



READING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

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

Grade 3				Grade 4				Grade 5			
Overall: 67.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 60%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 75.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.1	40.7	37.2	Reading	20.4	44.7	35.0	Reading	13.9	47.5	38.6
Listening and Speaking	11.5	56.6	31.9	Listening and Speaking	6.8	69.9	23.3	Listening and Speaking	5.9	62.4	31.7
Writing	12.4	39.8	47.8	Writing	16.5	41.7	41.7	Writing	9.9	43.6	46.5
Research/Inquiry	16.8	48.7	34.5	Research/Inquiry	11.7	59.2	29.1	Research/Inquiry	2.0	46.5	51.5

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (measures of actions) What is the measurable evidence of student learning?
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"> Ensure a high volume of reading (digital and print) occurs across all content areas and genres (grades K-5). Develop early reading skills in kindergarten (letter names, sounds, sight words). 	<ul style="list-style-type: none"> Monthly AR participation and proficiency data Volume of library circulation for male readers Monthly library circulation data for fiction and non-fiction Student participation for 2017 Summer Reading Challenge KARK assessment data
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"> Model and apply close and critical reading strategies using a range of text dependent questions, text evidence, and tasks that require students to read and reread challenging text (grades K-5). Implement close reading lessons developed to analyze text complexity, and compare/contrast the author’s point of view within or across text. 	<ul style="list-style-type: none"> ELA Interim Block Assessments results in winter and early spring Common grade level formative assessments

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

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

Grade 3

Overall: 67.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.1	40.7	37.2
Listening and Speaking	11.5	56.6	31.9
Writing	12.4	39.8	47.8
Research/Inquiry	16.8	48.7	34.5

Grade 4

Overall: 60%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.4	44.7	35.0
Listening and Speaking	6.8	69.9	23.3
Writing	16.5	41.7	41.7
Research/Inquiry	11.7	59.2	29.1

Grade 5

Overall: 75.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	13.9	47.5	38.6
Listening and Speaking	5.9	62.4	31.7
Writing	9.9	43.6	46.5
Research/Inquiry	2.0	46.5	51.5

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 measurable evidence of student learning?
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"> • Provide opportunities for students to write and speak using evidence from texts to state a claim, provide information, and summarize. • Model and provide opportunities every day for students to develop their writing including: note taking, retelling, summarizing, responding to text, questioning and reflecting on their learning across content areas. • Design opportunities for students to revise and self-assess their writing for narrative, informational, and opinion texts. • Provide opportunities for students to edit their writing (narrative, informational, opinion) for accurate grammar, capitalization, punctuation, and spelling (Grades 3-5). 	<ul style="list-style-type: none"> • Student work on common assessments as measured by district writing rubrics (grades 3-5) • Student work on common assessments as measured by David Matteson writing benchmarks (grades K-2) • Student writing journals/folders/David Matteson booklets in content areas (grades K-5) • ELA SBA Interim Block Assessments (grades 3-5)

MATH ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

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

3rd Grade

4th Grade

5th Grade

Overall: 71.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	14.9	21.1	64.0
Problem Solving and Modeling & Data Analysis	14.0	50.0	36.0
Communicating Reasoning	4.4	48.2	47.4

Overall: 67%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	18.3	30.8	51.0
Problem Solving and Modeling & Data Analysis	15.4	50.0	34.6
Communicating Reasoning	17.3	38.5	44.2

Overall: 64.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	20.0	34.0	46.0
Problem Solving and Modeling & Data Analysis	15.0	40.0	45.0
Communicating Reasoning	13.0	51.0	36.0

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 measurable evidence of student learning?
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 performance tasks aligned to math SBA to promote reasoning and problem-solving. Elicit and use evidence of student thinking to assess progress toward mathematical understanding and adjust instruction continually in ways that support and extend learning (i.e. Number Talks, Notice and Wonders, Quick Images, Choral Counting, etc.). 	<ul style="list-style-type: none"> Scored practice SBA-like performance task assessments Common grade level formative assessments: (Topic Tests, pre-tests and post-tests), Exit Tickets, Student Work, Quick Checks, etc. Math SBA Interim Block Assessments (grades 3-5)
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"> Build procedural fluency of routines and vocabulary from conceptual understanding for implementation in math block (grades K-5). Students will use mathematical vocabulary and accountable talk when explaining work solutions during math talks (i.e. Number Talks, Quick Images, Choral Counting, Collections, and Contemplate Then Calculate). 	<ul style="list-style-type: none"> Grade level team planning notes Common grade level formative assessments: (Topic Tests, pre-tests and post-tests), Exit Tickets, Student Work, Quick Checks, etc.
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"> Developing a growth mindset about mathematics to change the “status quo” about who is able to be successful mathematicians. Implement strategies for students to “think deeply about mathematics” using hands-on learning experiences, real-life applications, project-based curriculum and cooperative learning activities, in addition to procedural mathematics. 	<ul style="list-style-type: none"> Student Self-Assessment Student summary reflections for winter and spring Student work samples

SCIENCE ACTION PLAN

Key Performance Outcome:

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

2015-16 MSP Results

5th Grade

Overall: 81.4%	Strand % Perf. Below	Strand % Perf. Similar
Systems	31.0	69.0
Inquiry	32.0	68.0
Application of Science	18.0	82.0
Domains	25.0	75.0

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Use Science Standard Bookmarks for selection of close reading texts, science journaling prompts, and probing questions to engage students in evidence-based learning. (grades K-5). Implementation of EPS science kits (grades K-5). 	<ul style="list-style-type: none"> Student work samples (science journals, investigations) Common assessments, investigations, etc Common grade level assessments Grade level team planning notes Student work demonstrating interaction with science learning
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"> Use of Notebook Instructional Guide to inform note booking instruction. 	<ul style="list-style-type: none"> Student journals Writing frames and science journaling for student reflection and teacher evaluation of student progress.
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"> Incorporate Next Generation Science and Engineering Practices during grades K-5 science instruction to promote inquiry-based learning. 	<ul style="list-style-type: none"> Woodside STEM Fair student projects Grade level science unit plans Student responses in student journals

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

We will increase the parent participation rate at school events, attendance at parent meetings and the number of volunteers at Woodside for the 2016-17 school year by 5 % percent. Increased participation and volunteerism will be based on data taken during the 2016-17 school year and compared to the 2015-16 school year.

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 is the measurable evidence of student learning?
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"> • Develop Natural Leaders infrastructure to provide sustainability and support for active involvement in school events. 	<ul style="list-style-type: none"> • Natural Leaders monthly volunteer time log • Attendance at monthly program meetings
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"> ○ PTA ○ Watch DOGS ○ Art Docents ○ Academic Support (SST, LAP, Senate Bill Conferences) ○ Parent-Teacher Conferences 	<ul style="list-style-type: none"> • CEE Parent Survey results • Watch DOG volunteer participation data • Number of parents participating in school meetings
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"> • Organize and implement quality family night events. 	<ul style="list-style-type: none"> • Number of families participating in family night events and programs (i.e., Curriculum Night; Literacy, Math, Science and Art Nights; musical concerts (grades K-5)

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

Key Performance Outcome(s):

In the 2015-16 school year, 84% of Woodside students and 90% of parents indicated that students felt safe at school as measured by the Educational Effectiveness Survey data collected in the fall of 2015. During the 2016-17 EES survey, student and parent response to students feeling safe at school will increase by 3% percent.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.3.a TL 1.3.b PSS 3.4.a	<ul style="list-style-type: none"> Community assemblies that focus on reading and achievement. 	<ul style="list-style-type: none"> Scheduled assemblies during the school year Increase of AR awards for reading achievement
PSS 3.4.a	<ul style="list-style-type: none"> Students and staff greet and welcome one another each day. 	<ul style="list-style-type: none"> Percent of positive student responses on CEE student survey
TL 2.2.a TL 2.2.c	<ul style="list-style-type: none"> Communicate pertinent school event information to families and the community through school website and newsletters, Blackboard Connect-ED calls, emails, and classroom newsletters. 	<ul style="list-style-type: none"> Percent of positive parent responses on CEE parent survey Increased level of family participation at school events

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
PSS 3.4.a	<ul style="list-style-type: none"> Refine the Positive Behavioral Intervention and Supports (PBIS) process through monthly committee meetings and staff education. 	<ul style="list-style-type: none"> Decrease in problem behaviors reported on School-wide Information System (SWIS) reports
PSS 3.4.a	<ul style="list-style-type: none"> Counselor teach social and emotional awareness and skills using the Second Step curriculum in grades K-5: <ul style="list-style-type: none"> Teachers provide follow-up social skills instruction (grades K-5) 	<ul style="list-style-type: none"> Decrease in problem behaviors reported on SWIS reports
TL 1.2.a	<ul style="list-style-type: none"> Offer before-school and after-school activities and enrichment opportunities for students: <ul style="list-style-type: none"> School Safety Patrol and Valets Choir Student Council Student Announcements Soccer Club Robotics Club Orchestra Spirit Squad (3rd grade) Girls on the Run (4th and 5th grade) 	<ul style="list-style-type: none"> Increased student participation in before-school and after-school activities

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.1.a PSS 3.4.a	<ul style="list-style-type: none"> • Implement On Time Graduation (OTG) meetings to support the social-emotional needs of students. 	<ul style="list-style-type: none"> • Schedule OTG meetings during the school year • Number of students referred and supported through the OTG process
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"> • Extend community partnerships to support students with: <ul style="list-style-type: none"> ○ Big Brothers Big Sisters/Comcast Beyond School Walls Mentoring Program (grades 4-5). ○ Backpacks of Hope Program (weekend food backpacks) (Hope Creek Charitable Foundation). ○ School Service and Campus Clean-Up (North Creek Presbyterian Church and Natural Leaders). ○ Holiday Student Shopping Spree (Mill Creek Rotary Club). 	<ul style="list-style-type: none"> • Number of students and volunteers participating in the 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 is the measurable evidence of student learning?
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 opportunity for Imagine Learning English Program (ILE) for English Learner (EL) students through extended day program. • Provide instructional model for lesson planning framework for staff with an emphasis on EL learners. 	<ul style="list-style-type: none"> • Attendance for before-school ILE Program • Grade level team planning notes • 2017 ELPA 21 Assessment

ATTENDANCE

Key Performance Outcome(s):

Woodside will implement a systemic response to attendance tracking with interventions for those students who have more than five (5) unexcused absences. We will reduce the number of absences school wide by 1% from the previous school year.

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 is the measurable evidence of student learning?
SR 5.1.a SR 5.2.b	<ul style="list-style-type: none"> • Maintain accurate and reliable daily attendance records. • Daily phone calls made home by office staff to families of students who are absent. 	<ul style="list-style-type: none"> • Monthly attendance reports
SR 5.1.a SR 5.2.b	<ul style="list-style-type: none"> • Woodside’s Attendance Success Team will meet monthly with families whose students have a high unexcused and excused absence rate. 	<ul style="list-style-type: none"> • Monthly attendance reports • Parent participation in attendance meetings • Attendance contracts
SR 5.1.a SR 5.2.b	<ul style="list-style-type: none"> • Educating families on the importance of regular attendance and its impact on student achievement: <ul style="list-style-type: none"> ○ Parent meetings ○ School newsletters ○ Attendance letters ○ Attendance brochures 	<ul style="list-style-type: none"> • Monthly attendance reports • Communication methods (i.e. monthly newsletter article, parent letters, attendance meetings, morning wake-up calls, etc)

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Woodside will implement student learning experiences that utilize technology, increase engagement, and academic achievement.

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 is the measurable evidence of student learning?
TL 2.3.a	<ul style="list-style-type: none"> • Students will receive instruction in a variety of essential technology skills: <ul style="list-style-type: none"> ○ Hour of Code (grades 1-5) ○ Type to Learn (grades K-2) ○ Keyboarding Without Tears (grades 3-5) ○ Digital Citizenship grades (K-5) ○ Google Docs and Classroom 	<ul style="list-style-type: none"> • Program reports • Student work projects
TL 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 ○ Word 	<ul style="list-style-type: none"> • Culminating grade level projects that are in collaboration with the classroom teacher or other specialists and/or tied to content being taught in the regular classroom
TL 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 technology/devices • Increase in students accessing assignments in Google Classroom from home
TL 2.1.a TL 2.2.a	<ul style="list-style-type: none"> • The technology cadre will meet monthly to explore how teachers can utilize their new devices to support student learning and engagement. 	<ul style="list-style-type: none"> • Share new tools/tips with grade level teams and receive feedback during team meetings and collaboration times • Technology Tidbits in weekly staff bulletin