

**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: 64%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	11.5	50.8	37.7	<b>Reading</b>	15.7	47.1	37.3	<b>Reading</b>	23.6	29.1	47.3
Listening and Speaking	9.8	62.3	27.9	Listening and Speaking	5.9	68.6	25.5	Listening and Speaking	20.0	61.8	18.2
Writing	18.0	52.5	29.5	Writing	17.6	56.9	25.5	Writing	29.1	49.1	21.8
Research/Inquiry	8.2	55.7	36.1	Research/Inquiry	13.7	39.2	47.1	Research/Inquiry	20.0	41.8	38.2

<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 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Collaboratively plan and implement REACH for Reading units using backwards design to communicate learning intentions (goals) and success criteria (outcomes) aligned with Common Core State Standards</li> </ul>	<ul style="list-style-type: none"> <li>Developmental Reading Assessment (DRA) assessment scores</li> <li>Interim Assessment Block (IAB)</li> <li>All checkpoints aligned with SBAC</li> <li>IReady assessment data</li> <li><i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</li> </ul>
TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Collaboratively plan and implement learning goals and experiences that present a high level of challenge for all students and scaffold and differentiate accordingly to help all students meet their challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>Developmental Reading Assessment (DRA) assessment scores</li> <li>Interim Assessment Block (IAB)</li> <li>All checkpoints aligned with SBAC</li> <li>IReady assessment data</li> <li><i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</li> <li>Equity target achievement data</li> <li>Extended day benchmark data (pre and post)</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 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>• Implement pre-assessments, formative, and summative assessments for district adopted REACH units to monitor and inform learning progressions and interventions</li> <li>• Continuously use assessment information to inform classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental Reading Assessment (DRA) assessment scores</li> <li>• Interim Assessment Block (IAB)</li> <li>• All checkpoints aligned with SBAC</li> <li>• IReady assessment data</li> <li>• <i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</li> <li>• Equity target achievement data</li> </ul>
TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>• Implement whole group and small group reading instruction, within a balanced literacy model, aligned with the learning intentions and success criteria guided by district curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental Reading Assessment (DRA) assessment scores</li> <li>• Interim Assessment Block (IAB)</li> <li>• All checkpoints aligned with SBAC</li> <li>• IReady assessment data</li> <li>• <i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</li> </ul>
PSS 3.2.a TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>• Engage students through high impact instructional strategies to move from surface level and deep literacy learning: <ul style="list-style-type: none"> <li>✓ Close Reading</li> <li>✓ Student questioning and discussion (accountable talk)</li> <li>✓ Concept mapping</li> <li>✓ IReady</li> <li>✓ IReady staff professional development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Developmental Reading Assessment (DRA) assessment scores</li> <li>• Interim Assessment Block (IAB)</li> <li>• All checkpoints aligned with SBAC</li> <li>• IReady assessment data</li> <li>• <i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</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: 64%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	11.5	50.8	37.7	Reading	15.7	47.1	37.3	Reading	23.6	29.1	47.3
Listening and Speaking	9.8	62.3	27.9	Listening and Speaking	5.9	68.6	25.5	Listening and Speaking	20.0	61.8	18.2
<b>Writing</b>	18.0	52.5	29.5	<b>Writing</b>	17.6	56.9	25.5	<b>Writing</b>	29.1	49.1	21.8
Research/Inquiry	8.2	55.7	36.1	Research/Inquiry	13.7	39.2	47.1	Research/Inquiry	20.0	41.8	38.2

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 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Collaboratively plan and implement DMA/<i>REACH for Reading</i> writing tasks using backwards design to communicate learning intentions (goals) and success criteria (outcomes) aligned with common core standards</li> </ul>	<ul style="list-style-type: none"> <li>Writing assessments for narrative, opinion, and informative/explanatory writing</li> <li>Interim Assessment Block (IAB)</li> <li><i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</li> <li>DMA benchmarks for writing</li> <li>Journaling in cross-content areas and/or power writes</li> </ul>
TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Collaboratively plan and implement learning goals and experiences that present a high level of challenge for all students, and scaffold and differentiate accordingly to help all students meet that challenging goal</li> </ul>	<ul style="list-style-type: none"> <li>Writing assessments for narrative, opinion, and informative/explanatory writing</li> <li>Interim Assessment Block (IAB)</li> <li><i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</li> <li>DMA benchmarks for writing</li> <li>Journaling in cross-content areas and/or power writes</li> </ul>
TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Engage student through high impact instructional strategies to move from surface level and deep literacy learning:                             <ul style="list-style-type: none"> <li>✓ Writing from Sources</li> <li>✓ Power Writes</li> <li>✓ Extended writing (informative, opinion, narrative)</li> <li>✓ Peer teaching/editing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing assessments for narrative, opinion, and informative/explanatory writing</li> <li>Interim Assessment Block (IAB)</li> <li><i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</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 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement pre-assessments, formative, and summative assessments including IABs to monitor and inform learning progressions and interventions</li> <li>Continuously use assessment information to inform classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>Writing assessments for narrative, opinion, and informative/explanatory writing</li> <li>Interim Assessment Block (IAB)</li> <li>Reach for Reading formative assessments (as identified by grade level and reading specialist)</li> </ul>
TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement whole group and small group writing instruction, within a balanced literacy model, aligned with the learning intentions and success criteria guided by district curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>Writing assessments for narrative, opinion, and informative/explanatory writing</li> <li>Interim Assessment Block (IAB)</li> <li><i>Reach for Reading</i> formative assessments (as identified by grade level and reading specialist)</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: 56.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 42.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	25.0	33.3	41.7	Concepts and Procedures	29.8	36.2	34.0	Concepts and Procedures	38.2	27.3	34.5
Problem Solving and Modeling & Data Analysis	23.3	35.0	41.7	Problem Solving and Modeling & Data Analysis	17.0	51.1	31.9	Problem Solving and Modeling & Data Analysis	27.3	45.5	27.3
Communicating Reasoning	20.0	41.7	38.3	Communicating Reasoning	29.8	40.4	29.8	Communicating Reasoning	21.8	50.9	27.3

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 1.2.a TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Collaboratively plan and implement mathematical practices and Envision units using backwards design to communicate learning intentions (goals) and success criteria (outcomes) aligned with common core standards</li> </ul>	<ul style="list-style-type: none"> <li>District topic assessments</li> <li>Interim Assessment Block (IAB)</li> <li>IReady assessment data</li> <li>Equity target achievement data</li> </ul>
TL 1.2.a TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Collaboratively plan and deliver math instruction linked to clear learning intentions and success criteria, aligned with CCSS using enVision or a Common Core aligned math curriculum. Clearly communicate math standards to students</li> </ul>	<ul style="list-style-type: none"> <li>District topic assessments</li> <li>Interim Assessment Block (IAB)</li> <li>IReady assessment data</li> <li>Equity target achievement data</li> </ul>
TL 1.2.a TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Engage students through high impact instructional strategies to develop deep mathematical learning:                             <ul style="list-style-type: none"> <li>✓ Noticing and wondering</li> <li>✓ Number talks</li> <li>✓ Three-Act tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>District topic assessments</li> <li>Interim Assessment Block (IAB)</li> <li>IReady assessment data</li> <li>Student work samples-Journals</li> <li>Co-created charts</li> </ul>
TL 1.2.a TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Collaboratively plan and implement learning goals and experiences that present a high level of challenge for all students, encourage students to persevere through the challenge, and scaffold and differentiate accordingly to help all students meet that challenge</li> </ul>	<ul style="list-style-type: none"> <li>District topic assessments</li> <li>Interim Assessment Block (IAB)</li> <li>IReady assessment data</li> <li>Extended day data</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 1.2.a TL 1.3.a PSS 3.2.a	<ul style="list-style-type: none"> <li>• Monitor equity targets monthly – Principal and Assistant Principal</li> <li>• Administer common assessments and meet collaboratively in Professional Learning Community (PLC) meetings to evaluate student success, areas of struggle, and implement best practices across grade levels to inform classroom instruction and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• District topic assessments</li> <li>• Interim Assessment Block (IAB)</li> <li>• IReady assessment data</li> <li>• Equity target achievement data</li> </ul>
TL 1.2.a TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>• Implement whole group and small group math instruction, within a balanced math model, aligned with the learning intentions and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• District topic assessments</li> <li>• Interim Assessment Block (IAB)</li> <li>• IReady assessment data</li> <li>• Equity target achievement data</li> </ul>
TL 1.2.a TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>• Integrate opportunities for student self-reflection and self-reported grades for math standards and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-reflections (rubrics) and goal statements</li> <li>• Teacher-student conference notes</li> <li>• Effect size based on pre-post assessments</li> </ul>
TL 1.2.a TL 1.3.b SR 5.1.a	<ul style="list-style-type: none"> <li>• Provide students with multiple opportunities to learn through extended day opportunities and parent goal setting meetings grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• IReady assessment data</li> <li>• Number of parents participating</li> <li>• Extended day data</li> <li>• Equity target achievement 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: 57.1%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	45.5	54.5
Life Science	45.5	54.5
Earth and Space Science	36.4	63.6

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.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement high impact strategies for accountable talk (claim/evidence argument/discussion) using academic vocabulary development (Tier 2 and Tier 3 vocabulary) to increase student understanding of science content and Next Generation Science Standards (NGSS) and engineering practices</li> </ul>	<ul style="list-style-type: none"> <li>Student science journals</li> <li>District created NGSS aligned assessments</li> </ul>
TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Design and deliver high impact instruction by implementing science and engineering practices in planning and carrying out investigations aligned with NGSS</li> </ul>	<ul style="list-style-type: none"> <li>Student science journals</li> <li>District created NGSS aligned assessments</li> </ul>
TL 1.2.c TL 1.2b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Engage students in applying NGSS and engineering learning intentions to the practice of developing and using models</li> </ul>	<ul style="list-style-type: none"> <li>Student science journals supported with labeled diagrams (K-5), written explanations (2-5), and collected data as evidence to support a specific claim (4-5).</li> </ul>
TL 1.3a PSS 3.2.a	<ul style="list-style-type: none"> <li>Administer common formative and summative assessments and meet as a PLC to collaboratively plan next steps for classroom instruction and interventions</li> </ul>	<ul style="list-style-type: none"> <li>WCAS practice items</li> <li>WCAS-aligned district unit assessment K-5</li> <li>Equity target achievement data</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

We will increase programs offered at Jackson Elementary School. Examples of programs are Girls on the Run and WATCH D.O.G.S. We will seek to maintain at a minimum, current levels of participation in current programs and establish baseline participation rates for new programs.

<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?
SR 5.2	<ul style="list-style-type: none"> <li>Partner with community agencies such as the YMCA, EvCC, Boeing, Port Gardner Neighborhood Association, and feeder high school to provide ongoing support/resources/volunteers for families and student.</li> <li>Continue to partner with PTA to enhance PTA activities by providing support for their mission</li> </ul>	<ul style="list-style-type: none"> <li>Number of partnership opportunities</li> <li>Number of volunteers recruited</li> <li>Number of resources utilized</li> <li>Increase PTA membership over last year</li> </ul>
SR 5.1 SR5.2	<ul style="list-style-type: none"> <li>Engage families in instructional programs by providing opportunities to participate in before, during, and afterschool events such as Kindergarten Read In, Art Docents, Lego Build Club, Girls on the Run, Lego Robotics, Fiber Arts Club, and Watch D.O.G.S.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer participation rates</li> <li>Attendance at Open Houses, conferences, instructional nights.</li> <li>Number of scholarships awarded to families for afterschool events</li> </ul>
SR 5.2.a	<ul style="list-style-type: none"> <li>Frequently communicate in monthly newsletters updates regarding academic and social emotional programs</li> </ul>	<ul style="list-style-type: none"> <li>Communication log (including Blackboard connect, school newsletters, PTA Principal's reports)</li> </ul>
RM4.1.a-b RM 4.2.a	<ul style="list-style-type: none"> <li>Partner with volunteers, Natural Leaders, PTA, and WatchDOGs to positively support students' social and emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>PTA membership numbers</li> <li>WatchDOGs membership numbers</li> </ul>
SR 5.2	<ul style="list-style-type: none"> <li>Monitor the effectiveness of extended day learning programs, to meet objectives and outcomes of learning</li> </ul>	<ul style="list-style-type: none"> <li>IReady assessments</li> <li>DRA assessments</li> <li>Participation rates in extended day</li> <li>Growth based on pre-assessment and post assessment data</li> <li>Equity targets met for low-income, EL, and Hispanic subgroups</li> </ul>
SR 5.2	<ul style="list-style-type: none"> <li>Collaborate with Port Gardner Neighborhood Association to recruit volunteers to support students and Jackson school events</li> </ul>	<ul style="list-style-type: none"> <li>Number of Port Gardner volunteers recruited</li> <li>Number of partnership projects</li> </ul>
RM4.1.a-b	<ul style="list-style-type: none"> <li>Partner with community agencies such as the YMCA to provide ongoing support to our families and students</li> </ul>	<ul style="list-style-type: none"> <li>YMCA afterschool enrollment</li> <li>YMCA Make a Splash enrollment will remain stable</li> <li>Number of holiday food baskets - maximize participation rate</li> <li>Operation School Bell - maximize participation rates</li> </ul>



<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?
		<ul style="list-style-type: none"> <li>• High school and beyond event attendance will increase over last year</li> <li>• Math Night attendance will increase over last year</li> <li>• Dental Day participation will remain steady</li> <li>• Weekend Snack Packs – maximize participation rates</li> <li>• Family Academic Goal Setting Event – Baseline</li> <li>• Wellness Night – will maintain over last year</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):**

Families will communicate their perception of feeling safe based on EES Survey. Family attendance will increase at school sponsored events.

<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?
SR 5.1.a III 2.2.c	<ul style="list-style-type: none"> <li>Collaborate with families to clearly communicate student's needs and successes</li> <li>Increase parent participation through school related events</li> <li>Ensure clear and timely communication to all stakeholders in multiple formats</li> </ul>	<ul style="list-style-type: none"> <li>Newsletters</li> <li>Participation numbers at school events</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Recognize student success and invite families to at monthly pride/acknowledgment assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Number of students recognized</li> <li>Number of families attending</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Greet everyone with kindness and a smile at the door</li> </ul>	<ul style="list-style-type: none"> <li>CEE survey results</li> </ul>
PSS 3.4.a	<ul style="list-style-type: none"> <li>Consistently implement customer service plan guided by district core values</li> </ul>	<ul style="list-style-type: none"> <li>CEE survey results</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?
PPS 3.4.a	<ul style="list-style-type: none"> <li>Implement Second Step curriculum in each classroom</li> </ul>	<ul style="list-style-type: none"> <li>Number of lessons and classroom participation</li> </ul>
PPS 3.4.a	<ul style="list-style-type: none"> <li>Integrate Positive Behavior Intervention Support (PBIS) and restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>SWIS data dashboard</li> </ul>
PPS 3.4.a	<ul style="list-style-type: none"> <li>Conduct a rotation of meeting opportunities to discuss students' needs and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Success rate of students based on intervention/support goals</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Continue implementation of Positive Behavior Intervention Support (PBIS) - Tier I Universal Planning and Implementation: All school awards assemblies Implementation in cafeteria, buses, playground</li> </ul>	<ul style="list-style-type: none"> <li>Increase from 6 points to 10 points on the implementation scale</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 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Create intervention plans for equity target subgroups based on student's need</li> </ul>	<ul style="list-style-type: none"> <li>• Equity target data</li> <li>• SBA interim data</li> <li>• Discipline data (SWIS)</li> <li>• Panorama Ed data</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Implement academic intervention systems to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students participating in extended day options</li> <li>• Number of students in LAP intervention</li> <li>• Summer school participation data</li> </ul>
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> <li>• Strengthen push in and inclusion model for students who qualify for SpEd, EL, and LAP</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio of pull-out/push in services for LAP and EL</li> <li>• Number of SPED self-contained students participating in GenEd instruction</li> </ul>
SR 5.1.a	Strengthen Girls on the Run after school program and student leadership program	<ul style="list-style-type: none"> <li>• Number of students participating in the program</li> <li>• Panorama Ed data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Jackson Elementary School will continue to work with families to try to proactively mitigate attendance issues. We will continue to provide monthly recognition for students. We will also honor classrooms that complete an ALL HERE chart.

<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?
PSS 3.4.a PSS 3.5.a SR 5.1.a	<ul style="list-style-type: none"> <li>Implement school wide ALL HERE system to recognize student attendance</li> <li>Reengage students in transition who have multiple absences based on a 3-tier system</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> <li>Intervention plan results</li> </ul>
PSS 3.4.a SR 5.1.a	<ul style="list-style-type: none"> <li>Meet with counselor, attendance coordinator, and attendance team to monitor student attendance and determine interventions</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> <li>Intervention plan results</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Conduct home visits with families at tier 3 and coordinate a success plan</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> <li>Intervention plan results</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Build upon before/after school programs and provide scholarships for participation</li> </ul>	<ul style="list-style-type: none"> <li>Participation in programs</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

In order to ensure our students are college and career ready, we will provide opportunities to expand their thinking through the use of technology. Students from kindergarten to 5th grade will have the opportunity to integrate technology in the content areas and build their capacity of digital citizenship.

<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?
III 2.2.a III 2.3.a	<ul style="list-style-type: none"> <li>• Engage staff in accessing authentic learning experiences through technology               <ul style="list-style-type: none"> <li>✓ Utilize the SAMR (Substitution, Augmentation, Modification, Redefinition) model in instruction to support student learning</li> <li>✓ Google classroom</li> <li>✓ LMS SAMR learning walks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-5 digital evidence of technology based composed or published work and technology-based projects or presentations</li> </ul>
III 2.1.a III 2.2.a	<ul style="list-style-type: none"> <li>• Utilize technology to allow students to independently and collaboratively research, compose and publish written work</li> </ul>	<ul style="list-style-type: none"> <li>• Composed and published work through the use of technology for all students</li> </ul>
III 2.1.a	<ul style="list-style-type: none"> <li>• Implement <i>Keyboarding Without Tears curriculum</i></li> </ul>	<ul style="list-style-type: none"> <li>• Completed lessons 3rd-5th grade</li> </ul>