

READING ACTION PLAN
Key Performance Outcome:
2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade
4th Grade
5th Grade

Overall: 51.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	34.6	47.4	16.7
Listening and Speaking	10.3	73.1	15.4
Writing	26.9	51.3	20.5
Research/Inquiry	19.2	60.3	19.2

Overall: 56.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.9	52.9	24.3
Listening and Speaking	14.3	65.7	20
Writing	20	60	20
Research/Inquiry	20	54.3	25.7

Overall: 69.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20	49.3	30.7
Listening and Speaking	13.3	66.7	20
Writing	14.7	53.3	32
Research/Inquiry	12	56	32

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) How will you know if this action is effective?
TL 1.3	Goal #1 Instructional Focus Faithfully implement the most vital ELA Common Core State Standards (CCSS) using district created instructional timelines (Step 2 and 3) - All grade levels will grow professionally in their knowledge and implementation of the CCSS for reading - Identify power standards and intentionally teach to them - Align current curriculum to reading CCSS- release days to plan and prepare units - Implement district instructional maps and resources noted in the gap analysis - Further training in SBA teacher planning and student preparation (ex: assessment vocabulary) - Further training in close reading - Follow up conversation with Christy Clausen about	- KARK proficiency levels - DRA proficiency levels - SIP scores- students meeting standard 3rd- 5th grade check for understandings - Unpacked assessments prior to beginning the units

	○ district resources and the available reading maps ○ Begin utilizing appropriate online CCSS and SBA resources ○ Investigation into integration of ELA standards into content area instruction (ex: science) ○ K-5 uses common close reading codes for coding the text ○ For professional development activities, staff attendance and minutes will be accessed to determine effectiveness. Also, classroom observations and monitoring will determine implementation of professional development trainings. ○ Coaching notes ● Cross grade level conversations will occur consistently and focus on continuity and articulation ○ Emphasis will be put on continuing and deepening skill deficit areas ▪ Ex: decoding strategies, close reading common codes ● Grade level PLCs will focus on improving core instruction ○ Identify power standards and how to track them ○ Align current curriculum to reading CCSS ○ Implement district instructional maps ○ Training in SBA (i.e., assessment vocabulary) ○ Training in close reading ○ Utilize appropriate resources ● K through 5 coaching will focus on using engaging and rigorous instruction to effectively and faithfully implement reading CCSS ○ Model a guided reading lesson and watch an LLI lesson ○ Lesson study focused on close reading during coaching cycles	
TL 1.2	<u>Goal #2 Instructional Focus and Monitoring</u> Engage in professional development with a focus on engaging and rigorous instruction (Step 2) and then use rigorous strategies to monitor students' engagement (Step 8) ● Professional development (PD) will focus on engaging and rigorous instruction ○ Close reading training- emphasis on using non-fiction and other content area text ○ Training on interactive notebooks ● Purposeful and focused GLAD strategies training aligned with CCSS will be presented to staff	● One lesson study cycle on close reading by PLC grade level ○ Three lessons on close reading during the school year by individual teachers ○ Number of close reading lessons implemented in the classroom ● Interactive notebooks in grade 3, 4 and 5 ● Visual representations of GLAD strategies used in all classrooms

	• Staff will be taught and expected to implement a narrowed list of FACT engagement strategies • Teachers will increase their use of technology to engage students in learning ○ Training on how to teach students keyboarding skills ○ Implement consistent K- 5th grade keyboarding practice into technology and classroom instruction ○ Modeling the use of instructional technology with teachers and expectations for use in their classrooms • Teachers will emphasize modeling of expected outcomes by presenting examples of strong and weak work and give students specific feedback based on these presented models • Cultivate a love for independent reading ○ Emphasis placed on the Accelerated Reader program ▪ Additional training ▪ Awards assemblies ▪ Consistent expectations and leadership ○ Emphasis placed on the district summer reading program • Teachers will emphasize modeling of expected outcomes by presenting examples of strong and weak work and give students and parents specific feedback based on these presented models ○ Teachers will start collecting anchors papers that go along with report card standards	• Keyboarding data • Chromebook checkout and usage • Increased percentage of AR usage • AR awards distributed based on students earning AR certification levels • Increased participation in the district summer reading program
TL 1.2 TL 1.5	<u>Goal #3 Assessment and Data Disaggregation</u> Use reading and writing assessment results to identify students' strengths and needs through data disaggregation (Step 1 and 4) • Teachers will use common grade level baseline, formative, and summative assessments focused on reading common core standards ○ Revise and edit current assessments as needed for reading CCSS alignment ○ Utilize district end of unit assessments ○ Align classroom assessments with the SBA ○ Administer SBA interim assessments • All grade level teachers will teach test taking strategies ○ Establish consistency across all grade levels for summary rubric, expectations ○ Communicate SBA testing strategies as they become	• DRA Results • LLI Data • District unit assessment results

	- available to K-5 teachers ○ Create school wide expectations for keyboarding practice ● Staff will share at, approaching and below standard student work with students and parents ● Students and teachers will reflect on summative reading assessments and set goals ○ Create visual displays with students of their progress (ex: fluency rate, AR goals, ILE data) ● Teachers will participate in professional development with strategies to move up lowest performing students ● Provide time for 3rd- 5th grade teachers to score common assessments and debrief trends and areas for reteaching ○ Grade level teachers scoring reading assessments together	● Individual student data sheet for DRA ● Student sample work for goal setting will be shared
TL 1.3	<u>Goal #4 Tutorials, Maintenance and Enrichment</u> Implement tutorials, maintenance and enrichment resulting from reading assessment data disaggregation (Step 5, 6 and 7) ● Implement Success Time groups four days or more a week in accordance to the Eight Step Instructional model ○ Continue to look for ways to streamline tracking and preparation ● Implement enrichment opportunities for at standard students during Success Time ● Continue faithful implementation of the reading intervention curriculum, Leveled Literacy Intervention (LLI) ○ Extend LLI services to 4th grade students ● K-2 sight word articulated and consistent intervention ● Promote free tutoring services provided to Title One schools ● Promote use of online English/Language Arts resources to provide intervention reteaching ○ Ex: Moby Max	● Read Naturally data ● DRA proficiency levels ● LLI Group data monitoring ● K-1 Sight Word proficiency ● End of unit assessment reteaching data

WRITING ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

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3rd Grade

Overall: 51.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
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Listening and Speaking	10.3	73.1	15.4
Writing	26.9	51.3	20.5
Research/Inquiry	19.2	60.3	19.2

4th Grade

Overall: 56.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.9	52.9	24.3
Listening and Speaking	14.3	65.7	20
Writing	20	60	20
Research/Inquiry	20	54.3	25.7

5th Grade

Overall: 69.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20	49.3	30.7
Listening and Speaking	13.3	66.7	20
Writing	14.7	53.3	32
Research/Inquiry	12	56	32

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) How will you know if this action is effective?
	- Provide professional development in writing instruction that is aligned with the ELA CCSS For example: - Writing from sources - Using evidence to support thinking - Close reading and research writing - Opinion writing - ELA and the SBA information - Utilize district and state interim assessments to decipher what is expected on the writing portion of the ELA SBA	
	- Reinforce, remind, and retrain teachers on the use of the Lowell common pre-write organizer and how it supports the ELA CCSS - Students using the pre-write organizer in grades 1st- 5th, with particular emphasis on grades 3rd -5th - Implementation of the graphic organizer in terms of how to use it with opinion writing - Students writing in classes on a regular basis	Use of pre-write organizer during writing assessments will be collected
	- Include K – 1st David Matteson trained writing teachers in the 2nd – 5th initial David Matteson writing training - Staff meeting training(s) that communicates the components of the David Matteson techniques	- Attendance at staff trainings and peer observations - Everett Public Schools David Matteson Benchmark assessments

	○ Peer observation visits of 2nd – 5th grade teachers to K – 1st grade rooms	
	• Continue the Lowell English Language Arts (ELA) Cadre to align and articulate the writing instruction for grades K-5 ○ ELA cadre meetings at least every six weeks ○ Provide support and guidance by the ELA Cadre in implementing the ELA Common Core State Standards ○ Note taking training in all grades- modeled, training Mary D	• Note taking tally when 3rd- 5th grade students are taking the ELA
	• Have students writing on a daily basis for several purposes and across curricular areas.	• Student journals
	• Students writing in all content areas Ex: Note taking, summarizing, observational, persuasive	• Student work samples from every content area
	• Provide time for 3rd- 5th grade teachers to score common assessments and debrief trends and areas for reteaching ○ Release days ○ Review of writing data after release days ○ Review of action plan based on scored assessments ○ Data from the baseline and mid-year analyzed at the CAST meetings	• Released SBA interim assessments

MATH ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 49.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 36.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 40%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	30.8	37.2	32.1	Concepts and Procedures	44.3	37.1	18.6	Concepts and Procedures	37.3	41.3	21.3
Problem Solving and Modeling & Data Analysis	25.6	48.7	25.6	Problem Solving and Modeling & Data Analysis	22.9	57.1	20	Problem Solving and Modeling & Data Analysis	28	50.7	21.3
Communicating Reasoning	9.0	62.8	28.2	Communicating Reasoning	28.6	52.9	18.6	Communicating Reasoning	28	58.7	13.3

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) How will you know if this action is effective?
TL 1.3	<u>Goal #1 Instructional Focus</u> Faithfully implement the most vital math Common Core State Standards (CCSS) using district created instructional timelines (Step 2 and 3). - All grade levels will grow professionally in their knowledge and implementation of the CCSS for math - Identify priority standards and how to track them - Grade level PLCs will focus on improving core instruction - Spend time intentionally planning for the priority standards - Implement district instructional maps - Training in SBA - Looking at block and interim assessments to determine vocabulary and question stems used on the math SBA - Utilize appropriate resources - Investigate other resources besides just the curriculum- online, other districts/schools, technology - Training on how to best utilize new resources	- KARK proficiency levels - SIP scores- students meeting standard - Instructional calendar usage at PLC meetings - End of topic assessments 3rd- 5th grade interim SBA assessment results - CAST sheet data entry of math topic tests

	• Cross grade level conversations will occur consistently and focus on alignment and articulation ○ Emphasis will be put on common vocabulary ○ Alignment of GLAD strategies ○ Release time for grade levels to plan math instruction throughout the school year • Coaching and peer observations will focus on using engaging and rigorous instruction and strategies to implement math CCSS ○ Coaching cycles and embedded reflection will be utilized to improve instruction	
TL 1.2	<u>Goal #2 Instructional Focus and Monitoring</u> Engage in professional development with a focus on engaging and rigorous instruction (Step 2) and then use rigorous strategies to monitor students' engagement (Step 8) • Professional development (PD) will focus on engaging and rigorous instruction ○ Training regarding alignment of vocabulary strategies ○ Resources for enrichment instruction ○ Utilize math specialist using coaching model to increase rigorous instructional strategies • Purposeful and focused GLAD strategies course aligned with CCSS will be presented to staff ○ District ELL coach will provide support and PD to staff on GLAD strategies • Staff will be taught and expected to implement a narrowed list of FACT engagement strategies • Teachers will increase their use of technology to engage students in learning ○ Additional instructional technology training ▪ Chromebooks, math software, Google products ○ Modeling and then the use of instructional technology by teachers • Teachers will emphasize modeling of expected outcomes by presenting examples of strong and weak work and give students and parents specific feedback based on these presented models. ○ Teachers will start collecting anchors papers that go along with report card standards	• Administrative anecdotal measure of engaging and rigorous instructional strategies
TL 1.2 TL 1.5	<u>Goal #3 Assessment and Data Disaggregation</u> Use math assessment results to identify students' strengths and needs through data disaggregation (Step 1 and 4)	• SBA, KARK, Topic Tests, paraeducator intervention data results, and interim test results

	- Teachers will use common grade level baseline, formative, and summative assessments focused on math common core standards - Revise and edit BOY, MOY and EOY assessments as needed for CCSS alignment - Streamline student testing - Align classroom assessments with the SBA - Integrate Chromebooks into math assessment - Research and administer grades 3-5 SBA interim assessments - All grade level teachers will teach test taking strategies - Establish consistency across all grade levels for problem solving - Communicate SBA testing strategies as they become available to K-5 teachers - Create school wide expectations for keyboarding practice - Provide time for 3rd- 5th grade teachers to score common assessments and debrief trends and areas for reteaching - Grade level teachers scoring assessments together - Staff will share at, approaching, and below standard student work with students and parents - Create anchor paper sets to share with parents and students - Communicate using Go for the Green common language - Create a document showing where individual students are in relation to the standard - Teachers will reflect and discuss math assessments and set student growth goals - Teachers will continue to create data displays for professional collaboration, but there will be more time allotted for discussion - Create visual displays with students of their progress (ex: fact fluency) - Share goal setting student examples at staff meeting - Students will reflect on assessment data and set goals	Student goal setting examples
TL 1.3	<u>Goal #4 Tutorials, Maintenance and Enrichment</u> Implement tutorials, maintenance and enrichment resulting from math assessment data disaggregation (Step 5, 6 and 7) Implement Success Time groups four days or more a week in accordance to the Eight Step Instructional Model	- KARK results - Formative assessment results- reteaching results - Summative assessment results- topic tests - Number of volunteers to assist with maintenance and enrichment

	○ Look for ways to streamline tracking and preparation ▪ Use of Google Docs and Drive ○ Investigate an additional math pull out time for LLI students who are unavailable during Success Time ● Implement enrichment opportunities for at standard students during Success Time ○ Allot more time for teachers to develop enrichment lessons, opportunities ○ Utilize the math scaling documents to create effective enrichment lessons ○ Enlist more volunteers to assist with enrichment and possibly utilize peer tutors ● Promote free tutoring services provided to Title One schools ● Promote use of online math resources to provide intervention reteaching ○ Ex: Moby Max	● Number of students enrolled in free tutoring ● Data from Moby Max
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SCIENCE ACTION PLAN

2014-15 MSP Results

5th Grade

Overall: 75.7%	Strand % Perf. Below	Strand % Perf. Similar
Systems	23.6	76.4
Inquiry	20.8	79.2
Application of Science	33.3	66.7
Domains	31.9	68.1

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

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) How will you know if this action is effective?
	- Investigate the New Generation Science Standards so we are informed and better prepared for their implementation in 2016-17 - Have Allison, district STEM facilitator, come to present on the new NGSS	Staff attendance at the NGSS presentation
	- Continue the Lowell Science Cadre to coordinate and articulate K-5 science instruction - Monthly science cadre meetings during LIF time or after school - Communication about cadre actions in Principal Paws and at staff meetings	Usage of science kits
	Increase usage of school science kits.	Usage of science kits
	- Create a common understanding about what demonstrates below, at and above standard for writing a scientific conclusion and how to teach the scientific process. - Radcliff will present at a staff meeting about the common language needed to teach the scientific process and write conclusions- refresher training	Students samples of scientific conclusion in 1st- 5th grades
	Continue Science Fridays to encourage teachers to increase intentional science instruction	Teachers report out weekly about science instruction

	○ At least one hour of science instruction using the science kits weekly	
	• Investigate integration of more recognitions and celebrations of STEM ○ STEM awards ○ STEM assemblies, hands on science	• Cadre minutes showing discussion/sharing ideas for STEM celebrations
	• Offer extended STEM learning opportunities ○ The 4th grade STEM academy will provide science education after school ○ A competitive robotics club will continue at Lowell ○ Increase students participating in the district STEM expo (grades 4th and 5th) ○ Explore the idea of starting a Lowell STEM expo for all grade levels. Begin with in class STEM projects. ○ Offer gardening club after school to interested students ○ Explore district offerings for after school buses for KIT kids	• Student attendance at after school clubs • Improved performance at district and county robotics competition • Waiting list for after school STEM clubs

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

- To maintain the number of returned parent Center for Educational Effectiveness (CEE) Surveys at 223.
- To maintain the Center for Educational Effectiveness (CEE) survey response of 89%- “I am informed about progress toward the improvement goals of this school.”
- To maintain the EES survey response of 93%- “I am encouraged to collaborate with my child’s teachers about my child’s learning.”
- To maintain the EES survey of response of 87%- “This school communicates effectively to all families.”

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) How will you know if this action is effective?
TL 5.2a	• Meet and receive feedback from parents on a regular basis ○ Incentive program to increase returned CEE parent surveys ○ Increase Parent Involvement Coordinator monthly attendance at PTA meetings ○ At least two staff will attend each monthly PTA meeting ○ Present Title One parent compact at fall conferences ○ Educating parents about PTA and its importance to our school ○ Staff will personally connect with parents in the fall about PTA attendance ○ Investigate using technology applications to interact with our parents- ex: Sign Up Genius ○ Make an effort to give more personalized invites to parents to volunteer, attend family nights, attend WATCH dog meetings and attend PTA meetings ○ Continue Cindy Makes the Call phone calls and personalized notes ○ Investigate holding parent meeting at remote locations- ex: women and children’s shelter	• Number of CEE surveys returned • CEE data analysis • Increased number of parents attending Parent Teacher Association meetings • Increased number of staff at PTA meetings • More assistance/volunteers for events due to use of technology to solicit volunteers • WATCH dog volunteer count per month
TL 5.2a	• Create a family-friendly environment and a welcoming place for students to learn ○ Continue home visits (family outreach) ○ Community outreach with the neighborhood ○ Sharing SRO with Evergreen – more actively involving SRO in the school community (ex: attending family nights, walking the halls with Mrs. Foster in morning and afternoon) • Continue Family Events: ○ Meet and Greet (September)	• Tracking of participation rates for- family nights, home visits data, SRO coming to school, interpreter services offered

	○ Open House (October) ○ PTA Family Fun nights ○ Carnival ○ Math and reading awards assemblies ○ K orientation ○ Volunteer tea ○ Sing Alongs ○ Music programs ○ Talent show ○ Missoula Children's Theater ○ Dads and Doughnuts ○ Moms and Muffins ○ National Pancake Day ○ Make and Take Craft Night ○ PTA volunteer nights (on months that there are not a PTA meeting) ○ Dr. Seuss Night ● Increase number of events where an interpreter is available for families who do not speak English ● Gather feedback from newly formed 4th and 5th grade student leadership team about family involvement	
TL 5.2a	● Increase parent volunteers, community volunteers, and positive male role models. ○ Increase focus on family involvement by hiring two new family involvement coordinators ○ Attend the national Title One conference focused on family engagement ○ Continue implementation of the Watch D.O.G.S. Program ○ Continue collaboration with Madison Community Church ▪ Amber will coordinate with Madison Church ▪ Coordinating volunteers, inviting to events, announcing volunteer opportunities ▪ Personal connection ● Continue collaboration with New Life Center ○ Cristie coordinates with New Life ○ Coordinating volunteers, inviting to events, announcing volunteer opportunities ○ Personal connection	● Sign in sheets at events ● Number of volunteers who assist during school and after school with clubs and family events ● Training sessions for staff on ideas learned at national conference ● Increase in new family involvement recruitment ideas due to newly hired parent involvement coordinators

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

Key Performance Outcome(s):

- Increase the EES student survey response of 81% that “I feel safe at this school.”
- Increase the EES student survey response of 82% that “In this school, there is at least one adult who knows and cares about me.”
- Increase the EES parent survey response of 90% that “My child feels safe at school.”
- Increase the EES parent survey response of 88% that “This school provides a caring/supportive environment for my child.”

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) How will you know if this action is effective?
TL 5.2a	• Organize informal, interpersonal ways to share with families the work that is happening at Lowell ○ SBA test prep talk with 3rd- 5th grade ○ Increased use of the Lowell Reader Board, do not leave blank or with old information ○ Continue Connect Ed phone calls and begin use of text messaging feature ○ Train teachers on Connect Ed for use in the classroom environment ○ Use of the revised Title One Compact with parents- added QR code feature ○ Include multicultural corner in Principal Paws and in Lowell Times	• Increased participation of parents/families at Lowell
TL 1.1 TL 1.2	• Use strategies that create and sustain a “growth mindset” among students. • MYD program – ▪ My Choices, My Day ▪ Everyone has the right to learn and be safe without the interference from others ▪ Maintain fidelity to our school wide citizenship program – provide a refresher training to Lowell staff in August 2015, bring in Cheryl from MYD • Staff training on Tier Three behavior students using Ross Greene books, templates, video PD • Training about children of trauma by Julietta from Sound Discipline • Refresher training regarding Kids In Transition • Starting of a behavior Child Study Team in hopes of being	• Consistent application of MYD throughout the school ○ Analyze SWIS data ▪ Decrease in the number of Step 4s ▪ Decrease in the number of school suspensions ▪ Reduced number of “frequent flyers”

	proactive in serving our behaviorally challenged students Utilize the ALSUP when looking to resolve disruptive behaviors. - Students actively participating in the school counseling curriculum (ex: Steps to Respect, Student Success Skills). Also, have counselor train staff in common counseling language to use with our students - Mary Do and Robin Arnold will prepare a document with common language for all staff - They will train staff on the use of this language - Staff will incorporate actions supporting High School and Beyond (ex: college nameplates, wearing college gear, sharing about their college experiences, books about careers in ELA) - Create a school wide motto for Lowell that focuses on a growth mindset. Promote the repeated use of this motto to empower students. Create a song that goes along with this motto. - Training staff on the idea of a growth mindset – ideas for the classroom	
TL 1.1 TL 1.2	- Honor students' interests and engage them in higher levels of learning by offering a range of activities - Continue the Lowell Soccer Club and look into starting other clubs (ex: homework, leadership and running) - Start a computer science club after school for 2nd and 3rd graders - Start a student leadership team for 4th and 5th graders - Continue to offer the 4th grade STEM Academy, robotics club, and gardening club - Students actively participating in school assemblies - K-5 music performances and 2nd, 4th grade Music Club - Start a before school choir - In addition, other specialists would experiment with highlighting their "specialty" - ex: jump roping performance at December Sing a Long assembly, keyboarding competition on screen at math assembly, etc. - Offer more during and after school presentations (ex: PUD, library book readings, EVCC students) - Investigate with Amy P about KIT transportation for after school activities - Explore events and activities to offer our students during the summer months (ex: hold events at apartment complexes, open library, reading incentive program) - Investigate components of the Full Day Kindergarten Guide into the kindergarten classroom	- Student attendance at all events, club, programs, and performances - Analysis of district provided ILE data

	○ Continue to put emphasis having our ELL learners on the Imagine Learning English program for the required number of minutes – add in K students to ILE, possible use of extended day money for this purpose	
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ATTENDANCE

Key Performance Outcome(s):

Goal is to decrease the percentage of students with 3 or more absences and the percentage of students with 5 or more absences per month.

- Baseline 9/9/2015 – 9/30/2015
 - 3 or more absences
 - Number of Students = 33
 - % of population = 6.5%
- 5 or more absences
- Number of Students = 21
- % of population = 4%

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) How will you know if this action is effective?
TL 1.1	• Implement individual monitoring by the attendance team for the most impacted students/families ○ Daily phone calls and/or emails home to families of absent students ○ Attendance secretary will email teachers regularly about chronic absent/tardy students and enlist their assistance ○ The attendance team will meet once a month to review students with numerous tardies/absences, a plan will be implemented. Whatever plans are implemented will be communicated with affected staff members ○ A data tracking system will be implemented to: ▪ Determine frequent flyers-when they are absent and why ▪ Determine frequent tardy students ▪ Communicate data to the staff- recognize if there is a large frequent flyer issue or not ▪ Give teachers attendance reports in August for new class, proactive approach ▪ Use tracking system to determine if incentives/awards are working	• Data tracking system noted in action item section
TL 1.1	• Post weekly reminders about reporting absences. ○ Attendance secretary will post phone number and email for parents to use to report excused absences- put in Lowell Times ○ Teachers will post attendance line phone number and email in their weekly parent newsletter ○ Put reminder in header of newsletters	• Notation of notices provided in school and classroom newsletters

TL 1.1	• Implement a school wide attendance incentive program. • Recognition award presentations for students with great, perfect or improved attendance- each month the slate is wiped clean, Ideas: ▪ Die cut white t shirts, charms given out – public display ▪ Staff wears white ▪ Perfect attendance – extra recess ▪ Motto – 10 or less (per year) for student success ▪ Tracking system to see if awards/incentives had an impact • Attendance tracking with chronic absent or tardy students on a monthly calendar – counselor will then communicate to affected staff the progress of the tracking • Regular meetings with chronically absent students to review progress – counselor will then communicate to affected staff the progress of the meetings	• Tracking of school wide attendance incentive program – analysis of data at each monthly attendance meeting • Analysis of attendance data • Analysis of BECCA Bill filings
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