

**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: 95.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 94.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 95.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	1.7	19.0	79.3	<b>Reading</b>	3.2	29.8	66.9	<b>Reading</b>	3.9	19.4	76.7
Listening and Speaking	3.4	33.6	62.9	Listening and Speaking	1.6	34.7	63.7	Listening and Speaking	0.8	41.9	57.4
Writing	1.7	12.1	86.2	Writing	2.4	16.1	81.5	Writing	3.1	17.8	79.1
Research/Inquiry	1.7	17.2	81.0	Research/Inquiry	1.6	27.4	71.0	Research/Inquiry	4.7	16.3	79.1

<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?
3.3a	<ul style="list-style-type: none"> <li>Communicate and continue to implement common assessments and grading systems across grade levels to identify Level 2-3 “bubble” students K-5.</li> <li>Develop high impact school, classroom, and/or home intervention/support to close skill gaps and raise identified students to standard in reading.</li> <li>Provide school, classroom and/or home high impact intervention/support professional development for new teachers and as a refresh for experienced teachers.</li> </ul>	Fall-winter-spring sub-score change <ul style="list-style-type: none"> <li>DRA progress monitoring (K-2)</li> <li>iReady literacy data (3-5)</li> <li>SBA interim reading, writing, listening, and speaking (3-5)</li> <li>Foundational assessment: Kark, or Reach for Reading (K-2)</li> </ul>
3.3a	<ul style="list-style-type: none"> <li>Monitor cohort scores (focusing on the low income, EL, Achieve, SpEd, and Native American) in reading, listening, and speaking performance in order to eliminate the achievement gap.</li> </ul>	Comparison of historical cohort reading scores <ul style="list-style-type: none"> <li>DRA progress monitoring (K-2)</li> <li>iReady literacy data (3-5)</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?
1.5a	<ul style="list-style-type: none"> <li>Ensure qualifying EL students use the Imagine Learning program consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Students will show at least one level of growth from Fall 2018 to Spring 2019</li> <li>Imagine Learning literacy score</li> <li>Imagine Learning oral vocab score</li> </ul>
1.2b 3.3a 3.3b	<ul style="list-style-type: none"> <li>Implement Year 2 Reach for Reading curriculum across the grade levels, to provide integrated balanced reading with a technology and GLAD focus for professional development.</li> <li>Increase capacity of the Achieve staff to use Reach for Reading with integrity to support our struggling learners with professional development and coaching opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading fall, winter, to and spring Benchmark assessments (1st)</li> <li>Two comprehension selections (fiction/nonfiction) from Reach for Reading winter and spring benchmark assessments (2nd)</li> <li>REACH unit comprehension tests (1st)</li> <li>DRA Data (K-2)</li> <li>iReady Data (3-5)</li> <li>Interim SBA Assessments (3-5)</li> </ul>
1.3a	<ul style="list-style-type: none"> <li>Increase teacher communication and student understanding of essential learning target and success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading, fall winter to spring Benchmark Assessments</li> <li>iReady Data</li> <li>DRA Data (K-2)</li> <li>Interim SBA Assessments (3-5)</li> <li>Observation walk through data (K-5)</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: 95.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 94.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 95.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	1.7	19.0	79.3	Reading	3.2	29.8	66.9	Reading	3.9	19.4	76.7
Listening and Speaking	3.4	33.6	62.9	Listening and Speaking	1.6	34.7	63.7	Listening and Speaking	0.8	41.9	57.4
<b>Writing</b>	1.7	12.1	86.2	<b>Writing</b>	2.4	16.1	81.5	<b>Writing</b>	3.1	17.8	79.1
Research/Inquiry	1.7	17.2	81.0	Research/Inquiry	1.6	27.4	71.0	Research/Inquiry	4.7	16.3	79.1

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?
1.2b	<ul style="list-style-type: none"> <li>Identify high impact strategies and provide support for all staff to support student learning.                             <ul style="list-style-type: none"> <li>Create/share common documents and high impact strategies.</li> <li>Implement universal graphic organizers to include a place to cite sources.</li> <li>Create and implement formative assessments based on sample SBA prompts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Aligned classroom assessments with universal graphic organizers.</li> <li>Teacher created formative SBA writing assessments</li> </ul>
1.3a	<ul style="list-style-type: none"> <li>Engage and develop writing experiences that incorporate multiple sources, including fiction and nonfiction in narrative writing tasks with a focus on research project writing.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of graphic organizers and student work</li> <li>K-2, classroom-based writing assessment</li> <li>In grades 3-5, 90% of students will meet standard based on the SBA research standard rubric</li> </ul>
1.1c	<ul style="list-style-type: none"> <li>For K-2, develop a bridge to connect BFTL skills and REACH curriculum and sources.                             <ul style="list-style-type: none"> <li>Develop lesson and unit plans that incorporate REACH source material with BFTL sequence and skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Integrated REACH and BFTL lessons and unit plans in primary grades.</li> </ul>
1.3a	<ul style="list-style-type: none"> <li>Increase teacher communication and student understanding of essential learning target and success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Clear teacher communication/feedback incorporated in classroom-based writing assessments (K-5) and SBA interim.</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: 94.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 96%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 89.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	3.4	3.4	93.1	Concepts and Procedures	1.6	11.3	87.1	Concepts and Procedures	7.0	15.5	77.5
Problem Solving and Modeling & Data Analysis	2.6	13.8	83.6	Problem Solving and Modeling & Data Analysis	1.6	19.4	79.0	Problem Solving and Modeling & Data Analysis	4.7	21.7	73.6
Communicating Reasoning	1.7	12.1	86.2	Communicating Reasoning	0.8	8.9	90.3	Communicating Reasoning	4.7	19.4	76.0

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?
1.2a	To further implement Balanced Math: <ul style="list-style-type: none"> <li>Grade levels implement district Balance Math Maps.</li> <li>Grade levels implement math routines calendar based on the district resource Mathematically Productive Instructional Routines and/or use Math Map routines.</li> </ul>	<ul style="list-style-type: none"> <li>KARK (K)</li> <li>iReady (1-5)</li> <li>SBA interim assessments (3-5)</li> <li>enVision and/or SBA practice performance tasks (3-5)</li> <li>District proficiency-scaled assessments (1-5)</li> </ul>
1.2a	<ul style="list-style-type: none"> <li>Teams to use the OEL (Observing for Evidence of Learning) model to observe, debrief, and plan for implementing high leverage strategies in the next math unit.</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey data using student discourse rubric</li> </ul>
1.2a	<ul style="list-style-type: none"> <li>Students expand their ability to explain their mathematical thinking and communicate reasoning facilitated through the use of Balance Math Routines.</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Assessments (3-5)</li> <li>iReady data (1-5)</li> </ul>
1.2b 3.3a 3.3b	<ul style="list-style-type: none"> <li>School wide interventions and supports for struggling students in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>KARK</li> <li>iReady (1-5)</li> <li>SBA Interim Assessments (3-5)</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: 93.7%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	10.9	89.1
Life Science	7.8	92.2
Earth and Space Science	9.3	90.7

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?
1.2a	<ul style="list-style-type: none"> <li>• Increase student understanding and application of the science and engineering <a href="#">8 practices</a> by focusing on two practices.                             <ul style="list-style-type: none"> <li>○ Analyze and Interpret Data</li> </ul> </li> <li>• Use Mathematics and Computational Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom-based assessments focused on the targeted NGSS science practices.</li> </ul>
1.5a	<ul style="list-style-type: none"> <li>• Identifying the NGSS practices within your STEM activities in all grade levels to increase student practice and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of performance science gaps to increase student depth of knowledge and application of NGSS practices by the following measures:                             <ul style="list-style-type: none"> <li>○ Foss Kit Unit Assessments</li> </ul> </li> <li>• STEM Science Boards and Presentations</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Spring of 2018 CEE data indicated very high scores in this component of school effectiveness. However, 7% of parents responding indicated they wished they had more input into plans for improving the school. Reduce the number of parents that wished they had more input from 7% to 3%. This is an area of growth for Cedar Wood.

<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 5.1 SR 5.2	<ul style="list-style-type: none"> <li>● Provide support and resources for families, stressing the importance of reading and math, especially for all readers with a focus on students who are struggling to reach grade-level standard. This will include:               <ul style="list-style-type: none"> <li>○ LAP/EL Family Night and conferences</li> <li>○ Newsletter articles with resources and information from teacher and building</li> <li>○ Accelerated Reader, summer reading and other related activities</li> <li>○ Home-school communications, and direct feedback from parents of students struggling to reach grade level standard.</li> <li>○ First grade open house</li> </ul> </li> <li>● Reading with Rover</li> </ul>	<ul style="list-style-type: none"> <li>● CEE survey</li> <li>● Compared to 17-18, increase number of parent meetings for EL and LAP parents, to demonstrated greater outreach and communication.</li> <li>● Attendance at LAP/EL Family Night</li> <li>● Attendance data</li> <li>● AR data</li> <li>● Survey parents after community events</li> </ul>
SR 5.1 SR 5.3	<ul style="list-style-type: none"> <li>● Continue and expand school-based Cultural Connections Program by maintaining and strengthening relationships with liaisons. Expand Cultural Nights to include in addition to Cultural Showcase add in Taste of the World Night</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance data</li> <li>● Student participation data</li> </ul>
SR 5.1 SR 5.3	<ul style="list-style-type: none"> <li>● Implement STEM Day to include assembly, collaboration with community businesses, integrate NGSS standards with student projects and create a Junior Robotics Team.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Data</li> <li>● Student participation data</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):**

Spring of 2018 CEE data indicated very high scores in this component of school effectiveness. Reduce the number of parents responding from 10% to 5% indicating that seldom true or almost never true that the district places emphasis on social emotional learning in addition to core academic learning. This is an area of growth.

<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?
3.4a	<ul style="list-style-type: none"> <li>• Continue Family Culture Night to highlight and further promote the school-wide focus on the schools' multicultural family community through Cultural Showcase and Taste of the World Events.</li> <li>• Maintain and strengthen relationships with our Cultural Connectors and increase their capacity to support building stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent attendance at family events</li> <li>• Cultural Connector Attendance and participation data</li> <li>• Cultural Connector Meeting Minutes</li> <li>• CEE Parent Survey</li> </ul>
3-5	<ul style="list-style-type: none"> <li>• Implement Customer Service Plan</li> </ul>	<ul style="list-style-type: none"> <li>• CEE Parent Survey</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?
3.4a	<ul style="list-style-type: none"> <li>• Harassment, Intimidation and Bullying (HIB) awareness and prevention program implemented in all classrooms, at all grade levels.</li> <li>• Common terms and responses are implemented throughout the school when addressing issues involving HIB</li> </ul>	<ul style="list-style-type: none"> <li>• PSS 3.3As measured by the number of classroom presentations on HIB and SWIS data we will reduce the number of HIB complaints, compared to 17-18.</li> <li>• Track HIB using new on-line reporting and tracking system</li> </ul>
PSS 3.3 PSS 3.4	<ul style="list-style-type: none"> <li>• Create PBIS Leadership Team (PRIDE) to implement PBIS framework in the building               <ul style="list-style-type: none"> <li>○ PBIS Coach provides professional development on the PBIS framework to all staff</li> <li>○ PBIS Leadership Team meets monthly to establish and introduce foundational pieces of PBIS framework to building</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PRIDE Team's PBIS implementation minutes</li> <li>• Reduction of incidents reported in SWIS over the year</li> <li>• Adapt CEE survey for students to include a primary version</li> </ul>
PSS 3.4	<ul style="list-style-type: none"> <li>• All staff teach and reinforce common area expectations for behavior for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff created matrix of common area expectations</li> <li>• Reduction in behavior referrals as measured by the number of SWIS referrals</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?
PSS 3.4	<ul style="list-style-type: none"> <li>Establish behavior data tracking system(SWIS) to guide PRIDE Team next steps of PBIS expectations and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in the number of referrals as measured by the SWIS data</li> </ul>
PSS 3.5	<ul style="list-style-type: none"> <li>Continue responding to social-emotional needs and concerns and develop individual action plans through every six weeks on time graduation social-emotional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>OTG meetings data</li> <li>Number of students being served</li> <li>Progress monitoring data for students being served</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?
1.2a	<ul style="list-style-type: none"> <li>Increase the number of individual students from the ACHIEVE program that are integrated into the general education classrooms by providing targeted academic professional development for special education teachers and para-educators to align reading, writing, and math instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of special education students' participation in inclusion in general educational setting.</li> </ul>
3.3b 3.3c	<ul style="list-style-type: none"> <li>Provide targeted social-emotional professional development for staff to support the social-emotional barriers that prevent students needing supports to be academically successful.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data at social-emotional professional development</li> </ul>
1.2a	<ul style="list-style-type: none"> <li>Increase participate in school enrichment and extracurricular activities for low income students, in partnership with PTA support.</li> </ul>	<ul style="list-style-type: none"> <li>Student participation data</li> </ul>
1.2a	<ul style="list-style-type: none"> <li>Provide before, during, and after school academic support to students who are below proficient in ELA and/or Math</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rates in early bird and after school programs</li> <li>Participation rates of students working in small groups with math specialist.</li> <li>iReady growth data</li> </ul>
1.2a	<ul style="list-style-type: none"> <li>Provide greater access to academic and language support programs, for EL students.</li> </ul>	<ul style="list-style-type: none"> <li>Participation rates in support programs for EL students shows increase year-over-year.</li> </ul>
1.4a	<ul style="list-style-type: none"> <li>Provide opportunity for our kindergarten and first grade students to be exposed to Spanish Language through a pilot program.</li> </ul>	<ul style="list-style-type: none"> <li>Participation and engagement of students in the Spanish</li> <li>Enrichment program survey from parents and students regarding the benefits and success of the pilot program</li> </ul>



## ATTENDANCE

### Key Performance Outcome(s):

We will reduce the percentage of students with 3 or more non-pre-approved absences a month by 0.5 percentage points from October 2018 to May 2019.

<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 3.5	<ul style="list-style-type: none"> <li>• Reengage students in transition who have multiple absences</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly attendance rates</li> </ul>
SR 5.2	<ul style="list-style-type: none"> <li>• Collaborate with families and attendance team to re-engage students in transition who have multiple absences.</li> <li>• Work with counselor, teacher, and families to provide supports to students absent due to medical reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of parent contact (communication sent, home visits and conferences)</li> </ul>
PSS 3.5	<ul style="list-style-type: none"> <li>• Hold monthly meetings of assistant principal and attendance team to monitor attendance and follow up with students/families.               <ul style="list-style-type: none"> <li>○ Provide interventions and supports to families and students as needed to improve attendance. i.e. phone calls, attendance letters, conferences, home visits, and attendance plans.</li> <li>○ Administrator will meet on as-needed basis with district Becca coordinator to align attendance processes with district policies.</li> </ul> </li> <li>• Continue supporting the district's community truancy board.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from monthly meetings</li> <li>• Monthly student attendance data</li> <li>• Number of parent contact (communication sent, home visits and conferences)</li> </ul>
PSS 3.5	<ul style="list-style-type: none"> <li>• Continue responding to attendance concerns and develop individual action plans during six-week on-time graduation social/emotional meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Spreadsheets from six-week OTG check-ins</li> <li>• Student attendance data</li> <li>• Number of home visits conducted</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

Teachers and students will increase the use of technology as a learning and teaching support tool for instruction and learning.

<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?
TL 1.3	<ul style="list-style-type: none"> <li>Teachers will continue to administer the i-Ready benchmark assessment system (1-5 math and 3-5 reading) and provide regular opportunities for students to use the online lessons for individualized learning.</li> </ul>	<ul style="list-style-type: none"> <li>iReady data</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Teachers will integrate Reach for Reading digital resources (myNGconnect) into their teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Usage rates of myNGconnect</li> <li>Reach for Reading assessment data</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>All students will have increased exposure to STEM activities through technology instruction that includes coding or other STEM topics at least once per month.</li> </ul>	<ul style="list-style-type: none"> <li>Participation district STEM Expo</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Integrate authentic learning experiences with one to one technology within in classroom               <ul style="list-style-type: none"> <li>Tech specialist will collaborate with classroom teachers on ISTE standards to create aligned rubrics for assessments focused on research, writing, and communication skills</li> <li>Tech specialist will facilitate lessons with Zoom conferencing with kindergarten and first grade classes to teach ISTE skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Classroom-based following ISTE data</li> <li>Zoom class participation</li> <li>Classroom-based assessment</li> </ul>