

**READING ACTION PLAN**
**Key Performance Outcome:**
**2017-18 SBA Results**

The target for the 2018-19 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: 78.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	9.1	42.4	48.5
Listening and Speaking	5.1	56.6	38.4
Writing	6.1	52.5	41.4
Research/Inquiry	5.1	52.5	42.4

Overall: 70.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	10.7	44.0	45.2
Listening and Speaking	6.0	59.5	34.5
Writing	10.7	44.0	45.2
Research/Inquiry	10.7	47.6	41.7

Overall: 79.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	10.7	40.0	49.3
Listening and Speaking	8.0	53.3	38.7
Writing	5.3	48.0	46.7
Research/Inquiry	13.3	28.0	58.7

<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 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Plan and implement reading lessons with clear essential learning targets aligned to CCSS for units, success criteria for units, and learning progressions that identify next steps of instruction with clarity</li> </ul>	<ul style="list-style-type: none"> <li><i>Reach</i> comprehension unit assessments</li> <li>iReady data</li> <li>AR success rates</li> <li>Primary DRA results</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Identify and plan essential reading learning targets into units</li> <li>Identify success criteria for reading units that informs student progress in learning the essential target standards</li> </ul>	<ul style="list-style-type: none"> <li>Sample survey data of students pulled/interviewed in classes in which 50% of learners articulating learning intentions over 1st quarter; 75% after 2nd quarter; 90% after 3rd quarter</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Provide students with effective written and verbal feedback aligned to students mastering the learning targets</li> </ul>	<ul style="list-style-type: none"> <li>Random sample data during learning walks of writer's notebooks</li> </ul>
TL 1.1.b.c TL 1.2.a.b	<ul style="list-style-type: none"> <li>Analyze <i>Reach</i> literacy assessments and check equity target attainment</li> </ul>	<ul style="list-style-type: none"> <li><i>Reach</i> unit Assessments (2-5)</li> <li><i>Reach</i> fluency 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?
TL 1.3.a		<ul style="list-style-type: none"> <li>• DRA (K-2), iReady Reading (3-5)</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Provide specific literacy instruction to small focused groups, Leveled Literacy Intervention (LLI), Guided Reading Groups (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>• DRA data (K-2), iReady data (3-5)</li> </ul>
TL 1.1.c TL 1.2.a.b	<ul style="list-style-type: none"> <li>• Third through fifth grade teams will administer and analyze SBA Interim Block Assessments to identify areas of instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>• SBA Interim Block Assessments (3-5)</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Set and monitor students meeting independent reading goals with the use of Accelerated Reader (AR) in 1st through 5th grades and in kindergarten for students who are ready</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly AR data of students meeting reading goals</li> <li>• 2018 Summer Reading Challenge results</li> <li>• Library circulation rate of books</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Implement instruction for phonemic awareness, letters, and sounds (Kindergarten)</li> </ul>	<ul style="list-style-type: none"> <li>• KARK phonemic awareness, letter and sounds data (K)</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

### 2017-18 SBA Results

The target for the 2018-19 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: 78.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 70.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 79.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	9.1	42.4	48.5	Reading	10.7	44.0	45.2	Reading	10.7	40.0	49.3
Listening and Speaking	5.1	56.6	38.4	Listening and Speaking	6.0	59.5	34.5	Listening and Speaking	8.0	53.3	38.7
<b>Writing</b>	6.1	52.5	41.4	<b>Writing</b>	10.7	44.0	45.2	<b>Writing</b>	5.3	48.0	46.7
Research/Inquiry	5.1	52.5	42.4	Research/Inquiry	10.7	47.6	41.7	Research/Inquiry	13.3	28.0	58.7

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 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Plan and implement writing lessons with clear essential learning targets aligned to CCSS for units, success criteria for units, and learning progressions that identify next steps of instruction with clarity</li> </ul>	<ul style="list-style-type: none"> <li>Common writing assessments results</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Identify and plan essential writing learning targets into units</li> <li>Identify success criteria for writing units that informs student progress in learning the essential target standards</li> </ul>	<ul style="list-style-type: none"> <li>Sample survey data of students pulled/interviewed in classes in which 50% of learners articulating learning intentions over 1st quarter; 75% after 2nd quarter; 90% after 3rd quarter</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Provide students with effective written and verbal feedback aligned to students mastering the learning targets</li> </ul>	<ul style="list-style-type: none"> <li>Random sample data during learning walks of writers notebooks</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Administer Everett Public Schools David Matteson Benchmark assessments every 9 weeks and/or trimester and use the data to evaluate student writing for instructional focus (K-2)</li> </ul>	<ul style="list-style-type: none"> <li>Everett Public Schools David Matteson Benchmark assessments (K-2) every 9 weeks</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Administer teacher created common writing assessments every 7-8 weeks and use the data to evaluate student writing instructional focus (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-created formative and summative assessments (3-5) every 7-8 weeks</li> </ul>

<b>Strategic Plan Reference</b>	<b>Writing 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 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Commit to at least thirty minutes of students actively writing every day in grades 1-5. This writing will take a variety of forms across the content areas including on-demand prompts, such as Reach curriculum. Writing will focus on the styles of narrative, informative/explanatory, and opinion-based writing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher created formative and summative assessment data for narrative, opinion, and informative/explanatory writing styles</li> <li>Student writing that is date marked</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Teach the RACE (Restate the question, Answer the question, Cite the evidence, Explain the answer) writing graphic organizer format (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>Random sample of student writing samples that demonstrate evidence of organizing their writing ideas utilizing the RACE format</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 74.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 72.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	14.1	37.4	48.5	Concepts and Procedures	10.7	32.1	57.1	Concepts and Procedures	25.3	22.7	52.0
Problem Solving and Modeling & Data Analysis	10.1	44.4	45.5	Problem Solving and Modeling & Data Analysis	10.7	52.4	36.9	Problem Solving and Modeling & Data Analysis	17.3	45.3	37.3
Communicating Reasoning	6.1	45.5	48.5	Communicating Reasoning	8.3	52.4	39.3	Communicating Reasoning	17.3	42.7	40.0

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 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Plan and implement math lessons with clear essential learning targets aligned to CCSS for units, success criteria for units, and learning progressions that identify next steps of instruction with clarity</li> </ul>	<ul style="list-style-type: none"> <li>Math unit assessments</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Identify and plan essential math learning targets into units</li> <li>Identify success criteria for math units that informs student progress in learning the essential target standards</li> </ul>	<ul style="list-style-type: none"> <li>Sample survey data of students pulled/interviewed in classes in which 50% of learners articulating learning intentions over 1st quarter; 75% after 2nd quarter; 90% after 3rd quarter</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Provide students with effective written and verbal feedback aligned to students mastering the learning targets</li> </ul>	<ul style="list-style-type: none"> <li>Random sample data during learning walks of math notebooks</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Use the district adopted curriculum map</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative district topic assessments</li> <li>Kindergarten KARK assessment</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Use backwards design model to unpack assessments (standards and vocabulary) and modify instruction</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative district topic assessments</li> <li>Kindergarten KARK assessment</li> </ul>

<b>Strategic Plan Reference</b>	<b>Math 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 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Create whole group, small group, individual, and collaborative work opportunities</li> <li>• Provide opportunities for students to peer-assess and/or self-assess their work</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and summative district topic assessments</li> <li>• Kindergarten observations and anecdotal notes recorded in kindergarten assessment notebooks</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Based on formative and summative assessment, teachers will implement small group instruction interventions and balanced learning interventions during the day and before &amp; after school</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and summative district topic assessments</li> <li>• iReady data</li> <li>• KARK assessments</li> </ul>
TL 1.1.c TL 1.2.b	<ul style="list-style-type: none"> <li>• Third through fifth grade teams will administer and analyze SBA Interim Block Assessments to identify areas of instructional focus and implement student intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>• SBA Interim Block Assessment data</li> <li>• iReady data</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

#### 5th Grade

Overall: 74.9%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	28.0	72.0
Life Science	30.7	69.3
Earth and Space Science	32.0	68.0

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 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Plan and implement science lessons with clear essential learning targets aligned to CCSS for units, success criteria for units, and learning progressions that identify next steps of instruction with clarity</li> </ul>	<ul style="list-style-type: none"> <li>WCAS practice tests</li> <li>End-of-unit science assessments</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Identify and plan essential science learning targets into units</li> <li>Identify success criteria for science units that informs student progress in learning the essential target standards</li> </ul>	<ul style="list-style-type: none"> <li>Sample survey data of students pulled/interviewed in classes in which 50% of learners articulating learning intentions over 1st quarter; 75% after 2nd quarter; 90% after 3rd quarter</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> <li>Provide students with effective written and verbal feedback aligned to students mastering the learning targets</li> </ul>	<ul style="list-style-type: none"> <li>Random sample data during learning walks of science notebooks</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement the high leverage strategies of writing, note taking, and the use of academic vocabulary to increase student understanding of science content in K-5</li> </ul>	<ul style="list-style-type: none"> <li>K-5 students will show notebook evidence that will include labeled diagrams, written explanations, and academic vocabulary from discussions</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Apply the science and engineering practice of planning and carrying out investigations in K-5</li> </ul>	<ul style="list-style-type: none"> <li>K-1 observation journal notes supported with labeled diagrams</li> <li>2-3 observation journal notes supported with labeled diagrams and/or written explanations</li> <li>4-5 observation journal notes supported with labeled diagrams, written explanations, and/or collected data as evidence to support a specific claim</li> </ul>

<b>Strategic Plan Reference</b>	<b>Science 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 measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Facilitate experiences in which students can engage in argument and accountable talk from evidence in K-5</li> </ul>	<ul style="list-style-type: none"> <li>K-1 teacher collected journal evidence of students' ability to listen actively to other's arguments and ask questions for clarification (discussion only)</li> <li>2-3 teacher collected journal evidence of student' ability to construct and/or support scientific arguments drawing on evidence, data or a model with the ability to distinguish arguments that are supported with evidence from those that are not (in addition to K-1 evidence)</li> <li>4-5 teacher collected journal evidence of students' ability to critique scientific arguments proposed by peers (in addition to K-3 evidence)</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement the high leverage strategies of writing, note taking, and the use of academic vocabulary to increase student understanding of science content in K-5</li> </ul>	<ul style="list-style-type: none"> <li>K-5 students will show notebook evidence that will include labeled diagrams, written explanations, and academic vocabulary from discussions</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Administer district NGSS-aligned assessments created for science units</li> </ul>	<ul style="list-style-type: none"> <li>District created NGSS-aligned assessments or designated assessment links for alternative unit assessments in the NGSS Units Transition Guides</li> </ul>



## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

We will increase participation at school events, attendance at the parent group meetings and number of volunteers at Whittier for the 2018-19 school year. Increased participation and volunteerism will be based on data taken during 2018-19 school year and compared to the 2017-18 school year. The volunteer percentage through official PTA membership and Watch D.O.G.S. dad participation will increase by 2% from the previous year.

<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?
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Improve communication by providing monthly classroom teacher newsletters and monthly Whittier Wildcat Parent Newsletter to all families</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-school BBQ participation numbers compared to 2017-18 data</li> <li>Curriculum Night parent participation numbers compared to 2017-18 data</li> <li>Celebration of Learning Cultural Night parent participation numbers compared to 2017-18 data</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Collaborate with Whittier's PTA to intentionally invite, encourage, and recruit higher levels of parent involvement and engagement</li> </ul>	<ul style="list-style-type: none"> <li>PTA membership numbers compared to 2017-18 data</li> <li>Watch D.O.G.S. membership numbers compared to 2017-18 data</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>The principal and office manager will create distribute flyers before major evening events in the morning at the drop-off location</li> </ul>	<ul style="list-style-type: none"> <li>Number of flyers distributed compared to 2017-18 data</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Collaborate with Northwest Neighborhood Association to recruit volunteers to support students support Whittier school events</li> </ul>	<ul style="list-style-type: none"> <li>Number of Northwest Neighborhood Association volunteers recruited to participate in Whittier and Whittier PTA activities</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Set and meet goal of nearly 100% of parent attendance in fall parent conferences</li> </ul>	<ul style="list-style-type: none"> <li>Parent attendance data from parent conferences</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):**

Students will communicate their perceptions of physical and psychological safety and sense of belonging at Whittier based on Whittier’s Panorama student data from the fall and spring surveys. We will increase this response by **2%** from the fall of the 2018-2019 school year to the spring.

<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?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Clear and relevant school event information will be communicated to families through the television communication system in the office, Peachjar email communication, updated school website information, PTA Facebook communication pages, and through direct contact with families in distributing school information directly to parents</li> </ul>	<ul style="list-style-type: none"> <li>The family participation level at Whittier events compared to 2017-18 will determine the level of effectiveness of our communication</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Create opportunities for intermediate students to serve in an official student leader role</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of students in official Whittier Elementary “Student Leader” roles compared to 2017-18</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Establish common standard expectations for common areas on campus through the PBIS planning team, and identify and strengthen elements of the physical environment to support student engagement and safety</li> </ul>	<ul style="list-style-type: none"> <li>Customer survey result (EES Survey data)</li> <li>PBIS matrix planning document for 2018-19 to prepare for school wide implementation for 2019-20</li> <li>Quarterly campus walk results to support PBIS planning process</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?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Teach the “Whittier Way” PBIS expectations: Be Safe, Be Respectful, Be Your Best</li> </ul>	<ul style="list-style-type: none"> <li>Monthly count of PBIS “WOW” positive reinforcer tickets</li> <li>Monthly count of PBIS “WOW” tickets drawn in the weekly announcements</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Teach key character traits: respect, kindness, acceptance, integrity, perseverance, empathy</li> </ul>	<ul style="list-style-type: none"> <li>Monthly count of character trait post cards distributed to students and posted on the student character recognition wall will be 100% of Whittier students</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Increase teacher understanding of differences of students on the autism spectrum or other disorders by educating their students with</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of inclusion opportunities for Special Education students compared to 2017-18</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?
	autism awareness books or through presentations by students who have autism	<ul style="list-style-type: none"> <li>New partnerships/buddies with Life Skills; Help/models to implement PBIS</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Provide staff with equity &amp; access and social emotional professional development learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increased professional development learning sessions for certificated and classified staff during the 2017-18 school year compared to 2017-18</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 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Disseminate information from the district Special Education PTSA and expand inclusion opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of inclusion opportunities for Special Education students compared to 2017-18</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Collaborate with the Resource Room SPED teacher and the Life Skills SPED teacher to create Universal Design for Learning (UDL) opportunities with inclusion resources and framing for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Data on increased opportunities of inclusion compared to 2017-18</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Allow more opportunities for special education students to participate in specific learning opportunities in general education classrooms and field trips</li> </ul>	<ul style="list-style-type: none"> <li>Data on increased opportunities of inclusion compared to 2017-18</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Whittier will implement a more systemic response to attendance tracking with implications for those students who have multiple unexcused absences. We will reduce the number of absences school wide by 1% from the previous school year and reduce the number of tardies school wide by 1% from the previous year.

<b>Strategic Plan Reference</b>	<b>Attendance 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 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Reengage students in transition who have multiple absences</li> <li>Monthly absence rate below 4%</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Reengage students in transition who have multiple absences</li> <li>Maintain accurate and reliable daily attendance records</li> <li>Contact families of students who are absent via daily phone calls home by office staff</li> <li>Contact individual families and provide administrator or counselor support and resources</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> <li>Monthly attendance data compared to 2017-18</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Meet monthly with the district's Attendance Success Coordinator, Erin Wilson, to review Whittier's student attendance. The team will identify specific students who have a higher unexcused and excused absence rate within a monthly period and for the year.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates compared to 2017-18</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Communicate expectations of regular attendance by sending an attendance letter that is in accordance with the school and district attendance policy to families who have one or more unexcused absences two times a month. The language on the letter will explicitly communicate and state the BECCA attendance law.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced student absence report compared to 2017-18 data</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Create a school wide focus and goal for students to be on time at school every day. Teachers will track students in their class being on time every week. Classes who have students on time every week will receive a weekly class incentive.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced student report compared to 2017-18 data</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Meet with families of students with high levels of absenteeism as determined by the Whittier Attendance Success Team.</li> </ul>	<ul style="list-style-type: none"> <li>Individualized plans for students</li> </ul>

<b>Strategic Plan Reference</b>	<b>Attendance 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 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Recognize students quarterly with a recognition for students attending at a 95% level and invite parents for a morning celebration (doughnuts)</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly attendance rate of 95% or higher</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

The target for the 2018-19 school year is 100% of students in all grade levels creating composed published digital based work through a collaborative process in learning and contributing with peers.

<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 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Utilize technology to allow students to independently and collaboratively compose and publish written work (2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Composed and published work through the use of technology for 100% of students</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement instruction that allows students to collaborate, communicate, think critically, and problem solve in a shared digital environment to learn from and contribute to the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative team technology based projects and presentations for 100% of students (K-1)</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement the SAMR (Substitution, Augmentation, Modification, Redefinition) Model into instruction to create purposeful digital learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>K-5 digital evidence of technology based composed or published written work and technology based projects or presentations compared to 2017-18 (2-5)</li> <li>Technology learning walk SAMR data</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Teach keyboarding skills (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>Completed Keyboarding lessons for grades 3-5 compared to 2017-18</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Utilize technology to allow students to independently and collaboratively compose and publish written work (2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Composed and published work through the use of technology for 100% of students</li> </ul>