



<b>READING ACTION PLAN</b>				<b>Key Performance Outcome:</b>							
<b>2016-17 SBA Results</b>				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).							
<b>Grade 6</b>				<b>Grade 7</b>				<b>Grade 8</b>			
<b>Overall: 78.8%</b>	<b>Below</b>	<b>At or Near</b>	<b>Above</b>	<b>Overall: 82.1%</b>	<b>Below</b>	<b>At or Near</b>	<b>Above</b>	<b>Overall: 79.4%</b>	<b>Below</b>	<b>At or Near</b>	<b>Above</b>
<b>Reading</b>	9.3	41.2	49.5	<b>Reading</b>	11.2	35.6	53.2	<b>Reading</b>	11.5	38.8	49.7
Listening and Speaking	7.0	54.3	38.7	Listening and Speaking	8.3	63.8	27.9	Listening and Speaking	5.9	58.1	36.0
Writing	10.2	30.7	59.1	Writing	8.3	25.6	66.0	Writing	9.3	30.4	60.2
Research/Inquiry	6.1	39.0	55.0	Research/Inquiry	6.4	34.0	59.6	Research/Inquiry	8.1	38.2	53.7

<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 measure of student learning that would predict strand level proficiency performance on the SBA?
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 close reading, student self-reflection and written responses to text.</li> </ul>	<ul style="list-style-type: none"> <li>Circulation data for all genre and contents in collaboration with content teams and related to library reading programs and Hawks Read (SpringBoard based programs)</li> <li>Accelerated Reader (AR) tests and Bookmadness (grade 6)</li> <li>Summer reading participation data</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement Language!Live in special education and English language classes.</li> </ul>	<ul style="list-style-type: none"> <li>Lexile scores and Language!Live pre-assessment data</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 measure of student learning that would predict strand level proficiency performance on the SBA?
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 promote 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>
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 structures and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Pre/post text-based evidence common assessments in ELA grades 6-8</li> <li>Embedded SpringBoard assessments</li> <li>Interim SBA assessments               <ul style="list-style-type: none"> <li>Grade 6 reading/literature</li> <li>Grade 7 reading/literature</li> </ul> </li> <li>SpringBoard scaffold text-dependent assessments</li> <li>SpringBoard short cycle 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:

### 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 6				Grade 7				Grade 8			
Overall: 78.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 82.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 79.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	9.3	41.2	49.5	Reading	11.2	35.6	53.2	Reading	11.5	38.8	49.7
Listening and Speaking	7.0	54.3	38.7	Listening and Speaking	8.3	63.8	27.9	Listening and Speaking	5.9	58.1	36.0
<b>Writing</b>	10.2	30.7	59.1	<b>Writing</b>	8.3	25.6	66.0	<b>Writing</b>	9.3	30.4	60.2
Research/Inquiry	6.1	39.0	55.0	Research/Inquiry	6.4	34.0	59.6	Research/Inquiry	8.1	38.2	53.7

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 measure of student learning that would predict strand level proficiency performance on the SBA?
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 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>Guide students in the 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>Pre/post writing common assessments</li> <li>SpringBoard My Notes</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>Provide opportunities for students to write using text-based evidence including well-defended claims, analysis, commentary, elaboration and accurate summaries.</li> <li>Provide opportunities for students to write demonstrating command of the conventions of standard English capitalizations, punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Common assessments of text-based evidence</li> <li>Social studies classroom-based assessments</li> <li>SpringBoard embedded assessments</li> <li>Interim assessment                             <ul style="list-style-type: none"> <li>Grade 6 reading/literature</li> <li>Grade 7 reading/literature</li> <li>Grade 8 editing/revising</li> </ul> </li> </ul>

# 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

Grade 6				Grade 7				Grade 8			
Overall: 68.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66.3%	<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>
Concepts and Procedures	15.1	30.1	54.8	Concepts and Procedures	20.1	28.5	51.5	Concepts and Procedures	23.0	31.7	45.3
Problem Solving and Modeling & Data Analysis	14.1	40.1	45.8	Problem Solving and Modeling & Data Analysis	16.5	36.6	46.9	Problem Solving and Modeling & Data Analysis	18.9	40.4	40.7
Communicating Reasoning	15.4	36.2	48.4	Communicating Reasoning	12.6	44.7	42.7	Communicating Reasoning	17.1	42.9	40.1

Strategic Plan Reference	Math 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 measure of student learning that would predict strand level proficiency performance on the SBA?
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                             <ul style="list-style-type: none"> <li>Grade 6 fractions and decimals</li> <li>Grade 7 integers</li> <li>Grade 8 expressions and equations</li> </ul> </li> <li>Interim SBA data                             <ul style="list-style-type: none"> <li>Grade 6 number systems</li> <li>Grade 8 expressions and equations</li> </ul> </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 including SBA practice performance tasks and Dan Meyer 3-Acts tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Interim SBA performance task                             <ul style="list-style-type: none"> <li>Expressions and equations (all grades)</li> </ul> </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> <li>Increase student discourse by implementing math/number talks.</li> </ul>	<ul style="list-style-type: none"> <li>Interim assessment data                             <ul style="list-style-type: none"> <li>Number systems Interim Assessment Blocks (IAB) (all grades)</li> </ul> </li> <li>Interim performance tasks</li> <li>Expressions and equations (all grades)</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 measure of student learning that would predict strand level proficiency performance on the SBA?
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>• Common summative assessments               <ul style="list-style-type: none"> <li>○ Grade 8 systems of equations</li> </ul> </li> <li>• Interim SBA performance task               <ul style="list-style-type: none"> <li>○ Expressions and equations (all grades)</li> </ul> </li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2016-17 MSP Results

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

#### Grade 8

Overall: 78.5%	Strand % Perf. Below	Strand % Perf. Similar
Systems	23.3	76.7
Inquiry	24.8	75.2
Application of Science	21.4	78.6
Domains	26.1	73.9

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 measure of student learning that would predict strand level proficiency performance on the MSP?
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:                             <ul style="list-style-type: none"> <li>Planning and carrying out investigations;</li> <li>Constructing explanations and designing solutions;</li> <li>Developing and using models to explain and predict;</li> <li>Engaging in argument from evidence; and</li> <li>Using technology to solve problems and design innovations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scores from common formative and summative assessments</li> <li>Defined Science, Technology, Engineering and Mathematics (STEM) projects and 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 in performances 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> </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 Claim, Evidence and Reasoning (C.E.R.) constructed responses at each grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-assessment and post-assessment scores compared to previous year</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 instructional strategies across the content area to promote deeper learning via Project Based Learning and Defined STEM Implementation.</li> </ul>	<ul style="list-style-type: none"> <li>C.E.R grade level common summative assessments</li> </ul>

## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

Increase the number of low-income students enrolled in a challenging option class so that the demographics in challenging courses are consistent with building demographics so that our Honors English enrollment for low-income students in the class from 2022 will increase from 6% to 26% in 2018.

<b>Strategic Plan Reference</b>	<b>Challenging Options 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 measure will you use to determine the success of your action items?
TL 1.2.a 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>Review data to place/suggest students for enrollment in math 6/7 and English 6H, along with student/family conversations about placement.</li> <li>Continue development of multiple entry points for challenging options pathways such as summer “Bridge” opportunities for 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 subgroups</li> </ul>
TL 1.2.a TL 2.3.a	<ul style="list-style-type: none"> <li>Recruit first generation and/or minority students for Advancement Via Individual Determination (AVID) using multiple and various data points.</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 and through promotion of High School and Beyond Night.</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 parental and community involvement in important decision making related to academic decisions, as well as increase the level of communication of improvement goals with parents and the community from a 58% positive score to a 80% positive score as measured by the annual Educational Effectiveness Survey (EES).

<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 measure will you use to determine the success of your action items?
SR 5.1.a	<ul style="list-style-type: none"> <li>Use communications tools such as weekly newsletters, Twitter, Blackboard Connect and the website to increase parent participation in school events and to provide attendance, homework and event reminders.</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 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> <li>Twitter followers</li> </ul>
TL 1.1.e SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Promote parent and student use of Naviance for High School and Beyond readiness.</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>Promote, recruit, and grow the Natural Leader program, specifically within our Spanish speaking families.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data in monthly meetings and Natural Leaders events</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Invite parental participation in specific school-based teams, such as the Positive Behavior Instructional Supports (PBIS) team.</li> <li>Implement customer service by increasing staffing at peak times.</li> <li>Identify and foster partnerships with community organizations.</li> </ul>	<ul style="list-style-type: none"> <li>PBIS monthly team minutes</li> <li>Decrease wait time for customers at the counter</li> <li>Increase community-based volunteers, AVID speakers and partnerships</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):**

To decrease the total number of minor disciplinary infractions by 40% from the previous year's results.

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 a positive student response to the EES survey question: *Most students are respectful of others at this school* from 35% in 2017 to 75% in 2018.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture 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 measure will you use to determine the success of your action items?
III 2.1.a III 2.1.b	<ul style="list-style-type: none"> <li>Implement PBIS based on school-wide code of conduct (Be respectful, be responsible, and be part of the solution).</li> <li>Implement and build student partnerships with student ambassadors.</li> <li>Implement student and staff recognition systems.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline data related to lunch service and after school detentions compared to previous year</li> <li>Participation data for student ambassadors</li> <li>Student recognition 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>Increase the number of after school programs.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data of students in clubs and athletics</li> <li>Student perception data on EES</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Increase the 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>Parent perception data on EES</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Explore possible adoption and implementation of WEB (Where Everybody Belongs).</li> </ul>	<ul style="list-style-type: none"> <li>Participation in WEB program, identifying mentors for the 2018-19 school year</li> </ul>

<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe 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 measure will you use to determine the success of your action items?
III 2.1.a III 2.1.b	<ul style="list-style-type: none"> <li>Implement Second Step in the middle school.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease incidences of lunch services and behavioral referrals</li> </ul>
III 2.1.a III 2.1.b III 2.2.b III 2.2.c	<ul style="list-style-type: none"> <li>Implement systems and resources to reduce bullying through implementation of Second Step and PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>Harassment, Intimidation and Bullying (HIB) data compared to previous year</li> <li>Perception data on EES</li> <li>Discipline data regarding HIB compared to previous year</li> </ul>

<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe 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 measure will you use to determine the success of your action items?
TL 1.3.c III 2.2 SR 5.1.a	<ul style="list-style-type: none"> <li>Continue implementation of the Signs of Suicide (SOS) curriculum.</li> <li>Partner with the PTA on programming to address resiliency and anxiety.</li> <li>Partner with Sea Mar to address social and emotional needs of students during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Perception data from EES</li> <li>Data from students utilizing Sea Mar services</li> <li>Number of students on caseload</li> </ul>
TL 1.3.b	<ul style="list-style-type: none"> <li>Implement strategies to foster and monitor social and emotional learning, such as those gained through restorative practices (mediations/circles) and trauma informed practices (kernels).</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>
<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 measure will you use to determine the success of your action items?
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Identify qualified students for the College Bound Scholarship program and assist parents with the application.</li> </ul>	<ul style="list-style-type: none"> <li>Completion data for College Bound Scholarship program by grade</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Provide community resources for low socio-economic status (SES) students such as Operation School Bell and the College Bound Scholarship program.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data for Operation School Bell</li> <li>Participation data for College Bound Scholarship program</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>

## ATTENDANCE

### Key Performance Outcome(s):

Our monthly average daily attendance from sixth through eighth grade will be at or above 95% from 94.6%.

<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 measure will you use to determine the success of your action items?
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> <li>Reengage students in transition who have multiple absences.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> </ul>
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, administrators 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 the counselor and administrator.</li> <li>Implement Washington Assessment of the Risks and Needs of Students (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 student with an action plan</li> <li>Data on parent meetings for BECCA petitions and WARNS</li> </ul>
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> <li>Implement home visits for students who trigger a 20-day CDU action using the counselor, administrator, success support staff, and School Resource Officer.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data for students that have a home visit conducted</li> </ul>
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> <li>Implement positive incentives, such as Cookie Drops, for students who are on time to class and remain in class for the first ten minutes of the period.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly tardies attendance data</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

To increase opportunities for students to showcase their use of technology in their learning. One hundred percent of our teachers will attempt to create a digital/virtual classroom presence.

<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 measure will you use to determine the success of your action items?
III 2.2.a III 2.2.b	<ul style="list-style-type: none"> <li>• Continue the use of Heatherwood staff notebook (OneNote).</li> <li>• Develop and implement weekly staff news in Sway (Hawk News).</li> <li>• Develop and implement monthly parent news in Sway (Heatherwood Happenings).</li> <li>• Continue the use of OneNote for gathering evaluation criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Staff use of OneNote</li> <li>• Learning Improvement Fridays (LIF) meetings/notes</li> <li>• Professional development meetings/notes</li> </ul>
III 2.2.a III 2.2.b	<ul style="list-style-type: none"> <li>• Develop and implement a “Technology Task Force” team of teachers to lead the staff in instructional technology learning in preparation for the 1:1 roll-out in two years.</li> </ul>	<ul style="list-style-type: none"> <li>• Team agenda and minutes that include instructional technology strategies for staff</li> <li>• Classroom observation data of instructional technology implementation</li> </ul>
III 2.2.a III 2.2.b	<ul style="list-style-type: none"> <li>• Develop and implement a technology showcase which includes Jasperactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Student and staff participation figures</li> <li>• Number of students completing Microsoft certifications</li> </ul>