

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: 60.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	23.8	50	26.2
Listening and Speaking	10	64.6	25.4
Writing	22.3	41.5	36.2
Research/Inquiry	16.9	50	33.1

4th Grade

Overall: 68%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.6	43.5	33.9
Listening and Speaking	8.1	58.1	33.9
Writing	15.3	38.7	46
Research/Inquiry	12.9	53.2	33.9

5th Grade

Overall: 62.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	33.3	39.3	27.4
Listening and Speaking	13.7	67.5	18.8
Writing	14.5	52.1	33.3
Research/Inquiry	8.5	50.4	41

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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Ensure a high volume of reading occurs across all content areas and genres (K-5). 	<ul style="list-style-type: none"> Students reading fiction and non-fiction as measured by Accelerated Reader (AR) Dashboard (Grades 1-5) Student reading from different sources in different content areas Teacher conferences with each student once a week throughout the day, across the content areas as evidenced by anecdotal notes Students' goal setting for reading and reflecting on their goals with their teacher Good Habits Great Readers (GHGR) Checks for Understanding Wright Skills Phonics Assessments (Grades K-1) Curriculum Based Assessments Smarter Balance Reading Assessments

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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Model and apply close critical reading strategies and practices using a range of text dependent questions and text evidence and tasks that require students to read and reread challenging text with attention and care (K-5). 	<ul style="list-style-type: none"> Students' annotated text Students' formulation of questions, initiation of topics, and unsolicited contributions as evidenced by anecdotal notes Graphic organizers and Guided Language Acquisition Design (GLAD) strategies as scaffolds GHGR Checks for Understanding Developmental Reading Assessment (DRA) data Level Literacy Intervention (LLI) data Success Time data Assessment Results of Learning Assistance Program (LAP) students (Grades 2-3)

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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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Utilize Graphic Organizers, Writing Rubrics, Note Taking Forms, Mentor Texts, David Matteson K-2 modeled writing anchor papers throughout content areas to teach Narrative, Opinion, and Information/Explanatory writing. Administer Everett Public Schools David Matteson Benchmark assessments every nine weeks and use the data to evaluate student writing for instructional focus. Provide opportunities for students to write and speak, using evidence from text to state a claim, provide information, summarize and/or retell. 	<ul style="list-style-type: none"> Writing assessments for narrative, opinion and informative/explanatory types of writing Everett Public Schools David Matteson Benchmark Assessments GLAD strategies used to support writing
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Model and provide opportunities everyday for students to write to learn, including note taking, retelling, summarizing, responding to text, questioning and reflecting on learning across content areas. 	<ul style="list-style-type: none"> Teacher-created formative and summative assessment data for narrative, opinion, and informative/explanatory writing styles Students use journals or notebooks in other subjects (e.g., math, science, David Matteson, etc.) Students participate in writing breaks, quick writes, and marking text GLAD strategies used to support writing
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Provide specific writing instruction to small focused groups that will include Success Time Interventions, Leveled Literacy Intervention (LLI), and Guided Reading groups. 	<ul style="list-style-type: none"> Teacher created formative summative assessment data

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

Overall: 54.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	24.6	35.4	40
Problem Solving and Modeling & Data Analysis	26.2	43.1	30.8
Communicating Reasoning	20.8	51.5	27.7

4th Grade

Overall: 62.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	22.6	28.2	49.2
Problem Solving and Modeling & Data Analysis	18.5	44.4	37.1
Communicating Reasoning	17.7	41.1	41.1

5th Grade

Overall: 46.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	28.2	44.4	27.4
Problem Solving and Modeling & Data Analysis	22.2	48.7	29.1
Communicating Reasoning	22.2	52.1	25.6

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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Implement math vocabulary word banks or vocabulary sentence frames in math blocks. Build opportunities for meaningful mathematical discourse and/or writing/reflection into lessons. Use GLAD based graphic organizers and pictorials to meet all levels of vocabulary understanding. Math Cadre reps and grade level teams will discuss and find a common way to implement vocabulary throughout the team. 	<ul style="list-style-type: none"> Observations of students using appropriate math vocabulary in think-pair-share, accountable talk in math lessons Student work and topic tests with questions that involve “write to explain” or “critique reasoning” sections will serve as evidence of vocabulary understanding and growth Formative and summative Envision topic assessments
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Build fluency with procedural routines (counting collections, contemplate then calculate, quick images) modeled by Jana Sanchez, Sharon Park and other teacher leaders to build conceptual understanding to actively build new knowledge with experience (K-5). Implement these routines into their math block. 	<ul style="list-style-type: none"> Students’ demonstration of shortcuts, strategies, share observations of numbers and patterns using these procedural routines in their daily work and on topic tests Formative and summative Envision topic assessments
3.2.a 3.3.a	<ul style="list-style-type: none"> Plan and implement MATH CAST for the 2015-16 school year focusing on improving teacher analysis of student work and planning next steps for aligning instruction. 	<ul style="list-style-type: none"> Observation of teachers providing feedback formally and informally during and after Collaborate Academic Support Team (CAST) meetings, grade level meetings or Math Cadre meetings Student work as evidence for next steps Formative and summative Envision topic assessments

SCIENCE ACTION PLAN

2014-15 MSP Results

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.

5th Grade

Overall: 69%	Strand % Perf. Below	Strand % Perf. Similar
Systems	28.9	71.1
Inquiry	24.6	75.4
Application of Science	43.9	56.1
Domains	39.5	60.5

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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Engage students in science discourse using close reading, accountable talk strategies and claim evidence reasoning (CER). Building science leaders will create a writing rubric. 	<ul style="list-style-type: none"> Writing rubric created by building science leaders Collection of student work reflected upon during the school year Number of minutes students are engaged in science discourse Percent of students meeting proficiency in science discourse (e.g., communication standards of comprehension and collaboration). Percent of students meeting proficiency on science unit assessments (Grades K-3) Percent of students meeting proficiency on OSPI Science MSP/WASL Released Items and MSP Template assessment items (Grades 4-5)
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Use Science Standard Bookmarks for selection of close reading texts, science journaling prompts, and science discourse probing questions to engage students in content rich, evidence-based accountable talk conversations and claim CER writing (Grades K-5). 	<ul style="list-style-type: none"> Percent of students meeting proficiency on science unit assessments (Grades K-3) Percent of students meeting proficiency on OSPI Science MSP/WASL Released Items and MSP Template assessment items (Grades 4-5)
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Use writing frames and science journaling for student reflection and teacher evaluation of student progress. 	<ul style="list-style-type: none"> Student work samples to monitor improvement with anecdotal notes Percent of students meeting proficiency in providing evidence for their claims Percent of students meeting proficiency in reflecting on and evaluating their own progress Percent of students meeting proficiency on OSPI Science MSP/WASL Released Items and MSP Template assessment items.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s): We will increase the quality and participation rate at school events, attendance at parent meetings and the number of volunteers at Woodside for the 2015-16 school year. Increased participation and volunteerism will be based on data taken during the 2015-16 school year and compared to the 2014-2015 school year.

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?
5.1.a 5.2.b 5.3.a 5.4.a 5.4.b	<ul style="list-style-type: none"> Expand and galvanize Natural Leaders by developing infrastructure to provide sustainability and support relative to Woodside's school improvement plan. 	<ul style="list-style-type: none"> Natural Leaders training activities and events are coordinated for the purpose of increasing family engagement awareness (i.e., Family Engagement Conference, Train the Trainers training, PTA/Natural Leaders collaboration meetings, Curiosity Machine Science, Technology, Engineering, and Mathematics [STEM] facilitator training, and monthly meetings at Woodside) Natural Leaders relationships contribute directly to student achievement (i.e., classroom/school volunteer, collaboration with PTA, and Family Night programs) Natural Leaders programs for Family Engagement at Woodside (i.e., Multi-Cultural Family Night, Hispanic Movie Night, and STEM Family Nights)
5.1.a 5.2.b 5.3.a 5.4.a 5.4.b	<ul style="list-style-type: none"> Collaborate with Woodside's PTA to intentionally invite, encourage, and recruit higher levels of parent involvement and engagement. 	<ul style="list-style-type: none"> PTA membership numbers Watch D.O.G.S. membership numbers Art Docent parent numbers
5.1.a 5.2.b 5.3.a 5.4.a 5.4.b	<ul style="list-style-type: none"> Organize and implement quality curriculum family night events. 	<ul style="list-style-type: none"> Family attendance numbers at school events/programs (i.e., Curriculum Night, Parent Conferences, Family Literacy, Math, Science Nights, and K-5 grade level concerts)
5.1.a 5.2.b 5.3.a 5.4.a 5.4.b	<ul style="list-style-type: none"> Extend community partnerships to support student achievement. 	<ul style="list-style-type: none"> Big Brothers Big Sister/Comcast Beyond School Walls Mentoring Program (Grades 4-5) Weekend Snack Pack Program (Volunteers of America/Food Bank) School Service and Campus Clean-Up (North Creek Presbyterian Church, Church of Jesus Christ of Latter Day Saints, Gold Creek Church)

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 2015-2106 school year, 90% of Woodside students and 95% of parents will indicate that students feel safe at school as measured by the Educational Effectiveness Survey data collected in the fall of 2015. In 2014-2015, 88% of students who participated in this survey, indicated that they “almost always true” or “often true feel” safe at school. 92% of parents who participated in the survey indicated that their child “almost always true” or “often true” feel safe at school.

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?
1.3.a 1.3.b 3.4.a	<ul style="list-style-type: none"> All students attend monthly community assemblies that focus on reading, both fiction and nonfiction, achievement, in addition to character traits, social, emotional education provided via <i>PowerPoint</i> presentation, student actors, and audience participation. Topics include problem-solving, respect, being prepared and comfortable with upcoming testing, etc. 	<ul style="list-style-type: none"> Number of students receiving reading awards increase
3.4.a	<ul style="list-style-type: none"> All teachers welcome students individually into the classroom each morning. 	<ul style="list-style-type: none"> Percentage increase in positive student response in effectiveness survey supportive learning environment
5.1.a 5.3.a 2.2.c 2.3.a	<ul style="list-style-type: none"> Communicate pertinent school event information to families, staff and the community through school website, Peachjar email newsletters, Blackboard Connect-ED calls, emails and texts, PTA Facebook communication, and classroom and school newsletters. 	<ul style="list-style-type: none"> Increased level of family participation at school events
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.a	<ul style="list-style-type: none"> Refine the Positive Behavioral Intervention and Supports (PBIS) process through monthly committee meetings and staff education. Implement the distribution of <i>Stay Safe, Own Your Actions, Always be a Leader, Respect Others and Yourself</i> (SOAR) Slips to recognize positive student behavior. 	<ul style="list-style-type: none"> Decrease in Schoolwide Information System (SWIS) reports
3.4.a	<ul style="list-style-type: none"> Counselors will teach anti-bullying prevention using Second Step curriculum in 3rd-5th grade classrooms, facilitate K-5 classroom meetings and discussion, and present school wide assemblies with student participation. 	<ul style="list-style-type: none"> Reduction in number of bullying reports

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?
1.2.a	<ul style="list-style-type: none"> Offer after school activities and enrichment opportunities for students (i.e., School Safety Patrol and Valets, Choir, Student Council, Student Announcements, Soccer Club, Robotics Club, Art Club, Bricks for Kids, Family STEM evening series, and before school Imagine Learning English (ILE) program. 	<ul style="list-style-type: none"> Increase in demand and enrollment in before and after school programs
3.4.a	<ul style="list-style-type: none"> In conjunction with District personnel and school counselors, school will offer after-school family education presentations on the topics of Harrassment, Intimidation, and Bullying (HIB), Human Growth and Development, and state testing. 	<ul style="list-style-type: none"> Family attendance

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?
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Conduct on-going data team meetings in content areas through the lens of student subgroups. Implement “high yield” instructional strategies and assessments. 	<ul style="list-style-type: none"> Percentage of students meeting standard on grade level topic tests Percentage of students meeting grade level benchmark on DRA Percentage of students meeting proficiency on Smarter Balance Assessment (SBA)
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Increase opportunity for ILE for English Language Learners (ELL) students through extended day access. 	<ul style="list-style-type: none"> Percentage of ELL students moving between levels on Washington English Language Proficiency Assessment (WELPA) Percentage of ELL students transitioning to Level 4 on WELPA and exiting ELL program Percentage of ELL students meeting proficiency on SBA
1.1.b 1.1.c 1.2.a 1.2.b 1.3.a	<ul style="list-style-type: none"> Implement Leveled Literacy Intervention (LLI) curriculum with identified LAP students. 	<ul style="list-style-type: none"> Percentage of LAP students meeting grade level benchmark on Spring DRA (grades 1-3)

ATTENDANCE

Key Performance Outcome(s): Woodside will implement a systemic response to attendance tracking with implications for those students who have multiple unexcused absences. We will reduce the number of absences school wide by 1% from the previous school year.

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?
5.1.a 5.2.b	<ul style="list-style-type: none"> • Maintain accurate and reliable daily attendance records. • Daily phone calls made home by office staff to families of students who are absent. • Counselor of Assistant Principal will also contact individual families. 	<ul style="list-style-type: none"> • Monthly attendance data
5.1.a 5.2.b	<ul style="list-style-type: none"> • Woodside's Attendance Success Team will meet monthly with the district's Attendance Success Coordinator, Erin Wilson, to review Woodside's student attendance. The team will identify specific students who have a higher unexcused and excused absence rate within a monthly period and for the year. 	<ul style="list-style-type: none"> • Monthly attendance rates
5.1.a 5.2.b	<ul style="list-style-type: none"> • Communicate expectations of regular attendance by sending an attendance letter home, in accordance with the school and district attendance policy, to families of students who have one or more unexcused absence two times a month. The language on the letter will explicitly communicate and state the BECCA attendance law. 	<ul style="list-style-type: none"> • Reduced student absence report