



<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 3</b>				<b>Grade 4</b>				<b>Grade 5</b>			
<b>Overall: 64.6%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>	<b>Overall: 59.5%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>	<b>Overall: 83.8%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	19.2	39.7	41.0	<b>Reading</b>	13.1	48.8	38.1	<b>Reading</b>	10.8	41.9	47.3
Listening and Speaking	10.3	62.8	26.9	Listening and Speaking	6.0	58.3	35.7	Listening and Speaking	8.1	52.7	39.2
Writing	14.1	39.7	46.2	Writing	16.7	47.6	35.7	Writing	6.8	35.1	58.1
Research/Inquiry	14.1	43.6	42.3	Research/Inquiry	9.5	48.8	41.7	Research/Inquiry	10.8	33.8	55.4

<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.b	<ul style="list-style-type: none"> <li>Provide a balanced approach to literacy instruction through the implementation of Reach for Reading curriculum across all grade levels, to provide balanced reading/ELA skill focus including guided and shared reading.</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading fall, winter, and spring benchmark assessments show growth at all grade levels</li> </ul>
PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> <li>Identify and administer common formative and summative assessments and collaboratively use the data to intentionally inform instruction and identify areas for interventions/reteaching, focusing specifically on the following identified areas of need:               <ul style="list-style-type: none"> <li>Grades K-2: identifying main idea and detail as supported by the text, describe information within/across text.</li> <li>Grades 3-5: use of explicit details and implicit information from the text to support inferences/conclusions, describe information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading assessments as determined by grade level</li> <li>SBA interim block assessments</li> <li>Developmental Reading Assessment (DRA)</li> <li>Kindergarten Assessment Resource Kit (KARK)</li> <li>Grade level agreed upon formative assessments</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?
	within/across text, summarize/identify or determine a main idea and key details that support it.	

<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 1.5.a TL 1.2.b	<ul style="list-style-type: none"> <li>Provide a balanced approach to literacy instruction through the implementation of Reach for Reading for qualifying English Language (EL) students.</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading assessment scores for students receiving EL services</li> <li>Comparison of 2017 English Language Proficiency Assessment 21 (ELPA21) or ELPA21 screener and the 2018 ELPA21</li> <li>Increase in the percentage of EL students reaching proficient level on the 2018 ELPA21</li> </ul>
TL 1.2.b PSS 3.3.a	<ul style="list-style-type: none"> <li>Implement before school 'Power Reading Club' focused on increasing reading engagement and comprehension of third through fifth grade boys.</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading unit assessments of group participants</li> <li>SBA interim block assessments of group participants</li> </ul>
TL 1.3.b	<ul style="list-style-type: none"> <li>Increase participation in the district's summer reading program.</li> </ul>	<ul style="list-style-type: none"> <li>Summer reading Accelerated Reader (AR) data</li> <li>Monthly library circulation data</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: 64.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 59.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 83.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.2	39.7	41.0	Reading	13.1	48.8	38.1	Reading	10.8	41.9	47.3
Listening and Speaking	10.3	62.8	26.9	Listening and Speaking	6.0	58.3	35.7	Listening and Speaking	8.1	52.7	39.2
<b>Writing</b>	14.1	39.7	46.2	<b>Writing</b>	16.7	47.6	35.7	<b>Writing</b>	6.8	35.1	58.1
Research/Inquiry	14.1	43.6	42.3	Research/Inquiry	9.5	48.8	41.7	Research/Inquiry	10.8	33.8	55.4

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.b	<ul style="list-style-type: none"> <li>Assess student writing samples, calibrate scoring practices and collaboratively use the data to intentionally inform instruction at each grade level, specifically looking at students ability to write/revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas and develop supporting evidence/reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Common writing benchmark assessments scored with common rubric (grades K-5)</li> <li>Reach for Reading writing samples (grades K-5)</li> <li>David Matteson writing journals (grades P-2)</li> </ul>
TL 1.2.b	<ul style="list-style-type: none"> <li>Students will be able to pull relevant key details from source texts in order to effectively cite evidence from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading writing samples (grades K-5)</li> <li>Various common grade level writing samples</li> <li>SBA release items (grades 3-5)</li> </ul>
TL 1.2.b	<ul style="list-style-type: none"> <li>Students will write full (informational, opinion, narrative) texts using the complete writing process attending to purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Common writing benchmark assessments scored with common rubric (grades K-5)</li> <li>Reach for Reading writing samples (grades K-5)</li> <li>David Matteson writing journals (grades P-2)</li> </ul>
TL 1.2.b	<ul style="list-style-type: none"> <li>Analyze student responses to SBA release items. Integrate gap-closing instruction and practice into Reach for Reading and/or teacher created materials.</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim assessment blocks</li> <li>SBA release items</li> </ul>

# 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: 65.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 64.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 70.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	16.7	29.5	53.8	Concepts and Procedures	21.4	29.8	48.8	Concepts and Procedures	16.2	31.1	52.7
Problem Solving and Modeling & Data Analysis	15.4	33.3	51.3	Problem Solving and Modeling & Data Analysis	15.5	39.3	45.2	Problem Solving and Modeling & Data Analysis	8.1	44.6	47.3
Communicating Reasoning	14.1	39.7	46.2	Communicating Reasoning	15.5	45.2	39.3	Communicating Reasoning	13.5	40.5	45.9

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.b TL 1.3.a	<ul style="list-style-type: none"> <li>Identify and administer common formative and summative assessments and collaboratively use the data to intentionally inform instruction for each grade level and each student, focusing specifically on the following identified areas of need:                             <ul style="list-style-type: none"> <li>Grades K-2: number sense, place value, addition and subtraction fluency, and math vocabulary.</li> <li>Grades 3-5: understanding place value systems, multiply and divide within 100, and solve problems involving geometric movement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Grade level common formative assessment data</li> <li>KARK math data</li> <li>End-of-year Pearson assessment data (fall, winter, spring)</li> <li>District topic test pre-/post-data</li> <li>SBA interim block assessment data (grades 3-5)</li> </ul>
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>Utilize instructional strategies that promote reasoning and problem solving through rigorous and engaging math instruction with allowance for multiple entry points and honoring varied solution strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level common formative assessment data</li> <li>KARK math data</li> <li>End-of-year Pearson assessment (fall, winter, spring)</li> <li>District topic test pre-/post-data</li> <li>SBA interim block assessment data (grades 3-5)</li> </ul>
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>As a result of instruction based on the balanced math model, students will expand their ability to explain their mathematical thinking and communicate reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>KARK math data</li> <li>End-of-year Pearson assessment (fall, winter, spring)</li> <li>District topic test pre-/post-data</li> <li>SBA interim block assessment data (grades 3-5)</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2016-17 MSP Results

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

#### Grade 5

Overall: 78.7%	Strand % Perf. Below	Strand % Perf. Similar
Systems	44.6	55.4
Inquiry	23.0	77.0
Application of Science	14.9	85.1
Domains	21.6	78.4

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.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement district science and engineering kits in grades P-5 to meet Next Generation Science Standards (NGSS):                             <ul style="list-style-type: none"> <li>Provide professional development opportunities for staff to become more familiar with NGSS standards.</li> <li>Implement new lessons, assessments, and instructional calendar.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Science formative and summative assessments</li> <li>NGSS assessment</li> </ul>
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>Provide rigorous instructional practices in science with a specific focus on increasing understanding of systems in science.</li> </ul>	<ul style="list-style-type: none"> <li>Science formative and summative assessments</li> <li>NGSS assessment</li> </ul>
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>Using the Reach for Reading program Focus Wall, intentionally focus on science words that connect across content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Science formative and summative assessments</li> <li>Reach for Reading assessment</li> </ul>

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

Increase from data in past years parent and family communication, as well as involvement in school activities focusing on increasing diversity of parent and family involvement.

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 5.3.a.	<ul style="list-style-type: none"> <li>• Increase attendance at parent and community engagement events by utilizing a variety of advertising and incentive methods:               <ul style="list-style-type: none"> <li>○ Family newsletters;</li> <li>○ Kid mail;</li> <li>○ Twitter;</li> <li>○ Facebook;</li> <li>○ Office electronic reader board;</li> <li>○ PTA newsletter;</li> <li>○ Morning announcements;</li> <li>○ Collaboration with community organizations; and</li> <li>○ Provide attendance incentives (i.e. High School and Beyond, Multi-Cultural Night).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increased overall attendance at school, district and PTA sponsored events from baseline data</li> <li>• Increased number of family sponsored booths at multi-cultural night</li> <li>• Event specific surveys</li> <li>• Center for Educational Effectiveness (CEE) survey results to prompts related to parent and community involvement</li> </ul>
SRR 5.1.a	<ul style="list-style-type: none"> <li>• Increase PTA membership and participation in PTA sponsored events and programs (i.e. Art Docent, Watch DOGS, etc.) by utilizing a variety of advertising methods:               <ul style="list-style-type: none"> <li>○ Hosting membership tables at beginning of the year school events;</li> <li>○ Hosting informational nights for interested parents; and</li> <li>○ Silver Firs and PTA Facebook pages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PTA membership data</li> <li>• Attendance at PTA-sponsored events</li> <li>• Volunteer log</li> <li>• Watch DOGS participation data</li> <li>• Art Docent participation data</li> </ul>
SRR 5.1.a SRR 5.3.a	<ul style="list-style-type: none"> <li>• Increase communication to all Silver Firs stake holders including but not limited to the following strategies:               <ul style="list-style-type: none"> <li>○ Send information to BOTH guardians listed in eSchools;</li> <li>○ Include staff in school wide parent communication methods;</li> <li>○ Send critical information in multiple formats (i.e. print, digital, social media, website, and Connect-ED); and</li> <li>○ Include information in Spanish and Vietnamese translations when appropriate.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CEE parent survey responses to prompts related to culture and communication</li> <li>• Increased parent request for translated materials</li> <li>• Number of Facebook and Twitter followers</li> <li>• School monthly newsletter</li> </ul>

<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?
SRR 5.1.a	<ul style="list-style-type: none"> <li>Develop community partnership opportunities with nearby organizations including but not limited to the City of Mill Creek and the Silver Firs Homeowners Association.</li> </ul>	<ul style="list-style-type: none"> <li>Number of community partnership contacts made</li> <li>Minutes from community meetings</li> <li>Community participation in school community events</li> <li>School community participation in neighborhood partner 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):**

Results from the February 2018 Educational Effectiveness Survey (EES) will show an increase in the areas of family participation and cultural responsiveness, based on the data provided by all stakeholders in the Silver Firs community (students, parents, and staff).

<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>• Continue to revise and improve parent night events to increase attendance and family involvement:               <ul style="list-style-type: none"> <li>○ Meet and Greet;</li> <li>○ Curriculum Open House;</li> <li>○ Multicultural Night;</li> <li>○ Learning Assistance Program (LAP) Parent Night;</li> <li>○ Music concerts; and</li> <li>○ Kindergarten Orientation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increased overall attendance from 2016-17 to 2017-18</li> <li>• Increased number of family sponsored booths at multi-cultural night from 2016-17 to 2017-18</li> </ul>
SRR 5.3.a	<ul style="list-style-type: none"> <li>• Increase communication with families via print and digital media (i.e. newsletter, Connect-ED, Twitter, Facebook) using district communication tools to include Spanish and Vietnamese translations when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• CEE parent survey responses to prompts related to culture and communication</li> <li>• Website visits</li> <li>• School monthly newsletter</li> <li>• Number of Facebook and Twitter followers</li> </ul>
SR 5.1 SR 5.3	<ul style="list-style-type: none"> <li>• Begin first year implementation of Natural Leaders program to increase diversity of parent involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in volunteer participation data</li> </ul>
TL 1.1.b TL 1.2.a SRR 5.1.a SRR 5.2.a	<ul style="list-style-type: none"> <li>• Create and implement the Silver Firs Elementary service philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly input from staff</li> <li>• CEE parent survey responses to prompts related to culture and welcoming environment</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 3.3 PSS 3.4.a	<ul style="list-style-type: none"> <li>• Implement with fidelity school wide Positive Behavior Interventions and Supports (PBIS):               <ul style="list-style-type: none"> <li>○ All school PBIS 2-hour professional development from coach in August.</li> <li>○ PBIS team professional development planning meeting with coach in November.</li> <li>○ Regular monthly PBIS meetings to analyze discipline data and create school wide action steps to address data using SWIS, CEE and social-emotional learning (SEL) student surveys.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Behavior/referral data collected via School Wide Intervention Systems (SWIS)</li> <li>• Increase in favorable responses on spring SEL student survey for grades 3-5</li> <li>• CEE student survey results</li> <li>• Staff created matrix of common-area expectations</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>• Monitor and provide individualized social-emotional support through grades P-5 Social-Emotional Awareness (SEA) meetings every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level SEA spreadsheets (increase in the number of students listed as No SE Concerns)</li> <li>• CEE student perception of supportive learning environment</li> <li>• Increase the percentage of positive responses on the spring SEL student survey in grades 3-5</li> <li>• Monthly referral data (SWIS and intervention team data)</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>• Provide an emotionally and intellectually safe learning environment for all students through intentionally planned instruction, specifically focusing on:               <ul style="list-style-type: none"> <li>○ Grit/Growth Mindset;</li> <li>○ Safety and Respect; and</li> <li>○ Harassment, Intimidation and Bullying (HIB) awareness and prevention.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Behavior/referral data collected via SWIS</li> <li>• Increase in favorable responses on the spring SEL student survey in grades 3-5</li> <li>• Student work samples and projects</li> <li>• Pre- and post-assessments</li> <li>• CEE student perception data to prompts related to supportive learning environment</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>• Encourage diverse populations to participate in extra-curricular activities at Silver Firs Elementary:               <ul style="list-style-type: none"> <li>○ Robotics;</li> <li>○ Robotics, Jr.;</li> <li>○ Student Council;</li> <li>○ Soccer;</li> <li>○ Missoula Children’s Theatre; and</li> <li>○ Spanish Club.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increase in diversity of participants</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?
SRR 5.3.a	<ul style="list-style-type: none"> <li>Increase communication with families via print and digital media (i.e. newsletter, Connect-ED, Twitter, Facebook) using district communication tools to include Spanish and Vietnamese translations when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of positive CEE parent survey responses to prompts related to culture and communication</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Effectively mainstream students in developmental kindergarten into general education classrooms as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of participating students in developmental kindergarten mainstreamed into general education classrooms</li> </ul>
TL 1.1.a TL 1.1.c	<ul style="list-style-type: none"> <li>Increase the participation in summer school for students performing at Level 2 or below in math and/or reading.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in summer school registrants</li> <li>Summer school registrant attendance</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Reduce the percentage of school wide monthly absences from an average of 4.16% to 3%. Increase the number of attendance award winners each month by 5%.

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"> <li>• Acknowledge and reward students for attendance accomplishments when they have:               <ul style="list-style-type: none"> <li>○ Perfect monthly attendance;</li> <li>○ Perfect semester attendance;</li> <li>○ Outstanding yearly attendance (5 days or less);</li> <li>○ Near perfect attendance (missed no more than 1 full day of school or had 3 or less tardies); and</li> <li>○ Yearly perfect attendance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Monthly, semester, and yearly attendance data</li> <li>• Number of students recognized each month, semester and year</li> </ul>
PSS 3.5	<ul style="list-style-type: none"> <li>• For those students who are chronically absent:               <ul style="list-style-type: none"> <li>○ Implementation of the Everett Public Schools (EPS) attendance policy including phone calls by the office assistant, letters outlining attendance concerns, family contact by an administrator, family/school partnership meetings, referral to EPS's district-wide attendance team, and BECCA process.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Monthly, semester and yearly attendance data (total absences percentage)</li> <li>• Number of administrator/parent meetings</li> <li>• Number of BECCA petitions filed</li> </ul>
PSS 3.5	<ul style="list-style-type: none"> <li>• Include attendance and tardy concerns, as well as action plans for six-week SEA check-ins.</li> </ul>	<ul style="list-style-type: none"> <li>• Spreadsheets from SEA check-ins</li> <li>• Monthly student attendance data</li> </ul>
SRR 5.2	<ul style="list-style-type: none"> <li>• Include attendance tips and research into family newsletter regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of monthly family newsletters with attendance tips</li> </ul>

## 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.

<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 1.3	<ul style="list-style-type: none"> <li>Continue Keyboarding Without Tears (KWT) in grades 3-5.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Management System (LMS) data of KWT student usage</li> <li>Words Per Minute (WPM) tests</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Use online gradebook to disaggregate common grade level assessments by subgroups to determine needed student interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Number of common grade level assessments entered in online gradebook</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Integrate Reach for Reading digital resources (myNGConnect) into classroom instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>Usage rates of myNGConnect</li> <li>Reach for Reading assessment data</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Build the capacity of teachers to implement technology across the curriculum by participating in learning walks to view classrooms at Whittier Elementary and Lowell Elementary.</li> </ul>	<ul style="list-style-type: none"> <li>Number of student projects involving technology implementation</li> <li>Teacher feedback</li> </ul>