

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: 53.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	25.6	48.7	25.6
Listening and Speaking	12.8	55.1	32.1
Writing	26.9	41.0	32.1
Research/Inquiry	23.1	46.2	30.8

Overall: 62%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.0	49.5	28.6
Listening and Speaking	11.0	63.7	25.3
Writing	15.4	42.9	41.8
Research/Inquiry	17.6	53.8	28.6

Overall: 79.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	12.0	49.3	38.7
Listening and Speaking	8.0	64.0	28.0
Writing	12.0	44.0	44.0
Research/Inquiry	6.7	46.7	46.7

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	Goal #1: Instructional Focus: Content (Steps 2 and 3) <ul style="list-style-type: none"> Provide a balanced literacy program driven by the ELA Common Core State Standards (CCSS) that includes shared, guided, and independent reading. Focus on using text evidence to support answers and conclusions in both literary and informational texts. 	<ul style="list-style-type: none"> Developmental Reading Assessment (DRA) testing and progress monitoring (K-5) SBA interim assessments (3-5) STAR and Accelerated Reader (AR) data (1-5) Kindergarten Assessment Resource Kit (KARK) (K) Increase in summer reading program participation (1-5)
TL 1.3	Goal #2: Instructional Focus: Strategies (Step 3) <ul style="list-style-type: none"> Provide students with opportunities for accountable talk. Focus guided reading group discussions on citing text evidence. Use readers theater productions in the resource room. 	<ul style="list-style-type: none"> DRA testing and progress monitoring (K-5) SBA interim assessments (3-5) Reading fluency progress-monitoring data (Resource Room)

<p>PSS 3.2 PSS 3.3</p>	<p><u>Goal #3: Assessment, Data Disaggregation, and Progress Monitoring (Steps 1, 4, and 8)</u></p> <ul style="list-style-type: none"> • Use backward design based on grade-level assessments to plan lessons. • Use Learning Improvement Fridays (LIF) time to analyze results and plan instruction to reach Common Core State Standards and equity targets. • Use Accelerated Reader for engagement and motivation as well as progress monitoring. 	<ul style="list-style-type: none"> • DRA testing and progress monitoring (K-5) • SBA interim assessments (3-5) • STAR and Accelerated Reader data (1-5) • LLI running records (LAP students)
<p>TL 1.3</p>	<p><u>Goal #4: Tutorials, Maintenance and Enrichment (Steps 5-7)</u></p> <ul style="list-style-type: none"> • Provide guided reading instruction to all general education students, even if they also receive Learning Assistance Program (LAP) or English Language Learner (ELL) services. • Adjust guided reading groups based on student need. • Use reading interventions: Leveled Literacy Intervention (LLI), Explode the Code, and readiness activities for pre-readers. 	<ul style="list-style-type: none"> • Mastery of letter names/sounds and sight words (K-1) • DRA testing and progress monitoring (K-5) • STAR and Accelerated Reader data (1-5) • LLI running records (LAP students)

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

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Grade 3

Grade 4

Grade 5

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Listening and Speaking	12.8	55.1	32.1
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Research/Inquiry	23.1	46.2	30.8

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Reading	12.0	49.3	38.7
Listening and Speaking	8.0	64.0	28.0
Writing	12.0	44.0	44.0
Research/Inquiry	6.7	46.7	46.7

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	<p><u>Goal #1: Instructional Focus: Content (Steps 2 and 3)</u></p> <ul style="list-style-type: none"> Provide a balanced literacy program driven by the ELA Common Core State Standards that includes shared, guided, and independent writing. Focus on revision and editing across all three modes of writing. 	<ul style="list-style-type: none"> David Matteson benchmark assessments (K-2) District writing assessments (3-5) SBA interim assessment on revision/editing (3-5)
TL 1.3	<p><u>Goal #2: Instructional Focus: Strategies (Step 3)</u></p> <ul style="list-style-type: none"> Commit to at least 30 minutes of students actively writing every day in grades 1-5 across content areas and styles of writing. Use graphic organizers to support writing of all types. 	<ul style="list-style-type: none"> David Matteson benchmark assessments (K-2) District writing assessments (3-5)
PSS 3.2 PSS 3.3	<p><u>Goal #3: Assessment, Data Disaggregation, and Progress Monitoring (Steps 1, 4, and 8)</u></p> <ul style="list-style-type: none"> Use backward design based on assessments to plan lessons. Collaboratively score student writing using new district writing rubrics and anchor papers. Use LIF time to analyze results and plan next steps. 	<ul style="list-style-type: none"> David Matteson benchmark assessments (K-2) District writing assessments (3-5) SBA interim assessments (3-5)
TL 1.3	<p><u>Goal #4: Tutorials, Maintenance and Enrichment (Steps 5-7)</u></p> <ul style="list-style-type: none"> Provide opportunities for practice and enrichment across content areas. 	<ul style="list-style-type: none"> Student work in reading/writing/science journals showing progress due to additional teaching and/or enrichment activities

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: 62.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 56.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 51.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	27.5	33.8	38.8	Concepts and Procedures	24.7	32.6	42.7	Concepts and Procedures	25.6	42.3	32.1
Problem Solving and Modeling & Data Analysis	23.8	47.5	28.8	Problem Solving and Modeling & Data Analysis	21.3	50.6	28.1	Problem Solving and Modeling & Data Analysis	19.2	52.6	28.2
Communicating Reasoning	10.0	55.0	35.0	Communicating Reasoning	16.9	47.2	36.0	Communicating Reasoning	28.2	41.0	30.8

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	<p>Goal #1: Instructional Focus: Content (Steps 2 and 3)</p> <ul style="list-style-type: none"> Follow district instructional timelines using the enVision curriculum. Focus on problem-solving and communicating reasoning. 	<ul style="list-style-type: none"> District proficiency-scaled assessments (1-5) SBA interim assessments (3-5) enVision performance tasks (3-5)
TL 1.3	<p>Goal #2: Instructional Focus: Strategies (Step 3)</p> <ul style="list-style-type: none"> Use number talks. Provide grades 3-5 with SBA-style practice. 	<ul style="list-style-type: none"> District proficiency-scaled assessments (1-5) SBA interim assessments (3-5) enVision performance tasks (3-5)
PSS 3.2 PSS 3.3	<p>Goal #3: Assessment, Data Disaggregation, and Progress Monitoring (Steps 1, 4, and 8)</p> <ul style="list-style-type: none"> Use backward design based on assessments to plan lessons. Use district proficiency-scaled assessments and scoring guides, and SBA interim assessments. Use LIF time to analyze results and plan instruction to reach Common Core State Standards and equity targets. 	<ul style="list-style-type: none"> District proficiency-scaled assessments (1-5) SBA interim assessments (3-5) enVision performance tasks (3-5)
TL 1.3	<p>Goal #4: Tutorials, Maintenance and Enrichment (Steps 5-7)</p> <ul style="list-style-type: none"> Provide time for differentiated teaching and practice. Use MobyMax and IXL to monitor maintenance of skills. 	<ul style="list-style-type: none"> Data from teacher-created assessments showing improvement based on reteaching following unit tests MobyMax and IXL data

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: 82.1%	Strand % Perf. Below	Strand % Perf. Similar
Systems	23.7	76.3
Inquiry	25.0	75.0
Application of Science	17.1	82.9
Domains	21.1	78.9

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	<p><u>Goal #1: Instructional Focus: Content (Steps 2 and 3)</u></p> <ul style="list-style-type: none"> Teach science inquiry writing process and related vocabulary at each grade level using district science kits. 	<ul style="list-style-type: none"> District science kit assessments Schoolwide use of science journals showing use of vocabulary and inquiry write-ups appropriate to each grade level
TL 1.3	<p><u>Goal #2: Instructional Focus: Strategies (Step 3)</u></p> <ul style="list-style-type: none"> Provide students with opportunities for accountable talk, with a focus on citing evidence from hands-on science experiences. Provide fifth-graders with MSP-style practice. 	<ul style="list-style-type: none"> District science kit assessments District fifth-grade MSP practice assessment
PSS 3.2 PSS 3.3	<p><u>Goal #3: Assessment, Data Disaggregation, and Progress Monitoring (Steps 1, 4, and 8)</u></p> <ul style="list-style-type: none"> Use backward design based on district science kit tests to plan lessons. Use LIF time to analyze results and plan next steps. 	<ul style="list-style-type: none"> District science kit assessments Schoolwide use of science journals showing use of vocabulary and inquiry write-ups appropriate to each grade level District fifth-grade MSP practice assessment

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Jefferson staff members will increase and foster two-way communication with family members, who in turn will take a more active role in the life of the school.

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?
SR 5.1	<ul style="list-style-type: none"> Promote family/guardian involvement in school and PTA/Lighthouse events through school and teacher newsletters, phone calls, and e-mails (Blackboard Connect). Ensure that written communication is translated into multiple languages. 	<ul style="list-style-type: none"> Home-school communications Blackboard Connect delivery rates Participation data from school/PTA/Lighthouse events Educational Effectiveness Survey (EES) family/guardian survey data
SR 5.1 SR 5.2	<p>Provide support and resources to families about the importance of reading, especially for those whose students are struggling to reach grade-level standard. This will include:</p> <ul style="list-style-type: none"> LAP Family Night and conferences Newsletter articles with resources and information (MobyMax, Accelerated Reader, reading-related activities and events) 	<ul style="list-style-type: none"> Home-school communications Baseline participation data from LAP Family Night Data showing LAP students' achievement throughout the course of the year
SR 5.1 SR 5.2	<ul style="list-style-type: none"> Provide families with information and training on the Make Your Day citizenship/behavior management program so that they can engage with their children at home around this. 	<ul style="list-style-type: none"> Home-school communications Data showing an increased level of family involvement (higher percentage of Make Your Day slips returned and high response rate when Step 4 conferences are needed)
SR 5.1 SR 5.3	<ul style="list-style-type: none"> Expand Watch D.O.G.S. (Dads of Great Students) and other volunteer opportunities for family members. 	<ul style="list-style-type: none"> Baseline volunteer participation data (number of volunteers and amount of time given)

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

Key Performance Outcome(s):

Students, family and community members, and staff will view Jefferson Elementary as a welcoming, safe place where learning and support are accessible for all regardless of language, socioeconomic status, or cultural background.

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?
SR 5.1	<ul style="list-style-type: none"> Foster and maintain a feeling that all families are welcome regardless of background or language, and that they can access teachers and school leaders easily. 	<ul style="list-style-type: none"> High principal/assistant principal visibility as measured by EES Response time to families' phone calls and e-mails by teachers and administrators Number of translators provided
PSS 3.4	<ul style="list-style-type: none"> Ensure that the school office is a warm, welcoming, accessible place for all families. 	<ul style="list-style-type: none"> Improvement in feedback about office climate from EES survey and Culture Night poster activity Positive feedback from substitutes as measured by district feedback postcards
TL 1.4 SR 5.1	<ul style="list-style-type: none"> Continue Culture Night program with three events this year, plus school wide cultural explorations day in May. 	<ul style="list-style-type: none"> Baseline participation data from events Families' feedback from gallery walk poster activities

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?
PSS 3.4	<ul style="list-style-type: none"> Create and teach common-area expectations for behavior for all students. 	<ul style="list-style-type: none"> Staff-created matrix of common-area expectations
PSS 3.3 PSS 3.4	<ul style="list-style-type: none"> Continue staff training and conversations to use Make Your Day as a positive tool to support all students. 	<ul style="list-style-type: none"> Training materials and notes from Make Your Day conversations SWIS data
TL 1.3	<ul style="list-style-type: none"> Adopt trauma-informed practices to support students and families. 	<ul style="list-style-type: none"> Six-week on-time graduation social/emotional check-in data
PSS 3.4	<ul style="list-style-type: none"> Foster empathy and discourage harassment, intimidation, and bullying through Steps to Respect lessons taught by counselor and fifth-grade Rise Above Harassment (RAH) group. 	<ul style="list-style-type: none"> Lessons taught by counselor at each grade level Data on number of harassment/intimidation/bullying incidents RAH pre- and post-assessment data

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?
III 2.2 SR 5.1	<ul style="list-style-type: none"> Increase academic-focused communication from school to home through school and classroom newsletters. 	<ul style="list-style-type: none"> Home-school communications
TL 1.3 III 3.3	<ul style="list-style-type: none"> Refine the process for teachers to get support for struggling students with the Student Intervention Team (SIT). 	<ul style="list-style-type: none"> SIT documents showing how teachers and students are being supported, and how student progress is being tracked
SR 5.1	<ul style="list-style-type: none"> Foster an environment in which school leaders are visible and accessible. 	<ul style="list-style-type: none"> EES survey showing high principal and assistant principal visibility
SR 5.1	<ul style="list-style-type: none"> Ensure that language differences and lack of internet access do not stand in the way of family involvement. 	<ul style="list-style-type: none"> Home-school communications in multiple languages Number of translators provided

ATTENDANCE

Key Performance Outcome(s):

Student absences and tardies will decrease from the 2015-16 school year to the 2016-17 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) What is the measurable evidence of student learning?
SR 5.2	<ul style="list-style-type: none"> Communicate to families the importance of consistent attendance. 	<ul style="list-style-type: none"> Newsletter articles and communications discussed at conferences
PSS 3.5	<ul style="list-style-type: none"> Hold monthly meetings of principal, assistant principal, and counselor to monitor attendance and follow up with students/families. 	<ul style="list-style-type: none"> Notes from monthly meetings Student attendance data
PSS 3.5	<ul style="list-style-type: none"> Focus on attendance concerns and action plans with teachers during six-week on-time graduation social/emotional check-ins. 	<ul style="list-style-type: none"> Spreadsheets from six-week check-ins Student attendance data
PSS 3.4	<ul style="list-style-type: none"> Counselor will conduct a weekly attendance group during the fall with five students who had an extreme number of absences last year. Later in the year, each student will have an adult contact at school who checks in about attendance regularly. 	<ul style="list-style-type: none"> Student attendance data (this year's compared to last year's) Notes from meetings and ongoing check-ins with students

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students will have increased access and exposure to technology tools and activities.

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 1.2	<ul style="list-style-type: none"> Teachers in grades 3-5 will fully implement the new Keyboarding Without Tears (KWT) curriculum, providing at least 30 minutes of keyboarding time per week with support from the technology specialist. 	<ul style="list-style-type: none"> Keyboarding Without Tears use data/assessments
TL 1.3	<ul style="list-style-type: none"> Second-graders will have increased access to Chromebooks in order to improve their ability to use the computers effectively in preparation for third-grade SBA testing. 	<ul style="list-style-type: none"> Computer use data Student work
TL 1.3	<ul style="list-style-type: none"> ELL students in all grade levels will have increased access to Chromebooks in order to improve their ability to use the computers effectively in preparation for English Language Proficiency Assessment (ELPA)21 testing. 	<ul style="list-style-type: none"> Computer use data Student work
TL 1.3	<ul style="list-style-type: none"> All students will have increased exposure to Science, Technology, Engineering, and Mathematics (STEM) activities through technology instruction that includes coding at least once per month. 	<ul style="list-style-type: none"> Technology specialist's data on lessons completed Student work/participation in district STEM expo