

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: 92.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	5.2	28.9	65.9
Listening and Speaking	3.0	42.2	54.8
Writing	4.4	18.5	77.0
Research/Inquiry	4.4	20.0	75.6

Overall: 95.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	2.5	30.3	67.2
Listening and Speaking	0.8	54.9	44.3
Writing	2.5	23.0	74.6
Research/Inquiry	0.8	32.8	66.4

Overall: 89.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	6.6	24.8	68.6
Listening and Speaking	6.6	34.7	58.7
Writing	3.3	11.6	85.1
Research/Inquiry	0.0	26.4	73.6

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?
PSS 3.3.a	<ul style="list-style-type: none"> Implement a systemic approach to identify Level 2-3 “bubble” students in grades K-5. Develop targeted support to close skill gaps and raise identified students to standard in reading. 	<ul style="list-style-type: none"> DRA progress monitoring Fall-winter-spring DRA sub-score change
PSS 3.3.a	<ul style="list-style-type: none"> Eliminate drop in same-student scores between fourth and fifth grade in reading, listening/speaking and writing performance. 	<ul style="list-style-type: none"> Comparison of SBA sub-scores in reading, listening/speaking and writing between fourth and fifth grade SBA ELA interim assessment scores in winter for fifth grade
PSS 3.3.a	<ul style="list-style-type: none"> In response to three-fold growth in three years of English Learners (EL), increase use of GLAD strategies. 	<ul style="list-style-type: none"> Growth toward “At Standard” in each of nine areas on ILE

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: 92.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 95.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 89.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	5.2	28.9	65.9	Reading	2.5	30.3	67.2	Reading	6.6	24.8	68.6
Listening and Speaking	3.0	42.2	54.8	Listening and Speaking	0.8	54.9	44.3	Listening and Speaking	6.6	34.7	58.7
Writing	4.4	18.5	77.0	Writing	2.5	23.0	74.6	Writing	3.3	11.6	85.1
Research/Inquiry	4.4	20.0	75.6	Research/Inquiry	0.8	32.8	66.4	Research/Inquiry	0.0	26.4	73.6

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.b	<ul style="list-style-type: none"> Align David Matteson (DM) writing techniques in kindergarten through second grade. Follow writing maps, meet expectations for each quarter, write to all modes, provide explicit writing instruction, and tightly align classroom actions with curriculum mapping and timeline. 	<ul style="list-style-type: none"> Structured Administrator walk-throughs Student writing samples TSGold writing fall and spring scores in kindergarten
TL 1.2.b	<ul style="list-style-type: none"> In the intermediate grades implement a “read to write” approach. Students become adept at analyzing/synthesizing text in order to write with text complexity. 	<ul style="list-style-type: none"> Standardized graphic organizers, writing maps, rubrics and other writing calendars Samples of fictional narrative at end of second grade

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: 92.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 90.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 81.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	7.4	5.9	86.7	Concepts and Procedures	5.7	21.1	73.2	Concepts and Procedures	10.7	19.0	70.2
Problem Solving and Modeling & Data Analysis	2.2	29.6	68.1	Problem Solving and Modeling & Data Analysis	3.3	33.3	63.4	Problem Solving and Modeling & Data Analysis	7.4	20.7	71.9
Communicating Reasoning	3.0	17.0	80.0	Communicating Reasoning	3.3	22.8	74.0	Communicating Reasoning	9.1	22.3	68.6

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 measurable evidence of student learning?
TL 1.2.a	<ul style="list-style-type: none"> Increase teaching strategies to improve application and problem-solving claims. Create common language and processes in grades K-5, for unpacking questions and successfully completing problems. 	<ul style="list-style-type: none"> Common problem-solving tasks Examples of student work Common math problem-solving steps and check list applicable in grades K-5
TL 1.3.a	<ul style="list-style-type: none"> Students expand their ability to explain their mathematical thinking and communicate reasoning using math accountable talk. 	<ul style="list-style-type: none"> Representative student work, demonstrating effective communication of reasoning
TL 1.3.a	<ul style="list-style-type: none"> Growth mindset is incorporated into mathematical practices, increasing acceptance of failure as a step in the learning process. 	<ul style="list-style-type: none"> Scores for intermediate students will increase from 43% in September to 56% in May on the Internal Motivation Rating Scale

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the fifth grade meeting standard on the MSP in Science.

2015-16 MSP Results

5th Grade

Overall: 94.3%	Strand % Perf. Below	Strand % Perf. Similar
Systems		
Inquiry	8.3	91.7
Application of Science	9.1	90.9
Domains	10.7	89.3

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 1.3.a	<ul style="list-style-type: none"> Implement the <i>Engineering is Elementary</i> kits, revise instruction to address identified areas for growth. 	<ul style="list-style-type: none"> Professional Growth calendar Student work samples from kit assigned tasks
TL 1.2.a	<ul style="list-style-type: none"> Increase student responsibility for aligning content focus with individual interests. 	<ul style="list-style-type: none"> Science Challenge participation and content selection
TL 1.2.b	<ul style="list-style-type: none"> Increase staff understanding and application of the eight Next Generation Science Standards (NGSS) science practices. 	<ul style="list-style-type: none"> Classroom observation of teachers' use of NGSS practices
TL 1.2.b	<ul style="list-style-type: none"> Students accurately communicate their application of science inquiry processes. 	<ul style="list-style-type: none"> Analysis of Science Notebook entries Science MSP scores in <i>application</i> claim area

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcomes:

During the 2015-16 school year, 77% of parent responses on the Parent and Community Involvement questions in the CEE survey were either almost always true or often true. Responses in these top two ratings on the Parent and Community Involvement section of the 2016-17 CEE survey will increase to 81%.

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 5.2.a	<ul style="list-style-type: none"> Administration informs PTA of shared instructional and strategic strategies/activities each month. 	<ul style="list-style-type: none"> PTA monthly meeting minutes Principal Comments PowerPoint
SR 5.3.a	<ul style="list-style-type: none"> Create and implement SeaWolf Pup program to orient incoming kindergarten students and their families through a series of summer activities. 	<ul style="list-style-type: none"> SeaPup program plan SeaPup participation data
SR 5.1.a	<ul style="list-style-type: none"> Increase participation in Summer Open Library and Running Club opportunities. 	<ul style="list-style-type: none"> Library Reading Challenge data Summer Running Club individual running logs
SR 5.1.a	<ul style="list-style-type: none"> Provide reading strategy training workshops for parents of targeted students in primary grades. 	<ul style="list-style-type: none"> Log of attendance by parents Training agenda and list of resources/materials used at training workshops

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

Key Performance Outcomes:

During the 2015-16 administration of the CEE survey only 51% of surveyed students responded positively to the question, “This school has activities to celebrate student differences.” Student positive responses to this same question will increase to 59% on the 2016-17 CEE administration.

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?
PSS 3.4.a	<ul style="list-style-type: none"> Create and implement a Family Culture Night to highlight and further promote the school-wide focus on the school’s multi-cultural family community. 	<ul style="list-style-type: none"> Agendas from all-school assemblies Planning and participation in Family Culture Night Video of Friday Cultural Minutes
PSS 3.4.a	<ul style="list-style-type: none"> Establish and promote a parent liaison resource list in student directory of those parents who will provide support based on family need. 	<ul style="list-style-type: none"> Student Directory of parent liaisons
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.a	<ul style="list-style-type: none"> Harassment, Intimidation and Bullying (HIB) awareness and prevention program implemented in all classrooms, at all grade levels. 	<ul style="list-style-type: none"> Tracking of HIB using new on-line reporting and tracking system Common terms and responses in place throughout school when addressing issues involving HIB
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?
PSS 3.4.a	<ul style="list-style-type: none"> Students are taught and encouraged to use safe and effective methods to express conflicting opinions in a respectful manner. 	<ul style="list-style-type: none"> Accountable Talk sentence stems at use in classroom discussions Classroom observations of Socratic discussion techniques in use Ability of students to effectively use point/counterpoint in writing samples
PSS 3.4.a	<ul style="list-style-type: none"> As possible, the school provides resources for underprivileged students to access the same opportunities as all other students. Financial barriers are lowered when possible. 	<ul style="list-style-type: none"> Scholarships for fifth grade camp, Mission to Mars, and other off-site experiences Scholarships after-school PTA-sponsored clubs and programs
PSS 3.4.a	<ul style="list-style-type: none"> Resources will be identified and managed to provide additional opportunities for those students who would benefit from additional time with teachers to learn. 	<ul style="list-style-type: none"> Evidence of Early Bird, Leveled Literacy Intervention (LLI), ELL, Friendship Group and other instructional/social remedial program attendance Student Intervention Team (SIT) program records Use of GLAD techniques

ATTENDANCE

Key Performance Outcome:

Reduction of overall rate of unexcused absences, based on three-year trend, from .00218% to .002% in 2016-17.

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.a	<ul style="list-style-type: none">Reduce extended unexcused absence rate by informing parents of attendance law and reviewing all requests for extended absences.	<ul style="list-style-type: none">Refined Planned Absence form, assuring that all families are informed of state law, impact of absences and district policy related to mandatory attendanceWithdrawal data of student absent in excess of twenty days
TL 1.2.a	<ul style="list-style-type: none">Counselor meets with parents of any child with more than five unexcused absences, to create a plan.	<ul style="list-style-type: none">Reduction in number of unexcused absences from .002% in 2015-16 to .002% in 2016-17.

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcomes:

Students develop pre-programming skills of command control, sequencing, looping, and overall code design.

Students develop and utilize collaboration/problem-solving/cooperation skills in a technical environment.

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 2.3.a	<ul style="list-style-type: none">Implement expanded Robotics options in intermediate grades.	<ul style="list-style-type: none">Attendance rosters from after-school clubsAttendance rosters from 4th and 5th grade lunchtime clubsSummary report to PTA from December 2 Robotics Regional Competition
III 2.3.a	<ul style="list-style-type: none">Introduce Hour of Code in kindergarten through fifth grade.	<ul style="list-style-type: none">Registration data file, Hour of CodeAdministrator observation of Hour of CodeParent/family participation data from Hour of Code