

**READING ACTION PLAN**

**Key Performance Outcome:**

**2015-16 SBA Results**

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

**Grade 3**

**Grade 4**

**Grade 5**

Overall: 64.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	19.6	42.9	37.5
Listening and Speaking	10.7	58.9	30.4
Writing	25.0	53.6	21.4
Research/Inquiry	12.5	46.4	41.1

Overall: 55.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	28.8	45.8	25.4
Listening and Speaking	10.2	61.0	28.8
Writing	23.7	47.5	28.8
Research/Inquiry	13.6	66.1	20.3

Overall: 60.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	25.6	53.5	20.9
Listening and Speaking	14.0	79.1	7.0
Writing	30.2	44.2	25.6
Research/Inquiry	16.3	55.8	27.9

<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) What is the measurable evidence of student learning?
TL 1.2.c TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> <li>Grade level teams will collaboratively plan and deliver reading instruction to align with Common Core Standards, including focusing on shared reading, guided reading, and close reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>District Reading Assessment (DRA) assessment scores</li> <li>English Language Arts (ELA) checkpoints</li> </ul>
PSS 3 .2.a	<ul style="list-style-type: none"> <li>Literacy leaders will provide professional development in close reading and guided reading with an emphasis on text structure, and main ideas, and details.</li> </ul>	<ul style="list-style-type: none"> <li>DRA assessment scores</li> <li>Progress monitoring data</li> <li>ELA check points</li> </ul>
TL 1.2.e TL 1,3. a PSS 3.2.a	<ul style="list-style-type: none"> <li>Teams will monitor student progress using instructional maps and calendars to ensure that key standards are taught. Teams will define learning goals, select a rigorous assessment, backwards plan, and design engaging instruction (evidence of backwards design planning in PLC notes and learning targets posted in classrooms)</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments</li> <li>ELA check points</li> </ul>
PSS 3.2.a TL 1.3.a	<ul style="list-style-type: none"> <li>Grade level teams will administer common assessments, and meet collaboratively in Professional Learning Community (PLC) meetings</li> </ul>	<ul style="list-style-type: none"> <li>ELA check points</li> <li>Interim Benchmark Assessments (SBAC)</li> </ul>

<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) What is the measurable evidence of student learning?
	<p>to evaluate student success, areas of struggle, and implement best practices across grade levels (evidence of backwards design planning in PLC notes and learning targets posted in classrooms).</p> <ul style="list-style-type: none"> <li>Teachers will monitor equity targets after each summative assessment.</li> </ul>	
TL 1.3.a PSS 1.3.a	<ul style="list-style-type: none"> <li>School wide use of Accelerated Reader (AR) will be reinforced to monitor students meeting six week reading goals and to reach comprehension goal of 80% or higher.</li> </ul>	<ul style="list-style-type: none"> <li>AR assessments</li> <li>Increase summer reading participation</li> </ul>
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> <li>Provide multiple opportunities to learn including Leveled Literacy Intervention (LLI), and Read Naturally Live</li> <li>Provide extended day tutoring with bus transportation</li> </ul>	<ul style="list-style-type: none"> <li>LLI benchmark assessments</li> <li>Read Naturally hot read assessment</li> <li>ELA check points</li> </ul>
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> <li>Teachers will intentionally teach the tier 2 and tier 3 vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher made tier assessments</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

### 2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 64.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 60.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.6	42.9	37.5	Reading	28.8	45.8	25.4	Reading	25.6	53.5	20.9
Listening and Speaking	10.7	58.9	30.4	Listening and Speaking	10.2	61.0	28.8	Listening and Speaking	14.0	79.1	7.0
<b>Writing</b>	25.0	53.6	21.4	<b>Writing</b>	23.7	47.5	28.8	<b>Writing</b>	30.2	44.2	25.6
Research/Inquiry	12.5	46.4	41.1	Research/Inquiry	13.6	66.1	20.3	Research/Inquiry	16.3	55.8	27.9

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) What is the measurable evidence of student learning?
TL 1.2.c TL 1.3.a-b	<ul style="list-style-type: none"> <li>Teachers will consistently teach writing following the Common Core State Standards (CCSS).</li> </ul>	<ul style="list-style-type: none"> <li>Everett Public Schools David Matteson rubrics</li> <li>Writing assessments for narrative, opinion, and informative/explanatory writing</li> <li>Interim Block Assessments (SBAC)</li> </ul>
TL 1,2.c TL 1.2.c	<ul style="list-style-type: none"> <li>Classroom teachers will implement a balanced writing program that emphasizes the writing process, including modeled writing, shared writing, writing to a prompt, and self-selected writing.</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment results (narrative, opinion, informative/explanatory)</li> </ul>
PSS 3.3.a	<ul style="list-style-type: none"> <li>Teachers will administer, score, and review writing using common assessment as determined by grade level teams.</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment results (narrative, opinion, informative/explanatory)</li> <li>Interim Block Assessments (SBAC)</li> </ul>
PSS 3.3.a	<ul style="list-style-type: none"> <li>PLC teams will meet during Learning Improvement Fridays (LIF) to monitor student progress and implement effective writing strategies (evidence of backwards design planning in PLC notes and learning targets posted in classrooms).</li> </ul>	<ul style="list-style-type: none"> <li>Interim Block Assessments (SBAC)</li> </ul>
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> <li>Teachers will intentionally teach editing strategies, appropriate grammar usage, capitalization, punctuation, and texts in various forms of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Interim Block Assessments (SBAC)</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 67.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 54.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	14.8	31.5	53.7	Concepts and Procedures	26.3	35.1	38.6	Concepts and Procedures	20.9	41.9	37.2
Problem Solving and Modeling & Data Analysis	16.7	46.3	37.0	Problem Solving and Modeling & Data Analysis	10.5	59.6	29.8	Problem Solving and Modeling & Data Analysis	23.3	46.5	30.2
Communicating Reasoning	5.6	55.6	38.9	Communicating Reasoning	15.8	56.1	28.1	Communicating Reasoning	20.9	44.2	34.9

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) What is the measurable evidence of student learning?
TL 1.2.c TL 1.3.a	<ul style="list-style-type: none"> <li>Grade level teams will collaboratively plan and deliver math instruction to align with CCSS using enVision or a Common Core aligned math curriculum. Math standards will be clearly communicated to students.</li> </ul>	<ul style="list-style-type: none"> <li>District topic assessments</li> </ul>
PSS 3.2.a	<ul style="list-style-type: none"> <li>Teams will monitor student progress using instruction, maps, and calendars to ensure key standards are taught (evidence of backwards design planning in PLC notes and learning targets posted in classrooms).</li> </ul>	<ul style="list-style-type: none"> <li>District topic assessments</li> </ul>
TL 1.3.a PSS 3.2.a	<ul style="list-style-type: none"> <li>Grade level teams will administer common assessments and meet collaboratively in PLC meetings to evaluate student success, areas of struggle, backwards plan based on the assessment, and implement best practices across grade levels (evidence of backwards design planning in PLC notes and learning targets posted in classrooms).</li> <li>Teachers will monitor equity targets after each summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>District topic assessment</li> </ul>
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> <li>Teachers will provide students with multiple opportunities to learn through the use of programs like Math Whizz.</li> </ul>	<ul style="list-style-type: none"> <li>District topic assessments</li> </ul>
PSS 3.2.a	<ul style="list-style-type: none"> <li>Teachers will be given the opportunity to participate in math talks and professional development with math facilitator.</li> </ul>	<ul style="list-style-type: none"> <li>District Topic Assessments</li> <li>PLC meeting notes</li> </ul>

<b>Strategic Plan Reference</b>	<b>Math 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) What is the measurable evidence of student learning?
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 SBAC interim Block Math Assessments for instructional focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Block Assessments (SBAC)</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

### 2015-16 MSP Results

#### 5th Grade

Overall: 74.4%	Strand % Perf. Below	Strand % Perf. Similar
Systems	39.5	60.5
Inquiry	27.9	72.1
Application of Science	27.9	72.1
Domains	37.2	62.8

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) What is the measurable evidence of student learning?
TL 1.2.b-c TL 1.3.a-b	<ul style="list-style-type: none"> <li>Teachers will design and deliver quality instruction by implementing science lesson kits that link instruction to grade level standards including Engineering in Elementary Kits (EIE) (there will be evidence of clearly identified learning targets in the classroom).</li> </ul>	<ul style="list-style-type: none"> <li>Student science journals</li> </ul>
TL 1.2.b-c TL1.3.a-b	<ul style="list-style-type: none"> <li>Teachers will routinely monitor students' understanding of content standards.</li> </ul>	<ul style="list-style-type: none"> <li>District-created common assessments</li> <li>Student science journals</li> </ul>
PSS 3.2.a	<ul style="list-style-type: none"> <li>All teaching staff will continue to grow in their understanding of the Next Generation Science Standards.</li> <li>Teachers new to grade level or district will participate in the science kit implementation training (sign in sheets).</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 programs offered at Jackson Elementary School. Examples of programs are Girls on the Run and WATCH D.O.G.S. We will seek to maintain at a minimum, current levels of participation in current programs and establish baseline participation rates for new programs.

<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) What is the measurable evidence of student learning?
SR 5.2	<ul style="list-style-type: none"> <li>Continue to support PTA by partnering to enhance PTA activities by providing support for their mission</li> </ul>	<ul style="list-style-type: none"> <li>Increase this year's PTA membership over last year</li> <li>Increase event attendance at all PTA events this year</li> </ul>
SR 5.1 SR 5.2	<ul style="list-style-type: none"> <li>Kindergarten Read In, Art Docents, Lego Build Club, Lego Robotics, Girls on the Run, Fiber Arts Club, and Super Silvers Student Leadership Club</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or Increase participation rates in existing clubs over last year's rates</li> </ul>
SR 5.2	<ul style="list-style-type: none"> <li>Monitor the effectiveness of extended day academic services</li> </ul>	<ul style="list-style-type: none"> <li>DRA assessment</li> <li>District unit math assessments</li> <li>ELA checkpoints</li> </ul>
RM 4,1. a-b RM 4.2.a	<ul style="list-style-type: none"> <li>Jackson Elementary staff will partner with community agencies such as the YMCA, to provide ongoing support to our families and students.</li> </ul>	<ul style="list-style-type: none"> <li>YMCA afterschool enrollment – this is a joint collaboration</li> <li>YMCA Make-A-Splash enrollment will remain stable</li> <li>Number of holiday food baskets – maximize participation rates</li> <li>Operation School Bell – maximize participation rates</li> <li>High School and beyond event attendance will increase 50% over last year's participation</li> <li>Math Night event attendance will increase over last year</li> <li>Dental Day participation rates will increase over last year</li> <li>Weekend Snack Packs – maximum participation rates</li> <li>Establish baseline event attendance for Science Night</li> <li>Establish baseline event attendance for Wellness Night</li> </ul>
SR 5.2.a	<ul style="list-style-type: none"> <li>Multiple communication strategies will be employed to connect with families</li> </ul>	<ul style="list-style-type: none"> <li>Connect Ed Calls</li> <li>Connect Ed calls in Spanish for Hispanic/Latino Community Parent Event</li> <li>Fall/Winter conferences</li> <li>Classroom newsletters</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):**

Families will communicate their perception of feeling safe based on the EES Survey. Family attendance will increase at school sponsored events.

<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) What is the measurable evidence of student learning?
SR 5.2.a SR 5.3.a SR 5.4.b	<ul style="list-style-type: none"> <li>Jackson staff will collaborate with families to clearly communicate student needs and success and will increase parent participation through school related events.</li> </ul>	<ul style="list-style-type: none"> <li>Conference attendance rates will increase over last year</li> <li>Title I Parent Night attendance will increase over last year</li> <li>Monthly lifelong Learner assemblies parent attendance rates will increase over last year</li> <li>Annual Title I Survey participation will increase over last year</li> <li>EES Survey participation rate will increase over last year</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) What is the measurable evidence of student learning?
TL 1.3	<ul style="list-style-type: none"> <li>Staff will provide additional time and support to students.</li> <li>We will implement social skills curriculum in each classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Read Naturally attendance rates</li> <li>ILE attendance data</li> <li>SafeSchools data</li> </ul>
TL 1.3	<ul style="list-style-type: none"> <li>Positive Behavior Intervention Support (PBIS) – Tier I Universal Planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>We will increase from 2 points to 6 points on the implementation scale</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) What is the measurable evidence of student learning?
SR 5.2.a SR 5.3.a	<ul style="list-style-type: none"> <li>Provide challenging options and support for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Lego Robotics attendance participation rate will increase over last year's participation</li> <li>Establish baseline participation rate for Girls on the Run</li> <li>Soccer club participation rates will remain consistent</li> <li>Fiber arts participation rates will remain consistent</li> <li>Read Naturally attendance will increase 25% over last year</li> <li>ILE attendance will increase 25% over last year</li> <li>Establish baseline participation rate for Watch D.O.G.S.</li> </ul>



## ATTENDANCE

### Key Performance Outcome(s):

Jackson will continue to work with families to try and proactively mitigate attendance issues. We will continue providing monthly recognition for students with perfect attendance at our Lifelong Learner assemblies. We will also honor classrooms the complete an ALLHERE chart. There will be an end of year celebration for students with perfect or near perfect attendance.

<b>Strategic Plan Reference</b>	<b>Attendance 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) What is the measurable evidence of student learning?
SR 5.2a	<ul style="list-style-type: none"> <li>Student specific interventions will be implemented to promote school attendance through parent communication, individual attendance plans, and regular monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance data will show a decrease in absenteeism from last year's rate</li> </ul>
SR 5.2a	<ul style="list-style-type: none"> <li>Families of students with unexcused absences will receive ConnectEd call or personal phone call from the Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance data will show a decrease in absenteeism of from last year's rate</li> </ul>
SR 5.2a	<ul style="list-style-type: none"> <li>Students who have perfect attendance each month will be recognized at a monthly assembly, 10 students' names will be drawn for a monthly pizza party, classes with "All Here" will receive recognition from the principal, at the before school open house students will sign an attendance pledge.</li> <li>Students with perfect or near perfect attendance will be recognized at the end of the school year during an assembly, and will receive an end of year celebration.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance data will show a decrease in absenteeism from last year's rate</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

In an effort to ensure our students are on the road to becoming college and career ready, we will provide opportunities to expand their thinking through the use of technology. Students from kindergarten through 5th grade will have the opportunity integrate technology in the content areas, and use critical thinking skills while coding.

Strategic Plan Reference	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 is the measurable evidence of student learning?
SR 2.3a	<ul style="list-style-type: none"> <li>Staff will receive professional development from our internal tech team in the use of Google Classroom. It will be used as part of their instruction with students.</li> </ul>	<ul style="list-style-type: none"> <li>60% of students will use Google Classroom</li> </ul>
SR 2.3a	<ul style="list-style-type: none"> <li>The LMS team and our tech representatives will provide staff with Office 365 training.</li> </ul>	<ul style="list-style-type: none"> <li>40% of staff will use Office 365 in classrooms</li> </ul>
SR 2.3a	<ul style="list-style-type: none"> <li>Third, fourth, and fifth grade teachers will receive professional development in Keyboarding Without Tears. Students will use the program</li> </ul>	<ul style="list-style-type: none"> <li>All 3rd, 4<sup>th</sup>, and 5th grade students will use Keyboarding Without Tears</li> </ul>
SR 2.3a	<ul style="list-style-type: none"> <li>Kindergarten through 5 grade students will learn to use programs in Code.org</li> </ul>	<ul style="list-style-type: none"> <li>All students will use Code.org program in their classroom or during technology sessions</li> </ul>
SR 2.3a	<ul style="list-style-type: none"> <li>Second through fifth grade students will use Legos and integrate building and coding during technology time.</li> </ul>	<ul style="list-style-type: none"> <li>All 2nd – 5th grade students will integrate building and coding</li> </ul>
SR 2.3a	<ul style="list-style-type: none"> <li>Teachers will show progression on the SAMR model.</li> </ul>	<ul style="list-style-type: none"> <li>All 2nd – 5th grade students will integrate building and coding</li> </ul>