

**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: 70.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	17.0	39.3	43.8
Listening and Speaking	2.7	68.8	28.6
Writing	11.6	38.4	50.0
Research/Inquiry	8.0	50.0	42.0

Overall: 87.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	5.9	33.7	60.4
Listening and Speaking	4.0	53.5	42.6
Writing	5.9	25.7	68.3
Research/Inquiry	4.0	39.6	56.4

Overall: 85.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	9.7	35.4	54.9
Listening and Speaking	6.2	53.1	40.7
Writing	5.3	33.6	61.1
Research/Inquiry	8.8	36.3	54.9

<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 TL 1.3 TL 1.5	<p>Students interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>Reading Literacy (RL) – Determine the meaning of words and phrases as used in text, including figurative language such as metaphors and similes.</li> <li>Reading Information (RI) – Determine the meaning general academic and domain specific words and phrases in a text relevant to a fifth grade topic or subject area.</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>RL – Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g. Herculean).</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready vocabulary assessment, for students in grades 3-5</li> <li>Reach for Reading vocabulary classroom formative assessments grades K-2</li> </ul>

Strategic Plan Reference	Reading 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?
	<ul style="list-style-type: none"> <li>• RI – Determine the meaning general academic and domain specific words and phrases in a text relevant to a fourth grade topic or subject area.</li> </ul> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>• RL – Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.</li> <li>• RI – Determine the meaning of general academic and domain specific words and phrases in a text relevant to a third grade topic or subject area.</li> </ul> <p>Grade 2 :</p> <ul style="list-style-type: none"> <li>• RL – Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>• RI – Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.</li> </ul> <p>Grade 1:</p> <ul style="list-style-type: none"> <li>• RL – Identify words and phrases in stories or poems that suggest feelings or appeal to senses.</li> <li>• RI – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul> <p>Grade K:</p> <ul style="list-style-type: none"> <li>• RL – Ask and answer questions about unknown words in a text.</li> <li>• RI – With prompting and support ask and answer questions about unknown words in a text.</li> </ul>	
TL 1.2 TL 1.3 TL 1.5	<p>Students integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>• Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers show evidence of interactive notetaking</li> <li>• Reach for Reading, Storyworks, and/or ReadWorks classroom formative assessments</li> <li>• Interim assessments block scores for grades 3-5</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?
	<p>Grade 3:</p> <ul style="list-style-type: none"> <li>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p>Grade 2:</p> <ul style="list-style-type: none"> <li>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul> <p>Grade 1:</p> <ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul> <p>Grade K:</p> <ul style="list-style-type: none"> <li>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification of something not understood.</li> </ul>	
TL 1.2	<ul style="list-style-type: none"> <li>All students read independently.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly data from Accelerated Reader (AR) participation reports</li> <li>AR test reports</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Staff receives professional development to implement the Reach For Reading curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Agenda and attendance rosters from three staff meeting extensions</li> <li>Administrator Facilitated, Learning Improvement Friday (ALIF) unit plans</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 3				Grade 4				Grade 5			
Overall: 70.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 87.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 85.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	17.0	39.3	43.8	Reading	5.9	33.7	60.4	Reading	9.7	35.4	54.9
Listening and Speaking	2.7	68.8	28.6	Listening and Speaking	4.0	53.5	42.6	Listening and Speaking	6.2	53.1	40.7
<b>Writing</b>	11.6	38.4	50.0	<b>Writing</b>	5.9	25.7	68.3	<b>Writing</b>	5.3	33.6	61.1
Research/Inquiry	8.0	50.0	42.0	Research/Inquiry	4.0	39.6	56.4	Research/Inquiry	8.8	36.3	54.9

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?
TK 1.2 TL 1.3 TL 1.5	<p>Students write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul> <p>Grade 2:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and prove a concluding statement or section.</li> </ul> <p>Grade 1:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>David Matteson quarterly benchmarks for grades K-2</li> <li>Reach for Reading classroom formative assessments</li> <li>SBA writing data for grades 3-5</li> <li>Self-evaluated writing rubrics</li> </ul>

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?
	<p>Grade K:</p> <ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> </ul>	
TL 1.2 TL 1.3 TL 1.5	<p>Given information presented orally, students integrate and evaluate information by responding in writing.</p> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>Determine the main ideas and supporting details of a text read aloud or information presents in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p>Grade 2:</p> <ul style="list-style-type: none"> <li>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul> <p>Grade 1:</p> <ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul> <p>Grade K:</p> <ul style="list-style-type: none"> <li>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if not understood.</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading, Storyworks, and/or ReadWorks classroom formative assessments</li> <li>Classroom-based assessments for grades 1-3</li> <li>Interim assessments blocks for grades 3-5</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 3				Grade 4				Grade 5			
Overall: 85.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 90.4%	<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>
Concepts and Procedures	4.5	25.0	70.5	Concepts and Procedures	3.9	10.8	85.3	Concepts and Procedures	5.3	21.1	73.7
Problem Solving and Modeling & Data Analysis	6.3	39.3	54.5	Problem Solving and Modeling & Data Analysis	6.9	31.4	61.8	Problem Solving and Modeling & Data Analysis	7.9	32.5	59.6
Communicating Reasoning	3.6	37.5	58.9	Communicating Reasoning	2.9	23.5	73.5	Communicating Reasoning	6.1	36.8	57.0

<p>TL 1.2</p>	<p>Students represent and interpret data provided in multiple tasks.</p> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>Make a line plot to display a data set of measurements in fractions of a unit. Using operations on fractions to solve problems involving information presented in line plots.</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information in line plots.</li> </ul> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</li> </ul> <p>Grade 2:</p> <ul style="list-style-type: none"> <li>Show measurement data by making a line plot, where the horizontal scale is marked off in whole-number units. Draw a picture graph and a bar graph to represent a data set with up to four categories.</li> </ul>	<ul style="list-style-type: none"> <li>End-of-unit Envision Topic Test</li> <li>i-Ready data interpretation scores</li> <li>Interim Assessments Blocks for grades 3-5</li> </ul>
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<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?
	Grade 1: <ul style="list-style-type: none"> <li>Organize, represent and interpret data with up to three categories. Ask and answer questions about the total number of data points.</li> </ul> Grade K: <ul style="list-style-type: none"> <li>Classify objects into given categories, count the numbers of objects in each category, and sort categories by count.</li> </ul>	
TL 1.2	<ul style="list-style-type: none"> <li>Elicit and use evidence of student thinking to assess progress towards communicating reasoning to deeper understand math concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Extended responses on end of unit Envision Topic Tests</li> <li>Extended response questions on SBA</li> </ul>
TL 1.2	<ul style="list-style-type: none"> <li>Explicitly teach key math vocabulary using a variety of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>ALIF unit plans</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Staff will implement the components of the balanced math initiative and implement effective instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Notes from cadre meetings</li> <li>ALIF unit plan</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 grade 5 meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

#### Grade 5

Overall: 82.5%	Strand % Perf. Below	Strand % Perf. Similar
Systems	39.8	60.2
Inquiry	17.7	82.3
Application of Science	23.9	76.1
Domains	19.5	80.5

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?
SR 5.1	<ul style="list-style-type: none"> <li>Increase staff understanding and application of the eight Next Generation Science Standards (NGSS) science practices.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation of teachers' use of NGSS practices</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Identify the system in each of the K-5 science kits and use prompting questions to elicit information about the components and interactions of systems and system models.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation of teachers' use of prompting questions</li> <li>ALIF notes with prompting questions identified</li> </ul>
	<ul style="list-style-type: none"> <li>Students use science vocabulary in written responses.</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluated writing rubrics</li> </ul>



## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Working with families, we will increase participation in the summer reading challenge by 10%.

<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>Sponsor Summer Open Library to promote literacy and increase participation in Summer Reading Challenge and AR testing.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students participating in summer reading challenge</li> <li>AR test data</li> <li>Increase in circulation data by grade level</li> </ul>
SR 5.2.b	<ul style="list-style-type: none"> <li>Conduct a reading strategy training workshop for parents of targeted students in primary grades.</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents and students in attendance</li> <li>Workshop parent evaluation data</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Establish a Parent Ambassador Program to help us welcome, support and strengthen home/school connections with our culturally diverse population.</li> </ul>	<ul style="list-style-type: none"> <li>List of Parent Ambassadors recruited</li> <li>Initial meeting and training notes</li> <li>Log of ongoing outreach efforts by this group</li> <li>Educational Effectiveness Survey (EES) data</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Engage one new community partner (Mill Creek Business Association).</li> </ul>	<ul style="list-style-type: none"> <li>Log of meeting dates, participants and agendas</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):**

Student positive perception responses to the statement “adults at this school care about me” will increase from 85% to 90% as measured by the Center for Educational Effectiveness (CEE) student self-perception survey.

<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?
PSS 3.4.a	<ul style="list-style-type: none"> <li>Establish a Culture/Climate Cadre dedicated to the work of examining and enhancing our culture/climate and leading our Positive Behavior Interventions and Supports (PBIS) work.</li> </ul>	<ul style="list-style-type: none"> <li>Cadre meeting minutes and action items implemented</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Establish a Student Ambassador Welcome Program that empowers students to greet, welcome and orient all students and families at our school.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students recruited</li> <li>Anecdotal notes/photos of program</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Maintain and expand our student recognition program:                             <ol style="list-style-type: none"> <li>Cougar PRIDE tickets given out by all staff;</li> <li>Student-led morning announcements; and</li> <li>Grade level award assemblies: PRIDE, AR Challenge, and Math 90% Club.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Student awards presented</li> <li>Cougar PRIDE ticket data tracking</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Determine, communicate and measure service standards.</li> </ul>	<ul style="list-style-type: none"> <li>Customer survey results</li> <li>Quarterly campus walk results</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?
PSS 3.4.a	<ul style="list-style-type: none"> <li>Participate in the Panorama pilot survey to obtain baseline (fall) and end-of-year (spring) social-emotional learning (SEL) data from grades four and five.</li> </ul>	<ul style="list-style-type: none"> <li>Panorama survey results</li> <li>Follow-up action items identified in response to baseline data</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Continue to implement On Time Graduation (OTG) K-5 grade level meetings to identify students needing intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheet with number of students of concern identified</li> <li>Intervention plans</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?
PSS 3.4.a	<ul style="list-style-type: none"> <li>Offer counselor-led 'mini-classes' and admin-para-led 'check-ins' for students who need extra support/skill-building in specific SEL related areas.</li> </ul>	<ul style="list-style-type: none"> <li>Small group schedule of mini-classes and attendance/check-in lists</li> <li>Reduction in office referrals as indicated in School Wide Intervention Systems (SWIS) for identified students</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Refine and expand the use of the SWIS electronic referral system to increase collaboration amongst all staff in responding to misbehavior.</li> </ul>	<ul style="list-style-type: none"> <li>Number of staff participating in training provided by PBIS Coach, Bridget Walker</li> <li>SWIS data showing reduction of individual referrals</li> <li>Use of data to create a Tier II PBIS plan</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?
TL 1.2.a	<ul style="list-style-type: none"> <li>Implement morning Imagine Learning (IL) program to provide additional support for Level 1 and Level 2 English Learner (EL) students.</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance data on morning IL participation</li> <li>IL usage report data</li> <li>English Language Proficiency Assessment (ELPA21) 21 data</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Implement morning i-Ready program to provide additional support for targeted students.</li> </ul>	<ul style="list-style-type: none"> <li>Data on i-Ready usage and lessons completed</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Lower financial barriers for underprivileged students by providing financial resources, when possible, to access same opportunities as all other students.</li> </ul>	<ul style="list-style-type: none"> <li>Number of scholarships for fifth grade camp and other off-site field trip experiences</li> <li>Number of scholarships for after-school PTA sponsored clubs and programs</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Analyze assessments in literacy and math, checking specifically for equity target attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Disaggregation of achievement data on district literacy and math assessments and SBA interim block assessment data shows gap reduction</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Provide extra-curricular activities open to all students.</li> </ul>	<ul style="list-style-type: none"> <li>Increase participation in school activities such as robotics, soccer, basketball and PTA-sponsored classes</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Mill Creek Elementary students attend school daily to progress in all academic and social areas. There will be an increase of 1% in monthly attendance.

<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.a	<ul style="list-style-type: none"> <li>Conduct monthly meetings with assistant principal, counselor and attendance secretary to review and respond to attendance concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance meeting minutes with action items</li> <li>Attendance data on students of concern with individualized attendance plans for chronic absences or tardies</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Establish and implement a tiered system of support utilizing the counselor, assistant principal and principal to support students with attendance issues.</li> </ul>	<ul style="list-style-type: none"> <li>Tier 1, Tier 2 and Tier 3 action plan</li> <li>Attendance plans, Becca letters and Mill Creek Truancy Board data</li> <li>Evidence of improved attendance for targeted students</li> </ul>
TL 2.2	<ul style="list-style-type: none"> <li>Communicate regularly with parents of students with attendance concerns to elicit their support.</li> </ul>	<ul style="list-style-type: none"> <li>Number of parent phone calls</li> <li>Number of parent meetings</li> <li>Reduction in absences</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

Students increase keyboarding skills to use instructional technology to develop skills and enhance learning opportunities.

<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?
TL 1.2	<ul style="list-style-type: none"> <li>Students develop keyboarding skills using Keyboarding Without Tears in third through fifth grade in school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Keyboarding Without Tears data</li> </ul>
TL 1.2	<ul style="list-style-type: none"> <li>Students access multiple media sources to increase ELA skills using e-tools in Reach for Reading, Storyworks and ReadWorks.</li> </ul>	<ul style="list-style-type: none"> <li>Student response journals</li> <li>Reach, Storyworks and ReadWorks data</li> </ul>
III 2.2	<ul style="list-style-type: none"> <li>Students use technology to compose, edit and publish written work.</li> </ul>	<ul style="list-style-type: none"> <li>Samples of student written work</li> </ul>
TL 1.2 III 2.2	<ul style="list-style-type: none"> <li>Provide information and access to academic support programs for at home use.</li> </ul>	<ul style="list-style-type: none"> <li>Participation and performance data from i-Ready</li> </ul>
III 2.2	<ul style="list-style-type: none"> <li>Staff gain familiarity and skills using the new tablet and move from storing documents on the shared drive to using the Google drive for shared access.</li> </ul>	<ul style="list-style-type: none"> <li>Percent of staff using tablets to access meeting agendas and notes</li> <li>Number of documents saved to the Google drive</li> </ul>
TL 1.2 PSS 3.3	<ul style="list-style-type: none"> <li>Expand effective Chromebook usage system to increase accessibility for all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Chromebook calendar sign-up data</li> </ul>
III 2.1 III 2.3	<ul style="list-style-type: none"> <li>Explore the option of creating a technology/media center by combining library and tech planning time into a Science, Technology, Engineering and Math (STEM) centered program for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Draft plan</li> <li>Sample lesson plans and student work</li> <li>Implementation notes and feedback</li> </ul>