

READING ACTION PLAN
Key Performance Outcome:
2017-18 SBA Results

The target for the 2018-19 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: 45.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	36.5	46.0	17.5
Listening and Speaking	20.6	63.5	15.9
Writing	34.9	46.0	19.0
Research/Inquiry	20.6	60.3	19.0

Overall: 62.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	17.2	51.6	31.3
Listening and Speaking	7.8	68.8	23.4
Writing	17.2	54.7	28.1
Research/Inquiry	10.9	56.3	32.8

Overall: 50.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	34.3	46.3	19.4
Listening and Speaking	23.9	64.2	11.9
Writing	22.4	58.2	19.4
Research/Inquiry	22.4	49.3	28.4

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.2.b 1.3.a 1.4.a 1.4.b 3.2.a 3.3.b	<ul style="list-style-type: none"> Implement Reach curriculum with integrity 	<ul style="list-style-type: none"> Unit Planners SBA IAB DRA/iReady Equity Targets
1.2a 1.3a 1.2b	<ul style="list-style-type: none"> Develop and communicate student-friendly learning intentions for units based on essential standards 	<ul style="list-style-type: none"> Student survey data collected during walkthroughs that indicates developmentally appropriate understanding of learning intentions Anchor charts
1.2a 1.2b	<ul style="list-style-type: none"> Implement frequent formative assessments that inform instruction 	<ul style="list-style-type: none"> Exit slips Unit assessments

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.3a		
1.2a	<ul style="list-style-type: none"> Implement individualized interventions in after school support club based on iReady results and progress monitoring data 	<ul style="list-style-type: none"> IAB's iReady Unit Assessments SBA Equity Targets
1.2a 1.2b 1.3a 3.2a 3.3b	<ul style="list-style-type: none"> Develop school-wide process for identifying main idea and details for school wide consistency 	<ul style="list-style-type: none"> Unit Assessments SBA Equity Targets
2.3.a 3.2.a 3.3.a, 3.3.b	<ul style="list-style-type: none"> Administer Interim Assessment Blocks and analyze data to improve targeted instruction and interventions 	<ul style="list-style-type: none"> SBA Equity Targets
2.1.a 2.1.b	<ul style="list-style-type: none"> Provide targeted push-in para support for reading for students below standard 	<ul style="list-style-type: none"> LLI data Unit Assessments Equity Targets
1.1a 1.2a 1.3b	<ul style="list-style-type: none"> Ensure all students below standard are receiving 45 minutes per week on iReady reading 	<ul style="list-style-type: none"> iReady data Equity Targets
1.2a 1.3a	<ul style="list-style-type: none"> Strengthen the tier 2 and 3 interventions received by students before, during, and after school 	<ul style="list-style-type: none"> Equity Target data SBA Equity Targets
1.2.b	<ul style="list-style-type: none"> Promote summer reading program to maintain and/or improve reading comprehension skills 	<ul style="list-style-type: none"> Participation levels of students Library circulation data Equity Target subgroup success (monthly or quarterly assessment data)
1.2a 1.3b	<ul style="list-style-type: none"> Provide before and after school intervention program for English Learners to participate in morning Imagine Learning (ILE) language acquisition program 	<ul style="list-style-type: none"> DRA ELPA ILE data

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 measure of student learning that would predict strand level proficiency performance on the SBA?
		<ul style="list-style-type: none"> • Equity Target subgroup success (monthly or quarterly assessment data)
1.2a 1.3a	<ul style="list-style-type: none"> • Monitor progress of students in targeted federal subgroups 	<ul style="list-style-type: none"> • IAB • Unit Assessments • iReady

WRITING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 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: 45.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 50.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	36.5	46.0	17.5	Reading	17.2	51.6	31.3	Reading	34.3	46.3	19.4
Listening and Speaking	20.6	63.5	15.9	Listening and Speaking	7.8	68.8	23.4	Listening and Speaking	23.9	64.2	11.9
Writing	34.9	46.0	19.0	Writing	17.2	54.7	28.1	Writing	22.4	58.2	19.4
Research/Inquiry	20.6	60.3	19.0	Research/Inquiry	10.9	56.3	32.8	Research/Inquiry	22.4	49.3	28.4

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2a 1.2b 1.3a 3.2a 3.3b	<ul style="list-style-type: none"> Implement RACE structure for writing response to reading in all grades 	<ul style="list-style-type: none"> IAB data DRA/iReady Equity Targets
1.2a 1.2b 1.3a 1.4a 1.4b 3.2a	<ul style="list-style-type: none"> Implement Reach Writing curriculum in 3-5, including a focus on revising and editing 	<ul style="list-style-type: none"> Student writing samples Writing assessments Equity Targets
1.2a 1.2b 1.3a 1.4a 1.4b 3.2a	<ul style="list-style-type: none"> Implement Building Foundations that Last in K-2 	<ul style="list-style-type: none"> Student writing samples Writing assessments Equity Targets
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Implement 7 seven cell graphic organizers for school-wide consistency in pre-writing 	<ul style="list-style-type: none"> Student essays/pre-writes Equity Targets

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 measure of student learning that would predict strand level proficiency performance on the SBA?
3.2a 3.3b		
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Develop and communicate student-friendly learning intentions for units based on essential standards 	<ul style="list-style-type: none"> Random student survey data collected during walkthroughs that indicates understanding of learning intentions Equity Targets
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Implement frequent formative assessments that inform instruction. 	<ul style="list-style-type: none"> Unit assessments Equity Targets
2.3a	<ul style="list-style-type: none"> Score common writing assessments together (2 times per year for intermediate and 1 time per year for primary) using district rubric aligned with the SBA writing tasks (narrative, opinion and informational) 	<ul style="list-style-type: none"> Student writing and scoresheets Equity Targets
1.2a 1.3a	<ul style="list-style-type: none"> Monitor progress of students in targeted federal subgroups 	<ul style="list-style-type: none"> IAB Unit Assessments iReady

MATH ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 38%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 44.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	36.5	38.1	25.4	Concepts and Procedures	25.4	36.5	38.1	Concepts and Procedures	31.8	40.9	27.3
Problem Solving and Modeling & Data Analysis	41.3	44.4	14.3	Problem Solving and Modeling & Data Analysis	25.4	57.1	17.5	Problem Solving and Modeling & Data Analysis	36.4	45.5	18.2
Communicating Reasoning	28.6	49.2	22.2	Communicating Reasoning	20.6	50.8	28.6	Communicating Reasoning	33.3	54.5	12.1

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2a 1.2b 1.3a 1.4a 1.4b 3.2a 3.2b	<ul style="list-style-type: none"> Increase teacher capacity and understanding of the balanced math model, utilizing the detailed district math maps, particularly how to develop conceptual understanding in students 	<ul style="list-style-type: none"> iReady IABs Unit assessments Equity Targets
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Develop and communicate student-friendly learning intentions for units based on essential standards 	<ul style="list-style-type: none"> Student survey data collected during walkthroughs that indicates understanding of learning intentions
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Implement frequent formative assessments that inform instruction 	<ul style="list-style-type: none"> Unit assessments
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Build teacher capacity to give specific and timely feedback that advances learning 	<ul style="list-style-type: none"> Formative assessments Unit Assessments Math journals Student work

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2a	<ul style="list-style-type: none"> Implement individualized interventions in after school support club based on iReady results and progress monitoring data 	<ul style="list-style-type: none"> IABs iReady
1.2a 1.3b	<ul style="list-style-type: none"> Students below standard will receive targeted push-in para support during math. 	<ul style="list-style-type: none"> LAP data Unit Assessments
2.3a 3.2a	<ul style="list-style-type: none"> Administer Interim Assessment Blocks and analyze data to improve targeted instruction and interventions 	<ul style="list-style-type: none"> SBA Equity Target
1.1a 1.2a 1.3b	<ul style="list-style-type: none"> Ensure all students below standard are receiving 45 minutes per week on iReady math 	<ul style="list-style-type: none"> iReady data
1.2a 1.3a	<ul style="list-style-type: none"> Strengthen the tier 2 and 3 interventions received by students before, during and after school 	<ul style="list-style-type: none"> Equity Target Data SBA
1.2a 1.3a	<ul style="list-style-type: none"> Monitor progress of students in targeted federal subgroups 	<ul style="list-style-type: none"> IAB Unit Assessments iReady

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: %	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	56.1	43.9
Life Science	53.0	47.0
Earth and Space Science	56.1	43.9

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
2.3a 3.2a 3.3a 3.3b	<ul style="list-style-type: none"> Unpack NGSS to plan instruction aligned to current units of study 	<ul style="list-style-type: none"> Science summative assessments Equity Targets
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Develop and communicate student-friendly learning intentions for units based on essential standards 	<ul style="list-style-type: none"> Science summative assessments Equity Targets
3.3b	<ul style="list-style-type: none"> Develop teacher capacity in NGSS through quality Professional Development 	<ul style="list-style-type: none"> WCAS
1.2a 1.2b 1.3a	<ul style="list-style-type: none"> Implement frequent formative assessments that inform instruction and daily re-teaching 	<ul style="list-style-type: none"> Exit slips Science summative assessments Equity Targets

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To improve the quality and quantity of engagement of families with Madison

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 measure will you use to determine the success of your action items?
2.1a 2.2c 5.2b	<ul style="list-style-type: none"> Implement a family field trip to a local attraction related to science 	<ul style="list-style-type: none"> Bus sign in sheets Science scavenger hunt Parent surveys
2.2c 5.2b	<ul style="list-style-type: none"> Implement parent institute 	<ul style="list-style-type: none"> Sign in sheet
2.2c 5.2b	<ul style="list-style-type: none"> Continue increased collaboration with PTA, including more activities 	<ul style="list-style-type: none"> PTA calendar
2.2c 5.1a 5.3a	<ul style="list-style-type: none"> Continue to increase involvement with Natural Leaders 	<ul style="list-style-type: none"> 2017-18 sign-in sheets compared to 2018-2019 sign-in sheets
1.3b 3.4a	<ul style="list-style-type: none"> Promote Happiness themes regularly 	<ul style="list-style-type: none"> Pictures or information sent by families Picture

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

Key Performance Outcome(s):

Increase in community and family involvement in events by all subgroups

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 measure will you use to determine the success of your action items?
5.1a	<ul style="list-style-type: none"> Conduct welcoming phone calls to all parents during first 2 weeks of school 	<ul style="list-style-type: none"> EES data
2.2c 5.1a 5.2b	<ul style="list-style-type: none"> Host Back to School Dinner/Title 1 Annual Meeting 	<ul style="list-style-type: none"> Sign in sheets
3.4a	<ul style="list-style-type: none"> Greet all visitors via video-com with a smile and a welcome to Madison 	<ul style="list-style-type: none"> EES data Surveys
5.1a	<ul style="list-style-type: none"> Translate registration, discipline forms, etc. into 5 most common languages 	<ul style="list-style-type: none"> Translated Documents
5.1a 3.4b	<ul style="list-style-type: none"> Strengthen school wide recognition systems (PAWS ticket drawings, PAWSitive Principal Referrals, Awards Assemblies) 	<ul style="list-style-type: none"> PAWS winner list PAWS Referrals Phone logs to parents Picture of Assemblies
5.1a 3.4b	<ul style="list-style-type: none"> Strengthen customer service standards: Safety, Courtesy, Learning, Efficiency 	<ul style="list-style-type: none"> Staff input from LID EES data Panorama data
5.1a	<ul style="list-style-type: none"> Monitor trends in parent concerns (principal calls and artifacts from front office) 	<ul style="list-style-type: none"> EES data
3.4a	<ul style="list-style-type: none"> Use Panorama data to personalize student focus groups related to safety 	<ul style="list-style-type: none"> Fall and spring Panorama data

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 measure will you use to determine the success of your action items?
3.4a	<ul style="list-style-type: none"> Implement school wide growth mindset plan with unified monthly mantras and annual plan 	<ul style="list-style-type: none"> Student artifacts Walkthroughs Classroom artifacts (posters, bulletin boards, etc.) School artifacts (posters, bulletin boards, etc.) Panorama data
3.4a 3.4b	<ul style="list-style-type: none"> Move to Tier 2 PBIS implementation by the end of the year 	<ul style="list-style-type: none"> PBIS consultant Tier inventory
3.4a 3.4b	<ul style="list-style-type: none"> Increase physical building safety 	<ul style="list-style-type: none"> Video Comm entry system Card entry system for major doors Procedures for locking gates and doors New gate and fencing near annex and big playground
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 measure will you use to determine the success of your action items?
1.2a	<ul style="list-style-type: none"> Provide buses for before and after school intervention clubs 	<ul style="list-style-type: none"> Attendance from clubs
3.1a 3.2a 3.3a 3.3b 3.3c	<ul style="list-style-type: none"> Provide continuous professional development for staff on poverty strategies and cultural competence 	<ul style="list-style-type: none"> Meeting agendas
5.1a	<ul style="list-style-type: none"> Hold family events at different times of day to increase access and accommodate different parent schedules 	<ul style="list-style-type: none"> School calendar Sign in sheets Morning assemblies Coffee and Cut Club Night time events

ATTENDANCE

Key Performance Outcome(s):

Our monthly average daily attendance will be 95% or better

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 measure will you use to determine the success of your action items?
1.1a	<ul style="list-style-type: none"> Reengage students in transition who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates (keep below 4%)
1.1a 1.5a	<ul style="list-style-type: none"> Implement classroom reward system for reaching class goals 	<ul style="list-style-type: none"> Monthly attendance rates (keep below 4%)
1.1a	<ul style="list-style-type: none"> Implement BECCA procedures in coordination with district attendance policies 	<ul style="list-style-type: none"> Compare BECCA data over time and compare to 2017-18 data
1.1a	<ul style="list-style-type: none"> Meet monthly with district appointed BECCA representative to review process, procedures to maintain compliance 	<ul style="list-style-type: none"> Monthly attendance rates (keep below 4%)
1.1a 1.5a	<ul style="list-style-type: none"> Implement school wide reward system for improved overall monthly attendance 	<ul style="list-style-type: none"> Monthly attendance rates (keep below 4%)
1.5a	<ul style="list-style-type: none"> Implement parent education on effects of truancy during conferences 	<ul style="list-style-type: none"> Conference materials Monthly attendance rates (keep below 4%)
1.1a	<ul style="list-style-type: none"> Increase home visits for truant students 	<ul style="list-style-type: none"> Home visit log
1.1a 1.5a	<ul style="list-style-type: none"> Implement Community Truancy Board intervention to help families get assistance needed 	<ul style="list-style-type: none"> Meeting minutes
2.2c	<ul style="list-style-type: none"> Conduct positive phone calls to parents of students whose attendance is improving 	<ul style="list-style-type: none"> Phone call logs

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for 2018-19 school year is to increase the overall student usage of the Chromebooks in all content instructional areas.

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 measure will you use to determine the success of your action items?
2.2a 2.2b 3.2a	<ul style="list-style-type: none"> Continue implementation of gradebook across all grade levels 	<ul style="list-style-type: none"> LID agenda Faculty meeting agendas Teacher gradebook grids
1.1.a 1.1.c 1.5.a	<ul style="list-style-type: none"> Track common math and literacy assessments on Gradebook by creating the common assessment assignments on Gradebook 	<ul style="list-style-type: none"> Gradebook grids Data extracted from Gradebook
1.1a 1.1c 1.5a	<ul style="list-style-type: none"> Implement Keyboarding without Tears in grades 3-5 	<ul style="list-style-type: none"> Keyboarding without Tears login/use data
1.2a	<ul style="list-style-type: none"> Implement iReady in grades 3-5 for ELA and Math, and K-2 in math and select students for ELA 	<ul style="list-style-type: none"> iReady usage data
1.1a	<ul style="list-style-type: none"> Utilize computers/Chromebooks with EL population to increase knowledge of English language 	<ul style="list-style-type: none"> Imagine learning usage reports
1.1a 1.1c 1.5a	<ul style="list-style-type: none"> Utilize a variety of technology resources and platforms including: iReady, Google Classroom, Reflex Math, Reading Eggs (kinder only) 	<ul style="list-style-type: none"> Usage of technology platforms implemented in classrooms