

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).

Grades 3-5, 10, 11 are suppressed

Grade 6

Grade 7

Grade 8

Overall: 80%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.0	40.0	40.0
Listening and Speaking	0.0	80.0	20.0
Writing	20.0	40.0	40.0
Research/Inquiry	0.0	60.0	40.0

Overall: 80%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	0.0	80.0	20.0
Listening and Speaking	10.0	80.0	10.0
Writing	20.0	60.0	20.0
Research/Inquiry	10.0	60.0	30.0

Overall: 57.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	0.0	50.0	50.0
Listening and Speaking	0.0	50.0	50.0
Writing	33.3	16.7	50.0
Research/Inquiry	0.0	83.3	16.7

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	<ul style="list-style-type: none"> Model, teach, and provide opportunities to apply close reading strategies 	<ul style="list-style-type: none"> Students in grades 1-5 who are at grade level in the green status continue to move a tier by the spring DRA Students in grades 1-5 who are below grade level that are in the yellow status move to green by the spring DRA Students in grades 1-5 who are below grade level that are in the red status move to close the gap to yellow by the spring DRA Students in grades 6-11 use SpringBoard embedded assessments
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	<ul style="list-style-type: none"> Implement instructional strategies across the content areas to cultivate use of textual evidence in discourse about complex texts 	<ul style="list-style-type: none"> Student work samples with feedback Students in grades 6-11 use SpringBoard embedded assessments Student journals show evidence of improved skills using text based evidence as measured by a rubric

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	<ul style="list-style-type: none"> • Build academic and content specific vocabulary 	<ul style="list-style-type: none"> • Pre-assessment and post-assessment results of academic and content vocabulary

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).

Grades 3-5, 10, 11 are suppressed

Grade 6				Grade 7				Grade 8			
Overall: 80%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 80%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 57.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.0	40.0	40.0	Reading	0.0	80.0	20.0	Reading	0.0	50.0	50.0
Listening and Speaking	0.0	80.0	20.0	Listening and Speaking	10.0	80.0	10.0	Listening and Speaking	0.0	50.0	50.0
Writing	20.0	40.0	40.0	Writing	20.0	60.0	20.0	Writing	33.3	16.7	50.0
Research/Inquiry	0.0	60.0	40.0	Research/Inquiry	10.0	60.0	30.0	Research/Inquiry	0.0	83.3	16.7

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?
1.1 a, 1.1b, 1.1c, 1.1d, 1.1e	<ul style="list-style-type: none"> Implement instructional strategies across the content areas to cultivate use of textual evidence in written work 	<ul style="list-style-type: none"> Student work samples with feedback Students in grades 6-11 use SpringBoard embedded assessments Student writing samples show evidence of improved skills as measured by a rubric
1.1 a, 1.1b, 1.1c, 1.1d, 1.1e	<ul style="list-style-type: none"> Model, teach, and provide opportunities to develop understanding and use of the writing process. Use of prewriting, drafting, revising, editing, and publishing 	<ul style="list-style-type: none"> Student writing samples show evidence of improved skills as measured by a rubric Students in grades 6-11 use SpringBoard embedded assessments

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.

Grades 3-5, 10, 11 are suppressed

Grade 6				Grade 7				Grade 8			
Overall: 80%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 50%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 42.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	20.0	60.0	20.0	Concepts and Procedures	30.0	60.0	10.0	Concepts and Procedures	33.3	16.7	50.0
Problem Solving and Modeling & Data Analysis	20.0	40.0	40.0	Problem Solving and Modeling & Data Analysis	0.0	70.0	30.0	Problem Solving and Modeling & Data Analysis	0.0	83.3	16.7
Communicating Reasoning	20.0	60.0	20.0	Communicating Reasoning	20.0	70.0	10.0	Communicating Reasoning	16.7	50.0	33.3

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	<ul style="list-style-type: none"> Identify a subgroup of students one grade level or more behind and collaborate with parent teachers to provide interventions and instruction to bring them closer to grade level 	<ul style="list-style-type: none"> Students in grades K-5 EnVision beginning-of-year and end-of-year assessments Students in grades 6-11 Holt-McDougal beginning-of-year and end-of-year assessments Students in grades K-5 EnVision embedded Topic/Chapter assessments Students in grades 6-11 Holt-McDougal embedded Topic/Chapter assessments
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	<ul style="list-style-type: none"> Focus on instructional strategies for making sense of problems and persevering in solving them (Counting Collections, Noticing and Wondering, Quick Images, Problems without Numbers) 	<ul style="list-style-type: none"> Embedded Holt and EnVision Chapter/Topic Performance Tasks and formative assessments
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e	<ul style="list-style-type: none"> Building mathematical vocabulary, focusing specifically on geometry 	<ul style="list-style-type: none"> Pre-assessment and post-assessment results of academic and content vocabulary

SCIENCE ACTION PLAN**Key Performance Outcome:**

By grade 10, 100% of the students will meet standard on the End of Course Assessment in Biology

Grades 5, 8, 10 data suppressed

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?
1.1 a, 1.1b, 1.1c, 1.1d, 1.1e	<ul style="list-style-type: none">Students applying the Scientific Process (question, hypothesis, research, data, conclusion)	<ul style="list-style-type: none">Student journals show evidence of improved skills using scientific method as measured by a rubric
1.1 a, 1.1b, 1.1c, 1.1d, 1.1e	<ul style="list-style-type: none">Implement instructional strategies to cultivate a culture of deeper comprehension of science texts: close reading, citing textual evidence, and building academic vocabulary	<ul style="list-style-type: none">Pre-assessment and post-assessment results of academic and content vocabulary

FAMILY PARTNERSHIPS ACTION PLAN

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?
1.1 a, 1.1b, 1.1c.,1.1d, 1.1e, 5.1a	<ul style="list-style-type: none"> • Increase the specificity of data reported in monthly two-way progress reports. Develop and model examples which indicate measurement of progress across the grade levels and content areas. Facilitate parent teachers including specific references to the CCSS, rubrics, and other formative/summative assessments by returning those progress reports that are too vague. Hold parent partnership meetings (CAFÉ meetings, MS orientation, test readiness) to inform parent teachers of expectations • Provide feedback and intervention plans with parent educators to increase the student learning aligned to CCSS 	<ul style="list-style-type: none"> • Monitor growth throughout the school year of the specificity of data reported in monthly two-way progress reports on Wings