

READING ACTION PLAN
Key Performance Outcome:
2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade

Overall: 92.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	2.8	34.3	63.0
Listening and Speaking	2.8	56.5	40.7
Writing	1.9	26.9	71.3
Research/Inquiry	1.9	33.3	64.8

4th Grade

Overall: 95.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	0.8	18.5	80.7
Listening and Speaking	1.7	28.6	69.7
Writing	1.7	11.8	86.6
Research/Inquiry	2.5	21	76.5

5th Grade

Overall: 91.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	5.7	37.1	57.1
Listening and Speaking	2.9	49.5	47.6
Writing	1	16.2	82.9
Research/Inquiry	0	23.8	76.2

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?
1.2.b	<ul style="list-style-type: none"> Use professional development opportunities to vertically align <i>close reading</i> strategies K-5, with emphasis on text-dependent questions and accountable talk. 	<ul style="list-style-type: none"> Intermediate: Rate of successful completion of level 4 questions on Developmental Reading Assessment (DRA) (i.e., Interpretation, Reflection, Inferential Questions) increases from fall to spring administration Success rate of student responses to text-dependent questions shows continual growth in all grade levels from fall to spring Higher level questioning strategies are implemented effectively in classroom discussions and writing, as observed by adults and students Students extend their thinking beyond the literal level in classroom discussions and reading reflections, as observed by adults and students Grade level band close reading annotations are standardized, implemented and used consistently in all grade levels, as evidenced by periodic reviews of student annotations of text

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?
3.3.a	<ul style="list-style-type: none"> In response to marked growth in English Language Learners (ELL) population in general education classrooms, increase use of instructional strategies which support ELL learners in all content areas. 	<ul style="list-style-type: none"> Increase rate of ELL language level growth, change from 12 months earlier Observable use of Guided Language Acquisition Design (GLAD) strategies in all classrooms, in all content areas
1.5.a	<ul style="list-style-type: none"> Continue to close gaps between adopted reading curriculum and Common Core State Standards (CCSS) by expanding balanced reading program (shared, guided, and independent reading) to include the use of supplemental resources in grades 3-5. 	<ul style="list-style-type: none"> Student scores on informational summary prompts show growth from fall to spring and high levels of mastery by end of year in intermediate grades where supplemental curriculum is introduced Evidence of use of Collect, Interpret, Analyze (CIA) strategies (sentence stems, quadrant references) by teachers and students in class discussions and in student writing

WRITING ACTION PLAN

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3rd Grade

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Reading	2.8	34.3	63.0
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Reading	5.7	37.1	57.1
Listening and Speaking	2.9	49.5	47.6
Writing	1	16.2	82.9
Research/Inquiry	0	23.8	76.2

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?
1.2.b	<ul style="list-style-type: none"> Implement David Matteson (DM) writing techniques in grade 2. 	<ul style="list-style-type: none"> Teachers in grade 2 consistently use DM instructional techniques, writing skills continuum and curricular materials, as noted in peer observations and administrator walk-throughs Student writing samples in grade 2 display increasing understanding / application of DM techniques Depth/breadth of 2nd grade student writing skills in June 2016 as compared to samples from June 2015
1.2.b	<ul style="list-style-type: none"> Further coordinate writing expectations and techniques K-5. Develop greater inter-grade coordination of teaching techniques in writing, based on knowledge of prior grade level expectations and techniques. 	<ul style="list-style-type: none"> During an extension session, teachers share writing targets with Grade Level Teams (GLTs) in the grade level above and below to build deeper understanding of scope/sequence of writing expectations K-5 Graphic organizers and other writing tools become standardized for school GLTs collect and use representative anchor papers of student writing, representing low, middle and high. Anchor paper collections are shared with GLTs in grade levels above and below Implement fictional narrative at end of 2nd grade, to promote the transition out of DM's personal narrative in preparation for CCSS writing modes in 3rd grade

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 92.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	1.9	15.7	82.4
Problem Solving and Modeling & Data Analysis	1.9	29.6	68.5
Communicating Reasoning	0.9	14.8	84.3

4th Grade

Overall: 95%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	3.4	9.2	87.4
Problem Solving and Modeling & Data Analysis	2.5	20.2	77.3
Communicating Reasoning	1.7	10.1	88.2

5th Grade

Overall: 88.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	5.7	21.9	72.4
Problem Solving and Modeling & Data Analysis	3.8	27.6	68.6
Communicating Reasoning	3.8	39	57.1

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) How will you know if this action is effective?
1.2.a	<ul style="list-style-type: none"> Increase use of problem solving strategies, enabling students to better persevere and to successfully complete rigorous mathematical tasks. 	<ul style="list-style-type: none"> At the start of each Pearson math topic, teachers communicate to parents the problem solving strategies that will be taught All teachers are provided the opportunity to observe their peers within the building use instructional techniques which promote effective problem solving strategies in learners GLTs create/select a problem solving task and review examples of student work together to determine next steps
1.5.a	<ul style="list-style-type: none"> Monitor and address gaps within the district adopted envision topics. 	<ul style="list-style-type: none"> Cross grade-level meetings address gaps and articulate instruction. Teachers display greater knowledge and use of articulated mathematics skills and concepts when designing and reflecting on instruction
1.3.a	<ul style="list-style-type: none"> Expand students' ability to explain their mathematical thinking and communicate reasoning. 	<ul style="list-style-type: none"> Samples of student work that effectively communicate reasoning are collected and tracked for growth over the school year Students increase ability to explain mathematical thinking verbally and in extended answer problems, and become better able to communicate their reasoning, as evidenced by samples of their work

SCIENCE ACTION PLAN

2014-15 MSP Results

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

5th Grade

Overall: 94.3%	Strand % Perf. Below	Strand % Perf. Similar
Systems	6.6	93.4
Inquiry	6.6	93.4
Application of Science	7.5	92.5
Domains	18.9	81.1

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) How will you know if this action is effective?
1.3.a	<ul style="list-style-type: none"> As 1st through 5th grade implement the <i>Engineering is Elementary</i> kits during the year students will be assessed on the engineering skills and concepts targeted in these new kits. Grade level teams will share student work and revisions will be made in instruction to address identified areas for growth. 	<ul style="list-style-type: none"> Professional Growth calendar, managed by Leadership Team, indicates when these GLT sharings taking place Student work samples indicate growth in targeted engineering skills and concepts at all grade levels
1.2.a	<ul style="list-style-type: none"> Increase reading in Science content area to front load and back fill domain specific Science content knowledge. Increase student responsibility and selection in their learning to align with individual areas of interest. Increase individualized opportunities through tools and programs that challenge students, K-5, at their own levels. 	<ul style="list-style-type: none"> Participation rates in Science Challenge will increase, change from 12 months earlier Student participation in Science component of MobyMax increases, and student mastery of science concepts grows at a higher rate than in previous years
1.2.b	<ul style="list-style-type: none"> Increase staff understanding and application of two of the eight Next Generation Science Standards (NGSS) science practices <ul style="list-style-type: none"> #7 Engaging in argument from evidence #8 Obtaining, evaluating, and communicating information. Identify areas within current science instruction, at each grade level, where these practices can be applied. Increase staff understanding and instruction in inquiry and systems. 	<ul style="list-style-type: none"> Through peer observation and teacher self-reporting, classrooms exhibit greater exposure to these two NGSS practices Teachers are better able to define and identify the instructional implications of these two NGSS practices Students at all grade levels demonstrate growth in knowledge and application of these two science practices

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome:

In the Cedar Wood school community the staff and families join together to provide appropriate and meaningful learning opportunities for students.

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?
5.2.a	<ul style="list-style-type: none"> Building principal shares instructional and strategic strategies/activities with PTA membership monthly. 	<ul style="list-style-type: none"> Parents become better informed of ways school is responding strategically to emerging needs in school community PTA monthly meeting minutes contain key points in Principal's Comments
5.3.a	<ul style="list-style-type: none"> Principal partners with PTA to create and implement SeaWolf Pup program to orient incoming kindergarten students and their families through a series of summer activities. 	<ul style="list-style-type: none"> Overview of SeaPup activities for summer of 2016 Strengthened partnerships between school and parents of incoming kindergarten students in fall of 2016
5.2.a	<ul style="list-style-type: none"> Principal and kindergarten teachers partner with area pre-kindergarten and kindergarten (PK/K) providers to strengthen ties and align readiness expectations. 	<ul style="list-style-type: none"> Evidence of classroom visitations between community PK/K providers and primary grades Participation by community PK/K providers in school-based strategic planning, such as the school visit on November 4th by early childhood curricular specialists Attendance by community PK/K providers at the five kindergarten module training workshops as guests of Cedar Wood kindergarten team
5.1.a	<ul style="list-style-type: none"> Continue summer Open Library and Running Club opportunities for families to access school resources and promote reading/fitness during summer break. 	<ul style="list-style-type: none"> Use of library resources and participation in Summer Reading Challenge indicate growth over summer 2015 statistics Running Club individual running logs indicate continued growth in participation at all grade levels Percentage of students meeting Summer Reading Challenge goals increases over 2015 level
5.1.a	<ul style="list-style-type: none"> Reading strategy training workshops for parents of targeted students in primary grades are held in the fall, following parent/teacher conferences. 	<ul style="list-style-type: none"> Log of attendance by parents Training agenda and list of resources/materials used at training workshops

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

Key Performance Outcome:

The Cedar Wood school community establishes a positive learning environment in which everyone is welcomed, valued, and safe.

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?
3.4.a	<ul style="list-style-type: none"> Implement annual theme of “Make Today the Best Day of Your Life” to promote success for each student, whether new to the campus or returning. 	<ul style="list-style-type: none"> Agendas from all-school assemblies Calendar of Rachael’s Challenge (RC) activities involving students at all grade levels over the school year, focusing on self-management and increased caring for others
3.4.a	<ul style="list-style-type: none"> Promote successful integration of students in Achieve classrooms into mainstreamed, general education classrooms for partial or full days. 	<ul style="list-style-type: none"> Record of mainstreaming of those students in the Achieve program who are ready to integrate into general education program for partial/full day Continued positive acceptance of these special needs students into general education settings by teaching staff
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?
3.4.a	<ul style="list-style-type: none"> Harassment, Intimidation and Bullying (HIB) awareness and prevention program implemented in all classrooms, at all grade levels. Common terms and responses in place throughout school when addressing issues involving HIB. All involved view incidents of HIB as an opportunity to teach and learn. 	<ul style="list-style-type: none"> Tracking of HIB using new on-line reporting and tracking system indicates continued success responding to incidents of HIB so that the behavior is not repeated
3.4.a	<ul style="list-style-type: none"> Signing of RC banner initiates each student’s commitment to contributing to a physically, emotionally and intellectually safe campus. 	<ul style="list-style-type: none"> Banner is posted once signed Classroom guidance lessons incorporate tenets of RC into adopted curriculum

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?
3.4.a	<ul style="list-style-type: none"> • Equitable participation and recognition of student opinions/ideas are promoted and preserved in classroom discussions. • Classrooms are places where students are taught and encouraged to use safe and effective methods to express conflicting opinions in a respectful manner. 	<ul style="list-style-type: none"> • Accountable Talk sentence stems are reinforced by teachers in classroom discussions • Intellectual discourse is valued, as evidenced by the increased use of Socratic discussion techniques and the greater ability of students to effectively use point/counterpoint in writing samples
3.4.a	<ul style="list-style-type: none"> • As possible, the school provides resources for underprivileged students to access the same opportunities as all other students. Financial barriers are lowered when possible. 	<ul style="list-style-type: none"> • Scholarships are provided for 5th grade camp, Mission to Mars, and other off-site experiences coordinated by school staff • Scholarships are arranged for students in need who will benefit from participation in after-school PTA-sponsored clubs and programs
3.4.a	<ul style="list-style-type: none"> • Resources will be identified and managed to provide additional opportunities to learn for those students who benefit from additional time with teachers. 	<ul style="list-style-type: none"> • Evidence of Early Bird, Leveled Literacy Intervention (LLI), ELL, Friendship Group and other instructional/social remedial program attendance • Student Intervention Team (SIT) program effectively identifies and supports learning needs of students not currently receiving remedial services • GLAD techniques in place to support ELL learners in all classrooms

ATTENDANCE

Key Performance Outcome:

In recognition of the high impact of consistent classroom instruction, Cedar Wood Elementary students attend school daily.

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?
1.2.a	<ul style="list-style-type: none">Refine use of Planned Absence form to assure that all families are informed of state law and district policy related to mandatory attendance.	<ul style="list-style-type: none">Refined Planned Absence formCollection of forms as they are submitted by families throughout the year