

READING ACTION PLAN
Key Performance Outcome:
2016-17 SBA Results

The target for the 2017-18 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: 63.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 65%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	24.5	34.0	41.5	Reading	20.4	38.9	40.7	Reading	19.0	48.3	32.8
Listening and Speaking	7.5	75.5	17.0	Listening and Speaking	18.5	53.7	27.8	Listening and Speaking	12.1	56.9	31.0
Writing	18.9	43.4	37.7	Writing	20.4	51.9	27.8	Writing	20.7	39.7	39.7
Research/Inquiry	7.5	52.8	39.6	Research/Inquiry	18.5	44.4	37.0	Research/Inquiry	20.7	44.8	34.5

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) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.c TL 1.2.b TL 1.3.a TL 1.5.a	<ul style="list-style-type: none"> Collaboratively plan and deliver reading instruction to align with Common Core Standards, including focusing on <ul style="list-style-type: none"> Shared reading Guided reading Close reading skills Focus on learning and implementing the new Reach for Reading curriculum in their instruction 	<ul style="list-style-type: none"> Developmental Reading Assessment (DRA) assessment scores Interim Assessment Block (IAB) Checkpoints aligned with SBAC <i>Reach for Reading</i> formative assessments
PSS 3 .2.a	<ul style="list-style-type: none"> Provide professional development for the new Reach for Reading curriculum. Sessions will include <ul style="list-style-type: none"> Online tools Assessments Writing 	<ul style="list-style-type: none"> Developmental Reading Assessment (DRA) assessment scores Interim Assessment Block (IAB) Checkpoints aligned with SBAC <i>Reach for Reading</i> formative assessments
TL 1.2.e TL 1.3. a	<ul style="list-style-type: none"> Monitor student progress using instructional maps and calendars to ensure that key standards are taught. As evidenced by the work of 	<ul style="list-style-type: none"> Developmental Reading Assessment (DRA) assessment scores

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) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
PSS 3.2.a	<p>high performing teams unit planner and learning targets posted in classrooms teams will</p> <ul style="list-style-type: none"> ○ Define learning goals ○ Select rigorous assessments ○ Backwards plan and design engaging instruction (<ul style="list-style-type: none"> • Interim Assessment Block (IAB) • Checkpoints aligned with SBAC • <i>Reach for Reading</i> formative assessments
PSS 3.2.a TL 1.3.a	<ul style="list-style-type: none"> • Administer common assessments, and meet collaboratively in Professional Learning Community (PLC) meetings 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) • Monitor equity targets after each summative assessment - Principal and Asst. Principal 	<ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) assessment scores • Interim Assessment Block (IAB) • Checkpoints aligned with SBAC • <i>Reach for Reading</i> formative assessments
TL 1.3.a PSS 1.3.a	<ul style="list-style-type: none"> • Reinforced use of Accelerated Reader (AR) to monitor students meeting six week reading goals and to reach comprehension goal of 80% or higher 	<ul style="list-style-type: none"> • AR assessments • summer reading participation
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> • Provide multiple opportunities to learn including <ul style="list-style-type: none"> ○ Leveled Literacy Intervention (LLI) ○ Read Naturally Live • Provide extended day tutoring with bus transportation 	<ul style="list-style-type: none"> • LLI benchmark assessments • Read Naturally hot read assessment • ELA check points • Developmental Reading Assessment (DRA) assessment scores
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> • Teach the tier 2 and tier 3 vocabulary words 	<ul style="list-style-type: none"> • <i>Reach for Reading</i> or teacher designed assessments

WRITING ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

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Grade 3				Grade 4				Grade 5			
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Reading	24.5	34.0	41.5	Reading	20.4	38.9	40.7	Reading	19.0	48.3	32.8
Listening and Speaking	7.5	75.5	17.0	Listening and Speaking	18.5	53.7	27.8	Listening and Speaking	12.1	56.9	31.0
Writing	18.9	43.4	37.7	Writing	20.4	51.9	27.8	Writing	20.7	39.7	39.7
Research/Inquiry	7.5	52.8	39.6	Research/Inquiry	18.5	44.4	37.0	Research/Inquiry	20.7	44.8	34.5

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) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.c TL 1.3.a-b	<ul style="list-style-type: none"> Teach writing following the Common Core State Standards (CCSS). <ul style="list-style-type: none"> Focus on learning and implementing the new <i>Reach for Reading</i> curriculum in their instruction 	<ul style="list-style-type: none"> Writing assessments for narrative, opinion, and informative/explanatory writing Interim Assessment Block (IAB) <i>Reach for Reading</i> formative assessments
TL 1,2.c TL 1.2.c	<ul style="list-style-type: none"> Provide professional development for the new <i>Reach for Reading</i> curriculum. Sessions will include <ul style="list-style-type: none"> Online tools Assessments Writing 	<ul style="list-style-type: none"> Developmental Reading Assessment (DRA) assessment scores Interim Assessment Block (IAB) Checkpoints aligned with SBAC
PSS 3.3.a	<ul style="list-style-type: none"> Teachers will administer, score, and review writing using common assessment as determined by grade level teams 	<ul style="list-style-type: none"> Common assessment results (narrative, opinion, informative/explanatory) Interim Assessment Block (IAB)
PSS 3.3.a	<ul style="list-style-type: none"> Meet during Learning Improvement Fridays (LIF) and release days to monitor student progress and implement effective writing strategies (evidence of backwards design planning in PLC notes and anchor charts in classrooms) 	<ul style="list-style-type: none"> Interim Assessment Block (IAB)
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> Using the new <i>Reach for Reading</i> curriculum teach <ul style="list-style-type: none"> Editing strategies Appropriate grammar usage 	<ul style="list-style-type: none"> Interim Assessment Block (IAB)

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) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
	<ul style="list-style-type: none"> ○ Capitalization ○ Punctuation ○ Texts in various forms of writing 	
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> • Teach kindergarten through second grade students writing following the Common Core State Standards (CCSS) • Focus on using <i>Building Foundations that Last</i> 	<ul style="list-style-type: none"> • <i>Building Foundations that Last</i> benchmark indicators

MATH ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 59.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 47.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 56.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	30.4	28.6	41.1	Concepts and Procedures	32.7	38.5	28.8	Concepts and Procedures	27.6	24.1	48.3
Problem Solving and Modeling & Data Analysis	12.5	48.2	39.3	Problem Solving and Modeling & Data Analysis	23.1	59.6	17.3	Problem Solving and Modeling & Data Analysis	29.3	41.4	29.3
Communicating Reasoning	16.1	46.4	37.5	Communicating Reasoning	23.1	51.9	25.0	Communicating Reasoning	22.4	50.0	27.6

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) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.c TL 1.3.a	<ul style="list-style-type: none"> Collaboratively plan and deliver math instruction to align with CCSS using enVision or a Common Core aligned math curriculum. Clearly communicate math standards to students 	<ul style="list-style-type: none"> District topic assessments Interim Assessment Block (IAB)
PSS 3.2.a	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> District topic assessments Interim Assessment Block (IAB)
TL 1.3.a PSS 3.2.a	<ul style="list-style-type: none"> Administer common assessments, and meet collaboratively in Professional Learning Community (PLC) meetings to evaluate student success, areas of struggle, and implement best practices across grade levels (evidence of backwards design planning in PLC notes and anchor charts in classrooms. Monitor equity targets after each summative assessment – Principal and Asst. Principal 	<ul style="list-style-type: none"> District topic assessments Interim Assessment Block (IAB)
TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> Provide students with multiple opportunities to learn through the use of programs like Math Whizz, and Math IXL 	<ul style="list-style-type: none"> District topic assessments Interim Assessment Block (IAB)
PSS 3.2.a	<ul style="list-style-type: none"> Provide math talks and professional development with math facilitator 	<ul style="list-style-type: none"> District Topic Assessments Unit planning template

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) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
	<ul style="list-style-type: none"> Phase in the balanced math model in classrooms with the support of the principal, asst. principal, and math coach 	<ul style="list-style-type: none"> Interim Assessment Block (IAB)
TL 1.1.c TL 1.2.b	<ul style="list-style-type: none"> Administer, score, and analyze SBAC interim Block Math Assessments for instructional focus 	<ul style="list-style-type: none"> Interim Assessment Block (IAB)

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 5th grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 60%	Strand % Perf. Below	Strand % Perf. Similar
Systems	55.9	44.1
Inquiry	49.2	50.8
Application of Science	30.5	69.5
Domains	33.9	66.1

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.2.b-c TL 1.3.a-b	<ul style="list-style-type: none"> Design and deliver quality instruction by implementing science lesson kits that link instruction to Next Generation Science Standards including Engineering in Elementary Kits (EIE) (there will be evidence of clearly identified learning targets in the classroom) 	<ul style="list-style-type: none"> Student science journals District created NGSS aligned assessments
TL 1.2.b-c TL1.3.a-b	<ul style="list-style-type: none"> Monitor students' understanding of content standards 	<ul style="list-style-type: none"> District created NGSS aligned assessments Student science journals
PSS 3.2.a	<ul style="list-style-type: none"> Begin understanding of the Next Generation Science Standards Participate in the science kit implementation training as needed (sign in sheets) 	<ul style="list-style-type: none"> District created NGSS aligned assessments
PSS 3.2.a	<ul style="list-style-type: none"> Participate in professional development provided by our district science facilitator 	<ul style="list-style-type: none"> District created NGSS aligned assessments Student science journals

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.

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) What measure will you use to determine the success of your action items?
SR 5.2	<ul style="list-style-type: none"> • Continue to support PTA by partnering to enhance PTA activities by providing support for their mission. • Our school improvement plan will be shared with parents at a PTA meeting 	<ul style="list-style-type: none"> • Increase this year's PTA membership over last year • Increase event attendance at all PTA events this year
SR 5.1 SR 5.2	<ul style="list-style-type: none"> • Continue kindergarten Read In, Art Docents, Lego Build Club, Lego Robotics, Girls on the Run, Soccer Club, Fiber Arts Club, and Shelf Elves, W.A.T.C.H. D.O.G.S. 	<ul style="list-style-type: none"> • Maintain or increase participation rates in existing clubs over last year's rates
SR 5.2	<ul style="list-style-type: none"> • Monitor the effectiveness of extended day academic services 	<ul style="list-style-type: none"> • DRA assessment • District unit math assessments
RM 4.1. a-b RM 4.2.a	<ul style="list-style-type: none"> • Partner with community agencies such as the YMCA, to provide ongoing support to our families and students 	<ul style="list-style-type: none"> • YMCA afterschool enrollment – this is a joint collaboration • YMCA Make A Splash enrollment will remain stable • Number of holiday food baskets – maximize participation rates • Operation School Bell – maximize participation rates • High School and beyond event attendance will increase over last year's participation • Math Night event attendance will increase over last year • Dental Day participation rates will increase over last year • Weekend Snack Packs – maximum participation rates • Science Night – will maintain or increase over last year • Wellness Night - will maintain or increase over last year
SR 5.2.a	<ul style="list-style-type: none"> • Employ multiple communication strategies to connect with families 	<ul style="list-style-type: none"> • Connect Ed Calls • Number of participants at Fall/Winter conferences • Classroom newsletters • Monthly newsletter

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.

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) What measure will you use to determine the success of your action items?
SR 5.2.a SR 5.3.a SR 5.4.b	<ul style="list-style-type: none"> • Collaborate with families to clearly communicate student needs and success • Increase parent participation through school related events • Ensure clear and timely communication to all of our stakeholders in multiple formats. Create a welcoming environment consistently throughout the school • Create a safe welcoming entrance and physical space 	<ul style="list-style-type: none"> • Conference attendance rates will increase over last year • Monthly awards assembly parent participation – baseline • Annual Title I Survey participation will maintain or increase over last year • EES Survey participation rate will increase over last year • Connect Ed Calls • Fall/Winter conferences • Classroom newsletters • Monthly newsletter • Customer service plan
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) What measure will you use to determine the success of your action items?
TL 1.3	<ul style="list-style-type: none"> • Provide additional time and support to students • Implement social skills curriculum in each classroom 	<ul style="list-style-type: none"> • Read Naturally attendance rates • ILE attendance data • SafeSchools data
TL 1.3	<ul style="list-style-type: none"> • Implement Positive Behavior Intervention Support (PBIS) – Tier I Universal Planning and implementation: <ul style="list-style-type: none"> ○ One student per classroom will receive an award monthly at an all school assembly ○ Award winners will get pizza with the Principal • Train staff in Trauma Informed Practices – ACEs awareness 	<ul style="list-style-type: none"> • Increase from 2 points to 6 points on the implementation scale • Decrease office referrals by 10%

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) What measure will you use to determine the success of your action items?
SR 5.2.a SR 5.3.a	<ul style="list-style-type: none"> • Provide challenging options and support for all students 	<ul style="list-style-type: none"> • Lego Robotics attendance participation rate will maintain or increase over last year's participation • Increase participation rate for Girls on the Run • Soccer club participation rates will remain consistent • Fiber arts participation rates will remain consistent • Read Naturally attendance will increase over last year • ILE attendance will increase over last year • Watch D.O.G.S. participation rate will maintain or increase

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.

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) What measure will you use to determine the success of your action items?
	<ul style="list-style-type: none"> • Reengage students in transition who have multiple absences 	<ul style="list-style-type: none"> • Monthly attendance rates
SR 5.2a	<ul style="list-style-type: none"> • Implement student specific interventions to promote school attendance through <ul style="list-style-type: none"> ○ Parent communication ○ Individual attendance plans ○ Regular monitoring 	<ul style="list-style-type: none"> • Monthly attendance data will show a decrease in absenteeism from last year's rate
	<ul style="list-style-type: none"> • Contact families of students with unexcused absences through a ConnectEd call or personal phone call from the Asst. Principal 	<ul style="list-style-type: none"> • Monthly attendance data will show a decrease in absenteeism of from last year's rate
	<ul style="list-style-type: none"> • Recognize students who have perfect attendance each month at a monthly assembly <ul style="list-style-type: none"> ○ 10 students' names will be drawn for a monthly cookie ○ Classes with "All Here" will receive recognition from the principal ○ At the before school open house students will sign an attendance pledge • Recognize students with perfect or near perfect attendance at the end of the school year during an assembly, and provide an end of year celebration 	<ul style="list-style-type: none"> • Monthly attendance data will show a decrease in absenteeism from last year's rate

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?
TL 2.3 TL 3.3	<ul style="list-style-type: none"> Participate in authentic learning professional development 	<ul style="list-style-type: none"> number of staff who attend the sessions
TL 1.2	<ul style="list-style-type: none"> Implement Google classroom for grades 3-5 	<ul style="list-style-type: none"> Monitor student usage
TL 1.2	<ul style="list-style-type: none"> Utilize Chromebooks for ELL students increase knowledge of English language 	<ul style="list-style-type: none"> Weekly participation report Student progress report
TL 1.2	<ul style="list-style-type: none"> Integrate technology/Chromebooks to apply Best Effort strategies 	<ul style="list-style-type: none"> Interim Assessment Block (IAB)
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Increase student understanding of the SAMR Model Implement the SAMR (Substitution, Augmentation, Modification, Redefinition) Model into instruction 	<ul style="list-style-type: none"> Student self-assess 2017-18 baseline data collected

STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
• Falicia Green	• Principal	• All Areas
• Valerie Yob	• Asst. Principal	• All Areas
• Molly Allen	• Jackson Instructional Leadership Team	• All Areas (specialty – reading)
• Traci Cotton	• Jackson Instructional Leadership Team	• All Areas (specialty – math)
• Susan Lindsay	• Jackson Instructional Leadership Team	• All Areas
• Pamela Nodus	• Jackson Instructional Leadership Team	• All Areas
• William Case	• Jackson Instructional Leadership Team	• All Areas
• Julie Struss	• Jackson Instructional Leadership Team	• All Areas
• Jeanne Maxwell	• Jackson Instructional Leadership Team	• All Areas
• Heidi Bradley	• Jackson Instructional Leadership Team	• All Areas
• Claire Baker	• Jackson Instructional Leadership Team	• All Areas
• Laura Rogers	• Jackson Instructional Leadership Team	• All Areas