

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).

6th Grade				7th Grade				8th Grade			
Overall: 58%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 58.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 69.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.4	49.4	28.3	Reading	25.7	43.2	31.1	Reading	19.7	41.4	38.9
Listening and Speaking	14.0	64.3	21.7	Listening and Speaking	18.4	61.9	19.7	Listening and Speaking	9.9	65.1	25.1
Writing	22.7	46.0	31.4	Writing	18.7	42.9	38.4	Writing	13.2	41.4	45.4
Research/Inquiry	12.4	53.4	34.2	Research/Inquiry	16.2	49.8	34.0	Research/Inquiry	9.6	50.7	39.7

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 1.3a	<ul style="list-style-type: none"> Intentionally teach and assess close reading strategies in all content areas with exposure to both literary and informational text 	<ul style="list-style-type: none"> Interim Assessment Blocks SpringBoard Embedded Assessments SpringBoard Short-cycle Assessments
TL 1.3a	<ul style="list-style-type: none"> Identify, post, communicate and review learning target, success criteria and learning progression 	<ul style="list-style-type: none"> Random student survey data using the learning walk tool twice a month Learning target and success criteria visible to students
TL 1.2a	<ul style="list-style-type: none"> Implement GLAD strategies into daily instruction to improve access of content for all students 	<ul style="list-style-type: none"> GLAD Learning Walk data Teacher survey
TL 1.2	<ul style="list-style-type: none"> Expand implement and fidelity of <i>LANGUAGE! Live</i> curriculum to support Special Education and English Learner students 	<ul style="list-style-type: none"> <i>Language! Live</i> unit assessments Learning Walk 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 1.5a	<ul style="list-style-type: none"> • Plan and deliver during and after school, small group instruction to LAP-identified students • Collaborate with PLCs to scaffold and differentiate instruction • Collaborate with PLCs to scaffold and differentiate instruction 	<ul style="list-style-type: none"> • Gradebook • Unit lesson planning • Data-disaggregation form
TL 1.5a	<ul style="list-style-type: none"> • Monitor weekly academic progress of <i>Equity Target</i> and level 2 students 	<ul style="list-style-type: none"> • Embedded Springboard Assessments • Common Unit Assessments
TL 1.5a	<ul style="list-style-type: none"> • Increase incentives/recognition events to promote summer reading participation 	<ul style="list-style-type: none"> • Summer AR points
TL 1.5a	<ul style="list-style-type: none"> • Engage students in book talks performed by staff/librarian and begin their first AR summer book in June 	<ul style="list-style-type: none"> • Summer interim checks • Summer AR points

WRITING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

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6th Grade				7th Grade				8th Grade			
Overall: 58%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 58.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 69.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.4	49.4	28.3	Reading	25.7	43.2	31.1	Reading	19.7	41.4	38.9
Listening and Speaking	14.0	64.3	21.7	Listening and Speaking	18.4	61.9	19.7	Listening and Speaking	9.9	65.1	25.1
Writing	22.7	46.0	31.4	Writing	18.7	42.9	38.4	Writing	13.2	41.4	45.4
Research/Inquiry	12.4	53.4	34.2	Research/Inquiry	16.2	49.8	34.0	Research/Inquiry	9.6	50.7	39.7

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 1.2a	<ul style="list-style-type: none"> Provide focused instruction to use RACE strategy in every content area 	<ul style="list-style-type: none"> SpringBoard Embedded Assessments SpringBoard Short-cycle Assessments Content Area Common Assessments IAB Short Answer Questions
TL 1.2a	<ul style="list-style-type: none"> Use posted common RACE poster in each classroom with frequent short written responses assessed by common RACE rubric 	<ul style="list-style-type: none"> SpringBoard Embedded Assessments SpringBoard Short-cycle Assessments Content Area Common Assessments IAB Short Answer Questions
TL 1.2a	<ul style="list-style-type: none"> Identify, post, communicate and review learning target, success criteria and learning progression 	<ul style="list-style-type: none"> Random student survey data using the learning walk tool twice a month Learning target and success criteria visible to students
TL 1.2b	<ul style="list-style-type: none"> Teach common multiple paragraph response strategy that are aligned to SBA writing rubric Teach common single paragraph response strategy to special education and English Learner students aligned to SBA writing rubric 	<ul style="list-style-type: none"> SpringBoard embedded assessments SpringBoard short-cycle assessments IAB short answer questions

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 1.5a	<ul style="list-style-type: none"> Academic success meeting on a six week cycle to review academic success by subject area, specifically focusing on level 2 students 	<ul style="list-style-type: none"> Embedded Springboard Assessments Common Unit Assessments
TL 1.5a	<ul style="list-style-type: none"> Plan and deliver during and after school, small group instruction to LAP-identified students Collaborate with PLCs to scaffold and differentiate instruction Collaborate with PLCs to scaffold and differentiate instruction 	<ul style="list-style-type: none"> Gradebook Unit lesson planning Data-disaggregation form
TL 1.5a	<ul style="list-style-type: none"> Monitor weekly academic progress of <i>Equity Target</i> and level 2 students 	<ul style="list-style-type: none"> Embedded Springboard Assessments Common Unit Assessments
TL 1.2	<ul style="list-style-type: none"> Expand implement and fidelity of <i>LANGUAGE! Live</i> curriculum to support Special Education and English Learner students 	<ul style="list-style-type: none"> <i>Language! Live</i> unit assessments

MATH 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 Mathematics.

2017-18 SBA Results

6th Grade				7th Grade				8th Grade			
Overall: 50.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 40.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 48.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	28.9	30.8	40.3	Concepts and Procedures	37.6	31.8	30.6	Concepts and Procedures	27.9	34.6	37.4
Problem Solving and Modeling & Data Analysis	24.6	50.5	24.9	Problem Solving and Modeling & Data Analysis	26.8	46.5	26.8	Problem Solving and Modeling & Data Analysis	31.8	37.2	31.0
Communicating Reasoning	28.3	44.6	27.1	Communicating Reasoning	23.9	51.6	24.5	Communicating Reasoning	24.3	48.3	27.4

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 1.2b	<ul style="list-style-type: none"> Increase student voice in classroom discussions through implementation of the Five Practices for Orchestrating Productive Mathematical Discussion (<i>Anticipate, Monitor, Select, Sequence, Connect</i>) 	<ul style="list-style-type: none"> Cool down data
TL 1.2b	<ul style="list-style-type: none"> Implement with integrity Illustrative Mathematics Curriculum and Khan Academy 	<ul style="list-style-type: none"> Khan Academy points Illustrative Math Unit Completion IM End of Unit Assessments
TL 1.2b	<ul style="list-style-type: none"> Identify, post, communicate and review learning target, success criteria, and learning progression 	<ul style="list-style-type: none"> Random student survey data using the learning walk tool twice a month Learning target and success criteria visible to students
TL 1.5a	<ul style="list-style-type: none"> LAP-identified students will receive small group and individualized support after school. 	<ul style="list-style-type: none"> Gradebook End Unit IM Unit Assessments Khan Academy success rates
TL 1.5a	<ul style="list-style-type: none"> Monitor the academic progress of equity target students and level 2 students on six week cycles 	<ul style="list-style-type: none"> IM End of Unit Assessment Khan Academy completion Gradebook

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 1.5a	<ul style="list-style-type: none"> • Provide immediate reteaching of missed concepts following unit assessments to student scoring below proficiency 	<ul style="list-style-type: none"> • IM End of Unit Assessments • Reassessment data
TL 1.5a	<ul style="list-style-type: none"> • Implement an incentive program aligned with success and completion of units in Khan Academy 	<ul style="list-style-type: none"> • Incentive plan • Completion rates
TL 1.5a	<ul style="list-style-type: none"> • Use SBA like rubric to provide feedback on their math writing, specifically, during their cool downs 	<ul style="list-style-type: none"> • Cool down data review
TL 1.5a	<ul style="list-style-type: none"> • Design and implement a concept and skill review program 	<ul style="list-style-type: none"> • Session exit tickets

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students meeting standard on the Washington Assessment of Science (WCAS)

8th Grade

Overall: 53%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	45.5	54.5
Life Science	43.3	56.7
Earth and Space Science	53.4	46.6

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 1.2b	<ul style="list-style-type: none"> Create common entry task, definitions, and examples of CER writing to increase exposure and experience with CER written responses 	<ul style="list-style-type: none"> Common unit CER assessments
TL 1.2b	<ul style="list-style-type: none"> Increase integration of new STEM units into current units of study Regularly attend district PD to support implementation of STEM units 	<ul style="list-style-type: none"> Unit assessments Random student survey data using the science learning walk tool twice a month
TL 1.5a	<ul style="list-style-type: none"> Increase student practice of online science assessments using WCAP practice tests—particularly focusing on embedded accommodations and item types 	<ul style="list-style-type: none"> New WCAS Assessment baseline data
TL 1.2b	<ul style="list-style-type: none"> Engage students in weekly close reading practice with relevant science articles at all grade levels 	<ul style="list-style-type: none"> Common short written summary assessments WCAS and SBA data

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase the number of students enrolled in challenging option courses (Honors, High School Credit courses) from 2017-18 to 2018-19.

Strategic Plan Reference	Challenging Options 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 1.2a	Increase student enrollment into challenging classes	% increase of students enrolled in honors coursework from 2017-18 to 2018-19
TL 1.2b	Align curriculum, instruction, and assessment in ELA, grades 3-6 with feeder elementary schools	Enrollment in Honors ELA 6 increases from 2018-19 to 2019-20
TL 1.2b	Increase Grade 6 enrollment into challenging courses by collaborating with feeder elementary school teachers, administrators, and counselor/psychologist	Enrollment in Honors ELA 6 increases from 2018-19 to 2019-20

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase in the number of community and family engagement partnerships, events, and participation from 2017-18 to 2018-19 school year.

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?
III 2.2c	<ul style="list-style-type: none"> Expand the Natural Leaders parent partnership by adding more services/roles they serve to our school community 	<ul style="list-style-type: none"> Roles/services provided to community data Parent participation data
SR 5.1a	<ul style="list-style-type: none"> Improve communication to promote Multicultural Night 	<ul style="list-style-type: none"> Attendance data
SR 5.1b	<ul style="list-style-type: none"> Expand business partnerships by increasing donations/grants, field trips, and guest speakers 	<ul style="list-style-type: none"> Total donations/grants data Field trips attended data Guest speakers during the school day data
SR 5.1a	<ul style="list-style-type: none"> Integrate a formal principal report into PTA meetings with a formal principal report using data and PowerPoint 	<ul style="list-style-type: none"> Attendance at monthly meetings
SR 5.1b	<ul style="list-style-type: none"> Improve attendance at Orientation and Curriculum Nights with increased communication and outreach. 	<ul style="list-style-type: none"> Attendance records and EES survey results
SR 5.1b	<ul style="list-style-type: none"> Invite and provide access to additional community partners during orientation 	<ul style="list-style-type: none"> Baseline 2018-19 data
SR 5.1b	<ul style="list-style-type: none"> Create a Watch D.O.G.s program and increase volunteers during the day 	<ul style="list-style-type: none"> Number of Watch D.O.G.s volunteer hours

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

Key Performance Outcome(s):

Increase in community partnerships and participation of services and events from 2017-18 to 2018-19.

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?
PSS 3.4a	<ul style="list-style-type: none"> Provide consistent daily supervision among all staff; before/after school, passing periods, to lunch, and after school 	<ul style="list-style-type: none"> Survey Data (December, March, June)
III 2.2b	<ul style="list-style-type: none"> Add welcoming signs with messaging in 5 most common languages 	<ul style="list-style-type: none"> Translated forms/letters are documented and used Signs are present in building
III 2.2b	<ul style="list-style-type: none"> Establish clear, well-defined roles and expectations for each classified staff member 	<ul style="list-style-type: none"> Staff handbook
PSS 3.4a	<ul style="list-style-type: none"> Respond to all parent voicemails and emails within 48 hours 	<ul style="list-style-type: none"> Customer service survey
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?
PSS 3.4a	<ul style="list-style-type: none"> Implement Positive Behavior Intervention System (PBIS) to provide students with consistent, transparent, and common language regarding expectations for student behavior 	<ul style="list-style-type: none"> PBIS TFI Staff Survey Student SEL survey data Discipline system documented in Staff Handbook and Student Handbook
PSS 3.4a	<ul style="list-style-type: none"> Conduct Wolf Wellness academic and social-emotional meetings every 6-9 weeks to identify at-risk students and provided targeted and intentional interventions 	<ul style="list-style-type: none"> Increased enrollment of students served by SeaMar therapists from 2017-18 to 2018-19 Begin baseline data of targeted interventions and progress monitoring Staff Survey
PSS 3.4a	<ul style="list-style-type: none"> Create tier one universal interventions to establish, maintain, and restore relationships 	<ul style="list-style-type: none"> Attendance data Discipline data Student Surveys

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?
PSS 3.4a	<ul style="list-style-type: none"> Communicate and share data with feeder elementary schools and high schools in May 	<ul style="list-style-type: none"> Student summary excel documents in shareable format for transition intervention implementation
PSS 3.4a	<ul style="list-style-type: none"> Engage students in Student Focus Groups to improve our support and resources to meet their needs 	<ul style="list-style-type: none"> Student SEL survey data Student Feedback Form
PSS 3.4a	<ul style="list-style-type: none"> Teach Signs of Suicide (SOS) curriculum to all students Teach Second Step Digital curriculum to all students 	<ul style="list-style-type: none"> Student SEL survey data SeaMar participation data
PSS 3.4a	<ul style="list-style-type: none"> Host student assemblies that include motivational speakers to maintain/promote a positive school culture and climate 	<ul style="list-style-type: none"> Increased number of assemblies from 2017-18 to 2018-19.
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 1.1c	<ul style="list-style-type: none"> Implement Naviance curriculum to all students 	<ul style="list-style-type: none"> % of completed modules improves from 2017-18 to 2018-19
TL 1.1c	<ul style="list-style-type: none"> Enroll all eligible students for College Bound Scholarship 	<ul style="list-style-type: none"> Increased % of eligible students signed up by June 2019 from June 2018.
SR 5.1b	<ul style="list-style-type: none"> Actively recruit students to participate in workshops/conferences/field trips that empower them to explore new college and career pathways 	Attendance at the followings events increases from 2017-18 to 2018-19: <ul style="list-style-type: none"> Students of Color Conference LaChispa! Girls & STEM TSA Competition EPS STEM Event

HIGH SCHOOL READINESS

Key Performance Outcome(s):

The number of students earning a C or better in all of their core subjects (Math, ELA, Science and Social Studies) will increase from 1st semester to 2nd semester.

Strategic Plan Reference	High School Readiness 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 1.1a	<ul style="list-style-type: none"> Monitor WA State History grades every two weeks 	<ul style="list-style-type: none"> Weekly D/F List report
TL 1.1a	<ul style="list-style-type: none"> Monitor student grades in core subjects every two weeks 	<ul style="list-style-type: none"> Weekly D/F List report
TL 1.1a	<ul style="list-style-type: none"> Monitor student grades in high school credit courses every two weeks 	<ul style="list-style-type: none"> Weekly D/F List report
TL 1.1e	<ul style="list-style-type: none"> Use Naviance for Career and College Readiness exploration and planning 	<ul style="list-style-type: none"> Increased number of Naviance lessons completed by students Increased number of students complete Naviance lessons
TL 1.1a	<ul style="list-style-type: none"> Provide targeted instruction and progress monitoring to identified LAP students during After-school Assistance Program (ASAP) 	<ul style="list-style-type: none"> D/F List IABs Pre & Post assessment data

ATTENDANCE

Key Performance Outcome(s):

Our monthly average daily attendance rates for all students will be at or above 95%.

Our monthly average daily attendance for 6-8th grade will be at or above 90%.

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 1.1a	<ul style="list-style-type: none"> Monitor student attendance weekly during Student Assistance Team meetings 	<ul style="list-style-type: none"> Lunch detention data Tardy workshops data Attendance workshops data Home visits data Community truancy board data
TL 1.1a	<ul style="list-style-type: none"> Actively engage students and parents in a Building-level Attendance Workshop for students with 3+ unexcused absence 	<ul style="list-style-type: none"> Monthly daily attendance at less than 5% Participation data
TL 1.1a	<ul style="list-style-type: none"> Actively engage students in a tardy workshop 	<ul style="list-style-type: none"> Monthly daily attendance at less than 5% Participation data
TL 1.1a	<ul style="list-style-type: none"> Conduct 3 home visits per week 	<ul style="list-style-type: none"> Monthly daily attendance at less than 5% Participation data
TL 1.1a	<ul style="list-style-type: none"> Actively engage students and parents in Community Truancy Board meetings 	<ul style="list-style-type: none"> Monthly daily attendance at less than 5% Participation data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

All teachers will be proficient using their tablet as a collaboration and instructional tool.

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?
	<ul style="list-style-type: none"> • Train staff in the SAMR model • Embed SAMR model to enrich instruction with technology 	<ul style="list-style-type: none"> • Observations of technology-enriched lessons identified as Substitution, Augmentation, Modification, and Redefinition • Ratings on Danielson Framework in areas related to technology integration • Unit lesson plans
TL 1.3b	<ul style="list-style-type: none"> • Include strategies from <i>Discovery Education: Spotlight on Strategies</i> per month in the Pack News 	<ul style="list-style-type: none"> • Teacher survey • Learning Walk observational data
	<ul style="list-style-type: none"> • These instructional strategies incorporate digital media in meaningful, effective, and practical ways. 	