ELA ACTION PLAN	**Key Performance Outcome:** 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.
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?
Utilize Professional Learning Community (PLC) practices to develop, implement and assess rigorous instruction aligned to Common Core standards. • Build in bi-weekly PLC meeting • Monitor PLC team progress using District Collaboration Rubric • Build in time for data disaggregation and planning for interventions • Train teams in use of data protocols and unpacking standards • Utilize Staff Meetings, weekly newsletter, and Administrative Learning Improvement Friday (ALIF) to develop common understanding of what rigor looks like, and how assure there is evidence of rigor within daily instruction	• iReady diagnostic • REACH unit assessments through Performance Matters • Formative assessments • Developmental Reading Assessment (DRA) (K-2)
Increase teacher clarity through consistent communication learning targets and success criteria in both the distance learning setting and the schoolhouse. Students will be able to answer the following questions: • What am I learning today? • Why am I learning this? • How will I know that I met the learning target?	• Reach unit assessments through Performance Matters • Exit tickets • iReady • DRA (K-2)
Implement a consistent, intentional focus on comprehension skills and vocabulary instruction in all instructional tiers. Tier 1: Utilize broad repertoire of scaffolding strategies Guided Language Acquisition Design (GLAD) to teach relevant vocabulary and priority comprehension skills during whole class and shared reading instruction. Emphasize text base evidence to support thinking/responses. Integrate tech tools to support Tier 1 instruction (Canvas, Google forms, Zoom, Flipgrid)	• REACH unit assessments • iReady diagnostic • iReady Growth Monitoring and Instructional Paths • iReady (Number of lessons passed) • iReady data-shows minimum of one year's growth in sub-categories

Tier 2: Apply targeted instructional strategies for vocabulary and comprehension skills during guided reading/small group instruction. Emphasize text base evidence to support thinking/responses. Tier 3: • Use iReady and imagine learning intervention resources to target individual student's skill gaps during learning support zones and teacher office hours. Utilize para support provided at each grade level • Set individual goals and implement data chats for students below grade level • Monitor student progress weekly	
Provided robust English Learner (EL) supports to all qualifying students. • Implement EL support groups during Learning Support Zones • Provide push-in support as needed • Pre-teach vocabulary to students for reading, science and social studies lessons ahead of Core instruction • Coach and classroom teacher monitor student progress weekly • Utilize extended day funds for before school program implementing Imagine Learning (November 2-May 30)	• English Language Proficiency Assessment (ELPA) and state ELPA test • iReady diagnostic • Imagine Learning
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?
Utilize PLC practices to develop, implement, and assess instruction aligned to Common Core standards. • Built in bi-weekly PLC meeting • Monitor PLC team progress using District Collaboration Rubric • Build in time for data disaggregation and planning for interventions • Train teams in use of data protocols and unpacking standards Utilize staff meetings, weekly newsletter, and ALIF times to provide training on what rigor looks like, and how to assure rigor is incorporated into daily instruction.	• Writing Foundations writing project data • K-2 Building Foundations That Last writing quarterly benchmark data • Grade Level Team created assessments
Increase teacher clarity through consistent communication learning targets and success criteria in both the distance learning setting and the schoolhouse. Students will be able to answer the following questions: • What am I learning today? • Why am I learning this? • How will I know that I met the learning target?	• Writing Foundations writing project data • K-2 Building Foundations That Last writing quarterly benchmark data • Grade Level Team created assessments

MATH ACTION PLAN

Key Performance Outcome:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.

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?
Utilize PLC practices to develop, implement and assess instruction aligned to Common Core standards. - Build in bi-weekly PLC meeting - Monitor PLC team progress using District Collaboration Rubric - Build in time for data disaggregation and planning for interventions - Focus especially on Number and Operations and Geometry Units of instruction - Train teams in use of data protocols Utilize staff meetings, weekly newsletter, and ALIF to provide training on what rigor looks like, and how to assure there is evidence of rigor in daily instruction.	- iReady diagnostic - Unit assessments San Francisco Unified School District (SFUSD) Pearson - SFUSD formative assessment check ins (Apprentice & Expert tasks) - iReady Growth Monitoring and Instructional Paths - iReady (Number of lessons passed) - iReady data-shows minimum of one year's growth in sub-categories
Increase teacher clarity in math instruction by consistently communicating learning targets and success criteria for essential learnings. Students will be able to answer the following questions: - What am I learning today? - Why am I learning this? - How will I know that I met the learning target?	- Unit assessments/milestone tasks - Exit tickets
Utilize a consistent, intentional focus on Numbers and Operations skills and concepts throughout all units of instruction. Tier 1: - Utilize broad repertoire of scaffolding strategies to teach priority Number and Operations standards - Integrate tech tools to support Tier 1 instruction and formative assessment (Canvas, Google forms, Zoom, Flipgrid) - Set individual iReady goals with regular check-ins Tier 2: - Apply targeted instructional strategies based on current formative and unit assessment data to guided math groups - Use iReady resources to target individual student's skill gaps based on iReady diagnostic data - Utilize para support provided at each grade level to target students below grade level in Number and Operations - Set individual goals and implement data chats for students below grade level	- iReady diagnostic - Unit assessments (SFUD/ Pearson)

Tier 3: • Use iReady resources to target individual student's skill gaps during learning support zones and teacher office hours. Utilize para support provided at each grade level • Intervention groups for students in iReady instructional Group 1 and/or 1/2 year behind in Number and Operations • Set individual goals and implement data chats for students below grade level • Coach and classroom teacher monitor student progress weekly	

SCIENCE ACTION PLAN **Key Performance Outcome:** 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.	
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 Washington Comprehensive Assessment of Science (WCAS)?
Increase teacher clarity in science instruction by consistently communicating learning targets and success criteria for essential learnings. Students will be able to answer the following questions: • What am I learning today? • Why am I learning this? • How will I know that I met the learning target?	• Unit assessments • Teacher created exit tickets • Science journals • K- 2 unit assessments
Utilize PLC practices to develop, implement and assess instruction and learning aligned to Next Generation Science Standards (NGSS) (NGSS transition guide). • Built in bi-weekly PLC meeting • Monitor PLC team progress using District Collaboration Rubric • Build in time for data disaggregation and planning for interventions • Train teams in use of data protocols Utilize staff meetings, weekly newsletter, and ALIF times to provide training on what rigor looks like and how to assure rigor is incorporated into daily instruction.	• Unit assessments • Teacher created exit tickets • K-5 teachers collect notebook (written and/or video) evidence that will include labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary

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

Key Performance Outcome(s):

Welcoming Culture: In the 2020-21 school year, students, staff , families, and community members will view Penny Creek as a welcoming placed where learning and support are accessible to all regardless of language, socio-economic status, or social background.

Physical, Emotional and Intellectual Safety: In the 2020-21 school year, student's sense of belonging, as measured on the Educational Effectiveness Survey will increase 5% from 73% in 2020, to 78% in 2021.

Equitable and Accessible Opportunities: 77% of EL students will be on track to transition out of services within six years by 2027.

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?
Welcoming Culture	
Increase visibility of administrators before and after school, at lunches, and in classroom visits.	• Educational Effectiveness Survey (EES) student data • EES parent data • Panorama survey data
Create welcome banners and bulletin boards in all student languages.	• EES student data • EES parent data • Panorama survey data
Physically, Emotionally, and Intellectually Safe Environment	
Develop behavior expectations for distance learning setting: • Teach distance learning behavior expectations in all classes • Develop tool and systems for rewarding positive behaviors in the distance setting • Continue Professionalism, Responsibility, Integrity, Dignity, and Engagement (PRIDE) recognition assemblies in the distance setting	• Panorama/Performance Matters data • Panorama survey • Educational Effectiveness Survey • Number of PRIDE tickets awarded to students • Tiered Fidelity inventory • Panorama data • Special Education (SPED) referral data
Maintain and improve, where needed, the appearance and use of physical spaces throughout common areas of the school.	• Common spaces at professional standard
Equitable and Accessible Opportunities	
Provide equity training focused on detecting unconscious/implicit biases at Learning Improvement Day (LID), staff meetings and through weekly newsletter.	• Panorama data • Educational Effectiveness Survey

Implement book studies to support equitable teaching practices (*Culturally Responsive Teaching*; *How to be an Anti-Racist*) through a school wide book study.	• Panorama data • Educational Effectiveness Survey

Build upon strong Natural Leaders Program.
    • Increase Natural Leader participation
    • Hold "New to American Schools" night for families
Monthly meetings to plan and implement supports for families.
	• Panorama data
	• Educational Effectiveness Survey

Implement extended day learning for English Learner (EL) and low-income students with Imagine Learning, iReady supplemental lessons, and Reach for Reading. (See EL supports in ELA Section.)	• English Language Proficiency Assessment (ELPA) data • Imagine Learning data • iReady Math and Reading diagnostic

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

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?
Develop a Tier 1 incentive plan(s) to promote full day student attendance in the virtual setting.	• Overall attendance data • Specialist attendance data
Monitor and intervene with students who have three or more absences per month (student incentives, parent meetings, home visits).	• Attendance data • Student specific progress monitoring
Meet with families whose students have multiple absences through the Penny Creek attendance team.	• Monthly attendance reports • Attendance contracts • BECCA referrals • Community Truancy Board progress
Support students who are not fully engaging in distance learning to ensure all barriers have been identified and supports provided by the Positive Behavior Intervention Support (PBIS) Tier 2 team.	• Student engagement form data • Multi-Tiered Systems of Support (MTSS) referral data • Student specific progress monitoring
Recognize students for perfect and improved attendance twice yearly at the end of each semester.	• Attendance records

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

In the 2019-20 school year, the Penny Creek Community staff members will foster two-way communication and in turn family members will take a more active role in the life of the school.

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?
Grow Natural Leaders (NL) presence through building relationships between staff members and families and by increasing knowledge and understanding of Everett Public Schools in parents. • Website, newsletter, and blackboard communications • Present at Curriculum Night • Present Natural Leaders at staff meeting • Concerted effort by admin and teachers to invite families to NL	• Number of families participating increases between fall and spring • EES parent data
Collaborate with Parent Teacher Association (PTA) to engage families in the Penny Creek (PC) community.	• EES parent data • Panorama data
Develop family focus group representative of the diverse cultures at PC, for the purpose of informing (through parent panel) staff of their schooling experience and teaching us what we can do to create an inclusive learning environment for all students. • Monthly and bimonthly meetings	• EES student and parent data • Panorama data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers will increase confidence and develop skills to provide instruction aligned to standards in both synchronous and asynchronous settings.

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?
Utilize PLC's to provide teacher collaboration in designing instruction and supporting student learning for the distance setting. • Share knowledge and ideas on use of Canvas to communicate grade level content Share knowledge and ideas on how to use software and hardware to implement instruction through weekly newsletter, staff meetings. Post on Penny Creek Canvas site.	• Student and parent feedback on Canvas – EES survey
Increase proficiency with authentic technology integration in lessons. Include use of technology tools within each subject area.	• Progression of Substitution, Augmentation, Modification, Redefinition (SAMR) model of instruction
Understand, model, and teach engaging tech tools to students for virtual/remote learning through weekly communications, and in staff meetings and PD sessions.	• Canvas • Incremental addition of app usage with Jamboard, SeeSaw, Flipgrid, Padlet