

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: 58.6%	Below	At or Near	Above	Overall: 59.8%	Below	At or Near	Above	Overall: 68.4%	Below	At or Near	Above
Reading	29.6	37.8	32.7	Reading	15.9	59.8	24.4	Reading	18.4	50.0	31.6
Listening and Speaking	15.3	65.3	19.4	Listening and Speaking	20.7	58.5	20.7	Listening and Speaking	12.2	68.4	19.4
Writing	26.5	36.7	36.7	Writing	20.7	50.0	29.3	Writing	6.1	57.1	36.7
Research/Inquiry	27.6	38.8	33.7	Research/Inquiry	19.5	56.1	24.4	Research/Inquiry	12.2	55.1	32.7

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 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Provide a balanced literacy approach with Reach for Reading curriculum by including guided and shared reading with emphasis on close reading and citing from sources Teach grade level standards for grammar and spelling with Reach for Reading curriculum Provide students with instruction on accountable talk and academic discourse 	<ul style="list-style-type: none"> Reach unit assessments Smarter Balanced Assessment (SBA) interim assessments (3-5) Certificate of Individual Achievement (CIA) assessments Developmental Reading Assessment (DRA) progress monitoring/DRA data
TL 1.1 TL 1.2 PSS 3.3	<ul style="list-style-type: none"> Use backwards design to examine standards and assessments for instructional purpose 	<ul style="list-style-type: none"> Reach assessments SBA interim assessments (3-5) End of Unit (EOU) checks
TL 1.2	<ul style="list-style-type: none"> Use high leverage Guided Language Acquisition Designs (GLAD) strategies to promote literacy targets (key details, central ideas, text structures and features, word meanings) 	<ul style="list-style-type: none"> English Language Proficiency Assessment (ELPA21) scores/data

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1 TL 1.2	<ul style="list-style-type: none"> • Third through fifth grade teams will administer, score, and analyze SBA interim block assessments to identify areas of instructional focus 	<ul style="list-style-type: none"> • SBA interim block assessments
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> • Provide reading intervention through an Extended Day program for students in grades 2-5 	<ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) assessment data • DRA data
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> • Strengthen the reading culture at Monroe Elementary School 	<ul style="list-style-type: none"> • Monthly Accelerated Reader (AR) tests • Book Talks • Summer reading data submission • Library circulation data
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> • Increase participation of students in summer school 	<ul style="list-style-type: none"> • Number of students enrolled will increase from baseline of 2016 by 15 students for 2017

WRITING 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: 58.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 59.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 68.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	29.6	37.8	32.7	Reading	15.9	59.8	24.4	Reading	18.4	50.0	31.6
Listening and Speaking	15.3	65.3	19.4	Listening and Speaking	20.7	58.5	20.7	Listening and Speaking	12.2	68.4	19.4
Writing	26.5	36.7	36.7	Writing	20.7	50.0	29.3	Writing	6.1	57.1	36.7
Research/Inquiry	27.6	38.8	33.7	Research/Inquiry	19.5	56.1	24.4	Research/Inquiry	12.2	55.1	32.7

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 1.3	<ul style="list-style-type: none"> Implement high leverage instructional strategies across content areas to create a deeper understanding of the writing process <ul style="list-style-type: none"> Thirty minutes of student writing daily in grades 1-5 Writing will focus on all styles—narrative, informative/explanatory, and opinion Writing from sources Use Smarter Balanced Interim Assessments to monitor writing and instructional practices 	<ul style="list-style-type: none"> Writing assessments for narrative, opinion, and informative/explanatory modes Journaling in science/math/cross-content areas SBA interim data
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> Administer Everett Public Schools (EPS) David Matteson benchmark assessments every 9 weeks and use data to evaluate student writing for instructional focus (K-2) Follow instructional calendar for Reach 	<ul style="list-style-type: none"> David Matteson Benchmark Assessments (K-2) Classroom writing assessments
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Create authentic publishing experience for students to increase overall volume of writing 	<ul style="list-style-type: none"> Published volumes of writing

MATH 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 Mathematics.

2016-17 SBA Results

3rd Grade				4th Grade				5th Grade			
Overall: 56.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 48.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 54.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	32.7	19.4	48.0	Concepts and Procedures	36.6	36.6	26.8	Concepts and Procedures	21.4	37.8	40.8
Problem Solving and Modeling & Data Analysis	29.6	33.7	36.7	Problem Solving and Modeling & Data Analysis	22.0	40.2	37.8	Problem Solving and Modeling & Data Analysis	20.4	55.1	24.5
Communicating Reasoning	29.6	33.7	36.7	Communicating Reasoning	25.6	46.3	28.0	Communicating Reasoning	20.4	57.1	22.4

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> Grade level teams will follow district adopted Envision curriculum timelines and Common Core State Standards (CCSS) aligned curriculum to provide comprehensive math instruction 	<ul style="list-style-type: none"> District topic tests (K-5) SBA interim tests (3-5) Classroom based assessments
TL 1.1	<ul style="list-style-type: none"> Create balanced math with whole group and small group instruction based formative and summative assessments and to focus on: <ul style="list-style-type: none"> Concepts and procedures Problem-solving Staff will be provided professional learning to support a math program that balances conceptual understanding, computational and procedural fluency, and problem-solving application 	<ul style="list-style-type: none"> District topic tests (K-5) Formative and summative classroom assessments SBA interim assessment block data (3-5)
TL 1.2 TL 1.3 PSS 3.3	<ul style="list-style-type: none"> Implement high leverage instructional strategies to create a deeper mathematical understanding by using the following instructional strategies: <ul style="list-style-type: none"> Fact fluency Number Talks Quick images 	<ul style="list-style-type: none"> District topic tests (K-5) SBA interim tests (3-5) Grade level common formative assessments
TL 1.1 TL 1.2	<ul style="list-style-type: none"> 3-5 grade teams will administer, score, and analyze SBA interim assessment block math assessments to identify areas of instructional focus 	<ul style="list-style-type: none"> SBA interim block assessments (3-5)

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: 75.5%	Strand % Perf. Below	Strand % Perf. Similar
Systems	49.0	51.0
Inquiry	36.7	63.3
Application of Science	24.5	75.5
Domains	22.4	77.6

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 1.2	<ul style="list-style-type: none"> Follow the district instructional maps and use science kits in K-5 to meet Next Generation Science Standards (NGSS) 	<ul style="list-style-type: none"> Science journals Science formative and summative assessments
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> Increase accountable talk and the use of academic vocabulary to increase student understanding of science concepts 	<ul style="list-style-type: none"> Science journals to show evidence of labeled diagrams, written explanations, and academic vocabulary
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> Focus instruction on how to plan and carry out investigations in K-5 	<ul style="list-style-type: none"> K-1 observation notes have labeled diagrams 2-3 observation notes have labeled diagrams and/or written explanations 4-5 observation notes have labeled diagrams, written explanations, and/or collected data as evidence to support a specific claim
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> Integrate Science Technology Engineering and Mathematics (STEM) into library curriculum 	<ul style="list-style-type: none"> End products based on the design challenges for each unit Completion rates of missions (Robotics)

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

We will increase attendance at school events, implement new volunteer opportunities for families, and will improve Our communication about school events.

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?
SR 5.1	<ul style="list-style-type: none"> • Increase attendance at parent and community events <ul style="list-style-type: none"> ○ Watch Dads of Great Students (D.O.G.S.) launch party ○ Coffee with the Principal monthly meetings ○ Science Night 	<ul style="list-style-type: none"> • Baseline Watch D.O.G.S. numbers • Baseline attendance and feedback at coffee meetings • Increase from 300 to 350 attendees
SR 5.1 SR 5.3 SR 5.4	<ul style="list-style-type: none"> • Collaborate with Monroe Elementary School’s Parent Teacher Association (PTA) to continue a strong partnership to increase membership and family involvement 	<ul style="list-style-type: none"> • Jog-a-Thon fundraiser (volunteers compared from 2016 to 2017) • Teacher membership to PTA (from 2017 to 2018) • General school memberships to PTA (from 2017 to 2018) • Improved attendance data at PTA meetings
SR 5.1	<ul style="list-style-type: none"> • Collaborate with the Silver Lake Community Group to increase neighborhood connections 	<ul style="list-style-type: none"> • Number of new volunteers in the school community (baseline)
SR 5.1 SR 5.3	<ul style="list-style-type: none"> • Implement the Natural Leaders program at Monroe Elementary School to reach out to families who speak languages other than English 	<ul style="list-style-type: none"> • Number of Natural Leaders volunteers (baseline data)
SR 5.1 SR 5.3	<ul style="list-style-type: none"> • Implement the Watch D.O.G.S. program at Monroe Elementary School to provide students with extra support from males in the school community 	<ul style="list-style-type: none"> • Pizza launch party (baseline data) • Number of volunteers (baseline)
SR 5.1 SR 5.3 SR 5.4	<ul style="list-style-type: none"> • The principal will create Connect Ed messages before major events in the school community to encourage families to attend 	<ul style="list-style-type: none"> • Rate of successful distribution to families

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

Key Performance Outcome(s):

Increase over all partnerships and participation within the school community from 2016-17.

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?
PSS 3.4	<ul style="list-style-type: none"> • Promote a welcoming environment to all <ul style="list-style-type: none"> ○ Invite parents for Life Long Learner Assemblies ○ Watch D.O.G.S. ○ Natural Leaders 	<ul style="list-style-type: none"> • Participation and attendance rates • Educational Effectiveness Survey (EES) • Accessibility to principal/assistant principal • Timely response to families' requests for information or needs
PSS 3.4	<ul style="list-style-type: none"> • Continue to have a school office that is welcoming and accessible 	<ul style="list-style-type: none"> • Feedback-- formal and informal (EES data, parent conversations) • Guest teacher feedback forms
SR 5.1	<ul style="list-style-type: none"> • Expand the student council role for more direct and visible student leadership 	<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports (PBIS) assemblies to increase student recognition • Student-generated Spirit Days
SR 5.1	<ul style="list-style-type: none"> • Monthly meetings for Natural Leaders and PTA 	<ul style="list-style-type: none"> • Attendance data • Feedback forms
SR 5.1	<ul style="list-style-type: none"> • Determine, communicate, and measure service standards 	<ul style="list-style-type: none"> • Customer survey results • Feedback forms from Coffee with the Principal
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?
SR 5.1	<ul style="list-style-type: none"> • Improve overall systems and structures for PBIS <ul style="list-style-type: none"> ○ Examine and implement best practices for behavior support ○ Teach common-area expectations for behavior for all students ○ Teach monthly character traits 	<ul style="list-style-type: none"> • Training with PBIS coach • Staff collaboration around re-teaching strategies • Number of office referrals • Life Long Learner recognition assemblies

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?
SR 5.1	<ul style="list-style-type: none"> • Hold quarterly grade level meetings to examine and address student social-emotional learning needs 	<ul style="list-style-type: none"> • Student action plans for each year based on Social-Emotional Learning (SEL) meetings
SR 5.1	<ul style="list-style-type: none"> • Organize and promote after school clubs <ul style="list-style-type: none"> ○ Spring soccer ○ Girls on the Run ○ Robotics 	<ul style="list-style-type: none"> • Participation rates • Student survey feedback data
PSS 3.4 SR 5.1	<ul style="list-style-type: none"> • Hold regular Safety Committee meetings to discuss and enhance building, student, and staff safety needs 	<ul style="list-style-type: none"> • Safety Committee agendas and minutes
PSS 3.4 SR 5.1	<ul style="list-style-type: none"> • Identify and strengthen elements of the physical environment 	<ul style="list-style-type: none"> • Quarterly campus walks
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 1.2	<ul style="list-style-type: none"> • Create an after-school academic club for individual students on “the bubble” to close achievement gap in equity target data 	<ul style="list-style-type: none"> • Attendance rates • Classroom assessment data
SR 5.3	<ul style="list-style-type: none"> • Provide interpreters for conferences and other events 	<ul style="list-style-type: none"> • EES parent survey responses to communication
TL 1.2 TL 1.3	<ul style="list-style-type: none"> • Continue the academic intervention of before-school Imagine Learning 	<ul style="list-style-type: none"> • Attendance rates • Monthly Imagine Learning data reports

ATTENDANCE

Key Performance Outcome(s):

Student absences and tardies will decrease from the 2016-17 school to the 2017-18 school year.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1	<ul style="list-style-type: none">Reengage students in transition who have multiple absences through phone or in-person conferences	<ul style="list-style-type: none">Monthly attendance rates
SR 5.1	<ul style="list-style-type: none">Implement school-wide recognition program as an attendance incentive	<ul style="list-style-type: none">Perfect attendance drawingsMost improved attendance awards
SR 5.1	<ul style="list-style-type: none">Focus a monthly Coffee with the Principal on importance of attendance	<ul style="list-style-type: none">Number of participants at monthly meetings
SR 5.1	<ul style="list-style-type: none">Meet with district attendance compliance officer to review Community Truancy Board expectations	<ul style="list-style-type: none">Baseline data of BECCA referrals
SR 5.1	<ul style="list-style-type: none">Provide clear communication to parents on new attendance procedures	<ul style="list-style-type: none">Baseline data of how accurately absences are reported by families

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will have increased access and experience with authentic learning experiences through technology. Students will demonstrate mastery of learning standards in a variety of ways using technology as a tool.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3 III 2.1 III 2.2	<ul style="list-style-type: none"> All students will have increased exposure to STEM activities through technology instruction 	<ul style="list-style-type: none"> Technology lessons integrated into library specialist time STEM activities within classrooms Increased participation at the Innovation Expo
TL 1.2 TL 1.3 III 2.2	<ul style="list-style-type: none"> Integrate more online platforms (Google Classroom, Virtual Field Trips, Mystery Skype, Flip Grid) to create authentic learning experiences 	<ul style="list-style-type: none"> Number of students accessing online classroom tools Student work samples
TL 1.2	<ul style="list-style-type: none"> Continue to use Keyboarding Without Tears (KWT) on Chromebooks for grades 3-5 	<ul style="list-style-type: none"> KWT assessment data (baseline)
TL 1.2 III 2.3	<ul style="list-style-type: none"> Use of OneDrive to access Learning Improvement Friday (LIF) Collaborative Planning Tool with Professional Learning Community's (PLC) 	<ul style="list-style-type: none"> PLC meeting/LIF notes
TL 1.2 III 2.3	<ul style="list-style-type: none"> Provide ongoing professional development for staff focused on rigorous instructional practices using technology with the Eduro group 	<ul style="list-style-type: none"> Eduro trainings feedback Collaboration with district technology facilitator