

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).

Grade 3
Grade 4
Grade 5

Overall: 86.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	7.4	36.1	56.6
Listening and Speaking	4.1	54.9	41.0
Writing	5.7	36.9	57.4
Research/Inquiry	5.7	38.5	55.7

Overall: 86.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	8.0	36.3	55.8
Listening and Speaking	7.1	46.0	46.9
Writing	7.1	24.8	68.1
Research/Inquiry	6.2	38.1	55.8

Overall: 89.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	3.7	32.4	63.9
Listening and Speaking	5.6	50.0	44.4
Writing	3.7	25.0	71.3
Research/Inquiry	3.7	33.3	63.0

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 1.1.2 1.1.3	<ul style="list-style-type: none"> Questioning and discussion in the classroom provides students with the skills and experiences that foster deep learning. Teachers will increase their purposeful use of questioning and discussion strategies in ELA to implement these two highly effective practices. (Discussion-.82 effect size, Questioning-.48 effect size). Teachers will create and use a variety of questions designed to promote student thinking, understanding and genuine discussion. Students will engage in discourse with their peers, resulting in deeper understanding of complex text. 	<ul style="list-style-type: none"> DRA comprehension scores SBA comprehension scores I-Ready comprehension scores Reach assessments SBA Interim block assessments
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Feedback is a powerful tool for learning and achievement, providing students with insight that helps them improve their understanding and performance. Preparing students to give themselves accurate feedback is powerful; it promotes meta-cognitive and self-monitoring. (Feedback-.70 effect size). Students will self-reflect and give each other feedback to increase their reading performance. 	<ul style="list-style-type: none"> DRA comprehension and fluency scores I-Ready comprehension scores Reach assessments and digital tools

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 1.1.2 1.1.3	<ul style="list-style-type: none"> Teachers will monitor independent reading with AR. Students, in consultation with their teachers, will create challenging yet achievable AR goals. (Effect size of teachers promoting challenging goals is .52) 	<ul style="list-style-type: none"> AR monthly reports Grade level goal reports (% of students meeting goals)
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Analysis of SBA data identified those students performing below standard in reading (EL, SpEd, GenEd). Identified students will set i-Ready goals for improvement thus reducing the gap. 	<ul style="list-style-type: none"> i-ready data SBA data Student progress monitoring

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: 86.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 86.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 89.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	7.4	36.1	56.6	Reading	8.0	36.3	55.8	Reading	3.7	32.4	63.9
Listening and Speaking	4.1	54.9	41.0	Listening and Speaking	7.1	46.0	46.9	Listening and Speaking	5.6	50.0	44.4
Writing	5.7	36.9	57.4	Writing	7.1	24.8	68.1	Writing	3.7	25.0	71.3
Research/Inquiry	5.7	38.5	55.7	Research/Inquiry	6.2	38.1	55.8	Research/Inquiry	3.7	33.3	63.0

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 1.1.2 1.1.3	<ul style="list-style-type: none"> Questioning and discussion in the classroom provides students with the skills and experiences that foster deep learning. Teachers will increase their purposeful use of questioning and discussion strategies in ELA to implement these two highly effective practices. (Discussion-.82 effect size, Questioning-.48 effect size). After deep conversation, students will demonstrate their thinking in written response. 	<ul style="list-style-type: none"> Written response to reading including facts, details, main idea etc. Reach extended response
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Feedback is a powerful tool for learning and achievement, providing students with insight that helps them improve their understanding and performance. Preparing students to give themselves accurate feedback is powerful; it promotes meta-cognitive and self-monitoring. (Feedback-.70 effect size). Students revise and edit their own and peer writing. 	<ul style="list-style-type: none"> Rubric scored writing samples First draft and final copy SBA scores
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> ELA cadre will study the current components of a balanced writing model to identify the vertical progression of standards. 	<ul style="list-style-type: none"> Progression of standards Samples of student work K-5

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: 86.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 81.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 86.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	9.0	16.4	74.6	Concepts and Procedures	12.3	13.2	74.6	Concepts and Procedures	8.3	16.7	75.0
Problem Solving and Modeling & Data Analysis	2.5	35.2	62.3	Problem Solving and Modeling & Data Analysis	8.8	33.3	57.9	Problem Solving and Modeling & Data Analysis	7.4	25.0	67.6
Communicating Reasoning	2.5	34.4	63.1	Communicating Reasoning	9.6	28.9	61.4	Communicating Reasoning	6.5	33.3	60.2

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 1.1.2 1.1.3	<ul style="list-style-type: none"> Questioning and discussion in the classroom provides students with the skills and experiences that foster deep learning. Teachers will increase their purposeful use of questioning and discussion strategies in Math to implement these two highly effective practices. (Discussion-.82 effect size, Questioning-.48 effect size). Teachers will create and use a variety of questions designed to promote student thinking, understanding and genuine discussion. Students will engage in discourse with their peers, resulting in deeper understanding of complex math concepts. 	<ul style="list-style-type: none"> SBA extended response scores SBA reasoning scores I-Ready scores Topic pre and post tests
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Feedback is a powerful tool for learning and achievement, providing students with insight that helps them improve their understanding and performance. Preparing students to give themselves accurate feedback is powerful; it promotes meta-cognitive and self-monitoring. (Feedback-.70 effect size). Students will self-reflect and give each other feedback to increase their math reasoning. 	<ul style="list-style-type: none"> Scored papers Math journals SBA Interim block assessments
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Students will demonstrate their ability to interpret data and communicate reasoning applied to a variety of math problems. 	<ul style="list-style-type: none"> Performance on end of unit assessments iReady data SBA Interim block assessments

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 1.1.2 1.1.3	<ul style="list-style-type: none"> The math coach will work with individual teachers to deepen their understanding of a Balanced Math program and the use of Mathematical Routines. Students will participate in mathematical discourse, build conceptual understanding and deepen their thinking. 	<ul style="list-style-type: none"> Grade level unit plans Coaching Cycle Notes Student progression in i-Ready
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Analysis of SBA data identified those students performing below standard in math (EL, SpEd, GenEd). Identified students will set i-Ready goals for improvement thus reducing the gap. 	<ul style="list-style-type: none"> i-ready data SBA data Student progress monitoring

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: 86.9%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	16.7	83.3
Life Science	17.6	82.4
Earth and Space Science	13.9	86.1

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 1.1.2 1.1.3	<ul style="list-style-type: none"> Questioning and discussion in the classroom provides students with the skills and experiences that foster deep learning. Teachers will increase their purposeful use of questioning and discussion strategies in Science to implement these two highly effective practices. (Discussion-.82 effect size, Questioning-.48 effect size). Teachers will create and use a variety of questions designed to promote student thinking, understanding and genuine discussion. Students will engage in discourse with their peers, resulting in deeper understanding of complex science concepts. 	<ul style="list-style-type: none"> Science investigation notes Expanded thinking WCAS sample items
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Feedback is a powerful tool for learning and achievement, providing students with insight that helps them improve their understanding and performance. Preparing students to give themselves accurate feedback is powerful; it promotes meta-cognitive and self-monitoring. (Feedback-.70 effect size). Students will self-reflect and give each other feedback to increase their understanding of science concepts. 	<ul style="list-style-type: none"> Science journals with feedback notes Science investigation notes Expanded thinking WCAS sample items
TL 1.1.2 1.1.3	<ul style="list-style-type: none"> Science cadre will review Performance Expectations for each grade level to determine which PEs are already included in our Science Kits and which need supplemental instruction. Grade level teams identify materials and resources to support instruction of all grade level PEs. 	<ul style="list-style-type: none"> Documentation of PEs included in the kits and those not List of identified resources for procurement

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 1.1.2 1.1.3	<ul style="list-style-type: none"> Review current tier 3 science vocabulary words for instruction at each grade level. Align vocabulary lists with the standards at each grade level. Students will use vocabulary within their writing. 	<ul style="list-style-type: none"> Updated list of science vocabulary for each grade level Use of vocabulary in science journals

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

We will increase family outreach efforts by increasing our parent ambassadors by two more members.

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"> Sponsor Summer Open Library to promote literacy and increase participation in Summer Reading Challenge and AR testing. 	<ul style="list-style-type: none"> Number of students participating in summer reading challenge AR Test data Increase in circulation data by grade level
SR 5.1.a	<ul style="list-style-type: none"> Expand on newly established Parent/Student Ambassador Program that focuses on diversity, inclusion, and welcoming all families into the school community. 	<ul style="list-style-type: none"> List of Parent Ambassadors recruited Initial Meeting and Training Notes Log of ongoing outreach efforts by this group EES data
SR 5.1.a	<ul style="list-style-type: none"> Engage one new community partner, Mill Creek Youth Advisory Board. 	<ul style="list-style-type: none"> Log of meeting dates, participants, agenda, evidence of projects/events
	<ul style="list-style-type: none"> Increase communication with families of identified LAP students to engage in home-school connections. 	<ul style="list-style-type: none"> Newsletters Conference notes

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

Key Performance Outcome(s):

Students will increase their perception of having a growth mindset and grit by 10% as measured by the fall and spring Panorama Survey.

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 3.4.a	<ul style="list-style-type: none"> Continue the work of the Culture/Climate Cadre dedicated to examining and enhancing our culture/climate and leading our Positive Behavior Interventions and Supports (PBIS) work. 	<ul style="list-style-type: none"> Cadre Meeting Minutes and Action Items Implemented
PSS 3.4.a	<ul style="list-style-type: none"> Establish a Fifth Grade Student Leadership Team (SLT) to ensure students have a voice in school improvement efforts. 	<ul style="list-style-type: none"> Number of students recruited Anecdotal notes/photos of program Projects implemented
PSS 3.4.a	<ul style="list-style-type: none"> Revise our Cougar PRIDE program to align with our PBIS identified best practices. 	<ul style="list-style-type: none"> Student awards presented Anecdotal notes/photos of student recognition Cougar PRIDE ticket data tracking
	<ul style="list-style-type: none"> Customer service 	
	<ul style="list-style-type: none"> Security 	

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 3.4.a	<ul style="list-style-type: none"> Respond to Panorama data and use Play Book strategies to increase students' growth mindset. 	<ul style="list-style-type: none"> Panorama survey results Follow up action items identified in response to baseline data
PSS 3.4.a	<ul style="list-style-type: none"> Continue to implement On Time Graduation (OTG) K-5 grade level meetings. 	<ul style="list-style-type: none"> Grade level OTG data spreadsheets S.W.I.S and observation data on improved student behavior Panorama survey results
PSS 3.4.a	<ul style="list-style-type: none"> Respond to Social Emotional Health (Second Step Curriculum) and through weekly leadership skill lessons from our SEL specialist. 	<ul style="list-style-type: none"> Leadership teacher lesson plans List of students identified for groups

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 3.4.a	<ul style="list-style-type: none"> Refine and expand the use of the S.W.I.S. electronic referral system to monitor student behavior and create Tier II interventions. 	<ul style="list-style-type: none"> Staff training provided by PBIS Coach, Bridget Walker Specific individual and school-wide responses to S.W.I.S. data Refine Tier II PBIS plan
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 1.2.a	<ul style="list-style-type: none"> Provide before/after school intervention for identified students not yet at standard in ELA and/or math. 	<ul style="list-style-type: none"> I-Ready Progress monitoring Participant attendance
TL 1.2.a	<ul style="list-style-type: none"> Lower financial barriers for underprivileged students by providing financial resources, when possible, to access same opportunities as all other students. 	<ul style="list-style-type: none"> Scholarships for fifth grade camp and other off-site field trip experiences Scholarships for after-school PTA sponsored clubs and programs
TL 1.2.a	<ul style="list-style-type: none"> Provide extra-curricular activities open to all students. 	<ul style="list-style-type: none"> Participation data for Robotics, Soccer, Basketball and PTA sponsored classes
	<ul style="list-style-type: none"> Analysis of SBA data identified those students performing below standard in reading (EL, SpEd, GenEd). Identified students will set i-Ready goals for improvement thus reducing the gap. 	<ul style="list-style-type: none"> List of students Progress monitoring data Student goals and reflections

ATTENDANCE

Key Performance Outcome(s):

Mill Creek Elementary students attend school daily to progress in all academic and social areas. There will be an increase of 1% in monthly attendance.

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 1.1.a	<ul style="list-style-type: none"> Conduct monthly meetings to review and respond to attendance concerns. 	<ul style="list-style-type: none"> Attendance Meeting Minutes with Action Items Attendance data on students of concern with individualized attendance plans for chronic absences or tardies
TL 1.2.a	<ul style="list-style-type: none"> Implement a tiered system of attendance support utilizing the counselor, AP and Principal. 	<ul style="list-style-type: none"> Tier 1, Tier 2 and Tier 3 Action Plan Attendance Plans, Becca Letters and Mill Creek Truancy Board Data Evidence of improved attendance for targeted students
TL 2.2	<ul style="list-style-type: none"> Clearly communicate importance of daily on-time attendance and impact on student learning. 	<ul style="list-style-type: none"> School Newsletter and Website sharing district attendance policy

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students increase keyboarding skills to use instructional technology to develop skills and enhance learning opportunities.

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?
TL 1.2	<ul style="list-style-type: none"> Students develop keyboarding skills using Keyboarding Without Tears in grades kindergarten through second. 	<ul style="list-style-type: none"> Keyboarding Without Tears data
III 2.3	<ul style="list-style-type: none"> All staff participate in 1:1 device training 3 times with Jeff Utecht. 	<ul style="list-style-type: none"> Attendance roster Technology activities used in the classroom
III 2.3	<ul style="list-style-type: none"> Teachers guide students in the use of technology to produce work in new and different ways using the SAMR model. 	<ul style="list-style-type: none"> Samples of student work and class projects
	<ul style="list-style-type: none"> Using a variety of technology tools, students will increase their use of 21st century skills to demonstrate learning. 	<ul style="list-style-type: none"> Samples of student work and class projects