

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: 35%	Below	At or Near	Above	Overall: 51.8%	Below	At or Near	Above	Overall: 62.4%	Below	At or Near	Above
Reading	37.9	47.6	14.6	Reading	27.7	49.4	22.9	Reading	21.2	51.8	27.1
Listening and Speaking	15.5	74.8	9.7	Listening and Speaking	12.0	69.9	18.1	Listening and Speaking	9.4	71.8	18.8
Writing	36.9	42.7	20.4	Writing	25.3	45.8	28.9	Writing	21.2	47.1	31.8
Research/Inquiry	29.1	57.3	13.6	Research/Inquiry	20.5	57.8	21.7	Research/Inquiry	11.8	54.1	34.1

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 measurable evidence of student learning?
TL 1.1	<ul style="list-style-type: none"> Continue implementation of Drop Everything and Read program (DEAR) for the purpose of building a reading culture before school. Implement the Amazing Reading Race to support and increase the volume of student reading. 	<ul style="list-style-type: none"> DEAR ticket statistics, September to June Accelerated Reader (AR) participation data Summer reading participation rates
TL 1.2	<ul style="list-style-type: none"> Extended day instruction implemented in 6-week sections for intervening with struggling readers will be implemented through units in grades 3-4 to close achievement gaps. 	<ul style="list-style-type: none"> Teacher-designed summative pre and post test data
TL 1.2	<ul style="list-style-type: none"> Administer, score, and analyze Interim Block Assessments at grades 3-5 to measure student learning checkpoints throughout the year. 	<ul style="list-style-type: none"> Interim Block Assessment data
TL 1.2	<ul style="list-style-type: none"> Grades 3-5 will regularly utilize multiple choice questions to give students regular practice with supporting an inference using text. 	<ul style="list-style-type: none"> Common teacher-developed summative and formative assessments on inferences

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 measurable evidence of student learning?
TL 1.2	<ul style="list-style-type: none"> Grade levels 3-5 will regularly teach and assess words with multiple meanings by examining context, word relationships, and word structure. 	<ul style="list-style-type: none"> SBA Interim Block Assessment scores

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

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Grade 3				Grade 4				Grade 5			
Overall: 35%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 51.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	37.9	47.6	14.6	Reading	27.7	49.4	22.9	Reading	21.2	51.8	27.1
Listening and Speaking	15.5	74.8	9.7	Listening and Speaking	12.0	69.9	18.1	Listening and Speaking	9.4	71.8	18.8
Writing	36.9	42.7	20.4	Writing	25.3	45.8	28.9	Writing	21.2	47.1	31.8
Research/Inquiry	29.1	57.3	13.6	Research/Inquiry	20.5	57.8	21.7	Research/Inquiry	11.8	54.1	34.1

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 measurable evidence of student learning?
TL 1.2	<ul style="list-style-type: none"> Continue implementation of Rachel's Challenge Daily 5 as a daily writing focus. Continue implementation of Pencil of Power awards to showcase student writing. 	<ul style="list-style-type: none"> Posting of Daily 5 writing samples through Pencil of Power program Samples of student writing will be displayed for each grade level and teacher
TL 1.1	<ul style="list-style-type: none"> Grade level teams will regularly develop writing assessments for each writing type and calibrate scoring of writing for the purpose of better data gathering on writing proficiency. 	<ul style="list-style-type: none"> Student writing samples by grade level
TL 1.2	<ul style="list-style-type: none"> Grades 1-5 will teach students how to apply or edit grade-appropriate grammar, usage, capitalization, punctuation, and spelling to help clarify the message of a narrative, informational, or opinion text. 	<ul style="list-style-type: none"> Team-designed writing assessments
TL 1.2	<ul style="list-style-type: none"> Create targeted intervention groups in writing based upon ongoing assessment of student writing achievement. 	<ul style="list-style-type: none"> Data from teacher-designed pre and post tests

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: 35.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 40.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 40.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	33.3	45.1	21.6	Concepts and Procedures	34.5	47.6	17.9	Concepts and Procedures	37.9	37.9	24.1
Problem Solving and Modeling & Data Analysis	24.5	63.7	11.8	Problem Solving and Modeling & Data Analysis	29.8	52.4	17.9	Problem Solving and Modeling & Data Analysis	29.9	56.3	13.8
Communicating Reasoning	5.9	83.3	10.8	Communicating Reasoning	38.1	42.9	19.0	Communicating Reasoning	34.5	43.7	21.8

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 measurable evidence of student learning?
TL 1.2	<ul style="list-style-type: none"> Continue implementation of Jedi Math program to support math fact fluency throughout the school in grades 2-5. 	<ul style="list-style-type: none"> Reflex math fact fluency data
TL 1.2	<ul style="list-style-type: none"> All grade level teams will implement backward planning from topic tests to adjust instruction according to assessment expectations. 	<ul style="list-style-type: none"> Teacher-created common assignments
TL 1.2	<ul style="list-style-type: none"> Administer, score, and analyze Smarter Balanced Assessment (SBA) Interim Block Assessments as checkpoints in grades 3-5. 	<ul style="list-style-type: none"> Interim Block Assessment data
TL 1.1	<ul style="list-style-type: none"> Track math topic test scores by grade level through the Learning Management System (LMS) gradebook. Implement targeted intervention in math for grades 2-5 for students who are falling behind as measured on common assessments. 	<ul style="list-style-type: none"> Pre and post test data
TL 1.2	<ul style="list-style-type: none"> All students in grades K-2 will focus on numbers and operations in base ten understanding place value as it relates to the underlying foundation for computational success in grades 3-5. Emphasis in addition and subtraction. 	<ul style="list-style-type: none"> Kindergarten Assessment Resource Kit (KARK) numbers 10-19 proficiency data District Topic Tests

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 measurable evidence of student learning?
TL 1.2	<ul style="list-style-type: none"> All students in grades 3-4 will focus on operations and algebraic thinking, understanding how to solve problems using the four operations and the relationship to factors and multiples as the underlying foundation for success with fractions in grade 5. 	<ul style="list-style-type: none"> District topic tests

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: 54.5%	Strand % Perf. Below	Strand % Perf. Similar
Systems	40.9	59.1
Inquiry	55.7	44.3
Application of Science	40.9	59.1
Domains	50.0	50.0

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	<ul style="list-style-type: none"> Continue implementation of Next Generation Science Standards (NGSS) in all classes and grade levels through science vertical team time and professional development for teachers. 	<ul style="list-style-type: none"> Measurement of Student Progress (MSP) sample test for grade 5
TL 1.1	<ul style="list-style-type: none"> Implement Emerson Science Technology Engineering and Mathematics (STEM) fair as a lead-in to district STEM fair. Students in grades 4-5 will demonstrate ability to develop answerable questions to investigate. 	<ul style="list-style-type: none"> Pre and post list of questions developed by students
TL 1.1	<ul style="list-style-type: none"> Develop common grade level assessments in science for 2 of science kits for the school year. 	<ul style="list-style-type: none"> Common grade level assessments in science

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2016-2017 school year is 75% of student families will have at least one family member volunteer or attend after school community engagement nights.

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 is the measurable evidence of student learning?
III 2.2	<ul style="list-style-type: none"> Implement “Coffee with the Principal” meetings quarterly to receive feedback from families on school climate, communication, successes, and challenges. 	<ul style="list-style-type: none"> Baseline of family attendance
III 2.2	<ul style="list-style-type: none"> Continue Watch D.O.G.S (Dads of Great Students) program to facilitate more adult male engagement in the school day. 	<ul style="list-style-type: none"> Increased number of days with Watch D.O.G.S. (Dads of Great Students) in the school compared to last year
III 2.2	<ul style="list-style-type: none"> In partnership with community partners, implement an after school English as Second Language (ESL) program for families that includes childcare. 	<ul style="list-style-type: none"> Baseline of family attendance
III 2.2	<ul style="list-style-type: none"> Implement Family Support Specialist position to identify needs of families and connect families with needed resources. 	<ul style="list-style-type: none"> Log of families served
III 2.2	<ul style="list-style-type: none"> Display attendance and academic data on the reception area bulletin board monthly to inform families on the school’s progress toward goals. 	<ul style="list-style-type: none"> School data dashboard

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

Key Performance Outcome(s):

Increase family involvement by building positive relationships, improving effective communication to all families, providing opportunities for family input into plans for improving the school, and inviting families to participate in school events as measured by the EES Parent and Staff 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) What is the measurable evidence of student learning?
III 2.2	<ul style="list-style-type: none"> Implement changed front-office tone and climate with customer-service approach with families. 	<ul style="list-style-type: none"> Educational Effectiveness Survey (EES) data
III 2.2	<ul style="list-style-type: none"> Implement school communication via school website, Facebook page, and Blackboard Connect. 	<ul style="list-style-type: none"> Website visits Facebook page visits Blackboard connect message volume and variety of communication methods
III 2.2	<ul style="list-style-type: none"> Implement increased staff participation in evening events for families, including greeting and participation in activities with families. 	<ul style="list-style-type: none"> Baseline of staff attendance

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 is the measurable evidence of student learning?
III 2.3	<ul style="list-style-type: none"> Host monthly discipline team meetings with staff members to identify discipline trends and make targeted school interventions. 	<ul style="list-style-type: none"> Discipline data by month
III 2.1	<ul style="list-style-type: none"> Rachel's Challenge Chain of Kindness to celebrate acts of kindness in the school. 	<ul style="list-style-type: none"> Kindness chain links
III 2.1	<ul style="list-style-type: none"> Investigate Positive Behavior Interventions and Supports (P.B.I.S.) discipline system as part of school wide inquiry into next steps with school behavior management system. 	<ul style="list-style-type: none"> Discipline training attendance Discipline team meeting agendas

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 is the measurable evidence of student learning?
TL 1.2	<ul style="list-style-type: none"> Implement warmup activities in staff meetings to prompt staff to consider equity issues in the classroom and in the school. 	<ul style="list-style-type: none"> Meeting agendas
SR 5.1	<ul style="list-style-type: none"> Monitor that all student and family groups include a broad representation that reflects the demographics of the school. 	<ul style="list-style-type: none"> Meeting agendas
SR 5.1	<ul style="list-style-type: none"> Monitor equity targets in reading and writing on summative assessments and Interim Block Assessments throughout the year to focus on closing achievement gap. 	<ul style="list-style-type: none"> Data team meeting minutes Unit summative assessment data from gradebook

ATTENDANCE

Key Performance Outcome(s):

To raise student attendance to 95% as measured by the spring 2016-2017 attendance data in the Learning Management System.

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 is the measurable evidence of student learning?
TL 1.2	<ul style="list-style-type: none">Continue implementation of attendance monitoring program for students with 5 or more absences of any type.	<ul style="list-style-type: none">Student attendance data
TL 1.5	<ul style="list-style-type: none">Continue implementation of attendance incentive programs (popcorn parties, pie the principal, sticker charts).	<ul style="list-style-type: none">Student attendance data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

To increase teacher comfort with teacher device use in preparation for student device use in future instructional years.

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?
III 2.2	<ul style="list-style-type: none"> Implement teacher tablets and utilize them through professional learning opportunities throughout the school year. 	<ul style="list-style-type: none"> Implementation of teacher tablet use regularly through professional learning during the school year
III 2.1	<ul style="list-style-type: none"> Implement Keyboarding Without Tears (KWT) curriculum in grades 3-5 classrooms. 	<ul style="list-style-type: none"> Keyboarding Without Tears (KWT) data
III 2.1	<ul style="list-style-type: none"> Utilize Chromebooks during classroom assessments so students can become familiar with use of the devices. 	<ul style="list-style-type: none"> Chromebook calendar
III 2.1	<ul style="list-style-type: none"> Utilize Chromebooks in all grade levels and teams to increase and deepen collaboration. 	<ul style="list-style-type: none"> OneNote notebooks