

<b>READING ACTION PLAN</b>				<b>Key Performance Outcome:</b>							
<b>2017-18 SBA Results</b>				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).							
<b>6th Grade</b>				<b>7th Grade</b>				<b>8th Grade</b>			
<b>Overall: 80.4%</b>	<b>Below</b>	<b>At or Near</b>	<b>Above</b>	<b>Overall: 85.3%</b>	<b>Below</b>	<b>At or Near</b>	<b>Above</b>	<b>Overall: 78.7%</b>	<b>Below</b>	<b>At or Near</b>	<b>Above</b>
<b>Reading</b>	10.9	36.0	53.1	<b>Reading</b>	10.0	30.5	59.5	<b>Reading</b>	11.4	38.1	50.5
Listening and Speaking	5.4	59.7	34.9	Listening and Speaking	6.5	61.1	32.4	Listening and Speaking	6.4	62.5	31.1
Writing	9.1	34.0	56.9	Writing	6.9	26.8	66.4	Writing	9.0	32.1	58.9
Research/Inquiry	7.1	36.6	56.3	Research/Inquiry	5.6	35.5	58.9	Research/Inquiry	8.0	30.8	61.2

<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.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Ensure high volume of reading across all contents by establishing reading goals and monitoring goals through close reading, student self-reflection, and written responses to text. (VL1)</li> </ul>	<ul style="list-style-type: none"> <li>Circulation data for all genre and contents in collaborating with content teams and related to library reading programs and Hawks Read (SpringBoard based programs)</li> <li>Accelerated Reader (AR) tests and Book-madness (grade six)</li> <li>Summer reading participation data</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Integrate student goal-setting and student self-reflection into the implementation of Language Live curriculum. (VL1).</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms complete four or more units</li> <li>Closing of the gap between Text and Word training completions</li> <li>LL benchmark assessment</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.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Facilitate and cultivate rigorous and sustained academic discourse around learning outcomes, texts, and ideas which promote critical thinking and also provides opportunity for students to revise and reflect on their work/thinking. (VL3; VL8; VL10)</li> </ul>	<ul style="list-style-type: none"> <li>Text-based evidence common assessments in all three grade levels in ELA classrooms</li> <li>Pre/post test questions in response to DBQ and/or CBA</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Provide opportunities for students to write and speak using evidence from texts across all content areas to analyze text structures and meaning for defined purposes. (VL9; VL10)</li> </ul>	<ul style="list-style-type: none"> <li>Text-based evidence common assessments in ELA sixth through eighth grades</li> <li>Embedded SpringBoard assessments</li> <li>Interim SBA assessments sixth through eighth grades</li> <li>SpringBoard scaffold text-dependent assessments</li> <li>SpringBoard short cycle assessments</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Build student academic and content specific vocabulary through explicit instruction of various vocabulary building tools and strategies. (VL8; VL3)</li> </ul>	<ul style="list-style-type: none"> <li>SpringBoard embedded assessments</li> <li>Common grade level vocabulary quizzes</li> <li>SpringBoard Zinc activities and assessments</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement after school intervention to support Level 1 students in gaining critical skills aligned to Common Core State Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Bootcamp Attendance data</li> <li>Bootcamp pre/post 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).

6th Grade				7th Grade				8th Grade			
Overall: 80.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 85.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 78.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.9	36.0	53.1	Reading	10.0	30.5	59.5	Reading	11.4	38.1	50.5
Listening and Speaking	5.4	59.7	34.9	Listening and Speaking	6.5	61.1	32.4	Listening and Speaking	6.4	62.5	31.1
<b>Writing</b>	9.1	34.0	56.9	<b>Writing</b>	6.9	26.8	66.4	<b>Writing</b>	9.0	32.1	58.9
Research/Inquiry	7.1	36.6	56.3	Research/Inquiry	5.6	35.5	58.9	Research/Inquiry	8.0	30.8	61.2

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.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Ensure high volume of writing everyday across all content areas through brief writes, note taking, and journaling. (VL8; VL10)</li> </ul>	<ul style="list-style-type: none"> <li>SBA scoring rubrics for narrative, explanatory, and argumentative writing assignments</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Provide students with feedback for revision of writing across all contents and purposes. (VL1;VL3; VL10)</li> </ul>	<ul style="list-style-type: none"> <li>Prewriting strategies with a focus on graphic organizers</li> <li>Use of SpringBoard Revision Assistant tool</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Provide graphic organizers to enhance students' note-taking strategies so that students can access prior thinking and extended understanding of learning outcomes. (VL8; VL10)</li> </ul>	<ul style="list-style-type: none"> <li>SpringBoard Embedded Assessments</li> <li>Evidence of nonfiction text details and concepts in writing</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Focus instruction to teach students to analyze texts for the highest impact evidence to develop a well-defended claim, analysis, commentary, elaboration, and accurate summaries. (VL3; VL8)</li> </ul>	<ul style="list-style-type: none"> <li>Prewriting strategies with a focus on graphic organizers</li> </ul>

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.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement after school intervention to support Level 1 students in gaining critical skills aligned to Common Core State Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Bootcamp Attendance Data</li> <li>Bootcamp Pre/Post data</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.

6th Grade				7th Grade				8th Grade			
Overall: 64.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 69%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	17.4	33.1	49.4	Concepts and Procedures	18.3	27.1	54.6	Concepts and Procedures	20.7	32.1	47.2
Problem Solving and Modeling & Data Analysis	14.0	40.9	45.1	Problem Solving and Modeling & Data Analysis	13.9	38.5	47.6	Problem Solving and Modeling & Data Analysis	24.4	32.1	43.5
Communicating Reasoning	18.6	38.9	42.6	Communicating Reasoning	10.4	49.2	40.4	Communicating Reasoning	13.4	47.8	38.8

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 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement “Open Up” curriculum with fidelity to foster student reflection and goal setting around mathematical procedures with precision and fluency, in accordance with instructional maps.</li> </ul>	<ul style="list-style-type: none"> <li>Canvas</li> <li>Student-led conferences</li> <li>Student S.M.A.R.T. goals</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Increase student efficacy in mathematical routines through the implementation of balanced math instructional models, number strings, number talks, and counting circles.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Cool Down formative assessments</li> <li>Open-Up Resources summative mid-unit and end-of-unit assessments</li> </ul>
	<ul style="list-style-type: none"> <li>Implement a Learning Progress Log for students to monitor and reflect on all learning targets.</li> <li>Implement a Summative assessment reflection allowing students to self-report grade prior to turn-in.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Progress Log</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Emphasize daily learning targets visually, verbally and reflectively.</li> <li>Provide and facilitate peer and teacher feedback on daily practice problems.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Progress Log</li> <li>Lesson Cool Down formative assessments</li> <li>Open-up Resources summative mid-unit and end-of-unit assessments</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 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>• Implement small group tutoring outside of class to support student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in tutoring and re-teaching opportunities</li> <li>• Retakes on summative assessments</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>• Implement after school intervention to support Level 1 students in gaining critical skills aligned to Common Core State Standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Bootcamp Attendance Data</li> <li>• Bootcamp Pre/Post 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 8 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

#### 8th Grade

Overall: 68.8%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	35.7	64.3
Life Science	24.7	75.3
Earth and Space Science	42.3	57.7

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?
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Implement Defined Step projects to Increase understanding and application of the Next Generation Science Standards (NGSS) science and engineering practices.</li> </ul>	<ul style="list-style-type: none"> <li>NGSS identified lab experiences</li> <li>Common formative and summative assessments</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Identify gaps in performance in subgroups to evaluate embedded biases within content, curriculum and instructional strategies and increase awareness of equity among staff and increase student engagement in Science through classroom instruction and targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Written assessments</li> <li>Student self-reflection sheets</li> <li>NGSS identified lab experience</li> <li>Common formative and summative assessments</li> </ul>
TL 1.2.a TL 1.2.d TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Develop and implement common grade level assessments aligned to NGSS scientific practices and crosscutting skills using WCAS stems and models.</li> </ul>	<ul style="list-style-type: none"> <li>Common formative and summative assessments</li> </ul>

## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

Increase the number of low-income eighth grade students enrolled in Challenging Option classes from 38% of the total group in 2018, to 60% of the total group in 2019.

<b>Strategic Plan Reference</b>	<b>Challenging Options 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 1.3.a TL 1.3.b	<ul style="list-style-type: none"> <li>• Increase participation of under-represented students for challenging options courses.</li> <li>• Continue development of multiple entry points for challenging options pathways such as Summer “Bridge” opportunities Math ELA.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment data by grade and subgroups</li> <li>• Comparison data from previous years</li> <li>• High school readiness data by grade and subgroups</li> </ul>
TL 1.2.a TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> <li>• Increase participation of under-represented students for high school credited classes including Spanish, CAD and Advanced Technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment data by subgroups</li> <li>• Comparison data from previous years</li> <li>• High school readiness data by grade and subgroups</li> </ul>
TL 1.2.a TL 2.3.a	<ul style="list-style-type: none"> <li>• Recruit first generation and/or minority students for AVID using multiple and various data points.</li> <li>• Recruit teachers for AVID Summer Institute.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment data for AVID</li> <li>• Teacher participation in AVID Site team/AVID training</li> </ul>
TL 1.1. e	<ul style="list-style-type: none"> <li>• Measure student awareness of high school, college and career readiness through interest surveys in Naviance curriculum and through participation in High School and Beyond Night.</li> </ul>	<ul style="list-style-type: none"> <li>• Naviance usage data</li> <li>• Participation data in High School and Beyond Night for students and families by grade level</li> <li>• Comparison data of last year’s Naviance usage</li> </ul>



## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

To increase parent participation in the Educational Effectiveness Survey from 183 in March of 2018 to 300 in March of 2019.

Increase the level of parental and community involvement in important decision making related to school improvement from a 59 % positive score to a 90 % positive score as measured by the EES annual survey.

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?
SR 5.1.a	<ul style="list-style-type: none"> <li>Use communications tools such as twitter, Instagram and Blackboard Connect and Website to increase parent engagement in school events and to provide attendance, homework and event reminders.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data at district events such as Celebration of Innovation and High School and Beyond Night</li> <li>Participation data at school-based events such as Curriculum Night/Fifth Grade Family Night/Multi-Cultural Night/AVID Family Night compared to last year</li> <li>Volunteer participation data</li> <li>Participation in ASB sponsored outreach events such as Food Drive and Warm Clothing Drive compared to last year</li> <li>Twitter followers</li> </ul>
TL 1.1.e TL 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Increase use of use of Naviance for high school and beyond readiness.</li> </ul>	<ul style="list-style-type: none"> <li>Naviance log-on/completion data</li> <li>Participation data for High School and Beyond Night compared to last year</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Increase parent participation in the Natural Leader Program, specifically within our Spanish Speaking families.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data in monthly meetings and Natural Leaders events</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Increase parental participation in specific school-based leadership teams, such as the Positive Behavior Instructional Supports (PBIS) team.</li> </ul>	<ul style="list-style-type: none"> <li>PBIS monthly team minutes</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Invite parent input on school goals via quarterly roundtable/breakfast meetings with principal.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at round table events</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Partner with Mill Creek YMCA to add after school club opportunities for students such as the YMCA Youth Government Club, and an After-School YMCA Club.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment numbers for the YMCA Youth and Government Club</li> <li>Enrollment numbers for the YMCA After School Club</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Partner with City of Mill Creek and attend monthly Mill Creek Community Engagement Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>City of Mill Creek Community Engagement meeting agenda and minute notes</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):**

To decrease the total number of minor disciplinary infractions by 20% from the previous year’s results.

To increase the level of positive student perception of a respectful school environment. Progress for this goal will be quantifiably measured by the growth in a positive student response to the Spring Panorama survey response on *Sense of Belonging* from a 36% favorable to a 75% favorable rating.

<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?
III 2.1.a III 2.1.b	<ul style="list-style-type: none"> <li>Implement Positive Behavior and Intervention System based on school-wide code of conduct of Be Respectful, Be Responsible, Be Part of the Solution.</li> <li>Implement and build student partnerships with Student Ambassadors.</li> <li>Implement student and staff recognition systems.</li> <li>Implement Second Step in Middle School.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline data related to Lunch Service and after-school detentions compared to previous year</li> <li>Participation data for Student Ambassadors</li> <li>Student recognition compared to previous year</li> <li>Decrease incidences of lunch services and behavioral referrals</li> </ul>
SR 5.1.a SR 5.1.b SR 5.4.a	<ul style="list-style-type: none"> <li>Develop and promote opportunities for after-school programs.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data of students in clubs and athletics</li> <li>Student Perception data on Educational Effectiveness Survey</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Increase the number of parent volunteers by developing and communicating opportunities for parents to volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data for volunteers compared to previous year</li> <li>Parent Perception data on Educational Effectiveness Survey</li> </ul>
SR 5.1.a	<ul style="list-style-type: none"> <li>Implementation of W.E.B (Where Everybody Belongs).</li> </ul>	<ul style="list-style-type: none"> <li>Participation in WEB program, identifying mentors for the 2018-19 school year</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?
III 2.1.a III 2.1.b III 2.2.b III 2.2.c	<ul style="list-style-type: none"> <li>Implement systems and resources to reduce bullying.</li> </ul>	<ul style="list-style-type: none"> <li>HIB data compared to previous year</li> <li>Student Perception data on Educational Effectiveness Survey</li> <li>Discipline data regarding HIB compared to previous year</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?
TL 1.3.c III 2.2 SR 5.1.a	<ul style="list-style-type: none"> <li>Continue implementation of Signs of Suicide curriculum.</li> <li>Partner with Sea Mar to address social, emotional needs of students during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Perception data from Educational Effectiveness Survey</li> <li>Data from students utilizing Sea Mar services</li> <li>Number of students on caseload</li> </ul>
TL 1.3.c III 2.1.a III 2.1.b	<ul style="list-style-type: none"> <li>Implement Second Step through Hawk Time.</li> </ul>	<ul style="list-style-type: none"> <li>Perception data on Panorama Survey</li> <li>Social and Emotional Well-being minutes/notes</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?
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Identify qualified students for College Bound program and assist parent with the application.</li> </ul>	<ul style="list-style-type: none"> <li>Completion data for College Bound Scholarship by grade</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Provide community resources for low SES students, such as Operation School Bell and College Bound.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data for Operation School Bell</li> <li>Participation data for College Bound</li> </ul>
TL 1.2.a TL 1.3.b	<ul style="list-style-type: none"> <li>Implement strategies to foster and monitor Social and Emotional learning, such as those gained through Restorative Practices (Mediations/Circles) and Trauma Informed Practices (Kernels).</li> </ul>	<ul style="list-style-type: none"> <li>Data from Social and Emotional Well-being team meetings</li> <li>Achievement data from sub-groups</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Our monthly average daily attendance from sixth through eighth grade will be at or above 95% up from 94.6 % in 2018.

<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?
TL 1.1.d TL 1.5.a	<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>
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> <li>Conduct daily phone calls home by automated system and weekly phone calls to parents by counselors, administrators and support staff.</li> </ul>	<ul style="list-style-type: none"> <li>Number of calls per month</li> </ul>
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> <li>Conduct individual meetings with students having attendance issues for the purpose of developing a relationship and devising an action plan to be monitored by counselor and administrator.</li> <li>Implement the WARNS survey for students thirteen and older who have five total days of unexcused absences.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data for student with action plans</li> <li>Data on parent meetings for BECCA petitions and WARNS</li> </ul>
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> <li>Implement home visits for students who trigger 20-day CDU action using counselor, administrator, success support staff, and School Resource Officer.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data for students that have a home visit conducted</li> <li>Number of home visits per month</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

To increase opportunities for students to showcase their use of technology in their learning, 100% of our teachers will attempt to create a digital/virtual classroom presence.

<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 2.2.b	<ul style="list-style-type: none"> <li>Continue use of Heatherwood Staff Notebook (One Note).</li> <li>Utilize video technology in weekly Friday news for professional development both from outside organizations and our own staff created videos.</li> </ul>	<ul style="list-style-type: none"> <li>Staff surveys</li> <li>Staff use of OneNote</li> <li>Professional development meetings/notes</li> </ul>
III 2.2.a III 2.2.b	<ul style="list-style-type: none"> <li>Develop and implement a “Technology Task Force” team of teachers to lead the staff in instructional technology learning in preparation for the 1:1 roll-out in two years.</li> </ul>	<ul style="list-style-type: none"> <li>Team agenda and minutes that include instructional technology strategies for staff</li> <li>Classroom observation data of instructional technology implementation</li> </ul>
III 2.2.a III 2.2.b	<ul style="list-style-type: none"> <li>Develop and implement a Technology Showcase evening event.</li> </ul>	<ul style="list-style-type: none"> <li>Student and staff participation figures</li> </ul>
III 2.3.a PSS 3.3.a PSS 3.3.b PSS 3.3.c	<ul style="list-style-type: none"> <li>Attend district 1:1 technology instructional trainings led by Eduro Educational Services.</li> </ul>	<ul style="list-style-type: none"> <li>Staff attendance at trainings</li> </ul>