.a	• Teachers in grades K-5 will implement high leverage strategies of accountable talk and the use of academic vocabulary to facilitate experiences in which students can engage in the NGSS science and engineering practice of engaging in argument from evidence	• 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 use academic vocabulary 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 use academic vocabulary to critique scientific arguments proposed by peers (in addition to K-3 evidence)
1.2 1.3 3.2 3.3	• Initiate common formative assessments and meet as a PLC to disaggregate data and collaboratively plan next instructional steps.	• WCAS practice items • WCAS-aligned district unit assessment K-5 • Data disaggregation for proof of equity targets met

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s): Strong partnerships with families are vital to the learning, growth, and well-being of our students. These partnerships are most meaningful and effective when they are based upon mutual respect, open dialogue, trust, and a shared concern for our students. We welcome parents and families into our school community in a manner that communicates our service philosophy and enhances the educational environment for every student.

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?
5.1	• Increase participation/contribution rates within View Ridge's Natural Leaders, neighborhood partners, and PTA members	• Enrollment in Natural Leaders and PTA compared to 2016-17 • Back-to-school-BBQ participation (compared to 2016-17) • Walkathon fundraiser (compared to 2016-17) • Moms and Muffins/Dads with Donuts (compared to 2016-17) • Afterschool enrichment calendar (compared to 2016-17) • Evening events (Carnival, Movie nights) (compared to 2016-17) • Attendance rates at neighborhood association meetings (compared to 2016-17)
5.1	• Grow and develop our WatchDOG Program so dads are positively supporting students' social and emotional needs	• Number of family male figures enrolled as a WatchDOG(compared to 2016-17) • Participation rate of WatchDOGs (compared to 2016-17)
5.3a	• Continue to provide monthly newsletters to families and post along with updates on the school website	• Communication CEE data • Website analytics
5.1a	• Work with Operation School Bell to ensure students have the materials and resources needed to be prepared for school	• Number of backpacks/supply packs given (baseline data) ☐ Number of family referrals (baseline data) ☐ School Bell data (baseline data)
2.3a 5.2b	• Promote strategies for supporting student learning, family wellness booths and parenting tips to families at Summer FUNdamentals Night (callback for Certificated Staff)	• Attendance (compared to 2015-2016) ☐ Exit ticket responses (compared to 2015-2016)
5.1a	• Schedule community visits (field trips) to retirement/church/businesses	• Field trip schedule (baseline data) • Exit ticket feedback (baseline data) • Junior Achievement (baseline data)
5.3a 5.3b	• Increase the number of VR families who attend High School and Beyond	• Attendance data (baseline) • CEE data

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?
	• Increase quarterly college and career focused activities within the school	

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

Key Performance Outcome(s): Our staff at View Ridge places value and importance upon creating a school community culture that is positive, inclusive, safe, fair, and respectful and that also promotes healthy relationships and equitable practices among all stakeholders—staff, students, families, and the greater community.

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?
3.4a	• Promote a welcoming environment in our school-wide messages and actions: – Continue to invite parents to Viking Pride assemblies – Music at Viking Pride assemblies – Student-led morning announcements – Integrate student's home culture and language into each assembly – Music and bubbles after all breaks	• Family attendance data at assemblies (baseline data) • Assembly program scripts • CEE survey data (compared to 2015-2016) • Student survey about Viking Pride (baseline data) • View Ridge's own vision and mission statement
3.4a	• Everyone greeted with a smile and kindness, compassion, and empathy – Music/High-fives at drop-off on Mondays – Specialists greet students in the halls in the morning	• Random/systemic surveys of parents and guest teachers • CEE survey data (compared to 2015-2016)
5.1a	• Provide monthly meetings for Natural Leaders and PTA	• Attendance data compared to 2015-2016 • Feedback forms
5.1	• Provide interpreters and support staff at each family event	• Number of families attending the events and utilizing the interpreters (baseline data)
	• Publish and live out our customer service plan	• CEE data • Feedback forms (Guest teachers, guests)
	• Create a team to design and implement a plan to better reflect our students and community backgrounds in our building	• CEE data • Panorama ed data

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?
3.4a	• Promote cross-grade level Viking family groups school wide.	• Number of student participants • Student engagement surveys
3.4a	• Integrate a positive discipline and restorative justice culture	• Discipline data (SWIS)
3.4b	• Convene regular School Safety Committee meetings to discuss and act on building, student and staff safety issues	• School Safety Committee agendas and minutes
3.3	• Engage staff/colleagues in work toward a more growth mindset and differentiation approach and implement social emotional learning practices	• SEL/CAST data spreadsheet • Staff feedback data

3.4a	• Promote healthier recess culture to ensure students are safe, cared for, and celebrated
	   – Organized games led by significant adults
	   – Quiet zone space/alt recess plan
		• Monthly student "exit tickets"
		• Discipline data/referrals during lunches

3.4a	• Update and revise our school wide expecations and values (Promote Above the Line responsibilities and anti-bullying expectations) – Counselor's lessons using Steps to Respect, Peer Mediators, Kelso	• Discipline data (SWIS) • Restorative Justice plans (Fix It plans) • Student survey data • Monthly count of Viking Hero and Scholar recognitions to students and posted on the student character trait recognition wall

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?
1.2a	• Ensure more students from diverse backgrounds (ELL, SES, ethnically and racially diverse) complete highly capable referral process	• Number of highly capable referrals at each grade level • Subgroup data for highly capable referrals
1.2 1.3	• Create intervention plans for individual students in order to meet our annual equity targets for each student subgroup	• CAST meeting notes • SIT meeting notes • SBA Interims and SBA Summative data
1.2	• Strengthen LEGO Robotics club for intermediate students	• LEGO Club participation in competitions

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?
1.3		
1.2 1.3	• Continue to implement academic intervention system ELL, Imagine Learning (IL) and LAP STEER (Stay to Enjoy Extra Reading) programs to support student learning	• Attendance at IL and STEER • Attendance at Summer School

ATTENDANCE

Key Performance Outcome(s): Regular and on-time attendance is vital to ensuring the overall success of our students. It is our aim that students enjoy school and want to come every day— therefore, our goal is to have attendance rates for all our students at 100%. We will work with families to ensure their children attend daily and will target specific families with appropriate interventions and supports, in accordance with district policies and procedures, when concerns about attendance arise.

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?
	• Implement school-wide recognition program as an attendance incentive, based on improvement rates.	• Recognition data
	• Stress the importance of consistent, on-time attendance with students and families.	• Principal's newsletter • Attendance data • Improvement data • Attendance meetings
	• Support scholarships for after-school programs for at-risk students.	• Number of students receiving scholarships
	• Communicate regularly with district attendance coordinator to address persistent attendance issues.	• Attendance data
	• Meet regularly with counselor, attendance coordinator, and administrator to monitor attendance, track trends, and address concerns. Assign students with high absences an adult member who checks in about attendance regularly.	• Attendance data
	• Focus on attendance concerns and action plans with teachers during SEL CAST (OTG) meetings.	• SEL CAST Spreadsheets • Attendance data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s): At View Ridge, students use technology not just during their technology specialist time, but within all content areas. It is our target for 100 percent of our students to access technology in order to collaborate, communicate, generate innovative ideas, investigate and solve problems. It is also crucial that our students demonstrate a clear understanding of their role as digital citizens through teaching and learning opportunities centered around technology systems and operations and safe, legal, and ethical practices.

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?
1.2 1.3	• Integrate Google Classroom and other online classroom tools (OneNote, Google Forms, Discovery Ed Classroom, AR) in our intermediate and primary classrooms to share information and manage assignments and learning resources.	• Number of students accessing online classroom tools (Google Classroom, OneNote, Discovery ED) • AR Participation data
1.1 1.2 1.3	• Utilize technology to allow students to collaboratively research, compose, and publish written work.	• Composed and published collaborative work through the use of technology for 100 percent of students.
1.2	• Implement Keyboarding Without Tears (KWT) on Chromebooks on a monthly basis for grades 3-5.	• KWT assessment data (compared to 2016-17)
2.1 2.3	• Utilize HP Elite X2 devices and OneNote for collaborative planning in PLCs and school-wide cadres.	• PLC meeting notes/LIF notes • Staff OneNote
1.2	• Implementation of digital citizenship lessons for all students	• Gradebook Pro Data • PLC meeting notes/LIF notes
1.3	• Implementation of monthly coding lessons for all students.	• Gradebook Pro Data