

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: 54%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 71.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 69.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	29.6	35.7	34.7	Reading	11.2	42.2	46.6	Reading	16.4	44.5	39.1
Listening and Speaking	9.2	67.3	23.5	Listening and Speaking	8.6	59.5	31.9	Listening and Speaking	17.3	62.7	20.0
Writing	30.6	39.8	29.6	Writing	10.3	47.4	42.2	Writing	12.7	46.4	40.9
Research/Inquiry	25.5	48.0	26.5	Research/Inquiry	10.3	47.4	42.2	Research/Inquiry	15.5	39.1	45.5

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?
3.3.a	<ul style="list-style-type: none"> Communicate and continue to implement common assessments and grading systems across grade levels to identify Level 2 and 3 “bubble” students in Kindergarten through fifth grade for additional support. 	Fall through spring sub-score changes <ul style="list-style-type: none"> DRA progress monitoring (grades 1-2) Kark, or Reach for Reading (grades K-2) iReady literacy data (grades 3-5) SBA interim reading, writing and listening (grades 3-5)
3.3.a	<ul style="list-style-type: none"> Monitor cohort scores in reading and listening performance and provide interventions to close the equity gap. 	Comparison of historical cohort reading scores <ul style="list-style-type: none"> DRA progress monitoring (grades K-2) iReady literacy data (grades 3-5)
1.2.b 3.3.a 3.3.b	<ul style="list-style-type: none"> Implement year two Reach for Reading curriculum embedding discourse for reasoning and evidence in informational text during shared and guided reading at all grade levels. 	<ul style="list-style-type: none"> Reach for Reading unit assessments (grades K-5) DRA Assessment Data (grades K-2) ELA interim block assessments (grades 3-5) iReady literacy data (grades 3-5)

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?
1.3.a	<ul style="list-style-type: none"> • Increase teacher communication and student understanding of essential learning target and success criteria. 	<ul style="list-style-type: none"> • Clear teacher communication/feedback incorporated in classroom instruction • Observation walk through data (grades K-5)

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: 54%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 71.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 69.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	29.6	35.7	34.7	Reading	11.2	42.2	46.6	Reading	16.4	44.5	39.1
Listening and Speaking	9.2	67.3	23.5	Listening and Speaking	8.6	59.5	31.9	Listening and Speaking	17.3	62.7	20.0
Writing	30.6	39.8	29.6	Writing	10.3	47.4	42.2	Writing	12.7	46.4	40.9
Research/Inquiry	25.5	48.0	26.5	Research/Inquiry	10.3	47.4	42.2	Research/Inquiry	15.5	39.1	45.5

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?
1.2.b	<ul style="list-style-type: none"> Identify high impact strategies and provide support for all staff to support student learning: <ul style="list-style-type: none"> Create/share common documents and high impact strategies; Implement universal graphic organizers to include a place to cite sources; and Vertically align the language/vocabulary used in writing instruction. 	<ul style="list-style-type: none"> Aligned classroom assessments with universal graphic organizers Scored student writing samples (grades K-5)
1.3.a	<ul style="list-style-type: none"> Engage students in fiction and nonfiction narrative writing using multiple sources of information. Create SBA ELA writing performance tasks in grades 3-5. 	<ul style="list-style-type: none"> Teacher created writing assessments using rubrics for fiction and non-fiction narrative writing (grades 3-5)
1.1.c	<ul style="list-style-type: none"> For grades K-2, develop a bridge to connect BFTL skills and REACH curriculum and sources: <ul style="list-style-type: none"> Develop lesson and unit plans that incorporate REACH source material with BFTL sequence and skills. 	<ul style="list-style-type: none"> Integrated REACH and BFTL lessons and unit plans in primary grades
1.3.a	<ul style="list-style-type: none"> Increase teacher communication and student understanding of essential learning target and success criteria. 	<ul style="list-style-type: none"> Clear teacher communication/feedback incorporated in classroom instruction Observation walk through data (grades K-5)

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?
3-3.a	<ul style="list-style-type: none"> • Monitor cohort scores in fiction and nonfiction narrative writing, using multiple sources of information and provide interventions to close the equity gap. 	<ul style="list-style-type: none"> • Comparison of historical cohort writing scores • DRA progress monitoring (grades K-2) • iReady literacy data (grades 3-5)

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: 63.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 75.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 57.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	22.4	27.6	50.0	Concepts and Procedures	14.8	20.9	64.3	Concepts and Procedures	26.1	33.3	40.5
Problem Solving and Modeling & Data Analysis	22.4	42.9	34.7	Problem Solving and Modeling & Data Analysis	16.5	44.3	39.1	Problem Solving and Modeling & Data Analysis	23.4	38.7	37.8
Communicating Reasoning	14.3	41.8	43.9	Communicating Reasoning	14.8	32.2	53.0	Communicating Reasoning	25.2	42.3	32.4

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a	<ul style="list-style-type: none"> Implement Balanced Math models using mathematics detailed maps and instructional routines and procedures during math instruction that focus on increasing productive discourse and number sense in grades K-5. 	<ul style="list-style-type: none"> Common grade level unit assessments (grades K-5) iReady assessment data (grades 1-5) Math SBA interim block assessments (grades 3-5) Coaching cycle logs
1.2.a	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Staff survey data using student discourse rubric (grades 3-4)
1.2.a	<ul style="list-style-type: none"> Students expand their ability to explain their mathematical thinking and communicate reasoning facilitated through Balanced Math routines. 	<ul style="list-style-type: none"> SBA interim assessments (grades 3-5) iReady data (grades 1-5) Observation walk through data (grades K-5)
1.2.b 3.3.a 3.3.b	<ul style="list-style-type: none"> Identify and provide interventions for students struggling in mathematics, numeracy and number sense to meet the annual equity targets. This work will be a collaborative effort led by the building math coach. 	<ul style="list-style-type: none"> Coaching logs/student data review tools Student work samples, as identified and analyzed in student centered coaching process with the math coach iReady assessment data in the domain of Numbers and Operations (grades 1-5) LAP extended day pre and post data

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?
1.3.a	<ul style="list-style-type: none"> Increase teacher communication and student understanding of essential learning target and success criteria. 	<ul style="list-style-type: none"> Clear teacher communication/feedback incorporated in classroom instruction Observation walk through data (grades K-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: 57.2%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	38.2	61.8
Life Science	48.2	51.8
Earth and Space Science	39.1	60.9

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?
	<ul style="list-style-type: none"> Utilize district tools in the curriculum portal to align science instruction and student assessment. 	<ul style="list-style-type: none"> Grade level planning of science lessons (grades K-5) District assessments that align with grade level science instruction (grades K-5)
1.2.a	<ul style="list-style-type: none"> Increase student understanding and application of the science and engineering 8 practices by focusing on two practices: <ul style="list-style-type: none"> Analyze and Interpret Data Use Mathematics and Computational Thinking 	<ul style="list-style-type: none"> Classroom-based assessments focused on the targeted NGSS science practices (grades K-5)
1.5.a	<ul style="list-style-type: none"> Identify NGSS practices within STEM activities in all grade levels to increase student practice and performance in carrying out investigations. 	<ul style="list-style-type: none"> 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"> NGSS Transition Guide for Units of Study (grades K-5) Foss Kit Unit Assessments (grades K-5) STEM Science Boards and Presentations (grades 4-5) Observation walk through data (grades K-5)
1.3.a	<ul style="list-style-type: none"> Increase teacher communication and student understanding of essential learning target and success criteria. 	<ul style="list-style-type: none"> Clear teacher communication/feedback incorporated in classroom instruction Observation walk through data (grades K-5)

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2018-19 school year is to increase the annual Educational Effectiveness Survey (ESS) perceptual survey for Parents and Community Involvement from a positive parent response of 90% in April 2018 to 95% in April 2019.

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 SR 5.2	<ul style="list-style-type: none"> • 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"> ○ LAP/EL Family Night and conferences; ○ Newsletter articles with resources and information from teacher and building; ○ Accelerated Reader, summer reading and other related activities; and ○ Homework support through iReady and other technology links that can be used at home. 	<ul style="list-style-type: none"> • Annual EES parent survey • Attendance data for LAP/EL Family Night meetings/events • AR data • Parent survey after community events
SR 5.1 SR 5.3	<ul style="list-style-type: none"> • Collaborate with parent community to continue the work of Natural Leaders on the Woodside campus. • Natural Leaders outreach to families of underrepresented populations, with a focus on Hispanic/Latino families. 	<ul style="list-style-type: none"> • Natural Leaders meeting minutes • Attendance at Natural Leaders meetings and planned events during the 2018-19 school year • School-based survey for Natural Leader events
SR 5.1 SR5.3	<ul style="list-style-type: none"> • Implement STEM Day to include assembly, collaboration with community businesses and evening events that integrate NGSS standards with student projects. 	<ul style="list-style-type: none"> • Student/family attendance and participation data
SR.5.1 SR 5.2	<ul style="list-style-type: none"> • Implement Woodside Customer Service Plan. 	<ul style="list-style-type: none"> • EES Parent Survey
SR 5.1 SR 5.3	<ul style="list-style-type: none"> • Expand community partnerships and mentoring opportunities to support student learning. 	<ul style="list-style-type: none"> • Number of partnerships and volunteers participating in programs

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

Key Performance Outcome(s):

The target for the 2018-19 school year is to increase the Supportive Learning Environment score, as measured on the annual Educational Effectiveness perceptual survey (ESS) for students, from 79% percent in April 2018 to 84% percent in April 2019; and for parents from 92% percent to 95% percent.

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?
3.4.a	<ul style="list-style-type: none"> 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. Strengthen relationships with our diverse families and increase their capacity to support building stakeholders. 	<ul style="list-style-type: none"> Attendance and participation data Cultural connection meeting minutes EES Parent Survey
3.5	<ul style="list-style-type: none"> Effective communications for pertinent school event information to families and community through a model of customer service. 	<ul style="list-style-type: none"> Percent of positive parent responses on EES Parent Survey in <i>Supportive Learning Environment</i>
2.1.b	<ul style="list-style-type: none"> Community assemblies that focus on reading achievement, participation, and social skills. 	<ul style="list-style-type: none"> Scheduled assemblies during the school year Increase the number of AR awards for reading achievement and participation
3.4.a	<ul style="list-style-type: none"> Students and staff greet and welcome one another each day. 	<ul style="list-style-type: none"> Percent of positive student responses on EES Student Survey in <i>Supportive Learning Environment</i>
2.1.b	<ul style="list-style-type: none"> Offer before-and-after school learning opportunities for students. 	<ul style="list-style-type: none"> Number of students participating in before-and -after school learning activities

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	<ul style="list-style-type: none"> School-wide implementation of PBIS Program at the tier 1, 2, and 3 level. 	<ul style="list-style-type: none"> Decrease in problem behaviors reported on School Wide Information System (SWIS) reports Completed System of Support Poster

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	<ul style="list-style-type: none"> All staff teach, reinforce, monitor and reteach common area expectations for school-wide behavior. 	<ul style="list-style-type: none"> Staff created matrix of common area expectations Reduction in behavior referrals as measured by the number of SWIS referrals Percent of positive responses on the EES student survey for Supportive Learning Environment
1.1.a	<ul style="list-style-type: none"> Monitor and follow-up on student attendance, discipline, and social-emotional concerns. 	<ul style="list-style-type: none"> Minutes for PBIS and OTG/CAST meetings
3.3.b 3.3.c	<ul style="list-style-type: none"> Advance OTG/CAST meeting process to support the social-emotional and academic needs of students in Kindergarten through fifth grade. 	<ul style="list-style-type: none"> Number of student referrals and intervention supports through OTG/CAST process Number of students being served Percent of positive responses on the EES student survey for Supportive Learning Environment
3.3.b 3.3.c	<ul style="list-style-type: none"> Increase student response percentages in <i>Growth Mindset</i> and <i>Sense of Belonging</i> through regular instruction by the counselor, classroom teachers, and support staff. 	<ul style="list-style-type: none"> Fall and spring Panorama student survey results (grades 3-5)

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?
1.2.a	<ul style="list-style-type: none"> Provide before, during, and after-school academic support to students who are below standard in ELA and/or Math. 	<ul style="list-style-type: none"> Student attendance Participation of students in small groups with academic coaches iReady growth data
1.2.a	<ul style="list-style-type: none"> Provide greater access to academic and language support programs: <ul style="list-style-type: none"> Pre-teaching; Small group instruction; Push-in model; GLAD teaching/learning strategies; Extended day learning; and Technology integrated learning. 	<ul style="list-style-type: none"> Participation rates in support programs iReady reading and math reports 2018-19 SBA results in ELA and mathematics 2018-19 annual ELPA scores (grades K-5)

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?
1.5.a	<ul style="list-style-type: none"> Ensure qualifying EL students use the Imagine Learning program consistently. 	Student growth from fall 2018 to spring 2019 <ul style="list-style-type: none"> Increased usage as measured by Imagine Learning Usage Report (goal = 100 minutes/week) Increased before school attendance
1.2.a	<ul style="list-style-type: none"> Increase the opportunity for the Imagine Learning English (ILE) before-school program for English Learner (EL) students in Kindergarten through fifth grade. 	<ul style="list-style-type: none"> Attendance for before-and-after school ILE program 2019 English Language Proficiency on ELPA Assessment
1.2.a	<ul style="list-style-type: none"> Provide intervention planning and progress monitoring for students performing below standard in ELA and mathematics to meet equity targets. 	<ul style="list-style-type: none"> Minutes from weekly meetings with academic coaches, district EL facilitator, counselor and administration

ATTENDANCE

Key Performance Outcome(s):

The target for the 2018-19 school year is to implement a systematic response to student attendance tracking, interventions, and acknowledgement to decrease student absences by 0.50% school-wide between September 2018 and May 2019.

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?
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
SR 5.2	<ul style="list-style-type: none"> • Collaborate with families and attendance team to provide support to students with chronic absences. 	<ul style="list-style-type: none"> • Number of parent contacts (communication sent, home visits and conferences)
PSS 3.5	<ul style="list-style-type: none"> • Provide interventions and supports to families and students as needed to improve attendance, i.e. wake-up phone calls, attendance letters, conferences, home visits, attendance plans and family meetings. • Administrator will meet with the district Becca coordinator to align attendance processes with district policies, as needed. • Establish a school-community truancy board. 	<ul style="list-style-type: none"> • Notes from attendance meetings • Monthly student attendance data • Number of parent contacts (communication sent, home visits and conferences)
PSS 3.5	<ul style="list-style-type: none"> • Develop systems to support regular and on-time student attendance: <ul style="list-style-type: none"> ○ Goal setting for school-wide, classrooms, and individual students; ○ Slogans/logo; ○ Assemblies; ○ Posters and regular communication; and ○ Incentives and recognition. 	<ul style="list-style-type: none"> • Monthly student attendance data • Regular student recognition

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Staff and students will have access to technology-based tools and resources in order to integrate best practices for technology, Science, Technology, Engineering and Mathematics (STEM), and 21st Century skills across all content areas.

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"> • Teachers will administer the i-Ready benchmark assessment system in first through fifth grade for math and in third through fifth grade for reading and provide regular opportunities for students to use the online lessons for individualized learning. 	<ul style="list-style-type: none"> • iReady data and usage reports
TL.1.3	<ul style="list-style-type: none"> • Teachers will integrate Reach for Reading digital resources (myNGconnect) into their teaching. 	<ul style="list-style-type: none"> • Usage rates of myNGconnect • Reach for Reading assessment data
TL.1.3	<ul style="list-style-type: none"> • All students will have increased exposure to STEM activities through technology instruction that includes coding or other STEM topics at least once per month. 	<ul style="list-style-type: none"> • Participation in district STEM Expo
TL.1.3	<ul style="list-style-type: none"> • All students engage in activities that integrate 21st Century skills, digital citizenship, and internet safety to support: <ul style="list-style-type: none"> ○ Communication; ○ Creativity; ○ Critical thinking; ○ Collaboration; ○ Problem-solving; and ○ Growth Mindset. 	<ul style="list-style-type: none"> • Coding lessons through Code.org and school-wide participation in The Hour of Code during Computer Science Education Week • Sphero robot coding and problem-based learning activities in student teams • Collaborative fourth grade WA state research project to produce digital/print content for their grade level music concert