

READING ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-16 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade

Overall: 54.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	25.3	54.4	20.3
Listening and Speaking	10.1	72.2	17.7
Writing	16.5	54.4	29.1
Research/Inquiry	20.3	54.4	25.3

4th Grade

Overall: 58.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	18.9	53.3	27.8
Listening and Speaking	17.8	65.6	16.7
Writing	23.3	52.2	24.4
Research/Inquiry	17.8	56.7	25.6

5th Grade

Overall: 56.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	27.2	48.5	24.3
Listening and Speaking	12.6	68	19.4
Writing	18.4	52.4	29.1
Research/Inquiry	11.7	55.3	33

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) How will you know if this action is effective?
TL 1.3	<ul style="list-style-type: none"> Implement engaging high leverage instructional strategies such as targeting the needs of each student with attention to their trajectory toward proficiency. 	<ul style="list-style-type: none"> Classroom walkthroughs will indicate a greater diversity in strategies utilized by teachers, and will show greater student engagement in reading. Student formative and summative assessment data will indicate greater reading proficiency in specific topics when compared to last year.
TL 1.3	<ul style="list-style-type: none"> Implement an all staff professional development (PD) regarding how to calibrate DRA scoring. 	<ul style="list-style-type: none"> Increased use and consistency of administration and scoring on DRA.
TL 1.3	<ul style="list-style-type: none"> Implement K-5 sentence frames and writing frames from GHGR. 	<ul style="list-style-type: none"> Increased implementation of sentence frames as indicated in classroom walkthroughs.

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) How will you know if this action is effective?
TL 1.3	<ul style="list-style-type: none"> Implement staff PD on effective strategies in guided reading. 	<ul style="list-style-type: none"> Increased number of students at or above standard in reading as measured by district embedded assessments. Classroom walkthroughs will indicate that identified strategies are being used in each grade level.
TL 1.5	<ul style="list-style-type: none"> Provide additional and/or extended learning opportunities, delivered by faculty members, based on the support required for students to achieve proficiency or <u>extend learning opportunities for enrichment</u>. 	<ul style="list-style-type: none"> Students who are selected for after-school interventions will show academic gains on post assessments, DRA, and embedded assessments.
TL 1.5	<ul style="list-style-type: none"> Create a culture of independent reading within the school. 	<ul style="list-style-type: none"> Drop Everything and Read (D.E.A.R.) tickets distributed before school will show monthly increases in amounts distributed. AR results Library circulation data Summer Reading

WRITING ACTION PLAN

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Research/Inquiry	20.3	54.4	25.3

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Research/Inquiry	11.7	55.3	33

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) How will you know if this action is effective?
TL 1.3	<ul style="list-style-type: none"> Provide professional development on opinion, narrative, and informative/explanatory types of writing. 	<ul style="list-style-type: none"> Student growth in organization as measured by grade level assessments. Grade level assessments developed and administered in the three modes of writing.
TL 1.5	<ul style="list-style-type: none"> Provide staff professional development on the Smarter Balanced Digital Library. 	<ul style="list-style-type: none"> Increased use of Digital Library resources in classrooms as seen during classroom walkthroughs.
TL 1.3	<ul style="list-style-type: none"> Implement David Matteson rubrics and strategies in grades K-2. 	<ul style="list-style-type: none"> Classroom walkthroughs will show an increase in DMA writing in classrooms. Rubric assessments indicate increased proficiency.
II 2.1	<ul style="list-style-type: none"> Celebrate K-5 writing across the curriculum at a centralized place in the school building. 	<ul style="list-style-type: none"> Student work in each grade level is posted and updated monthly.

MATH ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-16 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 48.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	30.4	48.1	21.5
Problem Solving and Modeling & Data Analysis	29.1	49.4	21.5
Communicating Reasoning	20.3	58.2	21.5

4th Grade

Overall: 51.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	24.2	45.1	30.8
Problem Solving and Modeling & Data Analysis	19.8	62.6	17.6
Communicating Reasoning	25.3	47.3	27.5

5th Grade

Overall: 40.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	37.9	35.9	26.2
Problem Solving and Modeling & Data Analysis	35.9	41.7	22.3
Communicating Reasoning	32	49.5	18.4

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) How will you know if this action is effective?
TL 1.3	<ul style="list-style-type: none"> Implement engaging high leverage instructional strategies such as number talks targeting the needs of each student with attention to their trajectory toward proficiency. 	<ul style="list-style-type: none"> Classroom walkthroughs will indicate a greater diversity in math strategies utilized by teachers, and will show greater student engagement in math. Student formative and summative assessment data will indicate greater math proficiency in specific topics when compared to last year.
TL 1.5	<ul style="list-style-type: none"> Provide additional and/or extended learning opportunities, delivered by faculty members, based on the support required for them to achieve proficiency. 	<ul style="list-style-type: none"> Students who are selected for after-school interventions will show academic gains on summative assessments.
TL 1.5	<ul style="list-style-type: none"> Implement a Fact Fluency program for grades 3-5. 	<ul style="list-style-type: none"> Increased number of students meeting fact fluency goals throughout the year.
TL 1.3	<ul style="list-style-type: none"> Implement Interactive Notebooks to promote understanding and application of math vocabulary in grades K-2. 	<ul style="list-style-type: none"> Interactive notebooks are noted on classroom walkthroughs. Vocabulary post-tests indicate increased proficiency in vocabulary comprehension.
TL 1.5	<ul style="list-style-type: none"> Develop a problem solving organizer that all grade levels will use consistently that is aligned for both primary and intermediate students. 	<ul style="list-style-type: none"> Increased observed use of the organizer over time during classroom walkthroughs.
TL 1.3	<ul style="list-style-type: none"> Facilitate grade-level participation in two lesson studies during the year regarding high-yield strategies in math. 	<ul style="list-style-type: none"> Increased student proficiency in targeted math standards when compared to last year.

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2015-16 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

2014-15 MSP Results

5th Grade

Overall: 38.8%	Strand % Perf. Below	Strand % Perf. Similar
Systems	34.3	65.7
Inquiry	70.6	29.4
Application of Science	48	52
Domains	62.7	37.3

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) How will you know if this action is effective?
TL 1.3	<ul style="list-style-type: none"> Implement engaging high leverage instructional strategies such as number talks targeting the needs of each student with attention to their trajectory toward proficiency. 	<ul style="list-style-type: none"> Classroom walkthroughs will indicate a greater diversity in math strategies utilized by teachers, and will show greater student engagement in math. Student formative and summative assessment data will indicate greater math proficiency in specific topics when compared to last year.
TL 1.5	<ul style="list-style-type: none"> Science cadre will support understanding and implementation of NGSS for K-5. 	<ul style="list-style-type: none"> Meeting minutes from science cadre to include vertical alignment plan for K-5. Walkthroughs indicate implementation of science NGSS in classrooms. Science journals/interactive notebooks.
TL 1.3	<ul style="list-style-type: none"> Implement science professional development and planning sessions focused on science integration in literacy. 	<ul style="list-style-type: none"> Strategies are visible during weekly walkthroughs.
TL 1.3	<ul style="list-style-type: none"> Staff will work in grade level teams with cadre support to focus instruction and science vocabulary across grade levels. 	<ul style="list-style-type: none"> Walkthrough data indicates that science vocabulary is being utilized and is appropriately aligned between grade levels.
TL 1.3	<ul style="list-style-type: none"> Implement an after-school Lego robotics club for 4th and 5th grade students. 	<ul style="list-style-type: none"> Robotics club meets two times per week in first semester as indicated by staff calendar.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s): The target for the 2015-16 school year is 75% of student families will have at least one family member volunteer or attend after-school community-engagement nights.

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) How will you know if this action is effective?
SR 5.1	<ul style="list-style-type: none"> Recruit at least one parent representative to serve on the leadership team. 	<ul style="list-style-type: none"> At least one parent serves on and attends all leadership team meetings after agreeing to join.
SR 5.1	<ul style="list-style-type: none"> Implement Watch D.O.G.S. program to facilitate more adult male engagement in the school day. 	<ul style="list-style-type: none"> Male figures are present at least four times per month in the building according to sign in data and agendas for volunteers.
SR 5.1	<ul style="list-style-type: none"> Administer community survey to determine areas of interest for parents at Title nights. 	<ul style="list-style-type: none"> At least one family survey is conducted to find out what specific activities families would value during Title nights. Increased attendance at Title nights when compared to last year.
SR 5.1	<ul style="list-style-type: none"> Implement Natural Leaders program and facilitate the development of at least one Natural Leaders planned event for the school year. 	<ul style="list-style-type: none"> Natural Leaders group meets periodically to plan for future events, as evidenced by meeting minutes. One Natural Leaders event is planned and completed during the school year.
SR 5.1	<ul style="list-style-type: none"> Implement Title night and Rachel's Challenge for Families to help families engage with major areas of emphasis by the school, in both the academic and affective areas. 	<ul style="list-style-type: none"> Two Title nights and one Rachel's Challenge night on the calendar. Increased attendance at these events when compared to last year.

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

Key Performance Outcome(s): Increase family involvement by building positive relationships, improving effective communication to all families, providing opportunities for family input into plans for improving the school, and inviting families to participate in school events as measured by the EES Parent and Staff Survey

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) How will you know if this action is effective?
SR 5.1	<ul style="list-style-type: none"> Welcome families and community members at every evening using staff members. 	<ul style="list-style-type: none"> EES survey results will indicate an increase in the welcoming environment at the school.
SR 5.1	<ul style="list-style-type: none"> Schedule regular community efforts to maintain the exterior of the school to make it more inviting to community members. 	<ul style="list-style-type: none"> EES will indicate increased positive responses by parents on the school climate and nature of the welcoming environment.
SR 5.1	<ul style="list-style-type: none"> In partnership with community partners, organizing regular, fun, all-school activities for students and their families. 	<ul style="list-style-type: none"> Increased volunteers in the building when compared to last year. Parent attendance at evening events will exceed numbers from last year.
SR 5.1	<ul style="list-style-type: none"> Involve all classrooms in maintaining the flowerbeds around the school to generate more ownership and school pride. 	<ul style="list-style-type: none"> Classroom logs indicate regular trips outside to maintain plants outside of the building.
SR 5.1	<ul style="list-style-type: none"> Invite families to school events during the day and to student lunches. 	<ul style="list-style-type: none"> EES survey results will show significant improvement among culture questions when compared to last year. Increased parent attendance during the school day.
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) How will you know if this action is effective?
TL 1.3	<ul style="list-style-type: none"> Implement a structured start to the school day which will include class line-ups with D.E.A.R. initiative. 	<ul style="list-style-type: none"> Documents indicating morning lineups. Quantity of D.E.A.R. tickets issued to students.
TL 1.3	<ul style="list-style-type: none"> Implement changes in lunch procedures to include structured time for students to talk to each other and structured time for quiet eating while listening to audiobooks. 	<ul style="list-style-type: none"> Parent and student survey indicate more welcoming environment in the cafeteria.

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) How will you know if this action is effective?
TL 3.4	<ul style="list-style-type: none"> Implement Rachel's Challenge assembly and curriculum to foster ideas of mutual respect and kindness 	<ul style="list-style-type: none"> Increased student involvement in student leadership opportunities. Student EES survey in the fall used as a baseline compared to end of year EES survey to students showing positive change in school culture and climate for students.
TL 3.4	<ul style="list-style-type: none"> Implement anti-bullying counseling curriculum through all classrooms K-5. 	<ul style="list-style-type: none"> Documented time in each classroom Decreased incidence of bullying
TL 3.4	<ul style="list-style-type: none"> Implement discipline team that meets monthly to examine discipline data and adjust to reduce discipline incidents. 	<ul style="list-style-type: none"> Discipline data is tracked monthly using SWIS
TL 3.4	<ul style="list-style-type: none"> Implement Sound Discipline "Trauma Talk" training with all staff. 	<ul style="list-style-type: none"> Meeting sign-in sheets
TL 3.4	<ul style="list-style-type: none"> Revise Falcon Assemblies so that they celebrate individual student achievement, behavior, or leadership in a specific area. 	<ul style="list-style-type: none"> Falcon assembly award designations Falcon assembly agendas
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) How will you know if this action is effective?
TL 5.1	<ul style="list-style-type: none"> Natural Leaders program will organize and implement at least one event during the school year. 	<ul style="list-style-type: none"> At least one Natural Leaders led event is on the school calendar
TL 3.4.a	<ul style="list-style-type: none"> Revise and post common area expectations and teach them to all students throughout the school year. 	<ul style="list-style-type: none"> Common area expectations posted in the hallway Teachers participating in rotations to teach common area expectations
TL 3.4	<ul style="list-style-type: none"> Collect school discipline data throughout the school year and adapt school discipline responses according to the information the data provides. 	<ul style="list-style-type: none"> Use of SWIS for analyzing school discipline data School discipline team meeting agendas and minutes

ATTENDANCE

Key Performance Outcome(s): To increase student attendance in grades K5 by 10% as measured by the 2015-16 spring attendance data in the Learning Management System

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) How will you know if this action is effective?
TL 1.5	<ul style="list-style-type: none"> Implement responsive and immediate after school seat time twice per week to help students recover time lost due to absences. 	<ul style="list-style-type: none"> Monthly attendance reports will show improved attendance rate when compared to a year ago at the same time.
TL 1.5	<ul style="list-style-type: none"> Implement all-school attendance program with incentives that focus on class and individual level 	<ul style="list-style-type: none"> Monthly attendance data indicate a decrease in absences when compared to last year's data.
TL 1.5	<ul style="list-style-type: none"> Facilitate home visits for students with most chronic attendance problems. 	<ul style="list-style-type: none"> At least two home visit dates are completed for students who are chronically absent.
TL 1.5	<ul style="list-style-type: none"> Display attendance data by class in bar graphs in the main hallway at Emerson to celebrate attendance successes. 	<ul style="list-style-type: none"> Attendance data will indicate a decrease in absences when compared to last year's data.
TL 1.5	<ul style="list-style-type: none"> Meet monthly with district BECCA personnel to examine data and determine next steps for the month. 	<ul style="list-style-type: none"> Meeting agendas Decreased absences by month when compared to last year's data