

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: 77.2%	Below	At or Near	Above	Overall: 82%	Below	At or Near	Above	Overall: 85.1%	Below	At or Near	Above
Reading	6.0	59.5	34.5	Reading	6.5	44.2	49.4	Reading	9.1	46.6	44.3
Listening and Speaking	6.0	61.9	32.1	Listening and Speaking	5.2	50.6	44.2	Listening and Speaking	8.0	50.0	42.0
Writing	7.1	54.8	38.1	Writing	5.2	41.6	53.2	Writing	8.0	30.7	61.4
Research/Inquiry	7.1	54.8	38.1	Research/Inquiry	5.2	42.9	51.9	Research/Inquiry	4.5	37.5	58.0

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 1.2.b	<ul style="list-style-type: none"> Increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units. 	<ul style="list-style-type: none"> Staff meeting professional development Relevant instructional newsletter articles Random student survey data collected during walkthroughs that indicate understanding of learning targets REACH Unit assessments DRA K-2 Third through fifth grade IAB Assessments Third through fifth grade iReady data
TL 1.2.b	<ul style="list-style-type: none"> Provide specific and timely feedback to students that advances learning. 	<ul style="list-style-type: none"> Staff meeting professional development Relevant instructional newsletter articles Student work samples and reading journals Feedback during guided reading groups

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?
PSS 3.2.a	<ul style="list-style-type: none"> • Identify and administer common formative and summative assessments and collaboratively use the data to intentionally inform instruction and identify areas for interventions/reteaching, focusing specifically on the following identified areas of need: <ul style="list-style-type: none"> ○ Grades K-5: provide intentional instruction and reinforce use of common grade level academic vocabulary; ○ Grades 3-5: using iReady data, literacy coaches will provide small group short-term intentional instruction on targeted skills; and ○ EL students: intentional teaching of academic vocabulary for EL students during designated EL support times. 	<ul style="list-style-type: none"> • ‘Reach for Reading’ unit assessments • SBA Interim Block Assessments • DRA (K-2) • KARK Assessment • Grade level agreed upon formative assessments • iReady first through fifth grade
TL 1.2.b PSS 3.3.a	<ul style="list-style-type: none"> • Implement before school ‘Power Reading Club’ focused on increasing reading engagement and comprehension of third through fifth grade boys. 	<ul style="list-style-type: none"> • ‘Reach for Reading’ unit assessments of group participants • SBA Interim Block Assessments of group participants • iReady online instruction progress and diagnostic assessment results
TL 1.3.b	<ul style="list-style-type: none"> • Increase district summer reading participation. 	<ul style="list-style-type: none"> • Summer reading AR data • Monthly library circulation data • Weekly summer library attendance rates

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: 77.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 82%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 85.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	6.0	59.5	34.5	Reading	6.5	44.2	49.4	Reading	9.1	46.6	44.3
Listening and Speaking	6.0	61.9	32.1	Listening and Speaking	5.2	50.6	44.2	Listening and Speaking	8.0	50.0	42.0
Writing	7.1	54.8	38.1	Writing	5.2	41.6	53.2	Writing	8.0	30.7	61.4
Research/Inquiry	7.1	54.8	38.1	Research/Inquiry	5.2	42.9	51.9	Research/Inquiry	4.5	37.5	58.0

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 1.2.b	<ul style="list-style-type: none"> Increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units. 	<ul style="list-style-type: none"> Staff meeting professional development Relevant instructional newsletter articles Random student survey data collected during walkthroughs that indicate understanding of learning targets
TL 1.2.b	<ul style="list-style-type: none"> Provide specific and timely feedback to students that advances learning. 	<ul style="list-style-type: none"> Staff meeting professional development Relevant instructional newsletter articles Student work samples and writing journals Writing conferences
TL 1.2.b	<ul style="list-style-type: none"> Assess student writing samples, calibrate scoring practices and collaboratively use the data to intentionally inform instruction at each grade level, specifically looking at student's ability to write/revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas and develop supporting evidence/reasons. 	<ul style="list-style-type: none"> Common Writing Benchmark Assessments scored with common rubric (grades K-5) 'Reach for Reading' writing samples (grades K-5) BFTL writing journals (grades P-2) Science Opinion Writing Performance Task
TL 1.2.b	<ul style="list-style-type: none"> Students will be able to pull relevant key details from source texts in order to effectively cite evidence from multiple sources in informational and opinion writing. 	<ul style="list-style-type: none"> 'Reach for Reading' writing samples (grades K-5) Various common grade level writing samples SBA release items (grades 3-5) Science Opinion Writing Performance Task

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 1.2.b	<ul style="list-style-type: none"> Students will write full (informational, opinion, narrative) essays using the complete writing process attending to purpose and audience. 	<ul style="list-style-type: none"> Common Writing Benchmark Assessments scored with common rubric (grades K-5) 'Reach for Reading' writing samples (grades K-5) BFTL writing journals (grades P-2) Science Opinion Writing Performance Task
TL 1.2.b	<ul style="list-style-type: none"> Analyze student responses to SBA release items. Integrate gap-closing instruction and practice into Reach for Reading and/or teacher created materials. 	<ul style="list-style-type: none"> SBA Interim Assessment Blocks SBA release items

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: 71.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 70%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 76.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	15.3	27.1	57.6	Concepts and Procedures	17.1	28.9	53.9	Concepts and Procedures	10.2	30.7	59.1
Problem Solving and Modeling & Data Analysis	11.8	47.1	41.2	Problem Solving and Modeling & Data Analysis	7.9	42.1	50.0	Problem Solving and Modeling & Data Analysis	5.7	38.6	55.7
Communicating Reasoning	8.2	52.9	38.8	Communicating Reasoning	9.2	36.8	53.9	Communicating Reasoning	11.4	42.0	46.6

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 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units. 	<ul style="list-style-type: none"> Staff meeting professional development Relevant instructional newsletter articles Random student survey data collected during walkthroughs that indicate understanding of learning targets Math journals Student self-evaluation on understanding of targets and success criteria
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Provide specific and timely feedback to students that advances learning. 	<ul style="list-style-type: none"> Staff meeting professional development Relevant instructional newsletter articles Student work samples Math journals
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Increase number sense and productive student discourse by focusing on the effective mathematical routine of number string through professional development and OEL lab cycles. 	<ul style="list-style-type: none"> Coach/peer feedback notes iReady data regarding Number Sense

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 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Identify and administer common formative and summative assessments and collaboratively use the data to intentionally inform student centered coaching cycles within classroom instruction. 	<ul style="list-style-type: none"> Frequency of math coach visits to classrooms Grade level common formative assessment data iReady data first through fifth grade District Topic Test pre/post data SBA Interim Block Assessment data (grades 3-5)
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> As a result of instruction based on the balanced math model, students will expand their problem-solving application and ability to communicate mathematical reasoning. 	<ul style="list-style-type: none"> Grade level common formative assessment data iReady data first through fifth grade District Topic Test pre/post data SBA Interim Block Assessment data (grades 3-5)

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: 74.9%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	25.0	75.0
Life Science	25.0	75.0
Earth and Space Science	28.4	71.6

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?
1.2.b 1.3.a	<ul style="list-style-type: none"> Increase clarity of learning outcomes and student understanding of essential learning targets and success criteria in lessons and units. 	<ul style="list-style-type: none"> Staff meeting professional development Relevant instructional newsletter articles Random survey data collected during walk-through that indicate understanding of learning targets Science Journals Use of district vertical alignment charts and transition guides given to staff for NGSS
1.2.b 1.3.a	<ul style="list-style-type: none"> Implement district science and engineering kits in grades P-5 to meet Next Generation Science Standards (NGSS) with particular focus on engaging students in the science and engineering practices and crosscutting concepts in their grade level curriculum. 	<ul style="list-style-type: none"> Science formative and summative assessments NGSS science assessment

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
1.2.b 1.3.a	<ul style="list-style-type: none"> • Implement high impact strategies to increase student understanding of science content and application of the NGSS Science and Engineering Practice of <i>Engaging in Argument from Evidence</i> through: <ul style="list-style-type: none"> ○ Accountable talk (claim/evidence argument/discussion); and ○ Using academic vocabulary (Tier 2 and Tier 3) through Reach for Reading Routines. 	<ul style="list-style-type: none"> • K-1 teacher collected journal evidence of students' ability to: <ul style="list-style-type: none"> ○ Listen actively to other's arguments and ask questions for clarification (through discussion only) ○ Agree or disagree with peer arguments based on evidence (through discussion only) • Second-third grade teacher collected journal evidence of student' ability to build on K-first grade skills to: <ul style="list-style-type: none"> ○ Construct and/or support scientific arguments drawing on evidence, data or a model ○ Distinguish arguments that are supported with evidence from those that are not • Fourth-fifth grade teacher collected journal evidence of students' ability to build on second-third grade skills to: <ul style="list-style-type: none"> ○ Critique scientific arguments proposed by peers • District-created WCAS-aligned unit assessments

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase communication of and involvement in school activities focusing on increasing diversity of parent and family involvement.

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 5.3.a	<ul style="list-style-type: none"> • Increase PTA membership and participation in PTA sponsored events and programs (Art Docent, Watch DOGS, etc.) by utilizing a variety of advertising methods: <ul style="list-style-type: none"> ○ Hosting membership tables at beginning of the year school events; ○ Hosting informational nights for those interested in Watch DOGS; and ○ Silver Firs and PTA Facebook pages. 	<ul style="list-style-type: none"> • PTA membership data • Attendance at PTA-sponsored events • Volunteer log • Watch DOGS participation data • Art Docent participation data
SRR 5.1.a SRR 5.3.a	<ul style="list-style-type: none"> • Continue providing communication to all Silver Firs stake holders including but not limited to the following strategies: <ul style="list-style-type: none"> ○ Send information to BOTH guardians listed in eSchools; ○ Include staff in school-wide parent communication methods; and ○ Send critical information in multiple formats (i.e. print, digital, social media, website, connect-ed). 	<ul style="list-style-type: none"> • CEE Parent survey responses to prompts related to culture and communication • Increased parent request for translated materials • Number of Facebook followers • School monthly newsletter
SRR 5.1.a	<ul style="list-style-type: none"> • Publish information to parents regarding the following Guidance & Counseling lessons for reinforcement at home: <ul style="list-style-type: none"> ○ Kindergarten: Second Step ○ First grade: Second Step/TAT ○ Second grade: Second Step/Diversity ○ Third grade: Growth Mindset/Second Step/Steps to Respect ○ Fourth grade: Second Step ○ Fifth grade: Second Step/STR 	<ul style="list-style-type: none"> • CEE parent survey responses to prompts related to family partnerships and safe environment
SRR 5.3.a	<ul style="list-style-type: none"> • Increase two-way communication with under-represented parent groups (Hispanic, EL, Special Education). 	<ul style="list-style-type: none"> • Increase the percentage of positive CEE Parent survey responses to prompts related to culture and communication • Increase availability of translated materials

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

Key Performance Outcome(s):

Results from the February 2019 Educational Effectiveness Survey (EES) will show an increase in the areas of family participation and cultural responsiveness, based on the data provided by all stakeholders in the Silver Firs Elementary community (students, parents, and staff).

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	<p>Continue to revise and improve parent night events using the district family engagement process conditions to increase attendance and family involvement:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Meet and Greet • Curriculum Open House • Multicultural Night • LAP Parent Night • Science Fair Night </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Music concerts • High School & Beyond • Kindergarten Orientation • Preschool parent Night • District Tech Fair </td> </tr> </table>	<ul style="list-style-type: none"> • Meet and Greet • Curriculum Open House • Multicultural Night • LAP Parent Night • Science Fair Night 	<ul style="list-style-type: none"> • Music concerts • High School & Beyond • Kindergarten Orientation • Preschool parent Night • District Tech Fair 	<ul style="list-style-type: none"> • Increase overall attendance from 2017-18 to 2018-19 • Increase number of family sponsored booths at multi-cultural night from 2017-18 to 2018-19
<ul style="list-style-type: none"> • Meet and Greet • Curriculum Open House • Multicultural Night • LAP Parent Night • Science Fair Night 	<ul style="list-style-type: none"> • Music concerts • High School & Beyond • Kindergarten Orientation • Preschool parent Night • District Tech Fair 			
SRR 5.3.a	<ul style="list-style-type: none"> • Increase communication with families via print and digital media (newsletter, connect-ed, Facebook) using district communication tools to include Spanish and Vietnamese translations when appropriate. 	<ul style="list-style-type: none"> • CEE Parent survey responses to prompts related to culture and communication • Website visits • School monthly newsletter • Number of Facebook followers 		
TL 1.1.b TL 1.2.a SRR 5.1.a SRR 5.2.a	<ul style="list-style-type: none"> • Monitor implementation of Silver Firs Elementary customer service philosophy. 	<ul style="list-style-type: none"> • Quarterly input from staff • CEE parent survey responses to prompts related to culture and welcoming environment 		

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 3.3 PSS 3.4.a	<ul style="list-style-type: none"> • Continue implementation of School-wide PBIS with fidelity. 	<ul style="list-style-type: none"> • Common lesson plans developed for all areas • Posters displayed in all common areas that outline PRIDE expectations • Voice level posters displayed in all classrooms and common areas and expectations have been taught, reinforced
PSS 3.3 PSS 3.4.a	<ul style="list-style-type: none"> • Regular monthly PBIS meetings to analyze discipline data and create school-wide action steps to address data using SWIS, CEE and SEL student surveys. 	<ul style="list-style-type: none"> • Behavior/referral data collected via SWIS • Increase in favorable responses on Spring SEL student survey for third through fifth grade students • CEE student survey results
PSS 3.4.a	<ul style="list-style-type: none"> • Provide an emotionally and intellectually safe learning environment for all students through intentionally planned instruction, specifically focusing on: <ul style="list-style-type: none"> ○ Grit/Growth Mindset ○ School Safety (Student behavior, HIB, Teacher-Student Relationships) 	<ul style="list-style-type: none"> • Behavior/referral data collected via SWIS • Increase in favorable responses on Spring SEL student survey for third through fifth grade students • Student work samples and projects • Pre and post assessments • CEE Student Perception Data to prompts related to supportive learning environment
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"> • Encourage under-represented populations (EL, Hispanic, Special Education) to participate in extra-curricular activities at Silver Firs: <ul style="list-style-type: none"> ○ Robotics ○ Robotics, Jr. ○ Student Council ○ Soccer ○ Missoula Children’s Theatre ○ Spanish Club 	<ul style="list-style-type: none"> • Increase in diversity of participants
TL 1.2.a	<ul style="list-style-type: none"> • Effectively mainstream students in the developmental kindergarten into general education classrooms as appropriate. 	<ul style="list-style-type: none"> • Increase occurrences of students in developmental kindergarten mainstreamed into general education classroom
TL 1.2.a	<ul style="list-style-type: none"> • Provide opportunity for EL students to increase English proficiency through use of Imagine Learning. 	<ul style="list-style-type: none"> • Imagine Learning usage data

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 1.1.1 TL 1.1.c	<ul style="list-style-type: none"> Increase participation in summer school for students performing at level 2 or below in math and/or reading. 	<ul style="list-style-type: none"> Increase summer school registrants Summer school registrant attendance

ATTENDANCE

Key Performance Outcome(s):

Reduce the percentage of school wide monthly absences from an average of 4.16% to 3%. Increase the number of attendance award winners each month by 5%.

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?
SRR 5.2	<ul style="list-style-type: none"> Publish the Washington State Law and Everett Public Schools/Silver Firs Elementary policy regarding attendance to families. Include research and tips for families that enhance a child's attendance at school. 	<ul style="list-style-type: none"> Family handbook Summer welcoming letter Letter by Anca Wilson to families September 2018 Monthly Silver Firs newsletter with attendance tips
PSS 3.5	<ul style="list-style-type: none"> Recognize students for regular attendance. 	<ul style="list-style-type: none"> Posters in buildings "All Day, Every Day" Monthly reward for "Great Attendance" (One absence or one tardy) Monthly reward for "Perfect Attendance" (no absences, tardies, or early release) End of semester reward for "Perfect Attendance" (Feb. and June) End of year reward and acknowledgement for "Perfect Attendance" at assembly
PSS 3.5	<ul style="list-style-type: none"> Review students' individual attendance record with parents at conferences using attendance thermometers to help families track absences. 	<ul style="list-style-type: none"> Individual student attendance rates
PSS 3.5	<ul style="list-style-type: none"> Reengage students in transition who have multiple absences. 	<ul style="list-style-type: none"> Monthly attendance rates Monitor Health Room data
PSS 3.5	<ul style="list-style-type: none"> Bi-weekly attendance meetings to track those students with attendance concerns. 	<ul style="list-style-type: none"> Sequential steps for addressing attendance concerns: <ul style="list-style-type: none"> When student is absent without guardian contact, computer generated phone contact home If student has absence concern, personal phone contact home by attendance secretary Phone contact by teacher after three or more consecutive absences Conference (either by phone or in person) by assistant principal to share attendance information, policy, and law and to brainstorm ideas to increase the child's attendance at school

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

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

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 1.3	<ul style="list-style-type: none"> Continue keyboarding instruction through the use of Keyboarding Without Tears (KWT) in third through fifth grades while introducing keyboarding basics to younger grades. 	<ul style="list-style-type: none"> LMS data of KWT student usage WPM tests
TL 1.3	<ul style="list-style-type: none"> Build student capacity school-wide for coding through the use of 'Hour of Code' activities and Google Comp Sci first activities. 	<ul style="list-style-type: none"> Hour of Code completion rates Google CS First progress
TL 1.3	<ul style="list-style-type: none"> Integration of Reach for Reading digital resources into classroom instructional practices. 	<ul style="list-style-type: none"> Digital resource usage rates
TL 1.3	<ul style="list-style-type: none"> Incorporate 21st century skills into technology instruction. 	<ul style="list-style-type: none"> Progress report data 21st century skill-based projects