



**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: 53.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 70.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	26.5	50.0	23.5	<b>Reading</b>	14.7	47.7	37.6	<b>Reading</b>	22.9	46.7	30.5
Listening and Speaking	13.3	66.3	20.4	Listening and Speaking	11.0	58.7	30.3	Listening and Speaking	8.6	69.5	21.9
Writing	19.4	59.2	21.4	Writing	13.8	53.2	33.0	Writing	17.1	47.6	35.2
Research/Inquiry	19.4	57.1	23.5	Research/Inquiry	11.0	53.2	35.8	Research/Inquiry	8.6	53.3	38.1

<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 measurable evidence of student learning?
TL 1.2.b PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> <li>Collaboratively use data to measure reading growth and intentionally inform instruction through backward design for each grade level and each student. The focus will be on the following identified areas of need from analyzed data:               <ul style="list-style-type: none"> <li>Key details</li> <li>Literary text structures</li> <li>Word meanings in information and literary text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Developmental Reading Assessment (DRA) (K-2)</li> <li>i-Ready assessments (3-5)</li> <li>Running Records/Progress Monitoring</li> <li>District English Language Arts (ELA) checkpoint assessments (3-5)</li> <li>Smarter Balanced Assessment (SBA) interim block assessments</li> <li>Kindergarten Assessment Resource Kit (KARK) assessments</li> <li>Common grade level formative and summative assessments</li> </ul>
TL 1.2.b	<ul style="list-style-type: none"> <li>Provide students opportunities to respond to short answer questions citing text-based evidence               <ul style="list-style-type: none"> <li>Practice listening without text and taking notes on content</li> <li>Explicitly teach Common Core State Standards (CCSS) vocabulary (distinguish, justify, evaluate)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading assessments</li> <li>Interim SBA assessments (3-5)</li> <li>Winter DRA (K-2)</li> <li>2018 SBA ELA</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 measurable evidence of student learning?
TL 1.2.b	<ul style="list-style-type: none"> <li>Provide a balanced reading program for 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 benchmark assessments</li> <li>ELA unit planners</li> </ul>
TL 1.2.b	<ul style="list-style-type: none"> <li>Analyze sample SBA questions/answers with students, determine/create sentence stems, consistent acronym for standard answer in 3-5</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim block assessments</li> <li>2018 SBA</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Increase independent reading, including the Summer Reading Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Book Talks</li> <li>Third grade reading challenge</li> <li>Accelerated Reader (AR) tests</li> <li>Summer reading assignments</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

The target for the 2017-2018 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

### 2016-17 SBA Results

Grade 3				Grade 4				Grade 5			
Overall: 53.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 70.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	26.5	50.0	23.5	Reading	14.7	47.7	37.6	Reading	22.9	46.7	30.5
Listening and Speaking	13.3	66.3	20.4	Listening and Speaking	11.0	58.7	30.3	Listening and Speaking	8.6	69.5	21.9
<b>Writing</b>	19.4	59.2	21.4	<b>Writing</b>	13.8	53.2	33.0	<b>Writing</b>	17.1	47.6	35.2
Research/Inquiry	19.4	57.1	23.5	Research/Inquiry	11.0	53.2	35.8	Research/Inquiry	8.6	53.3	38.1

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 measurable evidence of student learning?
TL 1.2.b	<ul style="list-style-type: none"> <li>Use district-provided SBA rubrics in writing instruction with an emphasis on editing skills throughout the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Student-scored writing samples based on Reach/district rubrics</li> <li>SBA interim block assessments</li> <li>2018 SBA ELA</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Provide timely, descriptive feedback to students on a consistent basis, coupled with maintenance activities to support continual growth</li> </ul>	<ul style="list-style-type: none"> <li>David Matteson writing journals (K-2)</li> <li>Power Write student samples</li> <li>Student writing samples of three to five paragraphs (3-5)</li> </ul>
TL 1.2.b	<ul style="list-style-type: none"> <li>Write across content areas with a focus on using academic or domain specific vocabulary and increase writing fluency</li> </ul>	<ul style="list-style-type: none"> <li>Science notebooks</li> <li>Math journals</li> <li>Reading response journals</li> <li>Classroom writing samples/assessments</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2016-2017 SBA Results

The target for the 2017-2018 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 60.2%	Below	At or Near	Above	Overall: 66.7%	Below	At or Near	Above	Overall: 37.1%	Below	At or Near	Above
Concepts and Procedures	23.7	34.0	42.3	Concepts and Procedures	17.1	35.1	47.7	Concepts and Procedures	41.0	34.3	24.8
Problem Solving and Modeling & Data Analysis	20.6	50.5	28.9	Problem Solving and Modeling & Data Analysis	15.3	45.9	38.7	Problem Solving and Modeling & Data Analysis	34.3	43.8	21.9
Communicating Reasoning	10.3	59.8	29.9	Communicating Reasoning	14.4	44.1	41.4	Communicating Reasoning	26.7	58.1	15.2

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 measurable evidence of student learning?
TL 1.2.b PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> <li>Collaboratively use data to measure math growth and intentionally inform instruction through backward design for each grade level and each student. The focus will be on the following identified areas of need from analyzed data:                             <ul style="list-style-type: none"> <li>K-2: number sense, addition and subtraction fluency</li> <li>3rd grade: multiply and divide within 100</li> <li>4th grade: multiplication/division, fractions and problem solving</li> <li>5th grade: understand place value, fractions and decimals, problem solving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Common grade level and standards-based assessments</li> <li>i-Ready assessments</li> <li>SBA interim block assessments</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Implement a spiral instructional approach to math, re-visiting previously taught concepts and providing maintenance activities</li> </ul>	<ul style="list-style-type: none"> <li>Common formative assessments</li> <li>SBA interim block assessments (3-5)</li> <li>Student quick checks</li> </ul>
TL 1.2.a PSS 3.3.c	<ul style="list-style-type: none"> <li>Implement the Balanced Math Model to include strategic math routines (Number Talks, Counting Collections, Three-Act Tasks, etc.) across all grade levels to increase communicating reasoning and number sense</li> </ul>	<ul style="list-style-type: none"> <li>Math journals</li> <li>Student participation and discourse during math routines</li> <li>Classroom teacher planning notes, reflection notes</li> </ul>
TL 1.2.b	<ul style="list-style-type: none"> <li>Utilize the enVision curriculum to support CCSS instruction</li> </ul>	<ul style="list-style-type: none"> <li>enVision-based topic assessments</li> <li>Math unit planners</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2016-17 MSP Results

The target for the 2017-2018 school year is 100% of students in the 5th grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

#### 5th Grade

Overall: 67.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	28.6	71.4
Inquiry	30.5	69.5
Application of Science	30.5	69.5
Domains	39.0	61.0

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement district science and engineering kits in grades K-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 journals</li> <li>Science formative and summative assessments</li> </ul>
TL 1.2.b PSS 3.3.a	<ul style="list-style-type: none"> <li>Utilize a Science Cadre to align practices and incorporate NGSS</li> </ul>	<ul style="list-style-type: none"> <li>Minutes from monthly Science Cadre meetings</li> <li>NGSS assessment data</li> </ul>
TL 1.2.a TL 2.1.a	<ul style="list-style-type: none"> <li>Increase student participation in Science Technology Engineering and Mathematics (STEM) activities                             <ul style="list-style-type: none"> <li>Robotics Club with expanded teams</li> <li>Family STEM Night series</li> <li>Family Science, Technology, Engineering, Arts, and Mathematics (STEAM) Night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Robotics registration and team participation</li> <li>Participation at STEM Night sessions</li> <li>Number of student entries and presentations</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### 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 Lake community (students, parents, and staff).

<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 is the measurable evidence of student learning?
SR 5.1.a	<ul style="list-style-type: none"> <li>• Increase Parent Teacher Association (PTA) membership and participation in PTA sponsored events and programs (Art Docent, Watch Dads of Great Students (D.O.G.S.), etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Membership data</li> <li>• Attendance at PTA-sponsored events</li> <li>• Volunteer participation records (One Name, One Time campaign)</li> <li>• Number of active Watch D.O.G.S. volunteers</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>• Expand the Natural Leaders membership to be more representative of our student population and facilitate leadership opportunities throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings attendance rosters and expanded membership</li> <li>• Attendance at school functions</li> <li>• Comparison data from beginning to end of year on membership and leadership activities</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>• Establish partnerships with neighborhood communities:               <ul style="list-style-type: none"> <li>○ Brookdale Arbor Place</li> <li>○ Christian Faith Center</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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):**

In the 2017-2018 school year, Silver Lake students and parents will indicate that students feel safe at school as measured by the Fall Panorama Survey data and the Spring 2018 Educational Effectiveness Survey (EES) data.

The Silver Lake community will increase its focus on and celebration of progress toward academic and behavioral goals. Results from the February 2017 Educational Effectiveness Survey (EES) will show an increase in the area of celebrating student success, based on the data provided by all stakeholders in the Silver Lake community (students, parents, and staff).

The Silver Lake staff will increase opportunities for student equity and access in multiple areas of the school community, within and outside of the school day.

<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 is the measurable evidence of student learning?
TL 1.1.b TL 1.2.a SR 5.1.a SR 5.2.a	<ul style="list-style-type: none"> <li>• Create an “Everything Speaks” checklist to elicit feedback from all stakeholders on the school climate and physical environment. Routinely measure service standards and identify/strengthen elements of the physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>• “Everything Speaks” Survey results from staff Learning Improvement Day (LID) on 8/30/17</li> <li>• Follow-up “Everything Speaks” survey results from stakeholders</li> <li>• Quarterly campus walk results and improvements of identified elements of the physical environment</li> </ul>
SR 5.3.a SR 5.4.a SR 5.4.b	<ul style="list-style-type: none"> <li>• Establish and maintain partnership with local community associates.</li> </ul>	<ul style="list-style-type: none"> <li>• Christian Faith Center-sponsored school activities</li> <li>• Brookdale Arbor Place reciprocal programs</li> </ul>
PSS 3.4.a SR 5.1.a	<ul style="list-style-type: none"> <li>• Maintain and expand the student recognition program and expand to include Accelerated Reader (AR) program               <ul style="list-style-type: none"> <li>○ Silver Tickets</li> <li>○ Model Mustangs</li> <li>○ Golden Dustpan</li> <li>○ Student-led morning announcements</li> <li>○ Grade level award assemblies (add AR and attendance awards)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• AR reports</li> <li>• Attendance at school</li> <li>• Family attendance at school recognition events</li> <li>• Roster of student awards presented</li> <li>• Educational Effectiveness Survey (EES) data</li> <li>• Student award bulletin board in a hallway with monthly updates</li> </ul>
SR 5.3.a	<ul style="list-style-type: none"> <li>• Communicate school information and PTA family events in a timely manner through multiple modes</li> </ul>	<ul style="list-style-type: none"> <li>• Visible and accessible information on display in school and website</li> <li>• Attendance at events</li> <li>• Comparison data from 2016-2017 event participation</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 is the measurable evidence of student learning?
PSS 3.4.a	<ul style="list-style-type: none"> <li>Collaborate with district Positive Behavior Interventions and Supports (PBIS) trainer to assess and improve program</li> </ul>	<ul style="list-style-type: none"> <li>PBIS minutes regarding observed student behavior on campus</li> <li>School Wide Intervention Systems (S.W.I.S.) data reports</li> <li>Behavior data shared in staff newsletter</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Monitor and provide personalized social-emotional support through the following: <ul style="list-style-type: none"> <li>Six-week social-emotional check-ins</li> <li>Coaching Club</li> <li>Check In, Check Out</li> <li>Bi-weekly meetings with principal and counselor on students of concern</li> <li>Administer Panorama Survey (3-5)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>S.W.I.S. data reports</li> <li>Observation data on improved student interactions based on rubrics</li> <li>Fall 2017 and Spring 2018 Panorama survey data</li> <li>2018 EES student data</li> <li>OneNote data on social-emotional meetings</li> <li>Implement Playbook strategies</li> </ul>
TL 1.2.a TL 1.2.b PSS 3.4.a	<ul style="list-style-type: none"> <li>Explicit instruction on expected/unexpected behaviors: <ul style="list-style-type: none"> <li>Classroom lessons on Second Step/Anti-bullying</li> <li>Weekly focus lesson based on observations/needs (K-1)</li> <li>Follow-up Second Step lessons during grade level lunches</li> <li>Establish Coaching Club for general education students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Schedule and observations of Second Step/Anti-bullying classroom lessons</li> <li>S.W.I.S. data reports</li> </ul>
PSS 3.3.c PSS 3.4.a	<ul style="list-style-type: none"> <li>Provide year-long staff professional development on Ross Greene's "Lost at School." Teach staff common language to address prevalent unexpected behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Use of Social Thinking language by students and staff</li> <li>Electronic Registrar Online (ERO) evaluations on "Lost at School" series</li> <li>Fall 2017 Panorama survey data</li> <li>Spring 2018 EES staff survey data</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 is the measurable evidence of student learning?
PSS 3.3.c PSS 3.4.a	<ul style="list-style-type: none"> <li>Provide staff professional development on i-Ready program: <ul style="list-style-type: none"> <li>i-Ready post-assessment trainings with facilitator</li> <li>Home access</li> <li>Parent reports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Utilization of i-Ready reports and resources in classrooms and parent meetings/conferences</li> <li>i-Ready instructional usage reports</li> <li>Parent feedback on i-Ready program and student lessons</li> </ul>
TL 1.2.a RM 4.1.a	<ul style="list-style-type: none"> <li>Continue and increase student participation in Morning Imagine Learning (IL) program to preserve instructional time for Level 1 and Level 2 English Language (EL) students</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance data on morning IL participation</li> <li>English Language Proficiency Assessment-21 (ELPA-21) data</li> <li>IL usage report data</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 is the measurable evidence of student learning?
TL 1.2.a SR 5.1.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>• Data on participation in Soccer Club (3-5)</li> <li>• Data on participation in Robotics Club (4-5)</li> <li>• Data on participation in Milers Running Club (K-5)</li> <li>• Data on Milers Club token and/or certification earned</li> <li>• Data on participation in and attendance at “Annie” school musical</li> </ul>
PSS 3.3.a	<ul style="list-style-type: none"> <li>• Disaggregate and analyze discipline data</li> </ul>	<ul style="list-style-type: none"> <li>• SWIS reports</li> <li>• PBIS meeting minutes</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>• Analyze assessments in literacy and math to evaluate equity target progress</li> </ul>	<ul style="list-style-type: none"> <li>• Equity target achievement data on district literacy and math assessments</li> <li>• Equity target achievement data on SBA interim block assessment data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

In June of 2018, the “Percent of Attendance” will increase from the 2016-2017 school year as measured by the end of the year attendance report.

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?
TL 1.1.a TL 1.1.b TL 1.1.c	<ul style="list-style-type: none"> <li>• Conduct bi-weekly meetings with principal and counselor to review and respond to attendance concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Log sheet on phone and e-mail contacts made</li> <li>• Attendance data on students of concern</li> <li>• Individualized attendance plans for chronic absences or tardies</li> <li>• Home visits for students with chronic absences</li> </ul>
PSS 3.3.a SR 5.3.a	<ul style="list-style-type: none"> <li>• Classroom teachers and principal communicate with parents regarding attendance on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher log of parent communications: Classroom Dojo, phone calls, e-mails, in-person meetings</li> <li>• Monthly school wide parent newsletter including attendance data</li> <li>• Attendance meetings with parents</li> <li>• Progress report comments</li> </ul>
PSS 3.4.a SR 5.1.a	<ul style="list-style-type: none"> <li>• Recognize students with attendance rewards at grade level assemblies               <ul style="list-style-type: none"> <li>○ Perfect attendance awards</li> <li>○ Attendance awards for very good or improved attendance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Data on attendance award recipients</li> <li>• School attendance reports</li> </ul>
SR 5.3.a	<ul style="list-style-type: none"> <li>• Create BECCA Truancy Board to support students and families</li> </ul>	<ul style="list-style-type: none"> <li>• Active Truancy Board members</li> <li>• Minutes from Truancy Board meetings</li> </ul>

# 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, 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 is the measurable evidence of student learning?
PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> <li>• Create a staff Technology Cadre to share and model best practices for the development of 21st Century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from cadre needs assessment survey in October 2017</li> <li>• Minutes from monthly Technology Cadre meetings</li> <li>• Classroom observation data on student use of technology</li> </ul>
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> <li>• Implement Keyboarding Without Tears (KWT) in grades 3-5 and keyboarding practice during Technology specialist times</li> </ul>	<ul style="list-style-type: none"> <li>• KWT reports</li> <li>• Observation data on keyboarding skills</li> </ul>
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> <li>• Increase specific grade level technology skills:               <ul style="list-style-type: none"> <li>○ Primary: general skills for keyboard and mouse, tab use, insert photos and additional resources, keyboarding skills</li> <li>○ Intermediate: keyboarding skills, creating PowerPoint presentations and digital classroom projects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student work using technology</li> <li>• Classroom observation data on keyboarding skills</li> <li>• Student-created presentations</li> </ul>