

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: 48.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 64.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 72.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.8	62.1	16.1	Reading	18.8	59.4	21.9	Reading	16.8	49.5	33.7
Listening and Speaking	17.2	70.1	12.6	Listening and Speaking	8.3	71.9	19.8	Listening and Speaking	7.9	61.4	30.7
Writing	26.4	54.0	19.5	Writing	14.6	56.3	29.2	Writing	10.9	40.6	48.5
Research/Inquiry	18.4	57.5	24.1	Research/Inquiry	11.5	55.2	33.3	Research/Inquiry	5.9	45.5	48.5

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 measurable evidence of student learning?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Implement Balanced Reading Approach with district curriculum/supplemental resources <ul style="list-style-type: none"> Facilitate targeted guided reading groups focusing on meeting Common Core State Standards (CCSS) that are not yet mastered Make strategic adjustments based upon frequent formative assessment of learning (e.g., exit slips, checks for understanding, quick writes, written summaries, reflection on learning, etc.) 	<ul style="list-style-type: none"> Smarter Balanced Assessment (SBA) interim performance assessments at intermediate Developmental Reading Assessment (DRA) progress monitoring at the primary Kindergarten Assessment Resource Kit (KARK) assessment at kindergarten
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Co-establish, in conference with each student, an informed, individualized, goal plan using current performance as a base with clear steps to reach grade level targets Guide students in using a graphic organizer to track reading progress 	<ul style="list-style-type: none"> Individualized graphic organizer tracking reading progress

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 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Implement reading intervention plans during instruction and instructional Learning Assistance Program (LAP)/English Language Learner (ELL) support 	<ul style="list-style-type: none"> Leveled Learning Intervention (LLI) assessments and Running Records from small group interventions
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Provide professional development to staff in <i>Best Reading Practices</i> using a lesson study protocol with kindergarten-fifth grade level teams increasing alignment across grade levels 	<ul style="list-style-type: none"> Grade level team created formative assessment on lesson study focus
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Create a culture of independent student reading across grades within school 	<ul style="list-style-type: none"> AR records Summer reading data

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: 48.3%	Below	At or Near	Above	Overall: 64.6%	Below	At or Near	Above	Overall: 72.3%	Below	At or Near	Above
Reading	21.8	62.1	16.1	Reading	18.8	59.4	21.9	Reading	16.8	49.5	33.7
Listening and Speaking	17.2	70.1	12.6	Listening and Speaking	8.3	71.9	19.8	Listening and Speaking	7.9	61.4	30.7
Writing	26.4	54.0	19.5	Writing	14.6	56.3	29.2	Writing	10.9	40.6	48.5
Research/Inquiry	18.4	57.5	24.1	Research/Inquiry	11.5	55.2	33.3	Research/Inquiry	5.9	45.5	48.5

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 measurable evidence of student learning?
TL 1.2 TL 1.3 TL 1.5 III 2.1	<ul style="list-style-type: none"> Collaborate in scoring a common grade level writing prompt, discuss student growth, and identify areas of concern in writing in the Fall and prior to spring conferences using Learning Improvement Friday (LIF) and ½ day release 	<ul style="list-style-type: none"> Common grade level specific writing prompt
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Conference with students identified as below standard and share feedback during student conferencing. Co-create a plan highlighting areas of focus and goals 	<ul style="list-style-type: none"> Common grade level specific writing prompt
TL 1.2 TL 1.3 SR 5.3	<ul style="list-style-type: none"> Increase independent daily student writing at all grade levels 	<ul style="list-style-type: none"> Self-assessment of writing journals
TL 1.2 TL 1.3 SR 5.3	<ul style="list-style-type: none"> Implement rigorous writing instruction, at the second-fifth grade levels in the area of informational writing; at the kindergarten-first grade level in the area of narrative writing 	<ul style="list-style-type: none"> Common grade level specific writing prompt at second-fifth David Matteson writing benchmarks at kindergarten-first

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: 57.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 57.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 70%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	25.8	41.6	32.6	Concepts and Procedures	31.9	43.6	24.5	Concepts and Procedures	12.1	39.4	48.5
Problem Solving and Modeling & Data Analysis	25.8	39.3	34.8	Problem Solving and Modeling & Data Analysis	14.9	63.8	21.3	Problem Solving and Modeling & Data Analysis	17.2	37.4	45.5
Communicating Reasoning	13.5	58.4	28.1	Communicating Reasoning	18.1	55.3	26.6	Communicating Reasoning	11.1	58.6	30.3

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 TL 1.3 TL 1.5 SR 5.3	<ul style="list-style-type: none"> Establish clear targets for math within the learning progressions, and use targets to guide instructional decisions to meet (CCSS) 	<ul style="list-style-type: none"> Unit/topic post tests for first-fifth KARK assessments for Kindergarten
TL 1.2 TL 1.3 TL 1.5 III 2.1	<ul style="list-style-type: none"> Focus on two of the CCSS mathematical practices: <ul style="list-style-type: none"> Make sense of problems and persevere in solving them Attend to precision 	<ul style="list-style-type: none"> Grade level formative assessments in areas of focus Daily work and extensions
TL 1.2 TL 1.3 TL 1.5 III 2.1	<ul style="list-style-type: none"> Teachers will conference with students below standard individually and with others in small focused math groups to identify math areas that are a focus for student growth Implement intervention plans providing instructional math support to students 	<ul style="list-style-type: none"> Grade level formative assessments in areas of focus Daily work and extensions
TL 1.1 TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Collaboratively plan and implement grade level specific performance tasks to promote understanding of mathematical concepts, reasoning, and problem solving skills, giving students multiple opportunities to work with peers in completing these tasks 	<ul style="list-style-type: none"> Common performance tasks scored using math rubric

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: 78%	Strand % Perf. Below	Strand % Perf. Similar
Systems	34.0	66.0
Inquiry	32.0	68.0
Application of Science	22.0	78.0
Domains	26.0	74.0

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 TL 1.3	<ul style="list-style-type: none"> Use strategic actions to improve student learning in the area of science <ul style="list-style-type: none"> Teachers will use science units including Engineering is Elementary (EiE) Science Technology Engineering and Mathematics (STEM) kits Teachers will provide instruction in use of science notebooks, modeling organized recordings of observations, collecting data, and in labeling scientific drawings Students and families will participate in a school level science evening guided by teacher teams 	<ul style="list-style-type: none"> Effective applying of scientific process in science notebook Science night participation data Science kit assessments for intermediate
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Encourage students to use evidence to support their claims, conjectures, predictions, and explanations in science investigations 	<ul style="list-style-type: none"> Notebooks showing the creation of arguments and explanations, processes critical to the nature of science
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Use the language of both the Common Core and Next Generation Science Standards (NGSS) to engage students in a process of communicating what they know and how they know it 	<ul style="list-style-type: none"> Notebooks demonstrating use of evidence and reasoning to support claims
TL 1.2 TL 1.5	<ul style="list-style-type: none"> Support student engagement and build student capacity in the science/engineering practices including use of EiE STEM kits 	<ul style="list-style-type: none"> Formative STEM kit assessment Robotic registration and team participation

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2016-2017 school year is the creation of a community-oriented environment at James Monroe where families feel welcome and supported in partnering with 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 SR 5.2 SR 5.3	<ul style="list-style-type: none"> • Use strategic actions including partnering with the Parent and Teacher Association (PTA) to become a “School of Excellence” in creating a community-oriented environment where parents will be encouraged to become more visible participants in supporting student learning <ul style="list-style-type: none"> ○ Family involvement, participation, and consultation with school staff will be increased and observed in learning support events, i.e. opening school dinner, parent teacher conferences, curriculum nights, Science night, PTA general sessions, positive role modeling at school, etc. ○ Parents will be participating with teachers in developing strategies that support student learning ○ Opportunities will be provided for families to discuss educational issues with and practice learning activities with children 	<ul style="list-style-type: none"> • Implementation of LAP and Intervention Plans (I-Plans) with families in October are evident in student learning improvement • Increased PTA membership
SR 5.1	<ul style="list-style-type: none"> • Participate with school parents in Washington State’s Family Engagement Conference incorporating conference ideas to expand opportunities for innovative family partnering with the school 	<ul style="list-style-type: none"> • Family involvement data • Participant feedback from events
SR 5.2	<ul style="list-style-type: none"> • Work together with our families to support district student wellness policy <ul style="list-style-type: none"> ○ Food, treats, and snacks at school provided by staff, parents and PTA will follow the district nutritional guidelines ○ Student physical activity will be encouraged in activities supported by parent groups i.e. PTA Jog-a-thon and Dance Dude 	<ul style="list-style-type: none"> • Participant feedback

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

Key Performance Outcome(s):

The target for the 2016-2017 school year is the creation of a welcoming and safe community at James Monroe through developing customer friendly procedures and expanding the recognition provided to students through our Positive Behavior Instructional Support (PBIS) approach to student behavior management while remaining focused on equitable practice.

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 2.1 SR 5.1	<ul style="list-style-type: none"> • Implement strategic actions that create a safe welcoming, community-oriented environment at James Monroe <ul style="list-style-type: none"> ○ Mentors will provide support to students in adjusting to school environment ○ Support staff will provide transition supports to new families and returning students and families requiring increased support such as translation services and connecting with other families and school services ○ Office staff will welcome families and meet their information and support needs 	<ul style="list-style-type: none"> • List of adult mentors • Educational Effectiveness Survey (EES) • Counselor survey of intermediate student school satisfaction
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 2.1 III 2.3 PSS 3.4	<ul style="list-style-type: none"> • Implementation of a Positive Behavioral Interventions and Supports (PBIS) approach to creating a safe and positive school climate at James Monroe <ul style="list-style-type: none"> ○ Implement researched based PBIS strategies and make school wide behavior expectations visible throughout school ○ Provide recognition for positive student behavior through school assemblies ○ Quarterly review of individual student social-emotional health in grade level meetings 	<ul style="list-style-type: none"> • PBIS data regarding referrals • Student recognition data • Quarterly social-emotional health review data
III 2.1 III 2.3 PSS 3.4	<ul style="list-style-type: none"> • Provide for staff monthly PBIS professional development 	<ul style="list-style-type: none"> • PBIS professional development staff participation data and actions

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 TL 1.3 TL 1.5	<ul style="list-style-type: none"> • Provide professional development, collegial conversations, and instructional observations that reinforce the presence of instructional practices that improve the learning of marginalized students, focusing on three specific equity-conscious practices described in the 2009 research of Skrla, McKenzie, and Scheurich: <ul style="list-style-type: none"> ○ Staff will clearly communicate expectations for learning ○ Staff will frequently assess individual student learning ○ Staff will differentiate instruction to meet individual student needs and capitalize on individual assets 	<ul style="list-style-type: none"> • Learning gaps across marginalized student groups decreased • EES student survey data

ATTENDANCE

Key Performance Outcome(s):

The target for the 2016-2017 school year is 100% attendance of students unless excused due to illness, appointment, or approved trip.

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 TL 1.5	<ul style="list-style-type: none">• Monitor school attendance on a daily basis and carry out actions that address unexcused absences<ul style="list-style-type: none">○ Teachers will call families of students when absent more than a few days to reinforce importance of attendance○ Daily calls will go home to each child who is absent without phone call or written excuse○ Letters will be sent according to district attendance policy when students are unexcused twice or excused five or more days in a month counseling families to work with school administration, nurse, and/or counselor to develop a plan to improve consistent and timely attendance	<ul style="list-style-type: none">• Baseline attendance data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2016-2017 school year is to provide professional development that builds the capacity of James Monroe staff to deepen understanding of strategies that create authentic student learning experiences that integrate 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?
TL 1.1 III 2.3	<ul style="list-style-type: none">All James Monroe staff will participate in the four day district sponsored Instructional Technology Integration Professional Development pilot and will develop action plans following each session for implementation	<ul style="list-style-type: none">Student work using technology