

**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**

<b>Overall: 66.1%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	20.5	37.5	42.0
Listening and Speaking	9.8	59.8	30.4
Writing	10.7	33.0	56.3
Research/Inquiry	11.6	53.6	34.8

**4th Grade**

<b>Overall: 77.5%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	11.8	34.3	53.9
Listening and Speaking	3.9	53.9	42.2
Writing	5.9	35.3	58.8
Research/Inquiry	8.8	42.2	49

**5th Grade**

<b>Overall: 81.4%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	10.3	41.4	48.3
Listening and Speaking	6	59.5	34.5
Writing	5.2	34.5	60.3
Research/Inquiry	5.2	34.5	60.3

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
1.2.b	<ul style="list-style-type: none"> <li>Staff will model and guide close reading strategies and practices using Depth of Knowledge (DOK) levels of text dependent questions and tasks that require students to read and reread complex texts with attention and care.</li> </ul>	<ul style="list-style-type: none"> <li>Close reading lessons crafted by grade level teams.</li> <li>Observations of students actively engaged in reading complex texts and answering predetermined high level questions.</li> <li>Observations of students' collaborative discussions and use of evidence when speaking and writing.</li> </ul>
1.2.b	<ul style="list-style-type: none"> <li>Staff will provide opportunities for students to compare and contrast texts and integrate information from multiple sources to build knowledge and/or the authors' purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Observations of students being able to compare and contrast and being able to apply that skill using multiple sources.</li> <li>Observations of grade level teams developing activities/lessons/assessments that allow students to integrate information from multiple sources.</li> </ul>

## WRITING 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: 66.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.5	37.5	42.0
Listening and Speaking	9.8	59.8	30.4
<b>Writing</b>	10.7	33.0	56.3
Research/Inquiry	11.6	53.6	34.8

#### 4th Grade

Overall: 77.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	11.8	34.3	53.9
Listening and Speaking	3.9	53.9	42.2
<b>Writing</b>	5.9	35.3	58.8
Research/Inquiry	8.8	42.2	49

#### 5th Grade

Overall: 81.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.3	41.4	48.3
Listening and Speaking	6	59.5	34.5
<b>Writing</b>	5.2	34.5	60.3
Research/Inquiry	5.2	34.5	60.3

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> 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"> <li>Staff will define, model and instruct students to use different skills and understanding of all text types and purposes for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Student work that identifies different texts types and applied knowledge in written communication.</li> <li>Student work that reflects ability to respond to text and write “on demand” across the curriculum.</li> </ul>
1.2.a	<ul style="list-style-type: none"> <li>Staff will provide opportunities for student to speak and write using evidence from sources.</li> </ul>	<ul style="list-style-type: none"> <li>Observations of teachers monitoring students’ collaborative discussions and use of evidence when speaking and writing.</li> <li>Opportunities for students to write to learn, including note-taking, summarizing, questioning and responding to text and reflecting on learning using a variety of media.</li> </ul>

# 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: 88%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	20.5	37.5	42.0
Problem Solving and Modeling & Data Analysis	9.8	59.8	30.4
Communicating Reasoning	10.7	33.0	56.3

### 4th Grade

Overall: 85.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	7.8	23.5	68.6
Problem Solving and Modeling & Data Analysis	5.9	34.3	59.8
Communicating Reasoning	4.9	34.3	60.8

### 5th Grade

Overall: 74.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	15.4	24.8	59.8
Problem Solving and Modeling & Data Analysis	11.1	42.7	46.2
Communicating Reasoning	12	44.4	43.6

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> 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 1.2.c	<ul style="list-style-type: none"> <li>Grade level teams will collaboratively plan the implementation and practice of performance tasks which will increase student's ability to apply conceptual understanding and problem solving abilities in new and novel situations.</li> </ul>	<ul style="list-style-type: none"> <li>Observations of students applying concepts by breaking down problems and apply appropriate strategies to each step.</li> <li>Notes from grade level teams discussing performance tasks, analyzing the data and planning next steps.</li> </ul>
1.2.a 1.2.c	<ul style="list-style-type: none"> <li>Grade level teams will collaboratively plan and assess <i>fluency strategies</i> so over time students become skillful in using procedures flexibly as they solve increasingly difficult mathematical problems.</li> </ul>	<ul style="list-style-type: none"> <li>Student work illustrating ability to solve problems and performance tasks using multiple strategies.</li> <li>Student work showing the development of math fact automaticity.</li> </ul>

## 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

<b>Overall: 83.9%</b>	<b>Strand % Perf. Below</b>	<b>Strand % Perf. Similar</b>
Systems	13.8	86.2
Inquiry	16.4	83.6
Application of Science	33.6	66.4
Domains	33.6	66.4

<b>Strategic Plan Reference</b>	<b>Science Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
2.1.a	<ul style="list-style-type: none"><li>When planning for Engineering Is Elementary (EIE) kit instruction, teachers will identify key learning targets to pre/posttest.</li><li>Teams will review student work to determine modifications to their instructional plans and to identify additional lessons that could be taught yet this year.</li></ul>	<ul style="list-style-type: none"><li>Pre/posttest data that identifies instructional additions/changes, and/or modifications.</li><li>Resources providing additional STEM-like learning opportunities.</li></ul>
2.1.a	<ul style="list-style-type: none"><li>The STEM cadre will meet monthly to identify and implement activities to enrich student learning experiences in the areas of science, technology, engineering, math and problem solving.</li></ul>	<ul style="list-style-type: none"><li>A robotics club engaging students in STEM.</li><li>Opportunities to expose students to CODE through after school activities.</li><li>Engineering design challenges replicated in classrooms.</li></ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome:

School staff and families join together to expand learning opportunities for students.

<b>Strategic Plan Reference</b>	<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
5.2.a	<ul style="list-style-type: none"><li>Staff will sponsor open library weekly during the summer to encourage reading, Accelerated Reading (AR) testing, and promote literacy. Each session will include a shared reading activity.</li></ul>	<ul style="list-style-type: none"><li>Circulation data collected.</li><li>AR data monitored.</li></ul>
5.2.a	<ul style="list-style-type: none"><li>Reading specialist, principal and teachers will promote literacy and early intervention by hosting targeted kindergarten and first grade families to receive intervention strategies and at-home support.</li></ul>	<ul style="list-style-type: none"><li>Participation data collected and student progress data monitored.</li></ul>

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

**Key Performance Outcome:**

Mill Creek Elementary is a school where everyone is welcomed, valued and safe.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
3.5.a	<ul style="list-style-type: none"> <li>Understanding and accepting as part of our job description to make every student, parent, and visitor feel noticed, welcomed, and valued in an effort to affect the culture of the school and the student achievement within it.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of staff visibly acting out the welcome challenge.</li> <li>Data collected from a survey of visitors and volunteers three times during the school year for feedback.</li> </ul>
3.5.a	<ul style="list-style-type: none"> <li>Create a welcoming first impression by embracing and displaying all student cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Flags/maps from represented countries are displayed.</li> <li>Visitors and volunteers are welcomed in multiple languages.</li> <li>Data collected from a survey of visitors and volunteers three times during the school year for feedback.</li> </ul>
<b>Strategic Plan Reference</b>	<b>Physically, Emotionally and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
3.2.b	<ul style="list-style-type: none"> <li>Develop a culture of a growth mindset by using powerful choice words which in turn will build 21st Century skills.</li> </ul>	<ul style="list-style-type: none"> <li>Choice words are display throughout the school.</li> <li>Observations of teaching and monitoring the use of choice words in the classroom through group work and turn and talk discussions.</li> <li>Observations of students using choice words in group work, authentic conversations and spontaneously.</li> </ul>
3.2.a	<ul style="list-style-type: none"> <li>Continue to develop and refine our school-wide Cougar PRIDE program for expectations that develop independent self-managers.</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies held that teach Cougar PRIDE expectations and recognize independent managers.</li> <li>Observations of Cougar Friends lessons taught in grades K and 1 that further teaches social skills and Cougar PRIDE expectations.</li> </ul>

<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
1.3.c	<ul style="list-style-type: none"> <li>Office staff and counselor will regularly offer resources to students in need.</li> </ul>	<ul style="list-style-type: none"> <li>Scholarships provided for after-school classes, classroom subscriptions, fieldtrips, etc.</li> <li>Food and gifts provided to identified families during the holidays.</li> <li>Free packages provided for school photos.</li> <li>Students receive new clothing through Operation School Bell.</li> </ul>
1.3.b	<ul style="list-style-type: none"> <li>Staff responds to student performance data providing differentiated interventions.</li> </ul>	<ul style="list-style-type: none"> <li>List of students identified for Leveled Literacy Intervention (LLI).</li> <li>List of students identified to receive English Language Learners (ELL) support.</li> <li>List of groups of students to receive tutorials and enrichment.</li> <li>Notes from grade level teams, principal, and building specialists meetings four times during the year that monitor student progress and identify students needing additional services.</li> </ul>
1.3.b	<ul style="list-style-type: none"> <li>The Multi-Tiered Support System (MTSS) cadre will meet monthly to identify Tiers of Intervention and a process for referring and supporting identified students.</li> </ul>	<ul style="list-style-type: none"> <li>List of grade level interventions for all three tiers for academics and behaviors.</li> <li>Agenda from staff training with district special services staff where staff are introduced to the referral process.</li> </ul>

## ATTENDANCE

### Key Performance Outcome:

Mill Creek Elementary students attend school daily.

Strategic Plan Reference		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"><li>Staff will emphasize the importance of regular and on time attendance to increase opportunities for learning.</li></ul>	<ul style="list-style-type: none"><li>Daily announcements acknowledge classrooms with perfect attendance.</li><li>Individual perfect attendance is acknowledged at semester and end of year.</li><li>Daily school-wide attendance is showcased as a “spotlight on data” in the front office.</li></ul>
1.2.a	<ul style="list-style-type: none"><li>School counselor will meet regularly with targeted students to increase motivation for daily attendance.</li></ul>	<ul style="list-style-type: none"><li>Incentive charts created by students and counselor to increase attendance.</li><li>Documentation of continued communication with families between counselor, school office, principal and teacher.</li><li>Home visits conducted.</li></ul>