



**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: 32.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 49.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 41.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	38.2	42.6	19.1	<b>Reading</b>	35.4	46.2	18.5	<b>Reading</b>	36.7	43.0	20.3
Listening and Speaking	17.6	70.6	11.8	Listening and Speaking	18.5	60.0	21.5	Listening and Speaking	22.8	63.3	13.9
Writing	38.2	51.5	10.3	Writing	29.2	46.2	24.6	Writing	43.0	36.7	20.3
Research/Inquiry	38.2	57.4	4.4	Research/Inquiry	29.2	56.9	13.8	Research/Inquiry	24.1	57.0	19.0

<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?
1.2 a & b 1.3 a & b	<ul style="list-style-type: none"> <li>Build students' academic and content specific vocabulary through explicit instruction (focus on Tier 2 &amp; Tier 3 words); strengthen language acquisition and fluency through meaningful use of vocabulary in context as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>DRA &amp; ELA Checkpoints</li> <li>SBA Interims</li> <li>Teacher Anecdotal Notes</li> <li>Classroom based formative assessments (CIA, Jan Richardson, AR, STAR)</li> </ul>
1.2 a & b 1.3 a & b	<ul style="list-style-type: none"> <li>Provide opportunities for students to write and speak using evidence from texts to state a claim, provide information, and summarize as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>DRA &amp; ELA Checkpoints</li> <li>SBA Interims</li> <li>Teacher Anecdotal Notes</li> <li>Classroom based formative assessments (CIA, Jan Richardson, AR, STAR)</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Model and apply close critical reading strategies and practices using a range of text-dependent questions and tasks that require students to read and reread challenging texts with attention and care as</li> </ul>	<ul style="list-style-type: none"> <li>DRA &amp; ELA Checkpoints</li> <li>SBA Interims</li> <li>Teacher Anecdotal Notes</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?
	evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.	<ul style="list-style-type: none"> <li>• Classroom based formative assessments (CIA, Jan Richardson, AR, STAR)</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>• Focus on equity targets when unpacking assessments to identify standards and academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• DRA &amp; ELA Checkpoints</li> <li>• SBA Interims</li> <li>• Teacher Anecdotal Notes</li> <li>• Classroom based formative assessments (CIA, Jan Richardson, AR, STAR)</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>• Monitor progress of students after each summative assessment using equity target information.</li> </ul>	<ul style="list-style-type: none"> <li>• DRA &amp; ELA Checkpoints</li> <li>• SBA Interims</li> <li>• Teacher Anecdotal Notes</li> <li>• Classroom based formative assessments (CIA, Jan Richardson, AR, STAR)</li> </ul>
1.2 a & b 1.3 a & b	<ul style="list-style-type: none"> <li>• Provide opportunities for students below standard to participate in Summer School focused on reading and math, along with a Summer Reading program that is provided to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• DRA &amp; ELA Checkpoints</li> <li>• SBA Interims</li> <li>• Teacher Anecdotal Notes</li> <li>• Classroom based formative assessments (CIA, Jan Richardson, AR, STAR)</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

### 2015-16 SBA Results

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Grade 3				Grade 4				Grade 5			
Overall: 32.9%	Below	At or Near	Above	Overall: 49.2%	Below	At or Near	Above	Overall: 41.3%	Below	At or Near	Above
Reading	38.2	42.6	19.1	Reading	35.4	46.2	18.5	Reading	36.7	43.0	20.3
Listening and Speaking	17.6	70.6	11.8	Listening and Speaking	18.5	60.0	21.5	Listening and Speaking	22.8	63.3	13.9
<b>Writing</b>	38.2	51.5	10.3	<b>Writing</b>	29.2	46.2	24.6	<b>Writing</b>	43.0	36.7	20.3
Research/Inquiry	38.2	57.4	4.4	Research/Inquiry	29.2	56.9	13.8	Research/Inquiry	24.1	57.0	19.0

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?
1.2 a & b 1.3 a & b	<ul style="list-style-type: none"> <li>Provide opportunities for students to write and speak using evidence from texts to state a claim, provide information, and summarize as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>DRA &amp; ELA Checkpoints</li> <li>SBA Interims</li> <li>Teacher Anecdotal Notes</li> <li>Common Grade Level Writing Assessments</li> <li>David Mattison Benchmark Writing Assessments</li> </ul>
1.2 a & b 1.3 a & b	<ul style="list-style-type: none"> <li>Model and provide opportunities for students to write to learn, including note-taking, summarizing, questioning and responding to text (print and digital sources, experiences, observations, visuals, etc.) and reflecting on learning as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>DRA &amp; ELA Checkpoints</li> <li>SBA Interims</li> <li>Teacher Anecdotal Notes</li> <li>Common Grade Level Writing Assessments</li> <li>David Mattison Benchmark Writing Assessments</li> </ul>
1.2 a & b 1.3 a & b	<ul style="list-style-type: none"> <li>Design opportunities for students to revise and reflect on their work and thinking throughout the learning process with a focus on mechanics (capitalization, punctuation, etc.) as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>DRA &amp; ELA Checkpoints</li> <li>SBA Interims</li> <li>Teacher Anecdotal Notes</li> <li>Common Grade Level Writing Assessments</li> <li>David Mattison Benchmark Writing Assessments</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Focus on equity targets when unpacking assessments to identify standards and academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>DRA &amp; ELA Checkpoints</li> <li>SBA Interims</li> <li>Teacher Anecdotal Notes</li> <li>Common Grade Level Writing Assessments</li> <li>David Mattison Benchmark Writing Assessments</li> </ul>

<b>Strategic Plan Reference</b>	<b>Writing 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?
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>• Monitor progress of students after each summative assessment using equity target information.</li> </ul>	<ul style="list-style-type: none"> <li>• DRA &amp; ELA Checkpoints</li> <li>• SBA Interims</li> <li>• Teacher Anecdotal Notes</li> <li>• Common Grade Level Writing Assessments</li> <li>• David Mattison Benchmark Writing Assessments</li> </ul>
1.2 a & b 1.3 a & b	<ul style="list-style-type: none"> <li>• Provide opportunities for students below standard to participate in Summer School focused on reading and math, along with a Summer Reading program that is provided to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• DRA &amp; ELA Checkpoints</li> <li>• SBA Interims</li> <li>• Teacher Anecdotal Notes</li> <li>• Common Grade Level Writing Assessments</li> <li>• David Mattison Benchmark Writing Assessments</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: 40.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 49.2 %	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 33.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	42.0	33.3	24.6	Concepts and Procedures	27.7	47.7	24.6	Concepts and Procedures	50.0	30.0	20.0
Problem Solving and Modeling & Data Analysis	33.3	49.3	17.4	Problem Solving and Modeling & Data Analysis	23.1	55.4	21.5	Problem Solving and Modeling & Data Analysis	41.3	43.8	15.0
Communicating Reasoning	13.0	69.6	17.4	Communicating Reasoning	24.6	53.8	21.5	Communicating Reasoning	41.3	48.8	10.0

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?
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Use evidence of student thinking to assess progress toward mathematical understanding and adjust instruction continually in ways that support and extend learning as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Common pre-assessments, formative assessments &amp; summative assessments (Envisions Topic Assessments)</li> <li>Reflex Math Data</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Common pre-assessments, formative assessments &amp; summative assessments</li> <li>Reflex Math Data</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing multiple student approaches and arguments as evidenced through informal walk-throughs, observational data, Learning Log Meeting notes/agendas, Administrative LIF notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Common pre-assessments, formative assessments &amp; summative assessments</li> <li>Reflex Math Data</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Focus on equity targets when unpacking assessments to identify standards and academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Common pre-assessments, formative assessments &amp; summative assessments</li> <li>Reflex Math Data</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?
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>• Monitor progress of students after each summative assessment using equity target information.</li> </ul>	<ul style="list-style-type: none"> <li>• Common pre-assessments, formative assessments &amp; summative assessments</li> <li>• Reflex Math Data</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>• Provide opportunities for students below standard to participate in Summer School focused on reading and math.</li> </ul>	<ul style="list-style-type: none"> <li>• Common pre-assessments, formative assessments &amp; summative assessments</li> <li>• Reflex Math Data</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: 40%	Strand % Perf. Below	Strand % Perf. Similar
Systems	45.0	55.0
Inquiry	66.2	33.8
Application of Science	50.0	50.0
Domains	62.5	37.5

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?
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Teach science in an effort to encourage and increase intentional science instruction and integrate high-quality nonfiction resources and online content utilizing district science kits.</li> </ul>	<ul style="list-style-type: none"> <li>Amount of non-fiction materials checked out of the library</li> <li>Amount of non-fiction AR tests taken and passed by students</li> <li>Science Kit usage data</li> </ul>
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	<ul style="list-style-type: none"> <li>Monitor students' understanding of content standards through common assessments and evaluation of student science journals, and formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>K-5 GLTs common scoring for report cards after each science kit.</li> <li>Grade-level science writing exemplars for science note booking, note taking, and the scientific process (research, predictions, conclusions, etc.)</li> </ul>
1.4 2.1 a	<ul style="list-style-type: none"> <li>Provide opportunities as part of STEAM and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>Student participation and engagement will be monitored</li> <li>Student self-assessment &amp; reflection (Survey)</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

To create a school environment that is diverse, safe, and welcoming for each student, family, staff member, and community member, as measured by the EES survey, the Title I survey, and other formative assessments.

<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?
2.2 c 5.1 a	<ul style="list-style-type: none"> <li>Partner with families to prepare for, and sustain student learning and academic success, by increasing parent participation through school-related events, including Title I events</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation at events (sign-in sheets): Volunteer Celebration, Multicultural Night, STEAM Night, Literacy Night, High School &amp; Beyond, etc.</li> <li>Natural Leaders events and meetings &amp; Weekly Cut &amp; Chat Meetings</li> <li>PTA participation &amp; membership data</li> <li>CEE Baseline Data</li> <li>Attendance Data</li> <li>Student Compact Turn In Data compared to previous years</li> <li>Housing Navigator Referrals</li> <li>Family Support Documentation</li> </ul>
2.2 c 5.1 a	<ul style="list-style-type: none"> <li>Provided families with multiple opportunities to share their ideas with school staff, as well as to learn more about how they can support their students' learning</li> </ul>	<ul style="list-style-type: none"> <li>Data from Annual Title I parent Survey and EES survey data.</li> <li>Connect Ed call data</li> <li>Attendance rates at event</li> <li>Evidence of impact from parent meetings (parking lot, cut and chat, etc)</li> <li>PRIDE/Family Handbook Signatures</li> </ul>
2.2 c 5.1 a	<ul style="list-style-type: none"> <li>Begin Watchdog Program at Madison to further increase participation of male role models.</li> </ul>	<ul style="list-style-type: none"> <li>Daily surveys of Watchdogs</li> <li>Staff survey data</li> <li>CEE data</li> <li>Participation Data</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):**

To create a school environment that is diverse, safe, and welcoming for each student, family, staff member, and community member, as measured by the EES survey, the Title I survey, and other formative assessments.

<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?
3.4a	<ul style="list-style-type: none"> <li>Implement strategic actions that create a safe, welcoming environment for students. Staff will implement strategic actions that create a safe and welcoming environment for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Morning Greeting Procedure changes</li> <li>PRIDE program celebrations</li> <li>Building Maintenance</li> <li>CEE Data from parents &amp; students</li> <li>Social Emotional Meeting Notes</li> <li>CHAMPS staff reflections</li> <li>Observational Data</li> <li>2nd Step Curriculum Assessments</li> <li>All School Kindness Week</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?
3.4a	<ul style="list-style-type: none"> <li>Promote safety, tolerance, respect, and a welcoming environment through the delivery of curriculum and instruction to all students, and through school-wide behavioral expectations (PRIDE).</li> </ul>	<ul style="list-style-type: none"> <li>Assessments connected with 2nd Step and Steps to Respect curriculum</li> <li>Title I family event participation</li> <li>School wide implementation of PRIDE – celebrations &amp; recognitions through assemblies</li> <li>5th grade Peer Mediators – Survey &amp; referral information</li> <li>5th grade participation in WE Program</li> </ul>
3.4a	<ul style="list-style-type: none"> <li>Provide recognition for students and classes who demonstrate PRIDE</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PRIDE recognition at our awards ceremony</li> </ul>
3.4a	<ul style="list-style-type: none"> <li>Provide enrichment opportunities to connect students to Madison</li> </ul>	<ul style="list-style-type: none"> <li>Student participation in activities</li> <li>Student reflection</li> <li>CEE survey data</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?
5.1 a & b	<ul style="list-style-type: none"> <li>Partner with community agencies to provide ongoing support to our families and students.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Food backpacks</li> <li>Big Brother/Big Sisters mentor support</li> <li>Volunteer Tracking</li> <li>Holiday food baskets provided to families.</li> <li>Positive relationships with local agencies</li> <li>Solid attendance at High School &amp; Beyond event</li> <li>Children’s Museum Science Enrichment After School Program 4th &amp; 5th participation</li> <li>EVCC tour survey &amp; reflection</li> <li>WE Program projects (5th grade students)</li> </ul>
2.2 c 3.1 a 5.1 a & b	<ul style="list-style-type: none"> <li>Growth of Natural Leaders Program, Watch Dogs and PTA.</li> </ul>	<ul style="list-style-type: none"> <li>Participation data</li> <li>Reflection surveys</li> <li>CEE data</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

This year we will decrease the number of students with the most challenging attendance issues by 10% and increase the number of students with “good” attendance by 10%.

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?
1.1 a 1.2 a	<ul style="list-style-type: none"> <li>Implement a school-wide theme of “10 or Less for School Success” to emphasize our goal of students missing no more than 10 days of school each year.</li> </ul>	<ul style="list-style-type: none"> <li>“10 or Less for School Success” campaign monthly recognition</li> <li>Weekly counseling lessons in the classrooms include instruction about attendance</li> <li>Students and classrooms will be recognized for attendance on the announcements</li> <li>Attendance Self-Monitoring documentation for some students</li> </ul>
1.1 a 1.2 a	<ul style="list-style-type: none"> <li>Establish a monitoring system through the Student Support Team for increasing overall attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data will be reviewed monthly</li> </ul>
1.1 a 1.2 a 3.4 a	<ul style="list-style-type: none"> <li>Provide recognition for students and classes who demonstrate “perfect attendance” (no absences, no tardies).</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data is collected a minimum of 1x per month and reported to students, parents, and staff as appropriate</li> <li>Perfect attendance poster is updated monthly</li> <li>Bulletin board of perfect attendance updated monthly</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

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?
	<ul style="list-style-type: none"> <li>Introduce staff to SAMR model along with a focus of administrators sharing ideas during walk through model</li> </ul>	<ul style="list-style-type: none"> <li>Observational data throughout content areas</li> </ul>
	<ul style="list-style-type: none"> <li>Advocate for additional Chromebooks for student and staff usage</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interims</li> <li>Enrichment opportunities through additional Specialist Time</li> <li>Usage data – before school programs &amp; during the data</li> <li>KWT, Reflex Math, AR tracking data</li> </ul>