

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: 67.5%	Below	At or Near	Above	Overall: 67%	Below	At or Near	Above	Overall: 73.1%	Below	At or Near	Above
Reading	18.6	39.8	41.6	Reading	15.8	44.7	39.5	Reading	13.3	51.4	35.2
Listening and Speaking	8.0	65.5	26.5	Listening and Speaking	14.0	61.4	24.6	Listening and Speaking	6.7	69.5	23.8
Writing	13.3	37.2	49.6	Writing	15.8	43.0	41.2	Writing	8.6	38.1	53.3
Research/Inquiry	9.7	45.1	45.1	Research/Inquiry	14.0	53.5	32.5	Research/Inquiry	9.5	44.8	45.7

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Implement a balanced approach to literacy instruction in grades K-5 using the district adopted Reach for Reading program (e.g., modeled, shared, guided, close reading strategies, independent reading and writing.) Implement focused lessons in grades 3-5 to increase proficiency in: <ul style="list-style-type: none"> Text structures or text features; Word meanings; Analysis within or across texts; and Central ideas. Ensure a high volume of reading (digital and print) occurs across all content areas and genres in grades K-5. 	<ul style="list-style-type: none"> Teacher participation in professional development and trainings for the Reach for Reading program Common grade level summative and formative assessments ELA interim block assessments results in winter and early spring (grades 3-5) Monthly Accelerated Reader (AR) participation and proficiency data Volume of library circulation for male readers Monthly library circulation data for fiction and non-fiction Student participation for 2018 Summer Reading Challenge

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: 67.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	18.6	39.8	41.6
Listening and Speaking	8.0	65.5	26.5
Writing	13.3	37.2	49.6
Research/Inquiry	9.7	45.1	45.1

Overall: 67%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	15.8	44.7	39.5
Listening and Speaking	14.0	61.4	24.6
Writing	15.8	43.0	41.2
Research/Inquiry	14.0	53.5	32.5

Overall: 73.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	13.3	51.4	35.2
Listening and Speaking	6.7	69.5	23.8
Writing	8.6	38.1	53.3
Research/Inquiry	9.5	44.8	45.7

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Implement a balanced approach to writing instruction in grades K-2 using the district adopted Building Foundations That Last (BFTL) program and BFTL quarterly benchmarks for personal narrative, narrative, informational, and opinion text. Implement a balanced approach to writing instruction in grades 3-5 using the district adopted Reach for Reading program and the Everett Public Schools writing rubric for narrative, informational, and opinion text. Provide opportunities for students to self-assess, revise, and edit their writing for narrative, informational, and opinion texts. 	<ul style="list-style-type: none"> District common assessments as measured by the David Matteson and Associates (DMA) writing benchmarks (grades K-2) Common assessments as measured by district writing rubrics (grades 3-5) Student writing journals/folders/BFTL booklets in content areas (grades K-5) ELA SBA interim block assessments (grades 3-5)

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: 62.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	14.7	30.2	55.2	Concepts and Procedures	20.4	33.6	46.0	Concepts and Procedures	23.6	34.0	42.5
Problem Solving and Modeling & Data Analysis	17.2	42.2	40.5	Problem Solving and Modeling & Data Analysis	13.3	48.7	38.1	Problem Solving and Modeling & Data Analysis	20.8	44.3	34.9
Communicating Reasoning	7.8	51.7	40.5	Communicating Reasoning	17.7	40.7	41.6	Communicating Reasoning	17.9	47.2	34.9

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Implement a balanced math model to increase productive instructional routines and procedures during math instruction in grades K-5. <ul style="list-style-type: none"> Questioning strategies and discussion facilitation; Number sense routines; and Cross-domain problem-solving and performance task routines. 	<ul style="list-style-type: none"> Common grade level formative assessments District common summative assessments Math SBA interim block assessments (grades 3-5) District Learning Improvement Friday (LIF) unit planning meeting minutes
TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Students will use mathematical vocabulary and accountable talk when explaining work solutions during math talks (i.e., Number Talks, Quick images, Choral Counting, Counting Collections, and Contemplate Then Calculate). 	<ul style="list-style-type: none"> Common grade level formative assessments District common summative assessments District LIF unit planning meeting minutes

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: 77.1%	Strand % Perf. Below	Strand % Perf. Similar
Systems	48.6	51.4
Inquiry	29.9	70.1
Application of Science	17.8	82.2
Domains	21.5	78.5

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 WCAS?
TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Implement Next Generation Science Standards (NGSS) with grade level science and engineering kits in grades K-5. Use science journaling prompts, and probing questions to engage students in evidence-based learning that aligns with NGSS in grades K-5. 	<ul style="list-style-type: none"> Common grade level assessments, investigations, etc. (grades K-5) Grade level district LIF unit planner Cadre team planning notes Student reflection in science journals

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase the level of parent and community involvement, as measured in the annual Educational Effectiveness Survey (EES) perceptual survey for *Parent and Community Involvement* from a positive parent response of 82% in March 2017 to 85% in March 2018.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1.a SR 5.2.b SR 5.3.a SR 5.4.a SR 5.4.b	<ul style="list-style-type: none"> Collaborate with the parent community to continue the work of Natural Leaders on the Woodside campus. 	<ul style="list-style-type: none"> Natural Leaders meeting minutes Attendance at Natural Leaders events planned during the 2017-18 school year School-based survey of Natural Leader events
SR 5.1.a SR 5.2.b SR 5.3.a SR 5.4.a SR 5.4.b	<ul style="list-style-type: none"> Intentionally invite, encourage, and recruit higher levels of parent involvement in school activities. 	<ul style="list-style-type: none"> Center for Educational Excellence (CEE) parent survey WatchDOGs volunteer participation data Number of parents participating in school family nights

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

Key Performance Outcome(s):

To increase the level of positive student responses from 72% in March 2017 to 75% in March 2018 on the *Supportive Learning Environment* area of the annual EES Survey.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3.a TL 1.3.b PSS 3.4.a	<ul style="list-style-type: none"> • Effective communications for pertinent school event information to families and the community through a model of customer service. • Identify and strengthen elements of the physical environment • Monitor follow-up on attendance, discipline, and social-emotional concerns. • Community assemblies that focus on academic achievement and Students Occupationally and Academically Ready (SOAR) expectations. • Students and staff greet and welcome one another each day. 	<ul style="list-style-type: none"> • Percent of positive parent responses on CEE parent survey for <i>Collaboration and Communication</i> • Quarterly campus walk results • Meeting minutes for attendance committee, Positive Behavior Interventions and Supports (PBIS) committee, and On-Time Graduation (OTG) minutes • Scheduled assemblies during the school year • Increase of AR awards for reading achievement • Percent of positive student responses on CEE student survey in <i>Supportive Learning Environment</i>
Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
PSS 3.4.a	<ul style="list-style-type: none"> • Refine the Woodside PBIS program through PBIS committee meetings and staff education. 	<ul style="list-style-type: none"> • Decrease in problem behaviors reported on School Wide Information System (SWIS) reports

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
PSS 3.4.a	<ul style="list-style-type: none"> • Advance OTG meeting process to support the social-emotional needs of students in grades K-5. • Counselor teaches social-emotional awareness and skills using the Second Step curriculum in grades K-5 and Kelso’s Choice in grades 1-4. • Classroom teachers and support staff teach MindUP curriculum in grades K-5. 	<ul style="list-style-type: none"> • Number of student referrals and intervention supports through OTG process • Decrease of SWIS reports • Panorama student survey results (grades 3-5) • Percent of positive responses on CEE student survey for <i>Supportive Learning Environment</i>
TL 1.2.a	<ul style="list-style-type: none"> • Offer before- and after-school activities and enrichment opportunities for students. 	<ul style="list-style-type: none"> • Increased student participation in before- and after-school activities
SR 5.1.a SR 5.2.b SR 5.3.a SR 5.4.a SR 5.4.b	<ul style="list-style-type: none"> • Strengthen community partnerships to support student learning. 	<ul style="list-style-type: none"> • Number of students and volunteers participating in programs
Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> • Increase the opportunity for the Imagine Learning English (ILE) before-school program for English Learner (EL) students in grades K-5. • Implement the district instructional model to support EL students (native language tutors, ILE, newcomer groups, Reach for Reading Pre-Teach, Chromebooks, school-based interventions, and summer school). • Use a framework to plan instruction and interventions that increase academic achievement for under-performing students in grades 3-5. 	<ul style="list-style-type: none"> • Attendance for before-school ILE program • Grade level team planning notes • 2018 English Language Proficiency Assessment 21 (ELPA21) results • 2017-18 SBA results in reading and math • 2017-18 SBA results in reading and math

ATTENDANCE

Key Performance Outcome(s):

Woodside will implement a systematic response to attendance tracking with interventions to decrease student absences by 1% school wide.

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?
SR 5.1.a SR 5.2.b	<ul style="list-style-type: none"> Reengage students in transition who have multiple absences. 	<ul style="list-style-type: none"> Monthly attendance rates for total absences
SR 5.1.a SR 5.2.b	<ul style="list-style-type: none"> Woodside's Attendance Success Team will meet with families whose students have multiple absences and develop individual attendance plans. 	<ul style="list-style-type: none"> Monthly attendance reports for total absences Parent participation in attendance meetings Individual attendance plans
SR 5.1.a SR 5.2.b	<ul style="list-style-type: none"> Educating parents on the importance of regular attendance and the impact on student achievement. 	<ul style="list-style-type: none"> Monthly attendance reports Communication methods (i.e., newsletter articles, parent letters, attendance meetings, morning wake-up calls, etc.)

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Staff and students will have access to technology-based tools and resources in order to integrate best practices for technology, Science, Technology, Engineering and Mathematics (STEM), and 21st Century skills across all content areas.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
III 2.3.a	<ul style="list-style-type: none"> • Students will receive instruction for a variety of essential technology skills to enhance achievement. 	<ul style="list-style-type: none"> • Program reports • Student work projects
III 2.3.a	<ul style="list-style-type: none"> • Students will receive instruction in the following Microsoft programs: <ul style="list-style-type: none"> ○ Power Point; ○ Excel; ○ Publisher; and ○ Word. 	<ul style="list-style-type: none"> • Culminating grade level projects
III 2.2.c	<ul style="list-style-type: none"> • Students and teachers will use technology to collaborate on projects. • Home-school connections will be strengthened using Google Classroom, which allows students and parents access to assignments and projects from home. 	<ul style="list-style-type: none"> • Student collaborative projects using of technology devices • District LIF unit plans by grade level
III 2.1.a III 2.2.a	<ul style="list-style-type: none"> • The technology cadre will meet monthly to support student learning and engagement through the integration of technology. 	<ul style="list-style-type: none"> • Technology cadre meeting minutes • Technology Tidbits in weekly staff bulletin