

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: 64.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	16.3	50.0	33.7
Listening and Speaking	8.1	59.3	32.6
Writing	15.1	46.5	38.4
Research/Inquiry	10.5	45.3	44.2

Overall: 79.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	11.8	39.5	48.7
Listening and Speaking	2.6	72.4	25.0
Writing	6.6	44.7	48.7
Research/Inquiry	5.3	51.3	43.4

Overall: 77.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.1	50.6	39.2
Listening and Speaking	5.1	65.8	29.1
Writing	7.6	46.8	45.6
Research/Inquiry	3.8	51.9	44.3

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?
PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> Identify and administer common formative and summative assessments and collaboratively use the data to intentionally inform instruction and identify areas for interventions/re-teaching, focusing specifically on the following identified areas of need: <ul style="list-style-type: none"> K-2: sequencing, cause and effect and making inferences; and 3-5: analyzing within and across informational and literary texts and identify themes/central ideas in literary texts. 	<ul style="list-style-type: none"> District ELA Checkpoint Assessments (grades 3-5) SBA Interim Block Assessment data (grades 3-5) District Reading Assessment (DRA) comprehension data DRA Progress Monitoring/Running Records (grades K-2) KARK Early Literacy data Common grade level formative assessment data
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Provide a balanced approach to literacy instruction, including guided and shared reading, focused on teaching close reading strategies and responding to reading citing text-based evidence. 	<ul style="list-style-type: none"> District ELA Checkpoint Assessments (grades 3-5) SBA Interim Block Assessment data (grades 3-5) DRA comprehension data (Level 28 and above) Common grade level formative assessment data
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Embed grade level specific SBA academic vocabulary into daily targeted interventions for EL students. 	<ul style="list-style-type: none"> Pre/post assessment data on vocabulary assessments administered to EL students

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 1.3.1	<ul style="list-style-type: none"> • Increase independent reading among students. 	<ul style="list-style-type: none"> • Library circulation data • Summer reading challenge participation rates • AR participation rates

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: 64.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 79.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 77.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	16.3	50.0	33.7	Reading	11.8	39.5	48.7	Reading	10.1	50.6	39.2
Listening and Speaking	8.1	59.3	32.6	Listening and Speaking	2.6	72.4	25.0	Listening and Speaking	5.1	65.8	29.1
Writing	15.1	46.5	38.4	Writing	6.6	44.7	48.7	Writing	7.6	46.8	45.6
Research/Inquiry	10.5	45.3	44.2	Research/Inquiry	5.3	51.3	43.4	Research/Inquiry	3.8	51.9	44.3

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?
PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> Assess student writing samples, calibrate scoring practices and collaboratively use the data to intentionally inform instruction at each grade level. 	<ul style="list-style-type: none"> Common Writing Benchmark Assessments scored with common rubric (grades K-5) Informal student writing samples (grades 3-5) David Matteson writing journals (grades P-2)
TL 1.3.1	<ul style="list-style-type: none"> Provide timely, descriptive feedback to students on a consistent basis, coupled with maintenance activities to support continual growth. 	<ul style="list-style-type: none"> David Matteson Writing Journals (grades P-2) Student writing samples (grades 3-5)
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Actively engage students in writing each day to communicate their thinking and understanding effectively. This writing will take a variety of forms across content areas and focus on the styles of narrative, informative/explanatory, and opinion. 	<ul style="list-style-type: none"> Intermediate: science journals, math explanations, lesson reflections Primary: Writing Journals, Science journals Formative and summative assessment data across content areas (e.g. science, social studies, music)
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Purposefully plan opportunities for students to write full (informational, opinion, narrative) texts using the complete writing process attending to purpose and audience. 	<ul style="list-style-type: none"> Common Writing Benchmark Assessments scored with common rubric (grades K-5)

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: 67.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 68.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 67.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	17.2	28.7	54.0	Concepts and Procedures	21.1	23.7	55.3	Concepts and Procedures	16.5	40.5	43.0
Problem Solving and Modeling & Data Analysis	16.1	41.4	42.5	Problem Solving and Modeling & Data Analysis	9.2	43.4	47.4	Problem Solving and Modeling & Data Analysis	10.1	59.5	30.4
Communicating Reasoning	5.7	55.2	39.1	Communicating Reasoning	11.8	38.2	50.0	Communicating Reasoning	11.4	55.7	32.9

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.b TL 1.3.a PSS 3.2.a PSS 3.3.a	<ul style="list-style-type: none"> Identify and administer common formative and summative assessments and collaboratively use the data to intentionally inform instruction for each grade level and each student, focusing specifically on the following identified areas of need: <ul style="list-style-type: none"> K-2: number sense, place value, addition and subtraction fluency, and math vocabulary; and 3-5: understanding place value systems, multiply and divide within 100, and solve problems involving geometric measurement. 	<ul style="list-style-type: none"> Grade level common formative assessment data KARK math data End of year Pearson Assessment data (fall, winter, spring) District Topic Test Pre/Post data SBA Interim Block Assessment data (grades 3-5)
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Utilize instructional strategies that promote reasoning and problem-solving through rigorous and engaging math instruction with allowance for multiple entry points and honoring varied solution strategies. 	<ul style="list-style-type: none"> Grade level common formative assessment data KARK math data EOY Pearson Assessment Data (Fall, Winter, Spring) District Topic Test Pre/Post Data SBA Interim Block Assessment Data (Grades 3-5)
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Build fluency with procedures on a foundation of conceptual understanding by implementing daily math activities (i.e. number talks, quick images, choral counting, etc.). 	<ul style="list-style-type: none"> Grade level common formative assessments KARK math data EOY Pearson Assessment data (fall, winter, spring) District Topic Test Pre/Post data

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: 83.5%	Strand % Perf. Below	Strand % Perf. Similar
Systems	20.3	79.7
Inquiry	29.1	70.9
Application of Science	16.5	83.5
Domains	26.6	73.4

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.b TL 1.3.a	<ul style="list-style-type: none"> Implement the use of district science kits in grades P-5 to meet current science standards, including the use of the Elementary Engineering kits. 	<ul style="list-style-type: none"> Science journals Science formative and summative assessments
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Provide rigorous instructional practices in science including: <ul style="list-style-type: none"> Student engagement in the scientific inquiry process; and Writing in response to science related prompts. 	<ul style="list-style-type: none"> Science journals Science formative and summative assessments Science related writing prompts
SR 5.1.a	<ul style="list-style-type: none"> Implement high leverage strategies of accountable talk and use of academic vocabulary to increase understanding of science content. 	<ul style="list-style-type: none"> Science journals Science formative and summative assessments Science related writing prompts

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2016-17 school year is Silver Firs Elementary will increase participation at school events, attendance at parent group meetings and number of volunteers for 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?
III 2.2.c	<ul style="list-style-type: none"> • Increase attendance at parent and community engagement events by utilizing a variety of advertising methods (newsletter, KidMail, PTA newsletter, morning announcements, etc.): <ul style="list-style-type: none"> ○ Curriculum Night ○ Multi-cultural night ○ Music Concerts ○ Science Fair ○ Assemblies (Veterans Day, Volunteer Appreciation) 	<ul style="list-style-type: none"> • Increased overall attendance • Increased number of family sponsored booths at multi-cultural night • Event specific surveys • CEE survey results to prompts related to parent and community involvement
III 2.2.c	<ul style="list-style-type: none"> • Increase PTA membership and participation in PTA sponsored events and programs (Art Docent, Watch DOGS, etc.) by utilizing a variety of advertising methods, hosting membership tables at beginning of the year school events, and hosting informational nights for interested parents. 	<ul style="list-style-type: none"> • PTA Membership data • Attendance at PTA-sponsored events • Volunteer log • Watch DOGS participation data • Art Docent participation data
III 2.2.c	<ul style="list-style-type: none"> • Increase communication with families via print and digital media using district communication tools to include Spanish and Vietnamese translations when appropriate. 	<ul style="list-style-type: none"> • CEE Parent survey responses to prompts related to culture and communication • Increased parent request for translated materials

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 2016-17 school year is Silver Firs Elementary will increase CEE student survey responses to the prompts related to a Supportive Learning Environment by 2% or greater.

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 2.2.c	<ul style="list-style-type: none"> Increase attendance and family involvement in Multicultural Night. 	<ul style="list-style-type: none"> Increased overall attendance from 2015-16 to 2016-17 Increased number of family sponsored booths at multi-cultural night from 2015-16 to 2016-17
III 2.2.b III 2.2.c	<ul style="list-style-type: none"> Increase communication with families via print and digital media using district communication tools to include Spanish and Vietnamese translations when appropriate. 	<ul style="list-style-type: none"> CEE Parent survey responses to prompts related to culture and communication
III 2.2.a	<ul style="list-style-type: none"> Increase inventory of multicultural books in Silver Firs library. 	<ul style="list-style-type: none"> Increase circulation of multicultural books in Destiny
III 2.1.b	<ul style="list-style-type: none"> Create monthly display in office entry focusing on multiculturalism and diversity. 	<ul style="list-style-type: none"> CEE survey responses to prompts related to cultural respect Rate of student/family contribution to displays
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"> Monitor and provide individualized social/emotional support through P-5 'On-Time Graduation' meetings every 6 weeks. 	<ul style="list-style-type: none"> Grade level OTG spreadsheets CEE Student Perception data to prompts related to supportive learning environment Referral data (Behavior and Intervention Team)
PSS 3.4.a	<ul style="list-style-type: none"> Provide an emotionally and intellectually safe learning environment for all students through intentionally planned instruction: <ul style="list-style-type: none"> Teach and reteach components of school-wide PRIDE program to all students throughout the school year; Grade K-1: Second Step and personal safety; Grade 2: multicultural awareness and diversity acceptance; Grades 3-5: Second Step, Steps to Respect; and Grade 4: growth mindset, dependable strengths, and academic success skills. 	<ul style="list-style-type: none"> Behavior/referral data Student work samples and projects Pre and post assessments CEE Student Perception Data to prompts related to supportive learning environment

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?
TL 1.3.c	<ul style="list-style-type: none"> Implement Friday Recess Intramural Activities. 	<ul style="list-style-type: none"> Participation rates Behavior/referral data (Friday's during recess)
TL 1.3.c	<ul style="list-style-type: none"> Organize and promote spring soccer after-school club. 	<ul style="list-style-type: none"> Soccer participation rates

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.a	<ul style="list-style-type: none"> Analyze assessments in literacy and math and check for equity target attainment. 	<ul style="list-style-type: none"> Equity target achievement data on district literacy and math assessments
SR 5.1.a	<ul style="list-style-type: none"> Offer and promote science extra-curricular opportunities, such as building science fair, district STEM fair and Robotics club. 	<ul style="list-style-type: none"> Increased student enrollment in science related extracurricular opportunities
III 2.2.b III 2.2.c	<ul style="list-style-type: none"> Provide interpreters for conferences and other evening events. 	<ul style="list-style-type: none"> CEE Parent survey responses to communication related prompts Interpreter request and usage data
III 2.2.b III 2.2.c	<ul style="list-style-type: none"> Assist families in locating district forms and other information published in home language. 	<ul style="list-style-type: none"> CEE Parent survey responses to communication related prompts

ATTENDANCE

Key Performance Outcome(s):

The target for the 2016-17 school year is through a systemic response to attendance tracking and interventions, Silver Firs Elementary will reduce the number of absences school wide by 1% from the previous school year and reduce the number of tardies school wide by 1% from the previous 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 5.1.a	<ul style="list-style-type: none"> • Communicate and educate families on importance of regular attendance by way of: <ul style="list-style-type: none"> ○ Information to families re: importance of regular attendance published in summer family letter; family handbook, and Principal family newsletters; ○ Teachers show attendance PowerPoint to classroom which explains the importance of regular attendance; and ○ Recognize students with perfect attendance through monthly, semester, and yearly attendance rewards and acknowledgements. 	<ul style="list-style-type: none"> • Attendance data • Award distribution data
SR 5.1.a	<ul style="list-style-type: none"> • Provide tiered interventions for students with absences reaching or exceeding 7% including, but not limited to, contracts home and attendance tracking sheets. 	<ul style="list-style-type: none"> • 7% or higher absentee rate data • Attendance intervention plans
SR 5.1.a	<ul style="list-style-type: none"> • Analyze attendance data and create intervention steps for truant students at regular attendance meetings between assistant principal, attendance secretary and counselor. 	<ul style="list-style-type: none"> • Absent/tardy data for targeted students • Attendance intervention plans

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2016-17 school year is 100% of staff will record and analyze student assessment data using the online gradebook.

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 2.1.a PSS 3.3.b PSS 3.3.c	<ul style="list-style-type: none"> Pilot district online gradebook for tracking and analyzing student assessment data. 	<ul style="list-style-type: none"> Number of student assessments recorded in the online gradebook
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Integrate the use of technology within various content areas to collaborate, communicate, generate ideas, investigate and solve problems. 	<ul style="list-style-type: none"> Student work samples Chromebook usage data
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Create master schedule that allows for weekly technology class in grades K-5 in order to provide all students with a clear understanding of technology systems and operations while practicing safe, legal and ethical behavior. 	<ul style="list-style-type: none"> Digital citizenship assessment data Observation and formative data on increased student independence using technology tools and applications Rubric data from technology focused projects
III 2.1.a PSS 3.3.b PSS 3.3.c	<ul style="list-style-type: none"> Provide ongoing professional development for staff focused on increasing rigorous instructional practices using technology. 	<ul style="list-style-type: none"> Observation data on teachers' use of technology in instruction Evaluations from teachers on professional development effectiveness Tablet usage reports from LMS
TL 1.2.a TL 1.2.b	<ul style="list-style-type: none"> Implement 'Keyboarding Without Tears' in grades 3-5 and keyboarding practice during technology specialist times. 	<ul style="list-style-type: none"> KWT reports Observation data on keyboarding skills