



2021-22 School Improvement & LAP Plan

Penny Creek Elementary School

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| 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. Additional Outcomes/Goals: The percent of students who scored at or above grade level on the iReady Diagnostic Assessment will increase by 25% from 52% in fall of 2021 to 78% in spring of 2022. | |
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| 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? |
| <ul style="list-style-type: none"> Implement effective research-based Tier 1 instructional practices. Specifically, we will utilize research-based instructional practices that include the following: <ul style="list-style-type: none"> Clarity Variety of scaffolding and differentiation strategies to meet student needs Depth of knowledge/rigor Culturally responsive strategies | <ul style="list-style-type: none"> iReady Diagnostic Data Observational data Summative Assessment Data Formative Assessment Data |
| <ul style="list-style-type: none"> Strengthen PLCs so that teams complete ongoing teaching and learning/data cycles for reading. <ul style="list-style-type: none"> Build PLC time into weekday schedule so grade level teams can meet every other week. Implement Penny Creek's data protocol for team formative/summative data analysis. Analyze student assessment results by grade level, teacher, ethnicity, and special programs. Determine appropriate and flexible groupings/pairings. Plan targeted instruction. | <ul style="list-style-type: none"> iReady Diagnostic Data SBA Data Summative Assessment Data Formative Assessment Data |

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| <ul style="list-style-type: none"> • Implement curriculum with fidelity. <ul style="list-style-type: none"> ○ Alignment to Common Core State Standards (CCSS) ○ Utilize Reach for Reading resources ○ Implement phonics and word study instruction daily | <ul style="list-style-type: none"> • iReady Diagnostic Data • SBA Data (grades 4 and 5) • Summative Assessment Data • Formative Assessment Data |
| 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? |
| <ul style="list-style-type: none"> • Implement effective research-based Tier 1 instructional practices. Specifically, we will utilize research-based instructional practices that include the following. <ul style="list-style-type: none"> ○ Clarity ○ Variety of scaffolding and differentiation strategies to meet student needs ○ Depth of knowledge/rigor ○ Culturally responsive strategies | <ul style="list-style-type: none"> • Writing Foundations Writing Project data • K-2 Building Foundations That Last (BFTL) writing quarterly benchmark data • Grade Level Team Created Assessments • SBA ELA Data for grades 4 and 5 |
| <ul style="list-style-type: none"> • Grades K-2: Implement curriculum with fidelity: <ul style="list-style-type: none"> ○ Utilize Reach for Reading/David Madison resources ○ Implement phonics and word study instruction daily • Grades 3-5: Utilize curriculum resources to teach CCSS Writing standards. | <ul style="list-style-type: none"> • Writing Foundations Writing Project data • Grades K-2 BFTL writing quarterly benchmark data • Grade Level Team Created Assessments • SBA ELA Data for grades 4 and 5 |

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| 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. | |
| Additional Outcomes/Goals: The percent of students who scored at or above grade level on the iReady Diagnostic will increase by 35% from the fall of 2021 to 70% in the spring of 2022. | |
| 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? |
| <ul style="list-style-type: none"> We will implement effective, research-based Tier 1 instructional practices. Specifically, we will utilize research-based instructional practices that include the following. <ul style="list-style-type: none"> Clarity Variety of scaffolding and differentiation strategies to meet student needs Depth of knowledge/rigor Culturally responsive strategies | <ul style="list-style-type: none"> iReady Diagnostic Data SBA Data (grades 4 and 5) Summative Assessment Data Formative Assessment Data |
| <ul style="list-style-type: none"> We will strengthen PLCs so that teams complete ongoing teaching and learning/data cycles for math. <ul style="list-style-type: none"> Build PLC time into weekday schedule so grade level teams can meet every other week. Implement Penny Creek's data protocol for team formative/summative data analysis. Analyze student assessment results by grade level, teacher, ethnicity, and special programs. Determine appropriate and flexible groupings/pairings. Plan targeted instruction. Identify formative assessments to assist growth monitoring. | <ul style="list-style-type: none"> iReady Diagnostic Data SBA Data (grades 4 and 5) Summative Assessment Data Formative Assessment Data |
| <ul style="list-style-type: none"> We will implement curriculum with fidelity. <ul style="list-style-type: none"> Alignment to CCSS Utilize Reach for Reading resources Implement phonics and word study instruction daily | <ul style="list-style-type: none"> iReady Diagnostic Data SBA Data (grades 4 and 5) Summative Assessment Data Formative Assessment Data |

| SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027. | |
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| 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"> Implement effective research-based Tier 1 instructional practices. Specifically, we will utilize research-based instructional practices that include the following: <ul style="list-style-type: none"> Clarity Variety of scaffolding and differentiation strategies to meet student needs Depth of knowledge/rigor Culturally responsive strategies | <ul style="list-style-type: none"> Unit Assessments Teacher Created Exit Tickets Science Journals |
| <ul style="list-style-type: none"> Utilize curriculum resources to teach the Next Generation Science Standards (NGSS) standards. <ul style="list-style-type: none"> Teach science vocabulary/terminology | <ul style="list-style-type: none"> Unit Assessments Teacher Created Exit Tickets Science Journals |

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 2021-22 school year, Penny Creek students' reported sense of belonging will increase by 10%.

Physical, Emotional and Intellectual Safety: In the 2021-22 school year, there will be an increase of 10% in students reporting that they are able to apply calm down measures when upset (self-regulate).

Equitable and Accessible Opportunities: The percent of families that participate in a parent group will increase by 5% from 8% to 13%.

- 77% of English Learner (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?

Physically, Emotionally, and Intellectually Safe Environment

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| <ul style="list-style-type: none"> • Work with Positive Behavioral Interventions and Supports (PBIS) team and Instructional Leadership Team (ILT) to improve students' sense of belonging. <ul style="list-style-type: none"> ○ Welcome assembly to build sense of Penny Creek Community. Connect students to Penny Creek history and teach and recognize PRIDE expectations. ○ Actively and explicitly teach and reinforce Penny Creek expectations in each common area at multiple times throughout the school year. ○ Create and post new PRIDE posters around school that teach ideas and reflect friendly, professional tone. ○ Provide teacher professional development (PD) and encourage Community Circles (Restorative practice) as a means to build and maintain classroom community. ○ Support in-class 'Regulation Stations/Calm down corners' to help students learn to regulate their emotions while remaining in the classroom. ○ Continue development and implementation of whole school, grade level, and individual rewards and recognition throughout the school year. | <ul style="list-style-type: none"> • Panorama/Performance Matters Data • Panorama Survey • Educational Effectiveness Survey • Number of PRIDE Tickets awarded to students |
| <ul style="list-style-type: none"> • Improve accurate, consistent, and positive communication among all staff members. <ul style="list-style-type: none"> ○ Build staff agency through opportunities to share ideas, provide feedback and strengthen staff relationships. ○ Assure ILT members regularly share meeting notes with their teams. ○ Principal will meet with ILT leaders one on one to support needs specific to their team. | <ul style="list-style-type: none"> • Panorama Staff Survey Data • Staff input and feedback forms • Number of PRIDE Tickets awarded to students |

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| <ul style="list-style-type: none"> ○ Emphasize accuracy and consistency among Penny Creek Weekly and Daily Bulletin. ○ Meet regularly with supervision paraeducators to support supervision needs. | |
| Equitable and Accessible Opportunities | |
| <ul style="list-style-type: none"> • Complete 2nd and 3rd PD sessions with Bill de la Cruz | <ul style="list-style-type: none"> • Panorama Data • Educational Effectiveness Survey |
| <ul style="list-style-type: none"> • Implement Culturally Responsive Classroom Management and Teaching Strategies. <ul style="list-style-type: none"> ○ Culturally Responsive Classroom Management PD (October 15) ○ Develop Understanding of Micro aggressions and trauma informed practices (October 15 and ongoing). | <ul style="list-style-type: none"> • Panorama Data • Educational Effectiveness Survey • TPEP |
| <ul style="list-style-type: none"> • Continue Family Focus group representative (monthly meetings) of the diverse cultures at Penny Creek, for the purpose of informing staff, through parent panel, of their schooling experience and teaching us what we can do to create an inclusive learning environment for all students. | <ul style="list-style-type: none"> • Panorama Data • Educational Effectiveness Survey |
| <ul style="list-style-type: none"> • Implement extended day learning for EL and low-income students with Imagine Learning, iReady Supplemental lessons, and Reach for Reading. | <ul style="list-style-type: none"> • 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? |
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| <ul style="list-style-type: none">• Through PBIS Tier 1, develop an incentive plan(s) to increase attendance rates.<ul style="list-style-type: none">◦ Promote attendance through quarterly grade level friendly competitions | <ul style="list-style-type: none">• Overall Attendance Data |
| <ul style="list-style-type: none">• Monitor and intervene with students who have three or more unexcused absences per month (student incentives, parent meetings, home visits). | <ul style="list-style-type: none">• Attendance data• Student specific progress monitoring |
| <ul style="list-style-type: none">• Penny Creek's Attendance Success Team will meet with families whose students have multiple absences. | <ul style="list-style-type: none">• Monthly attendance reports• Attendance contracts• BECCA Referrals |

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?

- Teachers will utilize one-to-one technology on a consistent basis to support student learning.
- Teachers will implement the Substitution Augmentation Modification Redefinition (SAMR) model for technology integration into instruction.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Panorama and Educational Effectiveness Survey (EES)
- Progression of SAMR model.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

In the 2021-22 school year, the Penny Creek Community will indicate that Parents/Families report that they feel comfortable and included in their child's school culture.

| 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? |
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| <ul style="list-style-type: none"> • Grow Natural Leaders presence through building relationships between staff members and families and by increasing knowledge and understanding of Everett Public Schools (EPS) in parents. <ul style="list-style-type: none"> ○ Website, Newsletter, and Blackboard Communications ○ Present at Curriculum Night ○ Present Natural Leaders at Staff Meeting ○ Natural Leaders Tab on School Website | <ul style="list-style-type: none"> • Number of families participating increases between fall and spring • EES Parent Data |
| <ul style="list-style-type: none"> • Collaborate with PTA to engage more families, representative of diverse backgrounds, in PTA events. | <ul style="list-style-type: none"> • EES Parent Data • Panorama Data |
| <ul style="list-style-type: none"> • Continue Family Focus group representative of the diverse cultures at Penny Creek (monthly meetings) 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. | <ul style="list-style-type: none"> • EES student and parent data • Panorama Data |
| <ul style="list-style-type: none"> • Hold relevant, timely education events to support family engagement and participation in Penny Creek's learning Community. Examples include: <ul style="list-style-type: none"> ○ Information Night for Families new to US School System and EPS (September 15). ○ Math Night—informing families about our new Illustrative Math curriculum (October 28). ○ More as needed. | |