

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: 86.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 93.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 91.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	6.5	23.6	69.9	Reading	2.2	25.2	72.7	Reading	2.4	33.1	64.5
Listening and Speaking	3.3	46.3	50.4	Listening and Speaking	3.6	37.4	59.0	Listening and Speaking	4.0	50.0	46.0
Writing	8.9	22.0	69.1	Writing	4.3	19.4	76.3	Writing	3.2	22.6	74.2
Research/Inquiry	3.3	32.5	64.2	Research/Inquiry	2.2	27.3	70.5	Research/Inquiry	4.8	21.0	74.2

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?
PSS 3.3.a	<ul style="list-style-type: none"> Implement a systemic approach to identify Level 2 and Level 3 “bubble” students in grades K-5. Develop targeted support to close skill gaps and raise identified students to standard in reading. 	<ul style="list-style-type: none"> Fall-winter-spring Developmental Reading Assessment (DRA)/i-Ready sub-score change DRA progress monitoring (grades K-2) i-Ready literacy data (grades 3-5)
PSS 3.3.a	<ul style="list-style-type: none"> Monitor cohort scores between second and third grade and between third and fourth grade (focusing on low income, English Learner (EL), and two-or-more race subgroups) in reading, listening/speaking, and writing performance in order to eliminate the previous year’s drop with these cohorts. 	<ul style="list-style-type: none"> Comparison of DRA and i-Ready ELA scores between second and third grade Comparison of SBA and i-Ready ELA scores between third and fourth grade for the two designated subgroups
TL 1.5.a	<ul style="list-style-type: none"> Use the English Language Proficiency Assessment 21 (ELPA21) screener to identify needs, and adjust intervention plans for qualifying EL students. 	<ul style="list-style-type: none"> Comparison of 2017 ELPA21 or ELPA21 screener and the 2018 ELPA21 Increase in the percentage of EL students reaching proficient level on the 2018 ELPA21, from 44% in kindergarten to above 50% in all grade levels

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.b	<ul style="list-style-type: none"> Implement Reach for Reading curriculum across the grade levels, to provide balanced reading/ELA skill focus. 	<ul style="list-style-type: none"> Reach for Reading fall to spring benchmark (grades K-2) assessments show a minimum of one year's growth in all grade levels i-Ready data (grades 3-5)

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: 86.2%	Below	At or Near	Above	Overall: 93.5%	Below	At or Near	Above	Overall: 91.9%	Below	At or Near	Above
Reading	6.5	23.6	69.9	Reading	2.2	25.2	72.7	Reading	2.4	33.1	64.5
Listening and Speaking	3.3	46.3	50.4	Listening and Speaking	3.6	37.4	59.0	Listening and Speaking	4.0	50.0	46.0
Writing	8.9	22.0	69.1	Writing	4.3	19.4	76.3	Writing	3.2	22.6	74.2
Research/Inquiry	3.3	32.5	64.2	Research/Inquiry	2.2	27.3	70.5	Research/Inquiry	4.8	21.0	74.2

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?
TL 1.2.b	<ul style="list-style-type: none"> Consistently integrate close reading and research skills into the writing process. Students will pull relevant key details from source texts in order to effectively cite evidence from multiple sources. To accomplish this, <u>students</u> will: <ul style="list-style-type: none"> Support ideas with relevant evidence from the text when writing responses to reading; Develop a deeper understanding of the vertical progression of research skills; and Gather relevant information from source(s). To accomplish this, <u>teachers</u> will: <ul style="list-style-type: none"> Introduce standardized <u>vertical progressions</u> for Writing Standards (these are research skills) 7-9; Analyze student responses to SBA sample prompts. Integrate gap-closing instruction and practice into Reach for Reading and/or teacher created materials; Create writing experiences based on paired passages; Revise set of 2-3 universal graphic organizers to include a place to cite sources; Develop/use student-friendly versions of district rubrics 3-5; Integrate close reading protocols into Reach for Reading; and Develop and implement standardized research practices and citation protocols. 	<ul style="list-style-type: none"> <u>Create and implement formative assessments</u> based on sample SBA prompts <ul style="list-style-type: none"> In the fall, only a few students meet end-of-year writing standard benchmark (SBA or Building Foundations That Last (BFTL) continuum) By the end of the year, nearly all students will meet standard as measured by end-of-year writing standard benchmark (SBA or Building Foundations That Last (BFTL) continuum) We will move students from Level 1 to 2, Level 2 to 3 and Level 3 to 4 in writing based on classroom assessments using district rubrics (grades 3-5) or BFTL rubrics (grades K-2) Analysis of SBA sample prompts indicates students in grades 3-5 are organizing their writing based on the <u>universal graphic organizers</u> and are <u>applying standard research practices and citations</u>

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.a	<ul style="list-style-type: none"> ● Create writing experiences that incorporate multiple sources, including fiction and nonfiction. <ul style="list-style-type: none"> ○ Grade level planning documents. ○ Create a writing folder in the shared drive including: <ul style="list-style-type: none"> ▪ paired reading passages or titles; ▪ writing prompts; ▪ space in explicit instruction model; ▪ revised writing rubric; and ▪ samples of student writing, by grade level. 	<ul style="list-style-type: none"> ● In grades K-2, we will reduce by 25% the number of students not meeting standard on classroom-based writing assessments ● In grades 3-5, we will increase to 90% the number of students writing at standard on classroom-based writing assessments
TL 1.1.c	<ul style="list-style-type: none"> ● As developed and introduced by the Writing Cadre and grade level teams, students will conduct a research project using multiple sources. <ul style="list-style-type: none"> ○ Grades K-2: whole group or expert groups. ○ Grades 3-5: independent, coached. 	<ul style="list-style-type: none"> ● In grades 3-5, 90% of students will meet standard based on the SBA research standard rubric

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 Smarter Balanced Assessment (SBA) in Mathematics.

Grade 3				Grade 4				Grade 5			
Overall: 93.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 92.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 80.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	4.1	9.8	86.2	Concepts and Procedures	4.3	10.8	84.9	Concepts and Procedures	8.9	33.1	58.1
Problem Solving and Modeling & Data Analysis	2.4	17.1	80.5	Problem Solving and Modeling & Data Analysis	5.0	20.9	74.1	Problem Solving and Modeling & Data Analysis	8.1	33.9	58.1
Communicating Reasoning	3.3	15.4	81.3	Communicating Reasoning	4.3	19.4	76.3	Communicating Reasoning	4.8	37.1	58.1

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 1.2.a	<p>To further implement Balanced Math:</p> <ul style="list-style-type: none"> Engage students in math problem-solving through rich tasks and three act tasks to improve application and problem-solving claim scores. Increase opportunities for students to experience and solve multi-step math problems. Introduce common problem-solving tasks within each grade-level. 	<ul style="list-style-type: none"> Based on the district math assessment: <ul style="list-style-type: none"> Each grade level will use a common rubric for problem-solving, showing that students know and make use of problem-solving processes 85% of students will be at or above standard in all grades Grade level team Learning Improvement Fridays (LIF) minutes document data disaggregation and the development of responsive curriculum to address gaps in math knowledge and skills
TL 1.2.a	<ul style="list-style-type: none"> Students expand their ability to explain their mathematical thinking and communicate reasoning facilitated through the use of Balanced Math Instructional Routines. Grade levels create a calendar incorporating math instructional routines to ensure balanced mathematic instruction. Release time is provided for high performing teams to use the Observing for Evidence of Learning (OEL) model to observe, debrief, and plan for implementing high leverage strategies in the next math unit. 	<ul style="list-style-type: none"> Using the rubric for classroom discourse, teachers will move from their baseline in September to at least one level higher by spring

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 1.5.a	<ul style="list-style-type: none"> • Teachers establish systems to promote and monitor a minimum of 45-minutes of i-Ready math lessons each week, in or out of class. • Teachers intentionally focus on number and operations skills. Primary grades will make this a focus during math entry tasks. 	<ul style="list-style-type: none"> • i-Ready diagnostic winter and spring 2018 show continued, accelerated growth from fall baseline scores in mathematical skills • The math SBA results in fifth grade rise to the level of third and fourth grade performance in Number and Operations

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in fifth grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

Grade 5

Overall: 91.9 %	Strand % Perf. Below	Strand % Perf. Similar
Systems	56.5	43.5
Inquiry	11.3	88.7
Application of Science	11.3	88.7
Domains	14.5	85.5

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 measure of student learning that would predict strand level proficiency performance on the MSP?
TL 1.2.a	<ul style="list-style-type: none"> ● Increase staff and student understanding and application of the science and engineering eight practices by focusing on two of the eight practices: <ol style="list-style-type: none"> 1. Asking questions and defining problems; and 2. Developing and using models. ● Videos and hands-on training at staff meetings. ● Feedback from grade levels on how/where the practices are addressed in the kits, where gaps occur, and how gaps are addressed. ● Students focus on science concepts in tech lab with research-based tech projects. 	<ul style="list-style-type: none"> ● Students will increase their proficiency and knowledge of the two targeted science and engineering practices, as measured by student performance on common assessments from the Curriculum Portal, related to two targeted Next Generation Science Standards (NGSS) science practices
TL 1.5.a	<p>Decrease science content gaps in student knowledge through increased participation in Science Challenge programs:</p> <ul style="list-style-type: none"> ● Librarian and all classroom teachers promote literacy-based Science Challenge program in the library; ● Revise Science Board rubric to focus on the two targeted NGSS practices; and ● A higher percentage of students will score proficiently on common science literacy assessments. Gaps in student knowledge and application of all eight science and engineering practices will close. 	<ul style="list-style-type: none"> ● We will monitor the performance science gap by reviewing Science, Technology, Engineering and Math (STEM) science boards. They will show: <ul style="list-style-type: none"> ○ A greater depth of knowledge/application of NGSS practices shown by fifth graders ○ An increased participation by students in grades K-4

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Spring of 2017 Center for Educational Effectiveness (CEE) data indicated very high scores in this component of school effectiveness. However, 3% of parents responding indicated they wished the school's goals for improvement were more widely shared. This is an area for growth.

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 SR 5.2	<ul style="list-style-type: none"> ● Provide support and resources for families, stressing the importance of reading, especially for those whose students are struggling to reach grade-level standard. This will include: <ul style="list-style-type: none"> ○ Learning Assistance Program (LAP)/EL Family Night and conferences; ○ Newsletter articles with resources and information; ○ Accelerated Reader, summer reading and other related activities; and ○ Home-school communications, and direct feedback from parents of students struggling to reach grade level standard. 	<ul style="list-style-type: none"> ● Increase parent positive responses on the CEE survey from 97% to 98% ● Compared to 2016-17, increase the number of parent meetings for EL and LAP parents, to demonstrated greater outreach and communication
SR 5.1 SR 5.3	<ul style="list-style-type: none"> ● Expand school-based Natural Leaders program. 	<ul style="list-style-type: none"> ● Increase, year-over-year, volunteer participation data compared to 2016-17 (number of volunteers and amount of time given.) as measured by volunteer participation data

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

Key Performance Outcome(s):

Spring of 2017 CEE data indicated very high scores in this component of school effectiveness. However, 5% of responding parents indicated their child did not feel safe at school. 3% of responding parents did not indicate that the school is orderly. These are areas for growth.

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.a	<ul style="list-style-type: none"> Revise and improve last year's highly successful Family Culture Night to highlight and further promote the school-wide focus on the school's multi-cultural family community. 	<ul style="list-style-type: none"> Parent attendance at all-school assemblies and participation in Family Culture Night leads to an increase from 93% to 95% on the CEE Parent Survey
	<ul style="list-style-type: none"> Promote and support STEM night. Increase recognition of participants. 	<ul style="list-style-type: none"> Science Challenge participation, content selection STEM night participation rate and breadth of science knowledge, as measured by cadre-created rubric
	<ul style="list-style-type: none"> Implement Customer Service Plan. 	<ul style="list-style-type: none"> Increase in parent responses on welcoming environment portion of CEE Parent Satisfaction survey
	<ul style="list-style-type: none"> Implement Community Outreach Plan. 	<ul style="list-style-type: none"> Increase in parent responses on welcoming environment portion of CEE Parent Satisfaction survey

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?
PSS 3.4.a	<ul style="list-style-type: none"> Harassment, intimidation and bullying (HIB) awareness and prevention program implemented in all classrooms, at all grade levels. Common terms and responses are implemented throughout the school when addressing issues involving HIB. 	<ul style="list-style-type: none"> As measured by the number of classroom presentations on HIB and School Wide Intervention Systems (SWIS) data, we will reduce the number of HIB complaints compared to those in 2016-17 Track HIB using new on-line reporting and tracking system
PSS 3.3 PSS 3.4	<ul style="list-style-type: none"> Create Positive Behavior Interventions and Supports (PBIS) Leadership Team (PRIDE) to implement PBIS framework in the building. <ul style="list-style-type: none"> PBIS Coach provides professional development on the PBIS framework to all staff. PBIS Leadership Team meets monthly to establish and introduce foundational pieces of PBIS framework to building. 	<ul style="list-style-type: none"> PRIDE Team's PBIS implementation minutes Reduction of incidents reported in SWIS over the year

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?
PSS 3.4	<ul style="list-style-type: none"> All staff teach and reinforce common-area expectations for behavior for all students. 	<ul style="list-style-type: none"> Staff-created matrix of common-area expectations
PSS 3.4	<ul style="list-style-type: none"> Establish behavior data tracking system to guide PRIDE Team's next steps. <ul style="list-style-type: none"> Implement SWIS system and provide training to staff. 	<ul style="list-style-type: none"> Reduction in behavior data, as tracked in SWIS
TL 1.3	<ul style="list-style-type: none"> Refine six-week On-Time Graduation (OTG) check-in structure and intervention tracking to more effectively support students. 	<ul style="list-style-type: none"> OTG data

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.a	<ul style="list-style-type: none"> Working with special education facilitator, effectively incorporate students with disabilities into general education classrooms. 	<ul style="list-style-type: none"> Increase in the number of opportunities for student inclusion in general education classrooms
	<ul style="list-style-type: none"> Advocate for low income students to participate in school enrichment and extracurricular activities, in partnership with PTA support. 	<ul style="list-style-type: none"> Enrollment demonstrated increase in student participation in enrichment and extracurricular activities from 2016-17 to current year
	<ul style="list-style-type: none"> Provide before- or after-school academic support to students who are below proficient in ELA and/or math. 	<ul style="list-style-type: none"> Tracking of number of students who participate in before- and after-school academic support displays increase from prior years i-Ready data shows increased performance by students who have participated in these programs, as compared to regular rate of growth
	<ul style="list-style-type: none"> Provide greater access to academic and language support programs, for EL students. 	<ul style="list-style-type: none"> Participation rates in support programs for EL students shows increase year-over-year
	<ul style="list-style-type: none"> Increase number of students participating in remedial summer school programs through early identification and communication of need. 	<ul style="list-style-type: none"> As measured by increase in enrollment/participation rates in summer remedial programs, compared to previous years

ATTENDANCE

Key Performance Outcome(s):

We will reduce the percentage of students with three or more non-preapproved absences a month by .5% from October to May.

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?
PSS 3.5	<ul style="list-style-type: none"> ● Collaborate with families and attendance team to reengage students in transition who have multiple absences. ● Work with counselor, teacher, and families to provide supports to students absent due to medical reasons. 	<ul style="list-style-type: none"> ● Monthly total attendance absence report
SR 5.2	<ul style="list-style-type: none"> ● Communicate to families the importance of consistent attendance. 	<ul style="list-style-type: none"> ● Newsletter articles and communications discussed at conferences
PSS 3.5	<ul style="list-style-type: none"> ● Hold monthly meetings of assistant principal and attendance team to monitor attendance and follow-up with students/families. <ul style="list-style-type: none"> ○ Provide interventions and supports to families and students as needed to improve attendance, i.e. phone calls, attendance letters, conferences, home visits, and attendance plans. ○ Administrator will meet on as-needed basis with district Becca coordinator to align attendance processes with district policies. ○ Create a community truancy board with administrators, counselor, and community member. 	<ul style="list-style-type: none"> ● Notes from monthly meetings ● Monthly student attendance data ● Number of parent meetings held
PSS 3.5	<ul style="list-style-type: none"> ● Add attendance concerns and action plans to discussion with teachers during six-week OTG social/emotional check-ins. 	<ul style="list-style-type: none"> ● Spreadsheets from six-week OTG check-ins ● Student attendance data ● Number of home visits conducted

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers and students will increase the use of technology as a learning and teaching support tool for 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 measure will you use to determine the success of your action items?
TL 1.3	<ul style="list-style-type: none"> Teachers will implement the i-Ready benchmark assessment system (grades K-5 in math and grades 3-5 in reading) and provide regular opportunities for students to use the online lessons for individualized learning. 	<ul style="list-style-type: none"> Growth equal to or greater than one year in both ELA and math, as indicated by June i-Ready data
TL 1.3	<ul style="list-style-type: none"> Teachers will integrate Reach for Reading digital resources (myNGconnect) into their teaching. 	<ul style="list-style-type: none"> Usage rates of myNGconnect Reach for Reading assessment data
TL 1.3	<ul style="list-style-type: none"> All students will have increased exposure to STEM activities through technology instruction that includes coding or other STEM topics at least once per month. 	<ul style="list-style-type: none"> Technology specialist's data on lessons completed Student work/participation in district STEM Expo Student work/participation in school STEM Night