

**READING ACTION PLAN**
**Key Performance Outcome:**

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).

**2017-18 SBA Results**

Grade 3				Grade 4				Grade 5			
Overall: 76.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 79.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 77.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	10.3	34.9	54.8	<b>Reading</b>	8.9	41.1	50.0	<b>Reading</b>	13.1	36.9	50.0
Listening and Speaking	3.2	52.4	44.4	Listening and Speaking	3.4	54.8	41.8	Listening and Speaking	9.2	53.1	37.7
Writing	8.7	34.1	57.1	Writing	11.0	33.6	55.5	Writing	10.0	42.3	47.7
Research/Inquiry	8.7	40.5	50.8	Research/Inquiry	9.6	40.4	50.0	Research/Inquiry	10.0	40.0	50.0

<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?
1.3	<ul style="list-style-type: none"> <li>Using the guided reading approach, staff will adjust lessons, when they are needed, that are designed to meet the needs of our individual students</li> </ul>	<ul style="list-style-type: none"> <li>iReady data in grades third through fifth</li> <li>SBA data in grades third through fifth</li> <li>SBA interim data in grades third through fifth</li> <li>DRA data in grade kindergarten and second</li> <li>KARK assessment data in Kindergarten</li> <li>Teacher conferring notes</li> <li>REACH end of unit assessments in grades kindergarten through fifth</li> </ul>
2.3 4.1	<ul style="list-style-type: none"> <li>Provide targeted small group reading instruction based on Guided Reading by Jan Richardson</li> </ul>	<ul style="list-style-type: none"> <li>Video of students participating in guided reading groups</li> <li>Teacher guided reading lesson plans</li> <li>Teacher conferring notes</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Plan each lesson with clarity in mind, by identifying the essential learning intentions and success criteria toward these intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Learning intention and success criteria data tool</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?
	<p>Clearly articulate the learning intention and success criteria for every lesson. Students will be able to answer the following questions:</p> <ul style="list-style-type: none"> <li>○ What am I learning today?</li> <li>○ Why am I learning this?</li> <li>○ How will I know that I learned it?</li> </ul>	
1.2 1.3	<ul style="list-style-type: none"> <li>• Provide feedback in reading to our students that is “just in time” and “just for me” and includes: <ul style="list-style-type: none"> <li>○ Highlighting student successes and challenges</li> <li>○ Focuses on the next steps for learning</li> <li>○ Timely and personal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher conferring notes</li> <li>• Student exit slips</li> <li>• School created survey data</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: 76.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 79.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 77.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.3	34.9	54.8	Reading	8.9	41.1	50.0	Reading	13.1	36.9	50.0
Listening and Speaking	3.2	52.4	44.4	Listening and Speaking	3.4	54.8	41.8	Listening and Speaking	9.2	53.1	37.7
<b>Writing</b>	8.7	34.1	57.1	<b>Writing</b>	11.0	33.6	55.5	<b>Writing</b>	10.0	42.3	47.7
Research/Inquiry	8.7	40.5	50.8	Research/Inquiry	9.6	40.4	50.0	Research/Inquiry	10.0	40.0	50.0

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?
1.1	<ul style="list-style-type: none"> <li>Model and provide opportunities for students to write to learn, including note-taking, summarizing, questioning, and responding to multiple text/sources/experiences, and reflecting on learning</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Assessments data</li> <li>Interim Assessment data using the EPS writing rubrics in grades third through fifth</li> <li>Teacher developed interim assessments data using the BFTL writing rubrics in grades kindergarten through second</li> <li>REACH end of unit assessments in grades kindergarten through fifth</li> </ul>
1.2	<ul style="list-style-type: none"> <li>Teacher teams will give common writing assessments that are aligned to the CCSS and evaluated with the EPS writing rubrics</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Assessments data</li> <li>Teacher developed interim assessments data using the BFTL writing rubrics in grades kindergarten through second</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Teacher teams will align vertically (across K-5) the district rubrics and checklists develop learning intentions and success criteria for writing lessons</li> </ul>	<ul style="list-style-type: none"> <li>Learning intention and success criteria data tool</li> </ul>
1.3	<ul style="list-style-type: none"> <li>Continue implementation of Building Foundations That Last strategies in grades kindergarten through second</li> </ul>	<ul style="list-style-type: none"> <li>Interim Assessments data using the BFTL writing rubrics in grades kindergarten through second</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: 83.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 78%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 73.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	9.4	15.7	74.8	Concepts and Procedures	12.3	21.2	66.4	Concepts and Procedures	16.2	20.8	63.1
Problem Solving and Modeling & Data Analysis	11.0	33.1	55.9	Problem Solving and Modeling & Data Analysis	11.6	36.3	52.1	Problem Solving and Modeling & Data Analysis	14.6	33.1	52.3
Communicating Reasoning	4.7	29.1	66.1	Communicating Reasoning	7.5	34.9	57.5	Communicating Reasoning	15.4	35.4	49.2

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?
1.3	<ul style="list-style-type: none"> <li>Provide targeted small group balanced math instruction based on individual student data</li> </ul>	<ul style="list-style-type: none"> <li>iReady data in grades first through fifth</li> <li>SBA data in grades third through fifth</li> <li>SBA interim data in grades third through fifth</li> <li>KARK assessment data in kindergarten</li> <li>Teacher conferring notes</li> <li>District created end of unit assessments</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Teach strategies to promote number sense such as: number talks, notice and wondering, problem solving, and accountable talk</li> </ul>	<ul style="list-style-type: none"> <li>iReady data in grades first through fifth</li> <li>SBA data in grades third through fifth</li> <li>SBA interim data in grades third through fifth</li> <li>KARK assessment data in kindergarten</li> <li>District created end of unit assessments</li> <li>Teacher conferring notes</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Plan each lesson with clarity in mind, by identifying the essential learning intentions and success criteria toward these intentions. Clearly articulate the learning intention and success criteria for every lesson. Students will be able to answer the following questions:                             <ul style="list-style-type: none"> <li>What am I learning today?</li> <li>Why am I learning this?</li> <li>How will I know that I learned it?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learning intention and success criteria data tool</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?
1.3	<ul style="list-style-type: none"> <li>• Provide feedback in math to our students that is “just in time” and “just for me” and includes:               <ul style="list-style-type: none"> <li>○ Highlighting student successes and challenges</li> <li>○ Focuses on the next steps for learning</li> <li>○ Timely and personal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher conferring notes</li> <li>• Student exit slips and interviews</li> <li>• School created student survey 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: 76.9%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	24.6	75.4
Life Science	31.5	68.5
Earth and Space Science	29.2	70.8

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?
1.2 1.3	<ul style="list-style-type: none"> <li>Grade level teams will continue to utilize the district science instructional maps to incorporate the NGSS Standards and a method for assessing student progress toward those standards</li> </ul>	<ul style="list-style-type: none"> <li>District science assessments</li> <li>Teacher created common formative or summative assessment</li> </ul>
2.1	<ul style="list-style-type: none"> <li>Grades fourth and fifth will have opportunities to showcase STEM and scientific process products in the school STEM Day</li> </ul>	<ul style="list-style-type: none"> <li>Student exhibits</li> <li>NGSS aligned rubrics in grades kindergarten through fifth</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Develop and use rigorous cross curricular lessons to demonstrate writing, reading, and deep thinking in science instruction</li> </ul>	<ul style="list-style-type: none"> <li>District writing assessment rubrics for writing in grades third through fifth</li> <li>Teacher created interim assessments</li> <li>Student science journals with focus on vocabulary</li> </ul>

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

In the 2018-19 school year, the Penny Creek community will indicate that “parents/families participate in important decisions” and “that this school celebrates student successes as measured by the Educational Effectiveness Survey.

<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?
2.1	<ul style="list-style-type: none"> <li>• Implement family nights that focus on school-family partnership:               <ul style="list-style-type: none"> <li>○ Mathquerade Night</li> <li>○ STEM Fair</li> <li>○ Multicultural Night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ten percent increase in baseline attendance at the events</li> </ul>
2.1	<ul style="list-style-type: none"> <li>• Develop a collaborative partnership between Natural Leaders and PTA by:               <ul style="list-style-type: none"> <li>○ Including cross representatives on both teams</li> <li>○ Staff attendance at both meetings</li> <li>○ Planning a collaborative event</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fall and Spring survey of parents</li> </ul>
2.3	<ul style="list-style-type: none"> <li>• Pilot student led conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance at events</li> <li>• Parent/teacher survey results</li> </ul>
5.1	<ul style="list-style-type: none"> <li>• Include a parent representative on our PBIS committee</li> </ul>	<ul style="list-style-type: none"> <li>• Parent interview and attendance</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):**

In the 2018-19 school year, Penny Creek parents and students will indicate that students feel safe at school as measured by the Educational Effectiveness Survey data collected in February 2019 and a school designed survey.

The Penny Creek community will celebrate success through showing respect for individual accomplishments and acknowledging progress toward academic and behavior goals. Penny Creek celebrates “parents/families participate in important decisions” as measured by the Educational Effectiveness Survey.

<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?
2.1 3.1 3.2	<ul style="list-style-type: none"> <li>Implement a new staff onboarding program called the “Penny Creek Way”. Topics covered would include SIP action items from the past three years including, accountable talk strategies, basics of guided math, aligning formative assessments, number talks, notice and wonders, how to access data, GLAD strategies, basic grammar components (REACH), and summaries of our books studies over the last three years</li> </ul>	<ul style="list-style-type: none"> <li>Impacted staff surveys</li> <li>EES staff data</li> </ul>
2.1 3.4 5.1	<ul style="list-style-type: none"> <li>Implement Penny Creek Customer Service Plan that includes new protocols and safety and security upgrades</li> </ul>	<ul style="list-style-type: none"> <li>Customer Service Plan</li> <li>Customer service community surveys</li> </ul>
2.1 5.1	<ul style="list-style-type: none"> <li>Conduct safety and security upgrade tours for the community</li> </ul>	<ul style="list-style-type: none"> <li>Community feedback</li> </ul>
3.4	<ul style="list-style-type: none"> <li>Redesign the student safety patrol program by designating new checkpoints and safety walking protocols</li> </ul>	<ul style="list-style-type: none"> <li>Safety reports</li> <li>Staff interviews</li> <li>Student interviews</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?
2.3 3.1	<ul style="list-style-type: none"> <li>Continue implementation of Positive Behavior Intervention Supports (PBIS), called Penny Creek PRIDE with a focus on full implementation on Tier 1 interventions</li> </ul>	<ul style="list-style-type: none"> <li>Student interviews</li> <li>Staff interviews</li> <li>Tiered Fidelity Inventory</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?
2.3	<ul style="list-style-type: none"> <li>Implement a course that will have a focus on the social and emotional learning of all students at Penny Creek</li> </ul>	<ul style="list-style-type: none"> <li>Panorama data in grades third through fifth</li> <li>Teacher created pre and post assessments for each unit</li> </ul>
5.1	<ul style="list-style-type: none"> <li>Collaborate with the PTA to bring an assembly to Penny Creek that focus on Harassment, Intimidation, and Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Panorama data in grades third through fifth</li> </ul>
2.1	<ul style="list-style-type: none"> <li>Designate one staff member to implement structured play at lunch recess for all students</li> </ul>	<ul style="list-style-type: none"> <li>SWIS data with a focus on lunch recess</li> </ul>
2.3	<ul style="list-style-type: none"> <li>Counselor teach social and emotional awareness and skills using the Second Step curriculum in grades kindergarten through fifth</li> </ul>	<ul style="list-style-type: none"> <li>EES Student Survey results</li> <li>Panorama data</li> <li>Second Step classroom-based assessments</li> </ul>
2.3	<ul style="list-style-type: none"> <li>Implement Social Skills and Friendship Clubs during recess for grades kindergarten through fifth</li> </ul>	<ul style="list-style-type: none"> <li>EES Student Survey results</li> <li>Panorama data</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?
2.3 3.1	<ul style="list-style-type: none"> <li>Implement a Multi-Tiered Systems of Support model</li> </ul>	<ul style="list-style-type: none"> <li>Panorama data</li> <li>Student Intervention Team data</li> <li>SWIS data</li> <li>Student intervention plans</li> </ul>
2.3 3.1	<ul style="list-style-type: none"> <li>Align the Student Intervention Team to address equity targets</li> </ul>	<ul style="list-style-type: none"> <li>SBA data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

In June of 2019, the “Percent of Attendance” will increase from the 2017-18 school year as measured by the end of the year attendance report.

<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?
5.1 5.2	<ul style="list-style-type: none"> <li>Reengage students who have multiple absences</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> </ul>
5.1 5.2	<ul style="list-style-type: none"> <li>Attendance will be monitored, and student specific interventions will be implemented to support improved student attendance               <ul style="list-style-type: none"> <li>Staff will develop attendance letters and brochures to explain the importance of attending school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Improvement in student attendance data</li> </ul>
5.1 5.2	<ul style="list-style-type: none"> <li>Message importance of attendance, with a focus on encouragement without isolation of our students from our various equity groups</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in student attendance data</li> <li>Parent feedback</li> <li>EES data</li> </ul>
5.1 5.2	<ul style="list-style-type: none"> <li>Counselors will collaborate with families to create a plan for success with two or more absences a month. Staff will develop an attendance contract to be used with families when creating plans for success</li> </ul>	<ul style="list-style-type: none"> <li>Increase in student attendance for students who have had the intervention</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

Students will have access to tools for collaboration, communication, and creativity.

<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?
2.1 2.2	<ul style="list-style-type: none"> <li>• Students will receive instruction in technology skills in:               <ul style="list-style-type: none"> <li>○ Typing Basics (K-2) &amp; Keyboarding without Tears (3-5)</li> <li>○ Coding and Computer Science in Code.org</li> <li>○ MS Office Applications including Word, PowerPoint, Excel, MovieMaker, and Publisher</li> <li>○ Engineering Explorations through hands on projects and Google SketchUp</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Student rubrics</li> <li>• Skill indicators and benchmark scales</li> </ul>
2.1	<ul style="list-style-type: none"> <li>• Students will use technology to generate innovative ideas, research, investigate, and produce solutions to authentic problems</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition Culminating Exhibition</li> <li>• STEM Learning Night presentations</li> <li>• Collaboration surveys</li> </ul>