

**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: 52%	<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>	Overall: %71.6	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	<b>23.5</b>	<b>51.3</b>	<b>25.2</b>	<b>Reading</b>	<b>20.5</b>	<b>47.0</b>	<b>32.5</b>	<b>Reading</b>	<b>16.8</b>	<b>50.4</b>	<b>32.7</b>
Listening and Speaking	20.9	60.0	19.1	Listening and Speaking	11.1	59.0	29.9	Listening and Speaking	9.7	67.3	23.0
Writing	29.6	55.7	14.8	Writing	19.7	53.8	26.5	Writing	17.7	49.6	32.7
Research/Inquiry	18.3	53.9	27.8	Research/Inquiry	17.1	53.0	29.9	Research/Inquiry	14.2	47.8	38.1

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> <li>Teams will collaboratively plan to provide clarity of learning targets and success criteria (proficiency scales) for learning standards in reading</li> <li>Provide a balanced literacy approach with Reach for Reading curriculum by including guided and shared reading with emphasis on close reading and citing from sources</li> <li>Teach grade level standards for grammar and spelling with Reach for Reading curriculum</li> <li>Focus on text structure and figurative language (vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments – quick checks, exit slips, daily checklists</li> <li>Reach weekly and unit assessments</li> <li>Interim Assessment Blocks</li> <li>Running Records</li> <li>iReady progress monitoring</li> <li>DRA, grades K-2</li> <li>iReady, grades 3-5</li> </ul>
1.3.a	<ul style="list-style-type: none"> <li>Teachers will provide specific and timely feedback to students on their progress toward the success criteria and learning standards</li> </ul>	<ul style="list-style-type: none"> <li>Unit self-reflection documents</li> <li>Student goal setting aligns with teacher feedback and conference documentation</li> <li>Graphing DRA progress, grades K-2</li> </ul>

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.3.b	<ul style="list-style-type: none"> <li>• Teachers will support students in setting goals and measuring their own progress toward mastery of learning standards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit self-reflection documents</li> <li>• Student created graphs showing progress</li> <li>• Graphing DRA progress, grades K-2</li> </ul>
1.3.a 3.2.a 3.3.a	<ul style="list-style-type: none"> <li>• Use district curriculum maps for backward design. Teachers will collaborate using data to inform their instruction with a focus on:               <ul style="list-style-type: none"> <li>○ Analysis within or across texts</li> <li>○ Literary and informational text structure</li> <li>○ Word meanings in informational and literary texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reach unit assessments</li> <li>• Reach unit vocabulary tests, grades 2-5</li> <li>• iReady comprehension and vocabulary components</li> <li>• Interim Assessment Blocks, grades 3-5</li> <li>• DRA, grades K-2</li> </ul>
1.2	<ul style="list-style-type: none"> <li>• Use high leverage Guided Language Acquisition Designs (GLAD) strategies to promote literacy vocabulary, grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Proficiency Assessment (ELPA21) scores/data for all grade levels</li> <li>• GLAD strategies/charts</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

### 2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 52%	<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>	Overall: 71.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	23.5	51.3	25.2	Reading	20.5	47.0	32.5	Reading	16.8	50.4	32.7
Listening and Speaking	20.9	60.0	19.1	Listening and Speaking	11.1	59.0	29.9	Listening and Speaking	9.7	67.3	23.0
<b>Writing</b>	<b>29.6</b>	<b>55.7</b>	<b>14.8</b>	<b>Writing</b>	<b>19.7</b>	<b>53.8</b>	<b>26.5</b>	<b>Writing</b>	<b>17.7</b>	<b>49.6</b>	<b>32.7</b>
Research/Inquiry	18.3	53.9	27.8	Research/Inquiry	17.1	53.0	29.9	Research/Inquiry	14.2	47.8	38.1

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> <li>Teams will collaboratively plan to provide clarity of learning targets and success criteria (proficiency scales) for learning standards in writing. Teachers will assess students based on these learning targets and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>Building Foundations That Last (BFTL) benchmark assessments, grades K-2</li> <li>Common writing assessments, grades 3-5</li> <li>Smarter Balanced Assessments, grades 3-5</li> <li>Power Writes</li> <li>Interim Assessment Blocks, grades 3-5</li> </ul>
1.3.a	<ul style="list-style-type: none"> <li>Teachers will provide specific and timely feedback to students on their progress toward the success criteria and learning standards</li> </ul>	<ul style="list-style-type: none"> <li>Writing conferences</li> <li>Checklists tracking evidence</li> <li>Writing samples in narrative, informational, and opinion</li> <li>BFTL benchmark assessments, grades K-2</li> </ul>
1.3.b	<ul style="list-style-type: none"> <li>Teachers will support students in setting goals and measuring their own progress toward mastery of the learning standards</li> </ul>	<ul style="list-style-type: none"> <li>Student goal setting worksheets</li> <li>Student writing, self-assessments with feedback</li> </ul>
1.2.b	<ul style="list-style-type: none"> <li>Pre-teach, analyze, and use district provided writing rubrics with an emphasis on editing skills throughout the writing process</li> </ul>	<ul style="list-style-type: none"> <li>BFTL benchmark assessments, grades K-2</li> <li>Common writing assessments, grades 3-5</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 58.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	27.0	34.8	38.3	Concepts and Procedures	17.9	33.3	48.7	Concepts and Procedures	30.4	31.3	38.4
Problem Solving and Modeling & Data Analysis	19.1	50.4	30.4	Problem Solving and Modeling & Data Analysis	19.7	49.6	30.8	Problem Solving and Modeling & Data Analysis	20.5	47.3	32.1
Communicating Reasoning	13.9	54.8	31.3	Communicating Reasoning	17.9	49.6	32.5	Communicating Reasoning	22.3	48.2	29.5

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.3.a	<ul style="list-style-type: none"> <li>Implement Balanced Math with a focus on:                             <ul style="list-style-type: none"> <li>Math routines</li> <li>Math tasks</li> <li>Guided math</li> <li>Reflection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>KARK, grade K</li> <li>iReady, grades 1-5</li> <li>Interim Assessment Blocks, grades 3-5</li> <li>Smarter Balanced Assessment practice performance tasks, grades 3-5</li> <li>District proficiency-scaled assessments, grades 1-5</li> </ul>
1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> <li>Teams will collaboratively plan to provide clarity of learning targets and success criteria (proficiency scales) for learning standards in math and teachers will assess students based on these learning targets and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments – quick checks, exit slips, daily checklists</li> <li>WaKids</li> <li>District proficiency-scaled assessments, grades 1-5</li> <li>KARK, grade K</li> <li>Interim Assessment Blocks, grades 3-5</li> <li>Smarter Balanced Assessment, grades 3-5</li> </ul>
1.3.a	<ul style="list-style-type: none"> <li>Teachers will provide specific and timely feedback to students on their progress toward the success criteria and learning standards</li> </ul>	<ul style="list-style-type: none"> <li>Student self-reflection worksheets</li> <li>Student goal setting worksheets</li> </ul>
1.3.b	<ul style="list-style-type: none"> <li>Teachers will support students in setting goals and measuring their own progress toward mastery of the learning standards</li> </ul>	<ul style="list-style-type: none"> <li>Student self-reflection worksheets</li> <li>Student conferences, test talks, goal setting documents</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?
		<ul style="list-style-type: none"> <li>• Student created graphs showing progress</li> <li>• iReady assessments and lesson progress, grades 1-5</li> </ul>
<p>1.3.a 3.2.a 3.3.a</p>	<ul style="list-style-type: none"> <li>• Using backward design, teachers will collaborate using data to inform their instruction with a focus on the following targeted areas from SBA for grades 3–5</li> </ul>	<ul style="list-style-type: none"> <li>• District topic/unit assessments</li> <li>• Classroom and grade-level based formative assessments</li> <li>• Smarter Balanced Assessment, grades 3-5</li> <li>• Interim Assessment Blocks, grades 3-5</li> <li>• iReady domain data, grades 1-5</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

#### 5th Grade

Overall: 63.3%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	39.3	60.7
Life Science	40.2	59.8
Earth and Space Science	44.6	55.4

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.a 1.2.b 1.3.a	<ul style="list-style-type: none"> <li>Teams will collaboratively plan to provide clarity of learning targets and success criteria for each science unit with the Next Generation Science Standards (NGSS). Teachers will assess students based on these learning targets and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>NGSS formative and summative assessments</li> <li>Common science assessments</li> </ul>
1.3.a	<ul style="list-style-type: none"> <li>Teachers will provide specific and timely student feedback on their progress toward the success criteria around the NGSS</li> </ul>	<ul style="list-style-type: none"> <li>Science journal</li> <li>Common science assessments</li> </ul>
1.3.b	<ul style="list-style-type: none"> <li>Teachers will support students to measure their own progress toward the NGSS</li> </ul>	<ul style="list-style-type: none"> <li>Student reflection – KL Chart</li> <li>Post-test student reflections</li> </ul>
1.2.b	<ul style="list-style-type: none"> <li>Use of Cross Cutting Concept Stems with vertical alignment                             <ul style="list-style-type: none"> <li>Use of NGSS transition guides</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Science journals</li> </ul>
1.3 3.3	<ul style="list-style-type: none"> <li>Provide fifth-graders with Washington Comprehensive Assessment of Science (WCAS) practice</li> </ul>	<ul style="list-style-type: none"> <li>Science journals, grade 5</li> <li>WCAS of Science practice assessment, grade 5</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### 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 Lake community (students, parents, and staff).

<b>Strategic Plan Reference</b>	<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
5.1.a	<ul style="list-style-type: none"> <li>• Increase Parent Teacher Association partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Increase membership by 10%</li> <li>• Teacher participation in meetings and activities attendance</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>• Increase Watch D.O.G.S.               <ul style="list-style-type: none"> <li>○ Participation</li> <li>○ Events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increase membership by 10%</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>• Continue and expand Natural Leaders program               <ul style="list-style-type: none"> <li>○ Maintaining and strengthening relationships with members</li> <li>○ EL Coach participation and building relationships</li> <li>○ Expand Cultural Night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meeting attendance</li> <li>• Forum attendance</li> </ul>
5.1.a 2.2.c	<ul style="list-style-type: none"> <li>• Provide support and resources for families, stressing the importance of reading and math, especially for students who are struggling to reach grade-level standard. This will include:               <ul style="list-style-type: none"> <li>○ Newsletter articles with resources and information</li> <li>○ Accelerated Reader and Summer Reading challenge</li> <li>○ Family STEAM Night</li> <li>○ Family Literacy Night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of parents at evening events</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):**

In the 2018-19 school year, Silver Lake students and parents will indicate that students feel safe at school as measured by the Fall Panorama Survey data and the Spring 2018 Educational Effectiveness Survey (EES) data. The Silver Lake community will increase its focus on and celebration of progress toward academic and behavioral goals. Results from the February 2019 Educational Effectiveness Survey (EES) will show an increase in the area of celebrating student success, based on the data provided by all stakeholders in the Silver Lake community (students, parents, and staff). The Silver Lake staff will increase opportunities for student equity and access in multiple areas of the school community, within and outside of the school day.

<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?
2.1.a 5.2.b	<ul style="list-style-type: none"> <li>• Continue Multi-Cultural Night to highlight and further promote the school-wide focus on the school's multi-cultural family community                             <ul style="list-style-type: none"> <li>○ Taste of the World</li> <li>○ Cultural Showcase</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation data in Multi-Cultural Night</li> <li>• Postcard feedback survey</li> <li>• Educational Effectiveness Survey (EES) increase in percentage of families who answer Almost Always True and Often True to "This school respects the different cultures represented in our community" and "This school has activities to celebrate different cultures, including mine"</li> </ul>
2.1.a	<ul style="list-style-type: none"> <li>• Promote and support STEAM Night                             <ul style="list-style-type: none"> <li>○ Increase recognition of participants</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation data from event</li> <li>• Family feedback from survey</li> </ul>
3.4.a	<ul style="list-style-type: none"> <li>• Implement Customer Service Plan                             <ul style="list-style-type: none"> <li>○ Foster and maintain a feeling that all families are welcome and represented, and have input for improving this school</li> <li>○ Clear signage needed on local roads for location of school/office</li> <li>○ Courtyard benches are chipped and need painting</li> </ul> </li> <li>• Undercover area needs basketball and four-square lines repainted</li> </ul>	<ul style="list-style-type: none"> <li>• EES increase in percentage of families who answer Almost Always True and Often True to "I feel welcome at this school" and "Parents/families have input into plans for improving this school"</li> <li>• Postcard feedback survey</li> <li>• New signage, re-stain benches, and repaint undercover</li> </ul>
<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
3.4.a	<ul style="list-style-type: none"> <li>• Strengthen Tier 1 within PBIS to include on-going teaching of expectations, incentives system, and response system with a focus on viewing challenging behavior as a lagging skill</li> </ul>	<ul style="list-style-type: none"> <li>• Mindful Mustang awards</li> <li>• Track citizenship, communication, growth mindset on student report cards</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?
		<ul style="list-style-type: none"> <li>• Student Assistance Team data</li> <li>• SWIS Data</li> <li>• Comparing year to year data on Panorama Survey and EES</li> </ul>
3.4.a 5.2.a	<ul style="list-style-type: none"> <li>• Implementing teacher lessons in Second Step, grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Survey</li> <li>• EES</li> </ul>
3.4.a 5.2.a	<ul style="list-style-type: none"> <li>• Implementing Zones of Regulation in grades 1 - 5, Kindergarten using Kelso's Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Survey</li> <li>• EES</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?
3.4.a	<ul style="list-style-type: none"> <li>• Analyze and monitor student achievement by subgroups and provide interventions to close achievement gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessment Blocks, grades 3-5</li> <li>• Developmental Reading Assessment, grades K-2</li> <li>• iReady data, grades 1-5</li> </ul>
3.4.a	<ul style="list-style-type: none"> <li>• Implement social/emotional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Survey, grades 3-5 (Fall/Spring)</li> <li>• EES</li> </ul>
3.4.a	<ul style="list-style-type: none"> <li>• Academic &amp; Social/Behavior Student Assistance Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate &amp; data driven interventions</li> <li>• Improved behavior for students referred for Social Emotional Behavior SAT process</li> <li>• Improved student achievement of students referred for Academic SAT process</li> </ul>
1.2.a	<ul style="list-style-type: none"> <li>• Follow district process to identify and refer our students for EL services</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist to collect initial data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

In June of 2019, the “Percent of Attendance” will increase from the 2017-18 school year as measured by the end of the year attendance report.

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?
1.1.a 1.2.a	<ul style="list-style-type: none"> <li>Monitor and intervene with students who have three or more absences per month</li> </ul>	<ul style="list-style-type: none"> <li>Attendance team to review data on students of concern</li> <li>Home visits</li> <li>Decrease in absences</li> </ul>
1.1.a 1.2.a	<ul style="list-style-type: none"> <li>Create awareness of attendance challenges by posting attendance data and monitor percent of on-time attendance by grade level</li> </ul>	<ul style="list-style-type: none"> <li>Visual representation of data</li> <li>eSchools data</li> <li>Attendance awards for improved or perfect attendance</li> <li>Decrease in tardiness</li> </ul>
1.1.a 1.2.a	<ul style="list-style-type: none"> <li>Meet with district attendance compliance officer to improve Community Truancy Board</li> </ul>	<ul style="list-style-type: none"> <li>BECCA referral data</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

Staff and students will have access to technology-based tools and resources to integrate best practices for technology, STEM, and 21st Century skills across all content areas.

<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?
1.2.a	<ul style="list-style-type: none"> <li>Use Keyboarding Without Tears in grades K-5 during specialist time</li> </ul>	<ul style="list-style-type: none"> <li>Keyboarding Without Tears reports</li> </ul>
3.3.a	<ul style="list-style-type: none"> <li>Maintain a staff Technology Cadre to share and model best practices for the development of 21st Century skills to staff</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Needs Assessment Survey in Spring 2018</li> <li>Classroom evidence on student use of technology</li> </ul>
1.2.a 2.1.a	<ul style="list-style-type: none"> <li>Establish specific skills to be taught in primary and intermediate grades based on feedback from Needs Assessment Survey Spring 2018               <ul style="list-style-type: none"> <li>Primary: general skills for keyboard and mouse, tab use, insert photos and additional resources, keyboarding skills</li> <li>Intermediate: keyboarding skills, creating PowerPoint presentations and digital classroom projects based on research</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student work using technology with classroom evidence</li> <li>Student-created presentation and digital classroom projects</li> </ul>
1.2.a	<ul style="list-style-type: none"> <li>Students will use technology in their STEM class to generate innovative ideas, research, investigate, and produce solutions to authentic problems</li> </ul>	<ul style="list-style-type: none"> <li>K-5 evidence of STEM based projects, written work, or presentations</li> <li>STEM Learning Night Presentations</li> </ul>