

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

Overall: 61.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.7	36.2	42
Listening and Speaking	10.1	61.6	28.3
Writing	18.1	36.2	45.7
Research/Inquiry	18.1	44.2	37.7

4th Grade

Overall: 70.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	17.2	40.6	42.2
Listening and Speaking	8.6	58.6	32.8
Writing	12.5	46.1	41.4
Research/Inquiry	16.4	55.5	28.1

5th Grade

Overall: 74.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	13	45.8	41.2
Listening and Speaking	9.2	58.8	32.1
Writing	11.5	42.7	45.8
Research/Inquiry	7.6	43.5	48.9

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?
3.2 3.5	<ul style="list-style-type: none"> Staff will create common formative and summative assessments to analyze student skills, what students know conceptually, how they are responding to reading in writing. The assessed skill will be citing text based evidence and explaining how evidence supports a claim. <ul style="list-style-type: none"> -Teachers use common formative assessments across the grade level. -Staff will use district instructional reading map to guide assessment work. 	<ul style="list-style-type: none"> Data from common formative assessments which identify student needs and plan 8-step tutorials and enrichment. (Formatives given in December, March, and June)
2.3	<ul style="list-style-type: none"> Staff will teach and facilitate accountable talk, close reading, collaborative learning and partnerships to get students in the habit of exercising their analytic thinking in the presence of their peers. 	<ul style="list-style-type: none"> Student proficiency in accountable talk behaviors such as using sentence stems, various discussion techniques and providing evidence for thinking-
1.2 2.3	<ul style="list-style-type: none"> Staff will model and provide opportunities for students to write to learn, including note-taking, summarizing, questioning, and responding to multiple text/sources/experiences and reflecting on learning. <ul style="list-style-type: none"> -Staff will implement new ELA materials. 	<ul style="list-style-type: none"> Two-column Cornell notes, a graphic organizer or sticky notes to gather information from various sources to synthesize and respond in writing- Reading logs to track reading minutes and a reading response that are based on reading strategies-

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?
1.2 1.3 5.2 5.3	<ul style="list-style-type: none"> A balanced approach to literacy instruction will be implemented in every classroom (modeled, shared, guided, independent reading and writing). -For shared reading, teachers will implement new ELA materials. 	<ul style="list-style-type: none"> DRA data, including progress monitoring to track student growth in fluency and comprehension.
2.1 3.2 3.3	<ul style="list-style-type: none"> High performing teams will collaborate to co-plan lessons and observe in each other's classrooms. 	<ul style="list-style-type: none"> Teachers implement new strategies or practices learned from the planning, observation and debrief.

WRITING ACTION PLAN

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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?
2.3 1.2	<ul style="list-style-type: none"> Students will have opportunities to write across the curriculum on a daily basis. 	<ul style="list-style-type: none"> Response journals throughout the curriculum (such as: science, reading, math, social studies)- Students' communication in writing their math problem-solving strategies- Students' responses in writing to multiple sources/genres/mediums to synthesize information-
2.3 1.2	<ul style="list-style-type: none"> Teachers will continue the work that was done last year to create CCSS aligned rubrics and narrative checklists (grades 3-5) by creating student friendly writing checklists for informational and opinion writing. 	<ul style="list-style-type: none"> CCSS aligned checklists used by students and teachers to monitor progress, assess work, and for student reflection-
1.3	<ul style="list-style-type: none"> Implement David Matteson strategies in K-2 classrooms. 	<ul style="list-style-type: none"> Quarterly checklists to monitor student progress-
3.2 3.2	<ul style="list-style-type: none"> Grade level teams are consulting the district writing map and planning instruction for conventions and grammar. 	<ul style="list-style-type: none"> Teachers and students using the convention portion of the writing rubric to track learning and progress-
5.1	<ul style="list-style-type: none"> Honor student authors during a school-wide Author's Celebration week. 	<ul style="list-style-type: none"> 100% student and teacher participation-

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

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

3rd Grade

Overall: 70.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	17.4	20.3	62.3
Problem Solving and Modeling & Data Analysis	15.9	38.4	45.7
Communicating Reasoning	10.1	42	47.8

4th Grade

Overall: 67.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	19.5	34.4	46.1
Problem Solving and Modeling & Data Analysis	20.3	42.2	37.5
Communicating Reasoning	17.2	40.6	42.2

5th Grade

Overall: 63.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	17.6	31.3	51.1
Problem Solving and Modeling & Data Analysis	17.6	38.2	44.3
Communicating Reasoning	21.4	40.5	38.2

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?
1.3 2.3 3.3	<ul style="list-style-type: none"> Staff will engage students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and honor varied solution strategies. <ul style="list-style-type: none"> -Teachers are intentionally teaching problem-solving strategies. -Grade level teams create common problem-solving formatives. -Daily paraprofessional is scheduled in grades 3 through 5 to support student learning in math. 	<ul style="list-style-type: none"> Data from common formatives to identify student needs and plan 8-step tutorials and enrichment (Formatives given in November, February, and May): Students using close reading strategies to persevere in tackle problems, identify questions, and pull useful information: Students communicating reasoning in the “write in out” portions of assessments:
5.4	<ul style="list-style-type: none"> Staff will facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing multiple student approaches and arguments. <ul style="list-style-type: none"> - Walk-throughs with accountable talk as the lens - PD on Accountable talk from district specialists -Reference and implement Silver Firs’ Accountable Talk Grade Level Stems. 	<ul style="list-style-type: none"> Students defending mathematical problem solving and reasoning orally, in writing and/or with models: Students using accountable talk strategies to defend mathematical reasoning and to respond appropriately to others’ argument: Students using appropriate and grade level vocabulary:
3.2 3.3	<ul style="list-style-type: none"> Staff will create common formative assessments from common lessons and analyze students’ responses to identify what students know conceptually, how they are communicating what they know and how they are using what they know to solve new rigorous problems. <ul style="list-style-type: none"> -Teachers use common formative assessments across the grade level. 	<ul style="list-style-type: none"> Teachers analyze data from common formatives to identify student needs, develop an instructional focus timeline to address needs and plan tutorials and enrichment:

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?
1.2 1.3 3.3 2.1	<ul style="list-style-type: none"> Staff will conduct a Lesson/Book study on <u>Making Number Talks Matter</u> to develop mathematical practices and deepen understanding. -Teachers collaborate to co-plan lessons and observe in each other's classrooms. 	<ul style="list-style-type: none"> Teachers utilize the skills and strategies from the study into classrooms- Student number sense and conceptual thinking skills increase through participation in accountable discussions about mathematical reasoning-

SCIENCE ACTION PLAN

2014-15 MSP Results

5th Grade

Overall: 75.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	22.1	77.9
Inquiry	20.6	79.4
Application of Science	30.5	69.5
Domains	35.1	64.9

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?
1.3 5.4	<ul style="list-style-type: none"> Staff will develop an articulated plan K-5 to develop a common language, procedures and structures. 	<ul style="list-style-type: none"> Observation of students use <u>of</u> science vocabulary in their discussions and writing-
1.2 1.3	<ul style="list-style-type: none"> Staff will teach and facilitate accountable talk, close reading, collaborative learning and partnerships to get students in the habit of exercising their analytic thinking in the presence of their peers. 	<ul style="list-style-type: none"> Students, in science, will be proficient in accountable talk behaviors such as using sentence stems, various discussion techniques and providing evidence for thinking-
1.2 1.3 5.4	<ul style="list-style-type: none"> Staff will implement the ELA and Science Performance Task in grades 3-5. -Teachers use the results to plan future science and ELA lessons. 	<ul style="list-style-type: none"> Students using scientific knowledge and process skills to write, to inform, or to support a claim-
5.4	<ul style="list-style-type: none"> 4th and 5th grade students will have the opportunity to participate in Robotics and Washington Alliance STEM Program. 	<ul style="list-style-type: none"> Programs reach enrollment limits- Student survey administered that identifies key learnings and engagement-

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

In the 2015-2016 school year, the Penny Creek community will indicate that “parents/families participate in important decisions” and that “that this school celebrates student success” as measured by the Educational Effectiveness Survey.

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?
	<ul style="list-style-type: none"> Continue with family nights that focus on school-family partnership: <ul style="list-style-type: none"> - Mathquerade - Science Day - Writing Celebration - STEM Fair 	<ul style="list-style-type: none"> Family and community attendance and participation- EES survey results-
	<ul style="list-style-type: none"> Create a Family Community Engagement Committee with PCE staff. <ul style="list-style-type: none"> - Develop a committee purpose and norms - Create a partnership with local apartment complex to develop a homework support program. 	<ul style="list-style-type: none"> Scheduled monthly meetings-
	<ul style="list-style-type: none"> With the help of our Natural Leaders, reach out to our families that speak languages other than English to survey support needs. 	<ul style="list-style-type: none"> 100% participation in the survey-
	<ul style="list-style-type: none"> Celebrate Penny Creek cultural diversity with a Multicultural Event. <ul style="list-style-type: none"> - Include families who represent various cultures at Penny Creek to plan events and activities for the evening. 	<ul style="list-style-type: none"> Attendance at event- Families are part of planning the event-
	<ul style="list-style-type: none"> Implement a Parent Series that includes topics such as: <ul style="list-style-type: none"> - Anti-bullying - How to support math and literacy in the home - Positive Behavior Supports in the home - Technology Support 	<ul style="list-style-type: none"> Attendance grows from class to class- Class evaluations showing effectiveness-

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 2015-2016 school year, Penny Creek parents and students will indicate that students feel safe at school as measured by the Educational Effectiveness Survey data collected in November 2015 and also a school designed survey. Students will also indicate in the school designed survey that the feel safe at Penny Creek.

The Penny Creek community will celebrate success through showing respect for individual accomplishments and acknowledging progress toward academic and behavior goals. Penny Creek celebrates s “parents/families participate in important decisions” as measured by the Educational Effectiveness Survey.

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?
	<ul style="list-style-type: none"> Set up a Parent Sign in Station in the Courtyard in the morning. 	<ul style="list-style-type: none"> Parents sign-in logs and attaching visitor tags-
	<ul style="list-style-type: none"> Designated staff members stand at various checkpoints throughout the school to greet students in the morning. 	<ul style="list-style-type: none"> Students report feeling welcome at the school-
	<ul style="list-style-type: none"> Increase signage to explain building layout. 	<ul style="list-style-type: none"> Parents, community members and visitors to the school know where to go-
Strategic Plan Reference	Physically, Emotionally and Intellectually Safe 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?
3.4	<ul style="list-style-type: none"> Implement Structured Play at Lunch Recess. 	<ul style="list-style-type: none"> Reduction in lunch recess referrals- Reduction in referrals to the counselor for social and emotional issues-
3.4	<ul style="list-style-type: none"> Explicit teaching to grades K-5 on anti-bullying prevention. <ul style="list-style-type: none"> -Second Step taught in classrooms by the counselor in grades 3rd and 5th. -Counselor will facilitate classroom meetings. -Provide educational experience in the format of an assembly with the topic of anti-bullying. --Give a student pre/post survey to students to track student feeling of safety in common areas and in the classroom. 	<ul style="list-style-type: none"> Reduction in reports of bullying- Growth in the student survey results-
3.4	<ul style="list-style-type: none"> Second Step, Steps to Respect, Kelso's Choice, Talk about Touching and/or Dependable Strengths taught in all classrooms based on grade level. -Give a student pre/post survey to students to track comfort level with problem solving. 	<ul style="list-style-type: none"> Growth in the student survey results-

Strategic Plan Reference	Physically, Emotionally and Intellectually Safe 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?
3.4	<ul style="list-style-type: none"> Implement Social Skills Clubs during recess for grade K-5. 	<ul style="list-style-type: none"> Reductions in office referrals- Students report that they <u>feel an increase in the ability to make friends and solve problems(what?)</u>
Strategic Plan Reference	Equitable and Accessible Opportunities 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?
1.2 1.3	<ul style="list-style-type: none"> LAP intervention programs are designed to target specific student literacy needs grades K-5. -Classroom teachers and support staff will share with parents the applicable intervention programs available to students. 	<ul style="list-style-type: none"> Students make progress on DRA assessment-
1.2 1.3	<ul style="list-style-type: none"> All staff will implement strategies to increase opportunities for ELL students to access core academic instruction. - Staff will incorporate explicit vocabulary instruction that is CCSS aligned. - Teachers will teach and facilitate accountable talk, close reading, collaborative learning and partnerships to get students in the habit of exercising their analytic thinking in the presence of their peers. 	<ul style="list-style-type: none"> ELL students will move at least one level on the WELPA assessment-
1.2 1.3	<ul style="list-style-type: none"> Identified ELL students will receive targeted language development instruction on a daily basis. 	<ul style="list-style-type: none"> ELL students will move at least one level on the ELPA21 assessment-

ATTENDANCE

Key Performance Outcome(s):

In June of 2016, the “Percent of Attendance” will increase from the 2014-2015 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) How will you know if this action is effective?
3.5 5.1	<ul style="list-style-type: none">Attendance will be monitored and student specific interventions will be implemented to support improved student attendance.	<ul style="list-style-type: none">Increase in student attendance for students who have had the intervention.
3.5 5.1	<ul style="list-style-type: none">Students will be recognized monthly for no unexcused absences and/or tardies.	<ul style="list-style-type: none">Increase in awards from month to month.
3.5 5.1	<ul style="list-style-type: none">When attendance is of concern, the counselor will collaborate with families to create a plan for success.	<ul style="list-style-type: none">Increase in student attendance for students who have had the intervention.