

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: 75.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.6	36.5	52.9
Listening and Speaking	4.8	58.7	36.5
Writing	6.7	49.0	44.2
Research/Inquiry	10.6	47.1	42.3

Overall: 80.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	13.6	29.1	57.3
Listening and Speaking	6.4	57.3	36.4
Writing	8.2	33.6	58.2
Research/Inquiry	9.1	42.7	48.2

Overall: 88.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	7.9	34.7	57.4
Listening and Speaking	3.0	56.4	40.6
Writing	2.0	29.7	68.3
Research/Inquiry	5.0	26.7	68.3

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"> • Students analyze the structure of both informational and literary texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole: <ul style="list-style-type: none"> ○ Grade 5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. ○ Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. ○ Grade 3: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Use text features and search tools to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> • Close reading responses show increased understanding of the relation of text features measured in a variety of ways such as quizzes, text dependent questions and classroom anchor papers • Graphic organizers show evidence of story structure with increasing depth of understanding • Monthly Scholastic News Activities show relations of text features • Students identify text forms and listing three pieces of evidence as support

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?
	<ul style="list-style-type: none"> ○ Grade 2: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Know and use various text features to locate key facts or information in a text efficiently. ○ Grade 1: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Know and use various text features to locate key facts or information in a text. ○ Kindergarten: Recognize common types of text. ● Identify the front cover, back cover, and title page of a book. 	
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> ● Students integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally: <ul style="list-style-type: none"> ○ Grade 5: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Grade 4: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Grade 3: Determine the main ideas and supporting details of a text read aloud or information presents in diverse media and formats, including visually, quantitatively, and orally. ○ Grade 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ○ Grade 1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ○ Kindergarten: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 	<ul style="list-style-type: none"> ● Student scores on written summaries including evidence from the text show growth from fall to spring based on a four scale rubric ● Paraphrased summaries (oral and written) include evidence from the texts show growth from fall to spring based on a four scale rubric ● Graphic Organizers provide a structure for students to capture evidence
	<ul style="list-style-type: none"> ● All students read independently. 	<ul style="list-style-type: none"> ● Increase in library circulation ● Increase in number of Accelerated Reader (AR) tests taken monthly ● Increase in student participation in summer reading program

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: 75.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 80.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 88.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.6	36.5	52.9	Reading	13.6	29.1	57.3	Reading	7.9	34.7	57.4
Listening and Speaking	4.8	58.7	36.5	Listening and Speaking	6.4	57.3	36.4	Listening and Speaking	3.0	56.4	40.6
Writing	6.7	49.0	44.2	Writing	8.2	33.6	58.2	Writing	2.0	29.7	68.3
Research/Inquiry	10.6	47.1	42.3	Research/Inquiry	9.1	42.7	48.2	Research/Inquiry	5.0	26.7	68.3

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	<ul style="list-style-type: none"> Students write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content: <ul style="list-style-type: none"> Grade 5: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Grade 4: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Grade 3: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Grade 2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and proved a concluding statement or section. Grade 1: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Kindergarten: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 	<ul style="list-style-type: none"> David Matteson quarterly benchmarks show students making progress each quarter Four and six square writing graphic organizer shows evidence of planning Writing scores increase from fall to spring based on grade level four scale rubrics

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	<ul style="list-style-type: none"> • Given information presented orally students integrate and evaluate information by responding in writing: <ul style="list-style-type: none"> ○ Grade 5: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Grade 4: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Grade. 3: Determine the main ideas and supporting details of a text read aloud or information presents in diverse media and formats, including visually, quantitatively, and orally. ○ Grade 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ○ Grade 1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ○ Kindergarten: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 	<ul style="list-style-type: none"> • Close reading activities and student work show an increased understanding of content presented orally from fall to spring • Graphic organizers used for taking notes show increased student understanding of important content from fall to spring

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: 81.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 84.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 84.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	2.9	23.1	74.0	Concepts and Procedures	3.6	17.9	78.6	Concepts and Procedures	8.9	21.8	69.3
Problem Solving and Modeling & Data Analysis	7.7	45.2	47.1	Problem Solving and Modeling & Data Analysis	9.8	33.9	56.3	Problem Solving and Modeling & Data Analysis	5.0	25.7	69.3
Communicating Reasoning	1.9	35.6	62.5	Communicating Reasoning	4.5	26.8	68.8	Communicating Reasoning	6.9	36.6	56.4

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"> • Students use place value to demonstrate understanding of properties and operations to perform arithmetic: <ul style="list-style-type: none"> ○ Grade 5: Recognize the value of digits as represented by its place. Explain patterns in numbers of zeros of a product when multiplying by a power of ten. Read and write decimals to thousandths. ○ Grade. 4: Recognize the value of digits in multi-digit numbers as related to other digits. Read and write multi-digit numbers using base ten numerals. Use place value to understand rounding to a whole number. ○ Grade 3: Use place value to understand rounding to a whole number. Fluently add and subtract within 1,000 based on place value. Multiply one-digit whole numbers by multiples of ten. ○ Grade 2: Understand the representation of digits in a three-digit number. Understand bundles of ten bundles of ten. Understand the representation of digits in even hundreds numerals. Read and write numbers to 1,000 using base-ten numerals. Compare three-digit numbers based on meanings of hundreds, tens and ones. ○ Grade 1: Understand that two digits of a two-digit number represent tens and ones. Understand ten ones can be bundled and that in a two-digit number the tens number represents a bundle. 	<ul style="list-style-type: none"> • Students show growth from pre to post on common grade level unit assessments • Daily Common Core Review tasks show growth from fall to spring • I Excel (IXL) data shows increased understanding and progress from fall to spring • Quick Checks demonstrate daily understanding of concepts

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?
	<ul style="list-style-type: none"> ○ Kindergarten: Compose and decompose numbers from 11 to 19 into tens and ones and record the decomposition by drawing or equation. 	
TL 1.2	<ul style="list-style-type: none"> • Students represent and interpret data provided in multiple tasks: <ul style="list-style-type: none"> ○ Grade 5: Make a line plot to display a data set of measurements in fractions of a unit. Using operations on fractions to solve problems involving information presented in line plots ○ Grade 4: Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information in line plots. ○ Grade 3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. ○ Grade 2: Show measurement data by making a line plot, where the horizontal scale is marked off in whole-number units. Draw a picture graph and a bar graph to represent a data set with up to four categorizes. ○ Grade 1: Organize, represent and interpret data with up to three categories. Ask and answer questions about the total number of data points. ○ Kindergarten: Classify objects into given categories; count the numbers of objects in each category; and sort categories by count. 	<ul style="list-style-type: none"> • Students show growth from pre to post on common grade level assessments • Daily Common Core Review tasks show growth from fall to spring • Graphs and Tally Charts show collection of data; summary statements show understanding of data with increased accuracy from fall to spring

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: 93.1%	Strand % Perf. Below	Strand % Perf. Similar
Systems	13.9	86.1
Inquiry	4.0	96.0
Application of Science	15.8	84.2
Domains	10.9	89.1

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"> Students write to critique scientific explanations and solutions by citing relevant evidence from experiences and readings. 	<ul style="list-style-type: none"> Teacher created formative quick checks show students' ability to critique the scientific process Responses in student science journals show increased ability to critique scientific processes Increased scores from pre- to post-test on common unit assessments
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Students read and analyze science material for comprehension and deep understanding of scientific information. 	<ul style="list-style-type: none"> Student written summaries show increased depth of understanding from fall to spring Teacher created quick checks monitor progress to comprehending scientific information from fall to spring
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Fifth grade students include real world applications in all of their unit summaries. 	<ul style="list-style-type: none"> Responses in science journals

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Mill Creek staff and community jointly provide meaningful learning opportunities for students. Administration will host three community share events and two literacy events by the end of the 2016-17 school year.

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"> Principal and assistant Principal will host three “Coffee with the Principals” events to gather information from the community, share school plans and answer questions. 	<ul style="list-style-type: none"> Participant sign-in Event notes and agenda Number of parent suggestions implemented in 2016-17
SR 5.2	<ul style="list-style-type: none"> Staff will sponsor open library weekly during the summer to encourage reading, AR testing, and promote literacy. Each session will include a shared reading activity. 	<ul style="list-style-type: none"> Library circulation data collected AR data monitored monthly
SR 5.2	<ul style="list-style-type: none"> Reading specialist, principal and teachers will promote literacy and early intervention by hosting targeted kindergarten and first grade families to receive intervention strategies and at-home support. 	<ul style="list-style-type: none"> Participant sign-in Session agendas Event notes

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

Key Performance Outcome(s):

The Mill Creek Elementary School community provides a positive learning environment where everyone is welcomed, valued and safe. There will be an increase of 10% in positive responses to the “Collaborating with Parents and Community” response items when making important decision as noted in the 2017 parent CEE data.

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 3.5	<ul style="list-style-type: none"> Older students mentor younger peers who have been identified through On-Time Graduation (OTG) or Student Intervention Team meetings. 	<ul style="list-style-type: none"> Number of new partnerships established Decrease in younger student referrals
PSS 3.5	<ul style="list-style-type: none"> Revise and rebrand the Watch Dog program to be more inclusive of all community members who wish to volunteer. 	<ul style="list-style-type: none"> Schedule of volunteers Increased parent participation data Purchase of new identification badges, lanyards and vests

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 3.2	<ul style="list-style-type: none"> Continue to develop and refine our school wide Cougar PRIDE program for expectations that develop independent self-managers through monthly recognition. 	<ul style="list-style-type: none"> Assemblies held that teach Cougar PRIDE expectations and recognize independent managers Observations of Cougar Friends lessons taught in kindergarten and first grade that further teaches social skills and Cougar PRIDE expectations Survey data with indicators of what is working and what needs modification
TL 1.2	<ul style="list-style-type: none"> Hold OTG meetings every six to seven weeks to identify and support students displaying social/emotional deficits. 	<ul style="list-style-type: none"> Meeting notes with case manager assigned and action items listed Reduction of students referred

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 1.3	<ul style="list-style-type: none"> Office staff and counselor will provide to students and families in need. 	<ul style="list-style-type: none"> Scholarships for after-school classes, classroom subscriptions, fieldtrips, etc. provided Food and gifts are provided to identified families during the holidays Number of free packages for school photos are provided Number of students receiving new clothing through Operation School Bell
TL 1.3	<ul style="list-style-type: none"> Staff responds to student performance data providing differentiated interventions based on baseline or pretest data. 	<ul style="list-style-type: none"> Progress data for students identified for Leveled Literacy Intervention Progress data for students identified to receive English Language Learner (ELL) support Progress data for groups of students to receive tutorials and enrichment Notes from grade level teams, principal, and building specialists meetings four times during the year that monitor student progress and identify students needing additional services
TL 1.2	<ul style="list-style-type: none"> Provide ELL students access to Imagine Learning (IL) before the start of the school day 	<ul style="list-style-type: none"> Number of students participating IL progress data from fall to spring

ATTENDANCE

Key Performance Outcome(s):

Mill Creek Elementary students attend school daily to progress in all academic and social areas. There will be an increase of 3% in the monthly attendance.

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"> Staff will emphasize the importance of regular and on-time attendance to increase opportunities for learning. 	<ul style="list-style-type: none"> Daily announcements acknowledge classrooms with perfect attendance Individual perfect attendance is acknowledged at semester and end-of-year
TL 1.2	<ul style="list-style-type: none"> School counselor will meet regularly with targeted students to increase motivation for daily attendance. 	<ul style="list-style-type: none"> Incentive charts created by students and counselor to increase attendance Documentation of continued communication with families between counselor, school office, principal and teacher Home visits conducted
III 2.2	<ul style="list-style-type: none"> Clearly communicate importance of daily on-time attendance and impact on student learning. 	<ul style="list-style-type: none"> Newsletter from principals District attendance policy shared

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students use instructional technology to develop their technology skills and enhance learning opportunities.

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	<ul style="list-style-type: none"> Students develop keyboarding skills using Keyboarding Without Tears in third through fifth grade in school and at home. 	<ul style="list-style-type: none"> Keyboarding Without Tears data
TL 1.2	<ul style="list-style-type: none"> Students access multiple media sources to increase ELA skills using Story Works and Read Works. 	<ul style="list-style-type: none"> Student response journals Story Works and Read Works data
III 2.2	<ul style="list-style-type: none"> Students use technology to compose, edit and publish written work. 	<ul style="list-style-type: none"> Samples of student written work
TL 1.2 III 2.2	<ul style="list-style-type: none"> Provide information and access to academic support programs for at home use. 	<ul style="list-style-type: none"> Participation and performance data for the following online resources <ul style="list-style-type: none"> IXL RAZ Kids IL Moby Max
III 2.2	<ul style="list-style-type: none"> Staff gain familiarity and skills using the new tablet and move from storing documents on the shared drive to using the Google Drive for shared access. 	<ul style="list-style-type: none"> Percent of staff using tablets to access meeting agendas and notes Number of documents saved to Google Drive