

ELA ACTION PLAN	
Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027. Building Goal: (to be written at October ILT Meeting)	
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?
Utilize high leverage Tier 1 instructional strategies to support multi-lingual learners (ML). Specifically: <ul style="list-style-type: none"> • Integrate visual tools within Tier 1 instruction to support student access and understanding of essential skills/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary); • Incorporate Language Objectives into communication of learning targets and success criteria; • Pre-teach key terms and integrate vocabulary instruction throughout Tier 1 instruction; • Increase student discourse of key concepts and skills within daily instruction; and • Use flexible grouping to differentiate instructional support. • Ensure instructional schedule allows students receiving resource room support have access to Tier 1 content instruction. 	<ul style="list-style-type: none"> • i-Ready Diagnostic results • Formative assessment results • End of unit assessment results • Interim Assessment Blocks (IABs) (grades 3-5)
PLC Grade Level Teams will collaborate to: <ul style="list-style-type: none"> • Plan instruction aligned to standards and district curriculum pacing guides; • Utilize ILT to set school-wide goals; • Use Penny Creek's Data Protocol to analyze student performance and monitor progress; and • Determine instructional moves to support student growth. 	<ul style="list-style-type: none"> • i-Ready Diagnostic results • Formative assessment results • End of unit assessment results • IABs (grades 3-5)
Tiered Intervention <ul style="list-style-type: none"> • Provide targeted Tier 3 support utilizing Wilson Reading curriculum. 	<ul style="list-style-type: none"> • i-Ready Diagnostic results • Wilson Reading formative assessment results

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?
Utilize grade K-5 Literacy Vertical Team to align implementation of informational, persuasive, and narrative essay. Specifically: <ul style="list-style-type: none"> Align progression of instruction within grade level teams; Align timeline for instruction and scoring of information, narrative, and opinion writing; and Use similar language in writing instruction, targets and success criteria at each grade level. 	<ul style="list-style-type: none"> Student journals Student written responses in reading, science and social studies Published writing pieces
Utilize high leverage Tier 1 instructional strategies to support multi-lingual learners. Specifically: <ul style="list-style-type: none"> Integrate visual tools within Tier 1 instruction to support student access and understanding of essential skills/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary); Increase student discourse of key concepts and skills within daily instruction; Incorporate language objectives into communication of learning targets and success criteria; Pre-teach key terms and integrate vocabulary instruction throughout Tier 1 instruction; and Use flexible grouping to differentiate instructional support. 	<ul style="list-style-type: none"> Student journals Student written responses in reading, science and social studies Published writing pieces

MATH ACTION PLAN	
Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027. Building Goal: (to be written at October ILT Meeting)	
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?
Utilize high leverage Tier 1 instructional strategies to support multi-lingual learners. Specifically: <ul style="list-style-type: none"> • Integrate visual tools within Tier 1 instruction to support student access and understanding of essential skills/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary); • Pre-teach key terms and integrate vocabulary instruction throughout Tier 1 instruction; • Incorporate language objectives into communication of learning targets and success criteria; • Increase student discourse of key concepts and skills within daily instruction; and • Ensure instructional schedule allows students receiving resource room support have access to Tier 1 content instruction. 	<ul style="list-style-type: none"> • i-Ready diagnostic results • Formative assessment results • End of unit assessment results • Interim assessment results (grades 3-5)
Professional Learning Communities (PLC) grade level teams will collaborate to: <ul style="list-style-type: none"> • Plan instruction aligned to standards and district curriculum pacing guides; • Utilize Instructional Learning Team (ILT) to set school-wide goals; • Use Penny Creek's data protocol to analyze student performance and monitor progress; and • Determine instructional moves to support student growth. 	<ul style="list-style-type: none"> • i-Ready diagnostic results • Formative assessment results • End of unit assessment results • Interim assessment results (grades 3-5)

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in science by 2027.	
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?
Utilize high leverage Tier 1 instructional strategies to support multi-lingual learners. Specifically: <ul style="list-style-type: none"> Integrate visual tools within Tier 1 instruction to support student access and understanding of essential skills/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary); Pre-teach key terms and integrate vocabulary instruction throughout Tier 1 instruction; Incorporate language objectives into communication of learning targets and success criteria; Increase student discourse of key concepts and skills within daily instruction; and Ensure instructional schedule allows students receiving resource room support have access to Tier 1 content instruction. 	<ul style="list-style-type: none"> Unit assessments Exit tickets Science journals
Utilize grade K-5 STEM vertical team to align Next Generation Science Standards (NGSS) in science kits. Specifically: <ul style="list-style-type: none"> Identify NGSS that need additional focus in current science kits and adjust lessons plans to address those need. 	<ul style="list-style-type: none"> Unit assessments Exit tickets Science journals

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

Key Performance Outcome(s):

Welcoming Culture:

- The percentage of families that participate in a parent group will increase by 5%.
- Families who report they feel their students' needs are being met by the school will increase by 5%, from 75% to 80% or higher.

Physical, Emotional and Intellectual Safety:

- In the 2024-25 school year, Penny Creek incidents of student physical aggression (without major injury) will decrease by 10% from 61 referrals to 55 or fewer referrals.

Equitable and Accessible Opportunities:

- 77% of Multilingual Learner (ML) students will be on track to transition out of services within six years by 2027.

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?

Welcoming Culture

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| <ul style="list-style-type: none"> • Improve look and number of Positive Behavioral Interventions and Supports (PBIS) posters throughout the school. • Ensure use of ParentSquare and translation devices to support communication with families. | <ul style="list-style-type: none"> • Panorama Student Survey • Annual School Stakeholders Survey (in Panorama) • Number of families participating in parent groups |
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Physically, Emotionally, and Intellectually Safe Environment

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| <ul style="list-style-type: none"> • Continually improve PBIS teaching resources and reinforce a schoolwide plan for teaching to all students. • Regularly monitor student discipline data to inform PBIS team's action steps. • Develop and implement system for accurately tracking behavior plan documentation. • Connect Second Step themes throughout the school setting, including morning announcements. • Continue to increase the use of RULER Instructional tools/supports. | <ul style="list-style-type: none"> • Panorama Student Survey • Annual School Stakeholders Survey (in Panorama) • Discipline data |
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Equitable and Accessible Opportunities

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| <ul style="list-style-type: none">• Implement Elevating Equitable Voices webinars.• Strengthen involvement of the equity team into the culture of the school.• Implement recommendations from the district equity team.<ul style="list-style-type: none">○ Hold a parent panel to increase staff understanding of diversity and diverse perspectives among the Penny Creek community.○ Provide opportunities for growing teacher resiliency in racial equity conversations/practices.• Provide staff professional development (PD) to increase understanding and implementation of language objectives to support equitable access to content. | <ul style="list-style-type: none">• Panorama Student Survey• Annual School Stakeholders Survey (in Panorama)• WIDA Assessment results (spring 2025) |
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ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

Attendance Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

- Utilize messaging resources (website, parent meetings, newsletters) to communicate the value of attendance for student learning.
- Increase the number of Community Engagement Board meetings for students demonstrating chronic absenteeism.
- Utilize Panorama to improve tracking of student attendance plans.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Reduction in overall absences, including those marked No Contact (NC)
- Monthly attendance reports
- Attendance contracts
- BECCA referrals

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers will increase confidence and develop skills to provide instruction using technology aligned to standards.

Instructional Technology Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

- Teachers will utilize one-to-one technology and classroom-based technology on a consistent basis to support student learning.
- Teachers will utilize panels to increase student engagement during core instruction.
- Teachers will utilize Google Classroom tools to engage and support student learning.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Panorama student survey
- Annual stakeholders survey
- Panorama student survey
- Annual stakeholders survey
- Panorama student survey
- Annual stakeholders survey

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

More families will participate in school events and serve as volunteers.

A greater percentage of families representing diverse backgrounds will attend PTA and Natural Leaders meetings, volunteer at school, and attend school events.

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?
<ul style="list-style-type: none">Continue Parent Panel—understanding Penny Creek’s cultures with greater depth of knowledge—break down stereotypes.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey
<ul style="list-style-type: none">Continue to grow Natural Leaders Program—bring back Celebration of Cultures.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey
<ul style="list-style-type: none">Host New to United States Schools events—with translator services.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey
<ul style="list-style-type: none">Create welcome committee to support families completely new to the United States.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey