

**READING ACTION PLAN**
**Key Performance Outcome:**
**2015-16 SBA Results**

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

**6th Grade**
**7th Grade**
**8th Grade**

<b>Overall: 74.3%</b>	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	<b>Overall: 81.7%</b>	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	<b>Overall: 80.3%</b>	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	15.8	44.1	40.2	<b>Reading</b>	10.4	35.2	54.4	<b>Reading</b>	9.8	35.6	54.6
Listening and Speaking	5.5	64.3	30.2	Listening and Speaking	4.2	59.9	35.8	Listening and Speaking	6.2	58.8	35.0
Writing	9.6	39.2	51.1	Writing	10.4	24.8	64.8	Writing	9.2	33.0	57.8
Research/Inquiry	4.2	42.4	53.4	Research/Inquiry	3.9	38.1	58	Research/Inquiry	5.9	40.8	53.3

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Ensure high volume of reading across all contents by establishing reading goals and monitoring goals through student self-reflection and written responses to text.</li> <li>Implement Read 180 in Special Education classes and I-Ready in ELL.</li> </ul>	<ul style="list-style-type: none"> <li>Bi-weekly monitoring of goals and written response journals in ELA</li> <li>Circulation data for all genres and contents based on collaboration with content</li> <li>Accelerated Reader (AR) Tests and Book Madness (6th grade)</li> <li>Summer Reading Participation data</li> <li>Scholastic Reading Inventory (SRI) Lexile Scores</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Facilitate and cultivate rigorous and sustained academic discourse about content, texts and ideas which promotes critical thinking and also provides opportunity for students to revise and reflect on their work/thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Text-based evidence common assessments in all three grade levels in ELA classrooms</li> </ul>

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Provide opportunities for students to write and speak using evidence from texts across all content areas to analyze text structure and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Pre/Post Text Based Evidence common assessment in grades 6-8 ELA</li> <li>Embedded SpringBoard Assessments</li> </ul>
TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Build students' academic and content-specific vocabulary through explicit instruction of Tier 2 content words, words with multiple meanings, word relationships, and word structures.</li> </ul>	<ul style="list-style-type: none"> <li>SpringBoard Embedded Assessments</li> <li>Common grade level vocabulary quizzes</li> </ul>

## WRITING ACTION PLAN

### Key Performance Outcome:

### 2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

6th Grade				7th Grade				8th Grade			
Overall: 74.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 81.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 80.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	15.8	44.1	40.2	Reading	10.4	35.2	54.4	Reading	9.8	35.6	54.6
Listening and Speaking	5.5	64.3	30.2	Listening and Speaking	4.2	59.9	35.8	Listening and Speaking	6.2	58.8	35.0
<b>Writing</b>	9.6	39.2	51.1	<b>Writing</b>	10.4	24.8	64.8	<b>Writing</b>	9.2	33.0	57.8
Research/Inquiry	4.2	42.4	53.4	Research/Inquiry	3.9	38.1	58	Research/Inquiry	5.9	40.8	53.3

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Ensure high volume of writing every day across all content areas through brief writes, notetaking and journaling.</li> </ul>	<ul style="list-style-type: none"> <li>SBA scoring rubrics for narrative, explanatory, and argumentative writing assignments</li> <li>Brief-write assessments data</li> <li>Data from interim assessments</li> </ul>
TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Guide students in use of note-taking strategies and graphic organizers to process and extend text-based information and provide opportunities for self-reflection and monitoring of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Scored Cornell Notes and other graphic organizers and interactive notebooks</li> <li>Scored Collaborative Study Groups</li> <li>Pre/post Writing Common Assessment</li> </ul>
TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Provide opportunities for students to write using text-based evidence including well-defended claims, analysis, commentary, elaboration and accurate summaries.</li> </ul>	<ul style="list-style-type: none"> <li>Common Assessments of Text-based Evidence.</li> <li>Social Studies Classroom Based Assessment</li> <li>SpringBoard Embedded Assessments</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

6th Grade				7th Grade				8th Grade			
Overall: 59%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 58.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	26.0	30.5	43.4	Concepts and Procedures	17.7	30.8	51.5	Concepts and Procedures	28.9	28.6	42.5
Problem Solving and Modeling & Data Analysis	23.8	34.1	42.1	Problem Solving and Modeling & Data Analysis	15.7	33.4	50.8	Problem Solving and Modeling & Data Analysis	1.6	50.0	48.4
Communicating Reasoning	19.6	42.8	37.6	Communicating Reasoning	7.9	43.0	49.2	Communicating Reasoning	13.0	44.2	42.9

<b>Strategic Plan Reference</b>	<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement tasks that foster understanding of mathematical procedures with precision and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Common Summative Assessments</li> <li>Interim Assessment data</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement learning tasks that foster problem-solving strategies on a range of complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Common Summative Assessments</li> <li>Interim Assessment data</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement tasks that promote mathematical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Interim SBA</li> <li>Interim Performance Tasks</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement tasks that promote opportunity to use mathematical thinking to solve real world scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Interim SBA</li> <li>Interim Performance Tasks data</li> </ul>

<b>Strategic Plan Reference</b>	<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Administer grade-level assessments according to district calendar and provide re-teaching for students not making standard.</li> </ul>	<ul style="list-style-type: none"> <li>Formative and common summative assessment</li> <li>Student Success Time Data</li> <li>Data from retakes</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2015-16 MSP Results

The target for the 2016-17 school year is 100% of students in the eighth grade meeting standard on the MSP in Science.

#### 8th Grade

Overall: 83.2%	Strand % Perf. Below	Strand % Perf. Similar
Systems	20.5	79.5
Inquiry	24.8	75.2
Application of Science	17.6	82.4
Domains	22.1	77.9

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement Inquiry-based science and engineering tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Scores from common formative and summative assessments</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Identify gaps performance based on subgroups to evaluate embedded biases within content and curriculum and increase awareness of equity.</li> </ul>	<ul style="list-style-type: none"> <li>Disaggregation of data from common assessments based on sub groups</li> <li>Teacher reflections</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Use Claim, Evidence and Reasoning (C.E.R) constructive responses at each grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-assessment and post-assessment scores</li> <li>Interactive notebooks</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement high leverage instruction strategies across the content area to promote deeper learning.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Notebooks</li> <li>C.E.R grade level common summative assessments</li> </ul>

## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

- Ensure that all honors classes are at capacity throughout the school year.
- Increase the number of minority and low-income students enrolled in a challenging option so that the demographics in challenging courses are consistent with the building demographics.

Strategic Plan Reference	Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> <li>• Recruit under-represented students for challenging options courses.</li> <li>• Develop multiple entry points for challenging options pathways, such as Summer “bridge” opportunities for ELA/Math.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment data by grade and subgroups</li> <li>• Comparison data from previous years</li> <li>• High school readiness data by grade and subgroup</li> </ul>
TL 1.2.a III 2.3.a	<ul style="list-style-type: none"> <li>• Recruit first generation and/or minority students for AVID.</li> <li>• Recruit teachers for AVID site team and AVID Path training.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment data for AVID</li> <li>• Teacher participation in AVID Site Team/AVID Training</li> </ul>
TL 1.1.e	<ul style="list-style-type: none"> <li>• Develop awareness of high school, college and career readiness through interest surveys in Naviance curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Naviance usage data</li> <li>• Participation data in High School and Beyond Night for students and families broken up by grade level</li> <li>• Comparison data of last year’s Naviance usage</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

To increase the level of parent and community involvement in school academic and extracurricular events. Progress for this goal will be quantifiably measured by the growth in positive parent responses to the five questions measured in the annual EES perceptual survey in the *Parent and Community Involvement* areas from an average parent positive response of 60% in October 2015 to 90% by March 2017 and to increase the number of participants from 41 in 2015 to 200 in 2017.

<b>Strategic Plan Reference</b>	<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
SR 5.1.a	<ul style="list-style-type: none"> <li>Use communication tools such as weekly news letters, Blackboard Connect and Website to increase parent participation in school events.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data at district events such as Celebration of Innovation, and High School and Beyond Night</li> <li>Participation data at school-based events such as Curriculum Night/fifth grade Family Night/Multi Cultural Night/AVID Family Night/Musical compared to last year</li> <li>Volunteer participation data</li> <li>Participation in ASB sponsored outreach events such as Food Drive and Warm Clothing Drive compared to last year</li> </ul>
TL 1.1.3 SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Promote parent and student use of Naviance.</li> </ul>	<ul style="list-style-type: none"> <li>Naviance log-on/completion data</li> <li>Participation data for High School and Beyond Night compared to last year</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Develop and implement Natural Leaders Program.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data in monthly meetings and Natural Leader events</li> </ul>



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

### Key Performance Outcome(s):

By June 2016, the percentage of total discipline suspensions and expulsions from HIB, ATOD, and Fighting will decrease for our Special Education and Low Income student subgroups to mirror their respective percentage of our total student population.

To increase the level of positive student perception of a respectful school environment. Progress for this goal will be quantifiably measured by the growth in positive student responses to the EES survey question: *Most students are respectful of others at this school* from 51% in October 2015 to 75% by March 2017.

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 is the measurable evidence of student learning?
III 2.1.a III 2.1.b	<ul style="list-style-type: none"> <li>• Research and develop a positive school-wide discipline system:                             <ul style="list-style-type: none"> <li>○ Implement school-wide rules: Be Respectful; Be Responsible; Be Part of the Solution;</li> <li>○ Develop and implement student partnerships with Student Ambassadors; and</li> <li>○ Develop and implement student and staff recognition systems.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discipline data related to Lunch Service and After-School detentions compared to last year</li> <li>• Participation data in Student Ambassadors</li> <li>• Student recognition data compared to previous year</li> </ul>
SR 5.1.a SR 5.1.b SR 5.4.a	<ul style="list-style-type: none"> <li>• Develop and promote opportunities for after-school programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation data of students in clubs and athletics</li> <li>• Perception data on Educational Effectiveness Survey from students</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>• Increase number of parent volunteers by developing and communicating opportunities for parents to volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation data for parents compared to previous year</li> <li>• Perception data on Educational Effectiveness Survey from parents</li> </ul>

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 is the measurable evidence of student learning?
III 2.1.a III 2.1.b III 2.2.a III 2.2.b III 2.2.c	<ul style="list-style-type: none"> <li>• Research and develop systems and resources to reduce bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• HIB data compared to previous year</li> <li>• Perception data on Educational Effectiveness Survey from students and parents</li> <li>• Discipline data regarding HIB compared to last year</li> </ul>
TL 1.3. III 2.2.a SR 5.1.a	<ul style="list-style-type: none"> <li>• Continue implementation of Signs of Suicide curriculum.</li> <li>• Partner with PTA on programing to address resiliency and anxiety.</li> <li>• Partner with Sea Mar to address social, emotional needs of students during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Perception data on Educational Effectiveness Survey from students</li> <li>• Perception data from Healthy Youth Survey</li> <li>• Data from students utilizing Sea Mar supports</li> </ul>

<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.a TL 1.1.d TL 1.2.a TL 1.3.a	<ul style="list-style-type: none"> <li>Increase minority and low SES student participation in advanced and high school credit bearing courses.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment data for challenging classes and rigorous elective options compared to previous year</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Identify qualified students for the College Bound program and assist parent with the application process.</li> </ul>	<ul style="list-style-type: none"> <li>Completion data in College Bound Scholarship by grade</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Provide community resources for low SES students such as Operation School Bell and College Bound.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data for Operation School Bell</li> <li>Participation data for College Bound</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Provide access to support using Student Success Time and Super Quiet Library Study Time.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data for Student Success and Library Study Time</li> </ul>
TL 1.3.b	<ul style="list-style-type: none"> <li>Implement strategies to foster and monitor Social and Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Data from Social and Emotional Well-being team meetings</li> <li>Achievement data from sub-groups</li> </ul>

## HIGH SCHOOL READINESS

### Key Performance Outcome(s):

- 100 percent of students taking Washington State History will meet the requirement in 2016-17.
- The number of students receiving an “F” during the first semester will decrease by a minimum of 25 percent from the first semester of the previous year.
- The total number of students earning a “C” or better in each core subject (math, reading/language arts, science and social studies) will increase by 5% from the first semester of last year.

<b>Strategic Plan Reference</b>	<b>High School Readiness Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> <li>• Increase enrollment in high-school credited courses at middle school (e.g. algebra, geometry, coordinated science, ninth grade Honors English).</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment data for advanced classes compared to last year</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> <li>• Conduct grade checks with follow-up on students with “Ds” and/or “Fs”:               <ul style="list-style-type: none"> <li>○ Student Success Time</li> <li>○ Athletic eligibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation data in Student Success Time by grade and demographics</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> <li>• Implement Naviance at all grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Naviance logon/completion data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Our monthly average daily attendance for sixth through eighth grade will be at or above 95%, monitored by weekly attendance reports.

<b>Strategic Plan Reference</b>	<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"><li>• Conduct daily phone calls home by automated system and weekly phone calls to parents by counselors, administration and support staff.</li></ul>	<ul style="list-style-type: none"><li>• Attendance data by grade and demographics</li></ul>
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"><li>• Conduct individual meetings with students having attendance issues for the purpose of developing a relationship and devising an action plan to be monitored by counselor and administration.</li><li>• Implement WARNS survey for students thirteen and older who have five total days of unexcused absences.</li></ul>	<ul style="list-style-type: none"><li>• Attendance data for students with action plans</li><li>• Data on parent meetings for BECCA petitions and WARNS</li></ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

100% of certificated and classified staff will become proficient in using Windows 365 as a collaboration and document storage tool.

<b>Strategic Plan Reference</b>	<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measurable evidence of student learning?
III 2.2.a III 2.2.b	<ul style="list-style-type: none"><li>• Launch Heatherwood Staff Notebook:<ul style="list-style-type: none"><li>○ Provide staff training and support based on needs with software connected to Windows 365; and</li><li>○ Provide staff training and support based on needs with hardware.</li></ul></li><li>• Launch OneNote for TPEP teachers as collaboration and document storage system.</li></ul>	<ul style="list-style-type: none"><li>• Staff surveys</li><li>• Staff use of OneNote</li><li>• LIF Meetings</li><li>• Professional development meetings</li></ul>