

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: 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
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

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 measurable evidence of student learning?
PSS 3.2.a PSS 3.3.a	Collaboratively use data to measure reading growth and intentionally inform instruction 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"> • Key details • Literary text structures • Word meanings in information and literary text 	<ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) data • Running Records/Progress Monitoring • STAR360 data • District ELA Checkpoint Assessment (3-5) • SBA Interim Block Assessment Data • Kindergarten Assessment Resource Kit (KARK) and STAR360 Early Literacy data • Common grade level formative and summative assessment data
TL 1.2.b	<ul style="list-style-type: none"> • Provide students opportunities to respond to short answer questions citing text-based evidence. 	<ul style="list-style-type: none"> • Interim SBA assessments (intermediate) • Common grade level student work samples • Winter DRA scores (Level 28 and above) • 2017 SBA ELA data

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 measurable evidence of student learning?
TL 1.2.b	<ul style="list-style-type: none"> Increase student reading of fiction texts across grade levels to improve student skills, particularly in the areas of story elements and comprehension. 	<ul style="list-style-type: none"> Good Habits Great Readers (GHGR) mid-year assessment Accelerated Reader (AR) reports SBA Interim Block Assessment data on fiction 2017 SBA ELA data
TL 1.3.1	<ul style="list-style-type: none"> Increase independent reading. 	<ul style="list-style-type: none"> Number of Book Talks presented by month Library circulation data on Book Talk titles Summer Reading Challenge data

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				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
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

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 1.2.b	<ul style="list-style-type: none"> Use revised district-provided SBA rubrics in writing instruction with an emphasis on editing skills throughout the writing process. 	<ul style="list-style-type: none"> Student work samples as formative assessment Student-scored writing samples based on district rubrics SBA Interim Block Assessment Data 2017 SBA ELA writing scores
TL 1.3.1	<ul style="list-style-type: none"> Provide timely, descriptive feedback to students on a consistent basis, coupled with maintenance activities to support continual growth. 	<ul style="list-style-type: none"> David Matteson Writing Journals (K-2) Student writing samples of three to five paragraphs (3-5)
TL 1.2.b	<ul style="list-style-type: none"> Write across content areas with a focus on using academic or domain specific vocabulary. 	<ul style="list-style-type: none"> Science Notebooks Math Journals Reading Response Journals P.E. Nutrition Journals
TL 1.2.a	<ul style="list-style-type: none"> Extend David Matteson training to include all EL and Special Education teachers. 	<ul style="list-style-type: none"> Student writing samples ELL Group Frames and English Language Proficiency Assessment (ELPA)21 data David Matteson Quarterly Benchmarks (K-2) Common grade level writing assessments (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: 60.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 37.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
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 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	<p>Collaboratively use data to measure math growth and intentionally inform instruction for each grade level and each student. The focus will be on the following identified areas of need from analyzed data:</p> <ul style="list-style-type: none"> • K-2: number sense, addition and subtraction fluency, and math vocabulary • 3rd grade: multiply and divide within 100 • 4th grade: represent and interpret data • 5th grade: understand place value system, use equivalent fractions as a strategy to add and subtract fractions 	<ul style="list-style-type: none"> • KARK math data • Envision Topics test data • STAR360 data • SBA Interim Block Assessment data • Standards-based district math assessments • End of Year (EOY) test data (Fall, Winter, Spring) • Common grade level formative and summative assessment data
TL 1.3.1	<p>Implement a spiral instructional approach to math, re-visiting previously taught concepts and providing maintenance activities.</p> <ul style="list-style-type: none"> • Utilize tracking sheet of specific CCSS skills taught/reviewed through maintenance activities 	<ul style="list-style-type: none"> • Common formative assessment of targeted skills taught and reviewed through maintenance • SBA Interim Block Assessment data
TL 1.2.a PSS 3.3.c	<ul style="list-style-type: none"> • Provide professional development and modeling of Number Talks across all grade levels to increase communicating reasoning. 	<ul style="list-style-type: none"> • Number Talk Tracker • Student participation and discourse during Number Talks • Student explanation and reflection on work samples

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

2015-16 MSP Results

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 measurable evidence of student learning?
TL 1.2.b PSS 3.3.a	<ul style="list-style-type: none"> Create common assessments for K-5, aligning Next Generation Science Standards (NGSS) with Science Kit resources to provide relevant, meaningful instruction. 	<ul style="list-style-type: none"> At least one common assessment per grade level Student Science journals
TL 1.2.b III 2.1.a	<ul style="list-style-type: none"> Implement the Science, Technology, Engineering and Mathematics (STEM)/scientific design process in all grade levels. 	<ul style="list-style-type: none"> Student projects using the design process Classroom-Based Assessment data
TL 1.2.a III 2.1.a	Increase student participation in STEM activities. <ul style="list-style-type: none"> Robotics Club Family STEM Night 	<ul style="list-style-type: none"> Robotics registration and team participation Number of student entries and presentations

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Results from the February 2017 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).

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	<ul style="list-style-type: none"> Increase Parent Teacher Association (PTA) membership and participation. 	<ul style="list-style-type: none"> Membership data Baseline attendance at PTA-sponsored events Volunteer participation records
SR 5.1.a	<ul style="list-style-type: none"> Expand the Natural Leaders membership to be more representative of our student population and increase their leadership throughout the school. 	<ul style="list-style-type: none"> Baseline attendance at school functions Monthly participation statistics Comparison data from beginning to end of year on membership and leadership activities
SR 5.1.a	<ul style="list-style-type: none"> Revitalize the WATCH D.O.G.S. (Dads of Great Students) program and increase participation. 	<ul style="list-style-type: none"> Number of active WATCH D.O.G.S. volunteers
III 2.1.a SR 5.1.a	<ul style="list-style-type: none"> Implement Science, Technology, Engineering, Arts and Mathematics (STEAM) Night on January 19th, 2017 to educate and engage families. 	<ul style="list-style-type: none"> Student passbook with stamps from each STEAM area Baseline attendance at STEAM Night

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 2016-2017 school year, Silver Lake students and parents will indicate that students feel safe at school as measured by the February 2017 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.

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 1.1.b TL 1.2.a SR 5.1.a SR 5.2.a	<ul style="list-style-type: none"> Establish and foster teacher/family relationships through Washington Kindergarten Inventory of Developing Skills (WaKIDS) family meetings and Mini Mustang kindergarten play dates. 	<ul style="list-style-type: none"> Attendance at WaKIDS family meetings and kindergarten summer play dates Fewer behavioral challenges the first weeks of school Student attendance records
PSS 3.4.a SR 5.1.a	Maintain and expand the student recognition program: <ul style="list-style-type: none"> Silver Tickets Model Mustangs Golden Dustpan Student-led morning announcements Grade level award assemblies 	<ul style="list-style-type: none"> AR ribbons for top 20% Baseline attendance at school Family attendance at school recognition events Student awards presented Educational Effectiveness Survey (EES) Anecdotal notes and photos of student response to recognition
SR 5.3.a	<ul style="list-style-type: none"> Be more intentional in promoting and communicating school information and PTA family events. 	<ul style="list-style-type: none"> Visible and accessible information on display in school and website Baseline attendance at events Comparison data from 2015-2016 event participation

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"> Implement Positive Behavior Interventions and Supports (PBIS) school wide behavioral program, including training for PBIS team members. 	<ul style="list-style-type: none"> PBIS minutes regarding observed student behavior on campus S.W.I.S. data reports
PSS 3.4.a	Monitor and provide individualized social/emotional support through the following:	<ul style="list-style-type: none"> Grade level data spreadsheets on students S.W.I.S.

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?
	<ul style="list-style-type: none"> • Six-week Social/Emotional check-ins • Coaching Club • Check In, Check Out • Bi-weekly meetings with principal and counselor on students of concern 	<ul style="list-style-type: none"> • Observation data on improved student interactions based on rubrics • 2017 EES Student data
TL 1.2.a TL 1.2.b PSS 3.4.a	<ul style="list-style-type: none"> • Implement new Second Step Curriculum 	<ul style="list-style-type: none"> • Student work samples • Observation data on students demonstrating problem-solving skills
PSS 3.3.c PSS 3.4.a	<ul style="list-style-type: none"> • Provide year-long staff professional development on Social Thinking 	<ul style="list-style-type: none"> • Increased use of Michelle Garcia Winner’s Social Thinking language by students and staff • Electronic Registrar Online (ERO) evaluations • 2017 EES Staff Survey data

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?
PSS 3.3.c PSS 3.4.a	Provide staff professional development around equity and access based on data from spring 2016 staff Needs Assessment Survey: <ul style="list-style-type: none"> • Monthly staff meetings on Eric Jensen’s “Engaging Students with Poverty in Mind” • GLAD strategies 	<ul style="list-style-type: none"> • Monthly meeting notes on impact of implementation of strategies • Observational data on increased use of GLAD strategies in classrooms
TL 1.2.a RM 4.1.a	<ul style="list-style-type: none"> • Implement Morning IL program to preserve instructional time for Level 1 and Level 2 EL students. 	<ul style="list-style-type: none"> • Student attendance data on Morning IL participation • ELPA-21 data • IL Usage Report data
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> • Increase and enhance integration of Extended Resource students. 	<ul style="list-style-type: none"> • Increased instructional minutes in general education classroom • Each Resource Room student assigned to a general education homeroom class
TL 1.2.a SR 5.1.a	<ul style="list-style-type: none"> • Provide extra-curricular activities open to all students. 	<ul style="list-style-type: none"> • Data on participation in Soccer Club • Data on participation in Robotics Club • Data on participation in Milers Running Club • Data on Milers Club token and/or certification earned • Data on participation in and attendance at “Frog and Toad” school musical

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 1.2.a	<ul style="list-style-type: none"> Analyze assessments in literacy and math and check for equity target attainment. 	<ul style="list-style-type: none"> Equity target achievement data on district literacy and math assessments Equity target achievement data on SBA Interim Block Assessment data

ATTENDANCE

Key Performance Outcome(s):

In June of 2017, the “Percent of Attendance” will increase from the 2015-2016 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"> Conduct bi-weekly meetings with principal and counselor to review and respond to attendance concerns. 	<ul style="list-style-type: none"> Log sheet on phone and e-mail contacts made Attendance data on students of concern Individualized attendance plans for chronic absences or tardies
PSS 3.3.a SR 5.3.a	<ul style="list-style-type: none"> Classroom teachers and principal communicate with parents regarding attendance on a regular basis. 	<ul style="list-style-type: none"> Classroom newsletter articles on attendance Progress report comments Monthly parent newsletter
PSS 3.4.a SR 5.1.a	Recognize students with attendance rewards at grade level assemblies. <ul style="list-style-type: none"> Perfect attendance Attendance charms for very good or improved attendance 	<ul style="list-style-type: none"> Data on attendance charms distributed

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?
III 2.1.a III 2.3.a PSS 3.3.b PSS 3.3.c	<ul style="list-style-type: none"> Provide technology professional development for staff and incorporate the use of technology in classrooms and meetings. 	<ul style="list-style-type: none"> Data sheet on technology modeled at staff meetings (Padlet) Observation data on teachers' use of technology in instruction Classroom observation data on student use of technology
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Implement Keyboarding Without Tears (KWT) in grades 3-5 and keyboarding practice during Technology specialist times. 	<ul style="list-style-type: none"> KWT reports Observation data on keyboarding skills
PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> Create a staff Technology Committee to review practices and building needs. 	<ul style="list-style-type: none"> Technology Committee roster and meeting minutes Feedback from teachers on fall 2016 and spring 2017 Staff Technology Surveys
TL 1.2.a PSS 3.3.b	<ul style="list-style-type: none"> Set up effective Chromebook usage system to increase accessibility for all grade levels. 	<ul style="list-style-type: none"> Chromebook calendar sign-up data