

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?
<ul style="list-style-type: none"> Utilize Professional Learning Communities (PLCs) to align instruction, monitor student progress, and plan targeted interventions. Specifically: <ul style="list-style-type: none"> Review and update PLC teams in foundations (mission, vision, collective commitments, and goals) Develop collaborative skills to support effective teamwork and consistency in instruction, assessment, and progress monitoring across all grade levels Implement Penny Creek's data protocol for summative data analysis Determine appropriate and flexible groupings and plan targeted instruction 	<ul style="list-style-type: none"> iReady Diagnostic Results Formative Assessment Results End of Unit Assessment Results
<ul style="list-style-type: none"> Utilize high leverage Tier 1 instructional strategies to support multi-lingual learners. <ul style="list-style-type: none"> Integrate visual tools within Tier 1 instruction to support student access and understanding of skill/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary,) Use flexible grouping to differentiate instructional support Monitor Multilingual Learner (ML) student progress closely (every 2-4 weeks) and adjust instruction as needed 	<ul style="list-style-type: none"> iReady Diagnostic Results Formative Assessment Results End of Unit Assessment Results

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"> Utilize PLC's to align instruction to district pacing guides, calibrate scoring, and adjust instruction as needed. <ul style="list-style-type: none"> Review and update PLC teams in foundations (mission, vision, collective commitments, and goals) Develop collaborative skills to support effective teamwork and consistency in instruction, assessment, and progress monitoring 	<ul style="list-style-type: none"> Writing Foundations Writing Project data K-2 Building Foundations That Last writing quarterly benchmark data Interim Assessment Results
<ul style="list-style-type: none"> Utilize high leverage Tier 1 instructional strategies to support ML learners. <ul style="list-style-type: none"> Integrate visual tools within Tier 1 instruction to support student access and understanding of skill/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary,) Use flexible grouping to differentiate instructional support 	<ul style="list-style-type: none"> Writing Foundations Writing Project data K-2 Building Foundations That Last writing quarterly benchmark data Interim Assessment Results

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?
<ul style="list-style-type: none"> Utilize PLCs to align instruction, monitor student progress, and plan targeted interventions. Specifically: <ul style="list-style-type: none"> Review and update PLC teams in foundations (mission, vision, collective commitments, and goals) Develop collaborative skills to support effective teamwork and consistency in instruction, assessment, and progress monitoring across all grade levels Implement Penny Creek's data protocol for summative data analysis Determine appropriate and flexible groupings and plan targeted instruction 	<ul style="list-style-type: none"> iReady Diagnostic Results Formative Assessment Results End of Unit Assessment Results Interim Assessment Results
<ul style="list-style-type: none"> Utilize high leverage Tier 1 instructional strategies to support multi-lingual learners. <ul style="list-style-type: none"> Integrate visual tools within Tier 1 instruction to support student access and understanding of skill/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary,) Use flexible grouping to differentiate instructional support Monitor ML student progress closely (every 2-4 weeks) and adjust instruction as needed 	<ul style="list-style-type: none"> iReady Diagnostic Results Formative Assessment Results End of Unit Assessment Results Interim Assessment Results
<ul style="list-style-type: none"> Implement Observing Evidence of Learning (OEL) Labs for grades, K, 1, 3, 4 and 5. 	<ul style="list-style-type: none"> iReady Diagnostic Results Formative Assessment Results End of Unit Assessment Results Interim Assessment Results

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) 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 WCAS?
<ul style="list-style-type: none"> Consistently integrate student discourse on claim, evidence, and reasoning within Tier 1 instruction. <ul style="list-style-type: none"> Claim that answers the scientific question. Evidence from student's data, and; Reasoning that involves a rule or principle that describes why the evidence supports the claim 	<ul style="list-style-type: none"> Unit Assessments Exit Tickets Science Journals
<ul style="list-style-type: none"> Utilize high leverage Tier 1 instructional strategies to support ML learners. Integrate visual tools to support student access and understanding of skills/concepts (anchor charts related to current lessons; word walls; pictures, diagrams, sentence stems, Cognitive Content Dictionary). 	<ul style="list-style-type: none"> Unit Assessments 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:

- The percentage of families that participate in a parent group will increase by 5%.
- Families who report they feel included in their child's school will increase by 5%.

Physical, Emotional and Intellectual Safety:

- In the 2022-23 school year, Penny Creek students' reported sense of SAFETY at school will increase by 10%, from 58% to 68%.

Equitable and Accessible Opportunities:

- 77% of English Learners (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

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| <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 Student Survey • Annual School Stakeholders Survey (in Panorama) • Number of families participating in parent groups |
| <ul style="list-style-type: none"> • Collaborate with the Parent Teacher Association (PTA) to engage more families, representative of diverse backgrounds, in PTA events. | <ul style="list-style-type: none"> • Panorama Student Survey • Annual School Stakeholders Survey (in Panorama) • Number of families participating in parent groups |

Physically, Emotionally, and Intellectually Safe Environment

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| <ul style="list-style-type: none"> • Implement monthly school-wide behavior goals (e.g., walking, appropriate voice levels, etc.) and reinforce through Positive Behavior Intervention Support (PBIS) incentives and monitor student discipline rates for effectiveness. | <ul style="list-style-type: none"> • Panorama Student Survey • Annual School Stakeholders Survey (in Panorama) • Discipline Data |
| <ul style="list-style-type: none"> • Ensure students, staff, and families receive adequate education and information around Harassment, Intimidation, & Bullying (HIB) definitions, protocols, and problem-solving methods. School counselor will teach HIB in all 3rd, 4th, and 5th grade classrooms, and school will share HIB resources with families. | <ul style="list-style-type: none"> • Panorama Student Survey • Annual School Stakeholders Survey (in Panorama) |

Equitable and Accessible Opportunities

<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 Student Survey Annual School Stakeholders Survey (in Panorama)
<ul style="list-style-type: none"> Continue work with equity team to support teacher skill and confidence in addressing micro-aggressions and biases as they appear in the school setting. 	<ul style="list-style-type: none"> Panorama Student Survey Annual School Stakeholders Survey (in Panorama)

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?
<ul style="list-style-type: none">• Include information about the importance of regular attendance and how to report an absence in parent communications, including newsletters and Curriculum Night.	<ul style="list-style-type: none">• Reduction in overall absences, including those marked No Contact (NC).
<ul style="list-style-type: none">• Support families who speak languages other than English through translated messages and personal phone calls in their home language.	<ul style="list-style-type: none">• Attendance data
<ul style="list-style-type: none">• Follow district attendance protocols, including regularly sending letters to families of students and inviting to monthly Attendance Matters meetings with admin and school counselor.	<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 using technology aligned to standards.

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?
<ul style="list-style-type: none">Teachers will gain skill and confidence in using Performance Matters to monitor students' academic progress in ELA and Math.	<ul style="list-style-type: none">Use of Performance Matters
<ul style="list-style-type: none">Teachers will utilize one-to-one technology and classroom-based technology on a consistent basis to support student learning.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey
<ul style="list-style-type: none">Teachers will continue to use CANVAS and Google Classroom to support student learning.	<ul style="list-style-type: none">Canvas usePanorama student surveyAnnual stakeholders survey

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

More families will participate in school events and serve as volunteers.

A greater percentage of families representing diverse backgrounds will attend PTA and Natural Leaders Meetings, volunteer at school, and attend school events.

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?
<ul style="list-style-type: none">Continue Parent Panel—understanding Penny Creek’s cultures with greater depth of knowledge—break down stereotypes.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey
<ul style="list-style-type: none">Continue to grow Natural Leaders Program—bring back Celebration of Cultures.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey
<ul style="list-style-type: none">Host New to United States (US) school events—with translator services.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey
<ul style="list-style-type: none">Create welcome committee to support families completely new to the US.	<ul style="list-style-type: none">Panorama student surveyAnnual stakeholders survey