

**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**

<b>Overall: 75%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	9.9	49.3	40.8
Listening and Speaking	8.5	70.4	21.1
Writing	4.2	52.1	43.7
Research/Inquiry	4.2	60.6	35.2

**4th Grade**

<b>Overall: 67.8%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	18.6	27.1	54.2
Listening and Speaking	10.2	64.4	25.4
Writing	13.6	44.1	42.4
Research/Inquiry	15.3	35.6	49.2

**5th Grade**

<b>Overall: 73.1%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	14.3	39	46.8
Listening and Speaking	13	49.4	37.7
Writing	7.8	49.4	42.9
Research/Inquiry	5.2	39	55.8

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement instruction for shared reading, guided reading, close reading, and teaching how to cite evidence</li> <li>Use Running Records data and DRA K-5 data to identify areas of focus for instruction</li> </ul>	<ul style="list-style-type: none"> <li>Good Habits Great Readers Checks for Understanding</li> <li>Running Records, DRA data</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Provide specific literacy instruction to small focused groups that will include the Success Time Intervention Period, Leveled Literacy Intervention (LLI), Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Success Time data, LLI data</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Set and monitor independent reading goals with the use of Accelerated Reader (AR) in 1st through 5th grades and in kindergarten for students who are ready</li> </ul>	<ul style="list-style-type: none"> <li>Monthly AR data</li> <li>2016 Summer Reading Challenge results</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Teach Common Core Literacy Standards by using Good Habits, Great Readers (GHGR) and CIA during a 60-90 minute block</li> </ul>	<ul style="list-style-type: none"> <li>GHGR Checks for Understanding</li> <li>CIA assessments</li> </ul>

## WRITING 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: 75%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 67.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 73.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	9.9	49.3	40.8	Reading	18.6	27.1	54.2	Reading	14.3	39	46.8
Listening and Speaking	8.5	70.4	21.1	Listening and Speaking	10.2	64.4	25.4	Listening and Speaking	13	49.4	37.7
<b>Writing</b>	4.2	52.1	43.7	<b>Writing</b>	13.6	44.1	42.4	<b>Writing</b>	7.8	49.4	42.9
Research/Inquiry	4.2	60.6	35.2	Research/Inquiry	15.3	35.6	49.2	Research/Inquiry	5.2	39	55.8

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> 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.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>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</li> <li>Administer Everett Public Schools David Matteson Benchmark assessments every 9 weeks and use the data to evaluate student writing for instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>Writing assessments for Narrative, Opinion, and Informative/Explanatory types of writing</li> <li>Everett Public Schools David Matteson Benchmark assessments</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Commit to at least thirty minutes of students actively writing every day. This writing will take a variety of forms across the content areas including on-demand prompts. All writing will focus on the styles of narrative, informative/explanatory, and opinion based writing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-created formative and summative assessment data for narrative, opinion, and informative/explanatory writing styles</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Provide specific writing instruction to small focused groups that will include the Success Time Intervention Period, Leveled Literacy Intervention (LLI), Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-created formative summative assessment data</li> </ul>
TL 1.1.c TL 1.2.b	<ul style="list-style-type: none"> <li>Third through fifth grade teams will administer, score, and analyze SBA Interim Block Assessment to identify areas of instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Block Assessment</li> </ul>

# 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: 68.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	11.3	33.8	54.9
Problem Solving and Modeling & Data Analysis	14.1	42.3	43.7
Communicating Reasoning	7	52.1	40.8

#### 4th Grade

Overall: 67.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	16.9	39	44.1
Problem Solving and Modeling & Data Analysis	20.3	54.2	25.4
Communicating Reasoning	18.6	55.9	25.4

#### 5th Grade

Overall: 57.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	24.7	29.9	45.5
Problem Solving and Modeling & Data Analysis	16.9	51.9	31.2
Communicating Reasoning	18.2	59.7	22.1

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> 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.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Use the Eight CCSS Mathematical practices as a foundation within the district adopted Envision topics</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative Envision topic assessments</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Create whole group, small group, and collaborative work opportunities. Provide opportunities for students to peer-assess and/or self-assess their work</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative Envision topic assessments</li> </ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Success Time will be implemented in grades 1-5. Teachers will implement focused small group instruction interventions based on Envisions end of topic summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative Envision topic assessments</li> </ul>
TL 1.1.c TL 1.2.b	<ul style="list-style-type: none"> <li>Third through fifth grade teams will administer, score, and analyze SBA Interim Block Math Assessments to identify areas of instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Block Assessment data</li> </ul>

## 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: 69.2%	Strand % Perf. Below	Strand % Perf. Similar
Systems	28.6	71.4
Inquiry	49.4	50.6
Application of Science	33.8	66.2
Domains	40.3	59.7

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?
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"><li>Teachers in grades K-5 students will follow the steps in the scientific inquiry process</li></ul>	<ul style="list-style-type: none"><li>Science notebooks</li></ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"><li>Use district science kits and curriculum to teach to the grade level standards</li></ul>	<ul style="list-style-type: none"><li>Science kit usage</li><li>Science notebooks</li></ul>
TL 1.1.b.c TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"><li>Administer district created common assessments for science units</li></ul>	<ul style="list-style-type: none"><li>District-created common assessments</li></ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

We will increase participation at school events, attendance at the parent group meetings, and the number of volunteers at Whittier for the 2015-2016 school year. Increased participation and volunteerism will be based on data taken during the 2015-2016 school year and compared to the 2014-2015 school year. The volunteer percentage through official PTA membership and Watch D.O.G.S. dad participation will increase by 2% from the previous year.

<b>Strategic Plan Reference</b>	<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Improve communication by providing monthly classroom teacher newsletters and monthly Whittier Wildcat Parent Newsletter to all families</li> </ul>	<ul style="list-style-type: none"> <li>Back to School Orientation parent participation numbers</li> <li>Back-to-school-BBQ participation number</li> <li>Curriculum Night parent participation numbers</li> <li>Literacy Night parent participation numbers</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Collaborate with Whittier's PTA to intentionally invite, encourage, and recruit higher levels of parent involvement and engagement</li> </ul>	<ul style="list-style-type: none"> <li>PTA membership numbers</li> <li>Watch D.O.G.S. membership numbers</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>The principal will create distribute flyers before major evening events in the morning at the drop-off location</li> </ul>	<ul style="list-style-type: none"> <li>Number of flyers distributed</li> </ul>

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

**Key Performance Outcome(s):**

Students will communicate their perception of feeling safe at Whittier based on Whittier's CEE student data in response to the following prompt: "I feel safe at this school." In 2014-2015, 87% of the students responded almost always true or almost often true. We will increase this response by 2% for the 2015-2016 school year.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Clear and relevant school event information will be communicated to families through the television communication system in the office, Peachjar email communication, updated school website information, PTA facebook communication pages, and through direct contact with families in distributing school information directly to parents</li> </ul>	<ul style="list-style-type: none"> <li>The family participation level at all Whittier events will determine the level of effectiveness of our communication.</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Students in intermediate classes in grades 4-5 will collaborate with K-2 classes to create "Reading Buddy" support and to build relationships between the intermediate and primary students</li> </ul>	<ul style="list-style-type: none"> <li>Primary student effectiveness survey</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Whittier Special Education PTSA staff will disseminate information from the district Special Education PTSA and expand inclusion opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of inclusion opportunities for Special Education students</li> </ul>
<b>Strategic Plan Reference</b>	<b>Physically, Emotionally and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Teach key character traits: respect, kindness, acceptance, integrity, perseverance, empathy</li> </ul>	<ul style="list-style-type: none"> <li>Monthly count of character trait tickets distributed to students</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>All teachers will increase their understanding of differences of students on the autism spectrum or other disorders by educating their students with autism awareness books or through presentations by students who have autism</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of inclusion opportunities for special education students</li> </ul>
<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Teachers will collaborate with the Resource Room SPED teacher and the Life Skills SPED teacher to create Universal Design for Learning (UDL) opportunities with inclusion resources and framing for staff</li> </ul>	<ul style="list-style-type: none"> <li>Data on increased opportunities of inclusion</li> </ul>

Strategic Plan Reference	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
	and students	
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Allow more opportunities for special education student to participate in specific learning opportunities in general education classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Data on increased opportunities of inclusion</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Whittier will implement a more 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?
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Accurate and reliable attendance records will be maintained daily</li> <li>Families of students who are absent will receive daily phone calls home by office staff</li> <li>Counselor and principal will also contact individual families</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance data</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Whittier's Attendance Success Team will meet monthly with the district's Attendance Success Coordinator, Erin Wilson, to review Whittier'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.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance rates</li> </ul>
TL 5.2.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Whittier will communicate expectations of regular attendance by sending an attendance letter that is in accordance with the school and district attendance policy to families of students who have one or more unexcused absences two times a month. The language on the letter will explicitly communicate and state the BECCA attendance law.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced student absence report</li> </ul>