

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: 55.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.2	58.6	22.2
Listening and Speaking	6.1	70.7	23.2
Writing	14.1	60.6	25.3
Research/Inquiry	15.2	53.5	31.3

Overall: 60%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	23.0	50.0	27.0
Listening and Speaking	13.5	66.2	20.3
Writing	17.6	51.4	31.1
Research/Inquiry	21.6	51.4	27.0

Overall: 56.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	25.0	48.8	26.3
Listening and Speaking	20.0	67.5	12.5
Writing	27.5	52.5	20.0
Research/Inquiry	26.3	52.5	21.3

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3 (8 Step Process: Steps 2 & 3)	<u>Goal #1 Instructional Focus on Common Core State Standards</u> <ul style="list-style-type: none"> Increase clarity of grade level reading standards and expectations by using backward design to collaboratively plan lessons focused on students successfully meeting learning targets 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> Reach unit tests Gr 3-5 SBA IABs KARK Grade level formatives iReady Data AR Data
TL 1.2 (8 Step Process: Step 2)	<u>Goal #2 Instructional Strategies</u> <ul style="list-style-type: none"> Use the balanced literacy model to provide opportunities for targeted instruction based on student progress toward learning targets utilizing the Reach for Reading curriculum. Particular emphasis will be placed on having all teachers implement guided reading 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> Reach unit tests Gr 3-5 SBA IABs KARK Grade Level Formatives iReady Data AR 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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 TL 1.5 (8 Step Process: Steps 1, 4 & 8)	<p><u>Goal #3 Assessment and Data Disaggregation</u></p> <ul style="list-style-type: none"> • Implement and analyze Reach for Reading common grade level formative and summative assessments • Implement and analyze 3-5 SBA interim and block assessments as coached assessments • Follow a grade level common assessment schedule. • Transition to collaborative scoring and common data collection on Google Drive 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> • Reach unit tests • Gr 3-5 SBA IABs • KARK • iReady Data • AR Data • Grade Level Formatives • Equity targets for identified groups per grade level
TL 1.3 (8 Step Process: Steps 5, 6 & 7)	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u></p> <ul style="list-style-type: none"> • Implement an ELA intervention program, Leveled Literacy Intervention (LLI), based on student progress toward learning targets • Implement guided reading groups in an effort to differentiate instruction to student need • Implement and monitor iReady tutorials placing particular emphasis on equity target sub groups 	Measure proficiency with the following assessments: <ul style="list-style-type: none"> • Reach unit tests • Gr 3-5 SBA IABs • KARK • iReady Data • AR Data • Grade Level Formatives • Equity targets for identified groups per grade level

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: 55.6%	<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: 56.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.2	58.6	22.2	Reading	23.0	50.0	27.0	Reading	25.0	48.8	26.3
Listening and Speaking	6.1	70.7	23.2	Listening and Speaking	13.5	66.2	20.3	Listening and Speaking	20.0	67.5	12.5
Writing	14.1	60.6	25.3	Writing	17.6	51.4	31.1	Writing	27.5	52.5	20.0
Research/Inquiry	15.2	53.5	31.3	Research/Inquiry	21.6	51.4	27.0	Research/Inquiry	26.3	52.5	21.3

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3 (8 Step Process: Steps 2 & 3)	<p><u>Goal #1 Instructional Focus on Common Core State Standards</u></p> <ul style="list-style-type: none"> Increase clarity of grade level writing standards and expectations by using backward design to collaboratively plan lessons focused on students successfully meeting learning targets 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> Reach unit tests Gr 3-5 SBA IABs KARK Grade Level Formatives iReady Data
TL 1.2 (8 Step Process: Step 2)	<p><u>Goal #2 Instructional Strategies</u></p> <ul style="list-style-type: none"> Strengthen the writing process <ul style="list-style-type: none"> Ex: school wide graphic organizer Implement writing from sources with a common note taking strategy- T chart emphasizing main idea and details Begin implementation of GLAD writing strategies within the general education classrooms 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> Reach unit tests Gr 3-5 SBA IABs KARK Grade Level Formatives iReady Data
TL 1.2 TL 1.5 (8 Step Process: Steps 1, 4)	<p><u>Goal #3 Assessment and Data Disaggregation</u></p> <ul style="list-style-type: none"> Implement common writing assessment prompts, teachers will then, in high performance teams, collaboratively analyze and score these assessments 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> Reach unit tests Gr 3-5 SBA IABs KARK iReady Data Grade Level Formatives

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
& 8)		<ul style="list-style-type: none"> • Equity targets for identified groups per grade level
TL 1.3 (8 Step Process: Steps 5, 6 & 7)	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u></p> <ul style="list-style-type: none"> • Investigate possible tutorials for writing intervention • Focus on writing instruction during 3rd grade ELA conference week camp (fall and spring) 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> • Reach unit tests • Gr 3-5 SBA IABs • KARK • iReady Data • Grade Level Formatives • Equity targets for identified groups per grade level

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: 60.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 61.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 48.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	21.4	35.0	43.7	Concepts and Procedures	23.3	31.5	45.2	Concepts and Procedures	32.9	36.7	30.4
Problem Solving and Modeling & Data Analysis	22.3	44.7	33.0	Problem Solving and Modeling & Data Analysis	21.9	47.9	30.1	Problem Solving and Modeling & Data Analysis	31.6	45.6	22.8
Communicating Reasoning	10.7	55.3	34.0	Communicating Reasoning	13.7	46.6	39.7	Communicating Reasoning	29.1	48.1	22.8

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3 (8 Step Process: Steps 2 & 3)	<p><u>Goal #1 Instructional Focus on Common Core State Standards</u></p> <ul style="list-style-type: none"> Focus on strengthening core instruction by using backward design based on the district's assessments Understand and utilize the key components of the Balanced Mathematical Instructional Model - conceptual, procedural and application 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> District proficiency-scaled topic assessments Gr 3-5 SBA IABs KARK Grade Level Formatives iReady Data
TL 1.2 (8 Step Process: Step 2)	<p><u>Goal #2 Instructional Strategies</u></p> <ul style="list-style-type: none"> Build capacity by learning and reflecting on Number Sense Routines (Number Talks, Choral Counting, Notice and Wondering, Counting Collections, and 3 Act Tasks) in order to increase students' conceptual understanding and, therefore, increase their core math instruction Use Lesson study and peer observations as a follow up for deeper understanding of the strategies listed above. Engage in rainings on how to better serve our equity sub groups and monitor progress in the area of math 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> District proficiency-scaled topic assessments Gr 3-5 SBA IABs KARK Grade Level Formatives iReady Data Number sense routines taught in 100% of Lowell classrooms
TL 1.2 TL 1.5	<p><u>Goal #3 Assessment and Data Disaggregation</u></p>	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> District proficiency-scaled topic assessments Gr 3-5 SBA IABs

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
(8 Step Process: Steps 1, 4 & 8)	<ul style="list-style-type: none"> Analyze student work and assessment data in collaborative high-performance teams to plan for and guide instruction and interventions 	<ul style="list-style-type: none"> KARK iReady Data Grade Level Formatives Equity targets for identified groups per grade level
TL 1.3 (8 Step Process: Steps 5, 6 & 7)	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u></p> <ul style="list-style-type: none"> Work to build the capacity of our math department by strengthening our math intervention program All math paraeducators will work with students approaching standard (Tier Two students)- instruction will be based on areas of lagging skills Use iReady to drive interventions and to monitor progress toward equity targets, iReady time will be used to increase differentiated learning opportunities 	<p>Measure proficiency using the following data:</p> <ul style="list-style-type: none"> District proficiency-scaled topic assessments Gr 3-5 SBA IABs KARK iReady Data Grade Level Formatives Math para anecdotal intervention notes including tutoring minutes total Training of math department to build a more targeted intervention program

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: %	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	53.2	46.8
Life Science	45.6	54.4
Earth and Space Science	46.8	53.2

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 1.3 (8 Step Process: Steps 2 & 3)	<p><u>Goal #1 Instructional Focus on State Standards</u></p> <ul style="list-style-type: none"> Continue to learn about the NGSS standards and how reinforce them using to the current district science curriculum <ul style="list-style-type: none"> Ex: WCAS backwards design training with Allison Greenberg Continue the Lowell STEM Cadre to coordinate and articulate K-5 science instruction 	<ul style="list-style-type: none"> Number of NGSS- related professional learning attended to by staff Number of Lowell Science Cadre meetings
TL 1.2 (8 Step Process: Step 2)	<p><u>Goal #2 Instructional Strategies</u></p> <ul style="list-style-type: none"> Utilize evidence to support claims 	<ul style="list-style-type: none"> K-1 teacher collected journal evidence of students' ability to: <ul style="list-style-type: none"> Listen actively to other's arguments and ask questions for clarification (K through discussion only) Agree or disagree with peer arguments based on evidence (K through discussion only) 2nd -3rd grade teacher collected journal evidence of student' ability to build on K-1 skills to: <ul style="list-style-type: none"> Construct and/or support scientific arguments drawing on evidence, data or a model Distinguish arguments that are supported with evidence from those that are not 4th-5th grade teacher collected journal evidence of students' ability to build on 2-3 skills to: <ul style="list-style-type: none"> Critique scientific arguments proposed by peers District-created WCAS-aligned unit assessments

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 TL 1.5 (8 Step Process: Steps 1, 4 & 8)	<p><u>Goal #3 Assessment and Data Disaggregation</u></p> <ul style="list-style-type: none"> • Administer WCAS district aligned unit assessments, analyze those results, and as necessary, provide reteaching • Implement the EIE kits and begin to use the kit summative assessments 	<p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> • 5th grade district 5th grade WCAS aligned unit assessments • 5th grade WCAS results • 1st- 5th grade engineering and design kit summative test results
TL 1.3 (Step 6)	<p><u>Goal #4 Tutorials, Maintenance and Enrichment</u></p> <ul style="list-style-type: none"> • Continue to offer extended STEM learning opportunities • Increase 4th and 5th grade student participation in the district Innovation Expo • Increase participation in Robotics and STEM Club • Change technology specialist to a STEM specialist classroom 	<ul style="list-style-type: none"> • Lowell STEM competition participation rates: <ul style="list-style-type: none"> ○ At least 10 students create a science fair project and participate in STEM competition at the Innovation Expo • Increase in Robotics teams and number of participants • Number of STEM related lessons conducted in STEM specialist classroom

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase by at least 5% the following statements found on the 2018 EES survey:

- 42% of students believe their parents participate in events or activities at school
- 68% of students believe they are involved in activities to support their school or community
- 86% of parents believe they have input in the plans for improving the school (maintain)
- 82% of parents believe the school has activities that celebrate different cultures, including their own (maintain)

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.2a	<p><u>Goal #1 Improve communication between school and home</u></p> <ul style="list-style-type: none"> • Utilize online platforms to communicate with parents <ul style="list-style-type: none"> ○ Goal is to get all classroom newsletters online • Investigate ways to produce documents in multiple languages- Spanish, Ukrainian and Russian <ul style="list-style-type: none"> ○ Ex: contacting other schools about how they regularly translate documents, have a staff member translate school materials such as school newsletter. • Communicate to families about SIP actions • Utilize all communication forms to share the school improvement actions • Share positive student news <ul style="list-style-type: none"> ○ Have teachers call everyone in their classroom in September, paras call 5 parents and admin call 1 student per class, repeat this same process in January • Allow parents many avenues to provide feedback about Lowell <ul style="list-style-type: none"> ○ Coffee with the Principal- bi monthly <ul style="list-style-type: none"> • New idea at coffee with principal- have out paper feedback forms for those who do not want to share with group • Increase Lowell remind communication • Increase Lowell Facebook page members • Give out gift at family events for those who like page • Begin to utilize principal/assistant principal Connect Ed texting • Review EES survey for areas of improvement • Continue the welcoming culture survey- place in office and add a box this year so responses are private • Provide updates about important school topics at Natural Leader meetings 	<ul style="list-style-type: none"> • Educational Effectiveness Survey (EES) parent results show a large favorable percentage in relation to being informed about school, their child's progress and the improvement efforts of Lowell

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.2a	<p><u>Goal #2 Create a family-friendly environment</u></p> <ul style="list-style-type: none"> • Strengthen engagement family nights- Dr. Seuss Night, Math/Tech Night, Dads and Doughnuts, Moms and Muffins, Multicultural Night, Beginning of Year BBQ • Enhance Natural Leaders program <ul style="list-style-type: none"> ○ Implement Kid’s Day ○ Do a combined event with the PTA- February 7th Valentine’s dance and crafts and Multicultural Night • Increase Watch DOGs volunteering at school 	<ul style="list-style-type: none"> • Attendance at events compared to 2017-18 • Increased Watch DOG participation • Online surveys during the event to get parent feedback and suggestions on how to improve events and continue to create a family-friendly environment
TL 5.2a	<p><u>Goal #3 Maintain and/or increase parent volunteers, community volunteers, and positive male role models</u></p> <ul style="list-style-type: none"> • Expand Watch Dog Program- continue to implement consistent schedule and initial training • Strengthen collaboration between the PTA and Natural Leaders • Strengthen volunteer opportunities with neighborhood churches • Attend neighborhood group meetings, increase collaboration and support of Lowell events, volunteer needs • Introduce new volunteer application campaign (make families aware of new online volunteer application)- have computers available at Back to School Night Event, in the office, at WA Kids conferences to have parents sign up, tell community and church members • Pursue class and/or school visits by community members <ul style="list-style-type: none"> ○ Ex: Wheat council teaching science concepts, PAWS ○ Culture survey to bring in parents for presentations- will do this during October conferences pass out and get volunteers for class and for Multicultural Night in May 	<ul style="list-style-type: none"> • Increased Watch Dog participation (will track attendance throughout school year) • End of Watch Dog day survey calculating Watch Dogs reflection on effectiveness of volunteer program. Go through the surveys and implement any feedback • Use data from cultural surveys to increase parent involvement in the classroom as well as plan events (ex: Multicultural Night) that incorporates the diverse cultures of our families

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

Key Performance Outcome(s):

- Over 90% positive ratings on the welcoming environment survey given to school visitors and parents
- 5% increase in positive student rating for school safety on the Panorama fall 2019 survey results
- 5% decrease in students identified by teachers as needing social emotional goal setting and intervention

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1	<ul style="list-style-type: none"> • Refine and implement a customer service philosophy 	<ul style="list-style-type: none"> • Staff demonstrating the philosophy in the way they interact with other staff, parents and students
TL 5.1	<ul style="list-style-type: none"> • Consistently distribute new student welcome packets to incoming students 	<ul style="list-style-type: none"> • Number of packets distributed
TL 5.1	<ul style="list-style-type: none"> • Hold a multicultural night celebrating Lowell’s diverse community 	<ul style="list-style-type: none"> • Attendance at the event and number of cultures represented • Event student/parent survey results
TL 5.1	<ul style="list-style-type: none"> • Post hello and welcome signs throughout the school represented in different languages 	<ul style="list-style-type: none"> • EES parent and student data concerning all cultures represented in our school
TL 5.1	<ul style="list-style-type: none"> • Improve the appearance of the front entry and office area <ul style="list-style-type: none"> ○ landscaping ○ paint stairs ○ paint office walls 	<ul style="list-style-type: none"> • EES parent data about our school’s welcoming environment

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1	<ul style="list-style-type: none"> • Use strategies to maintain a growth mindset among students <ul style="list-style-type: none"> ○ Continue and expand the school motto program with revisions ○ Statements emphasizing student strengths displayed on schoolwide bulletin board (I AM...) 	<ul style="list-style-type: none"> • EES Student data • Panorama Student Survey growth mindset data

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1	<ul style="list-style-type: none"> • Implement PBIS common area expectations, continue the conversation for the full transition to PBIS in the 2019-20 school year <ul style="list-style-type: none"> ○ PBIS leadership team will spearhead this work 	<ul style="list-style-type: none"> • Completion of tasks for common area expectations, review of transition plan for full implementation of PBIS
TL 1.1	<ul style="list-style-type: none"> • Continue and expand the student leadership team <ul style="list-style-type: none"> ○ More classrooms equal more students on the team ○ Provide staff with input regarding the team and better two-way communication 	<ul style="list-style-type: none"> • Completion of a service projects, leadership participation in school decisions
TL 1.1	<ul style="list-style-type: none"> • Implement new model for social-emotional meetings- once a month in large group setting with facilitation 	<ul style="list-style-type: none"> • Social-emotional goal setting, actions and follow up

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1	<ul style="list-style-type: none"> • Add more after school clubs 	<ul style="list-style-type: none"> • Number of clubs offered
TL 5.1	<ul style="list-style-type: none"> • Train staff on trauma, poverty and cultural traditions/expectations <ul style="list-style-type: none"> ○ October LID day with staff/LIF meeting follow ups 	<ul style="list-style-type: none"> • Attendance at the training
TL 5.1	<ul style="list-style-type: none"> • Train staff on empathy and Social Thinking <ul style="list-style-type: none"> ○ October LID day with staff/LIF meeting follow ups ○ Student presentation and staff PD training on empathy by Sam Drazin 	<ul style="list-style-type: none"> • Panorama Data: self-management, social awareness, sense of belonging
TL 1.5	<ul style="list-style-type: none"> • Provide interventions for more students who scoring below standard in reading, writing or math <ul style="list-style-type: none"> • Hire two additional math interventionists to expand math tutoring • Offer a math and/or reading extended day • Offer fall and spring Math and ELA conference week camps • Provide before school Imagine Learning opportunity to all EL students allowing them to not miss core instruction during the school day 	<ul style="list-style-type: none"> • Intervention notes and assessments

ATTENDANCE

Key Performance Outcome(s):

The target for the 2018-2019 school year is a 1% increase in student attendance rate when compared to 2017-2018.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1	<ul style="list-style-type: none"> • Reengage students in transition who have multiple absences <ul style="list-style-type: none"> ○ Attendance documents distributed at conference time ○ Tier Two parent conferences emphasizing support to families to get students to school 	<ul style="list-style-type: none"> • Monthly attendance rates
TL 1.1	<ul style="list-style-type: none"> • Strengthen implementation of attendance monitoring program for students with three or more absences of any type by communicating with staff through the monthly ascending attendance class list from attendance secretary 	<ul style="list-style-type: none"> • Student attendance data
SR 5.1	<ul style="list-style-type: none"> • Hold monthly meetings, parent conferences, and conduct home visits 	<ul style="list-style-type: none"> • Monthly attendance data
PSS 3.3	<ul style="list-style-type: none"> • Use a strategic protocol regarding students with attendance issues 	<ul style="list-style-type: none"> • Generated letters: attendance, conference and BECCA
PSS 3.3	<ul style="list-style-type: none"> • Learn about the new attendance laws and understand the process of the strategic protocol 	<ul style="list-style-type: none"> • Feedback in the E School cloud by admin and via email/remind sent by teacher
TL 1.1	<ul style="list-style-type: none"> • Assistant principal and attendance secretary will implement motivation incentives to increase school wide monthly attendance rates 	<ul style="list-style-type: none"> • Number of classrooms earning rewards, improved attendance
TL 1.1	<ul style="list-style-type: none"> • Remove barriers to getting children to school- use of district vehicle for transportation 	<ul style="list-style-type: none"> • Number of times students have to be transported to school via district van
TL 1.1	<ul style="list-style-type: none"> • Participate in district professional development regarding strategies to improve attendance 	<ul style="list-style-type: none"> • Number of times team participates in PD sessions

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Continued use of instructional technology to increase student achievement- ex: at least 50% of the teachers utilize our instructional technology coach to increase their implementation of the SAMR model, increase in modification and redefinition

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 2.1	<p><u>Goal #1 Implement technology to provide students with engaging and impactful lessons with the SAMR model in mind, emphasizing the blended classroom model</u></p> <ul style="list-style-type: none"> • Maintain current technology tool use in the learning setting • Teach and have students complete a presentation using at least one tech tool • Increase Student Digital Citizenship <ul style="list-style-type: none"> ○ Grades 4th and 5th will have a social media use presentation by Stephanie Thomas • Implement STEM specialist classroom • Strengthen the use of the technology cadre and technology coach to explore new standards and grade level band expectations 	<ul style="list-style-type: none"> • Each grade level submits at least one presentation project for the Lowell STEM Night • Common Sense media lessons completed in all classrooms • Digital Citizenship Contracts returned by all students • Discussion notes about new standards including which ones currently taught, which ones need to teach, which ones need ideas to help teach • Increase in effective technology tools in lessons implemented by staff as shown through collection of data (Staff Survey - Google Form)
TL 2.1	<p><u>Goal #2 Continue to offer technology related extended learning opportunities</u></p> <ul style="list-style-type: none"> • Host family coding night at STEM Night – Hour of Code • Robotics Club (3rd-5th grade) 	<ul style="list-style-type: none"> • Student attendance at clubs • Family attendance at STEM night • Artifacts demonstrating learning through a variety of coding programs (ex: videos/pictures of students using the dash and dot robots, robotics team video of them programing the robots through an obstacle, hour of code, OSMO coding program)
TL 2.1	<p><u>Goal #3 Continue to increase staff technology capacity through professional development opportunities</u></p> <ul style="list-style-type: none"> • Attend refresher PD on Dash and Dot, Flipgrid, SeeSaw, Remind, Google Classroom, Kahoot, and Coding • District technology coach presenting about, and coaching teachers around, the implementation of instructional technology in the classroom <ul style="list-style-type: none"> ○ Ex: Canvas, Bookmaker 	<ul style="list-style-type: none"> • Number of staff attending and who did a follow up lesson using the tool they learned about in the refresher training • Number of teacher coaching sessions with district technology coach