

**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: 64.6%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	17.3	43.2	39.5
Listening and Speaking	11.1	56.8	32.1
Writing	11.1	45.7	43.2
Research/Inquiry	7.4	60.5	32.1

**4th Grade**

<b>Overall: 67%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	13.2	44	42.9
Listening and Speaking	9.9	62.6	27.5
Writing	13.2	54.9	31.9
Research/Inquiry	13.2	58.2	28.6

**5th Grade**

<b>Overall: 82.9%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
<b>Reading</b>	9.5	42.9	47.6
Listening and Speaking	2.9	67.6	29.5
Writing	7.6	33.3	59
Research/Inquiry	2.9	47.6	49.5

<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 1.3.a	<ul style="list-style-type: none"> <li>Develop a balanced approach to literacy instruction with district curriculum/supplemental resources (i.e., modeled, shared, guided, and independent reading).</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching model evident in all classrooms</li> <li>Formative and summative assessments data throughout the year</li> <li>Fluid, skill based, guided reading groups at all grade levels</li> <li>Close reading strategies evident in all classrooms</li> <li>Accelerated Reader (AR) reports</li> <li>Opportunities for re-teaching, maintenance and enrichment</li> </ul>
1.2.b	<ul style="list-style-type: none"> <li>Ensure that quality high volume reading and writing occurs in classrooms across all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and writing opportunities across content areas</li> <li>Formative and summative reading assessment data from other content areas (e.g., science, social studies, music, etc.)</li> <li>Increased participation in district summer reading challenge</li> <li>Monitor rate of AR participation</li> </ul>
1.3.a 2.2.a	<ul style="list-style-type: none"> <li>Teach and facilitate structured, substantive, rich and rigorous academic discourse about content, texts, and ideas to get students in the habit of exercising their analytic thinking in the presence of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Student discourse during accountable talk</li> <li>Close reading strategies</li> <li>Developing accountable talk stems in classrooms</li> <li>Oral presentations (e.g., book talks, research projects, etc.)</li> </ul>

Strategic Plan Reference	Reading 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?
2.3.a 3.2.a	<ul style="list-style-type: none"> <li>Implement lesson study with grade level teams focused on literacy content and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of increased alignment across grade level teams</li> <li>Increased use of peer observations and team reflection</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

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).

## 2014-15 SBA Results

### 3rd Grade

Overall: 64.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	17.3	43.2	39.5
Listening and Speaking	11.1	56.8	32.1
<b>Writing</b>	11.1	45.7	43.2
Research/Inquiry	7.4	60.5	32.1

### 4th Grade

Overall: 67%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	13.2	44	42.9
Listening and Speaking	9.9	62.6	27.5
<b>Writing</b>	13.2	54.9	31.9
Research/Inquiry	13.2	58.2	28.6

### 5th Grade

Overall: 82.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	9.5	42.9	47.6
Listening and Speaking	2.9	67.6	29.5
<b>Writing</b>	7.6	33.3	59
Research/Inquiry	2.9	47.6	49.5

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.b 1.3.a	<ul style="list-style-type: none"> <li>Ensure that a high volume of writing occurs in the classroom across content areas.</li> <li>Provide students with writing opportunities to communicate their thinking effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate: Developmental Reading Assessment (DRA) writing, science journals, math explanations, lesson reflections</li> <li>Primary: Kid Writing/David Matteson journals, science journals</li> <li>Formative and summative assessment data from other content areas (e.g., science, social studies, music, etc.)</li> </ul>
1.2.b 1.3.a	<ul style="list-style-type: none"> <li>Instruct learning using the Explicit teaching model (i.e., I do, we do, you do).</li> </ul>	<ul style="list-style-type: none"> <li>Observed gradual release from teacher modeled and shared writing opportunities to independent student writing opportunities</li> </ul>
1.2.b 2.3.a 3.2.a 3.3.c	<ul style="list-style-type: none"> <li>Engage and provide professional development for school-wide vertical alignment among writing tools, resources and strategies (e.g., graphic organizers, writing frames, rubrics, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students demonstrating prior knowledge and a working understanding of effective graphic organizers and writing frames</li> </ul>
1.2.b 1.3.a	<ul style="list-style-type: none"> <li>Increase writing from sources to support development of narrative, informational and opinion text types.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of student on demand writing in multiple modes</li> </ul>
3.2.a 3.3.a	<ul style="list-style-type: none"> <li>Collaboratively assess student writing samples and calibrate scoring practices to inform instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly benchmark assessments</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: 72%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	16	23.5	60.5
Problem Solving and Modeling & Data Analysis	17.3	40.7	42
Communicating Reasoning	7.4	39.5	53.1

### 4th Grade

Overall: 64.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	16.5	41.8	41.8
Problem Solving and Modeling & Data Analysis	12.1	54.9	33
Communicating Reasoning	14.3	54.9	30.8

### 5th Grade

Overall: 70.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	16.2	41	42.9
Problem Solving and Modeling & Data Analysis	13.3	41.9	44.8
Communicating Reasoning	12.4	42.9	44.8

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 1.3.a	<ul style="list-style-type: none"> <li>Teachers implement questioning that promotes reasoning and problem solving through rigorous and engaging math instruction that uses explicit teaching models (i.e., I do, we do, you do) with allowance for multiple entry points and honoring varied solution strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Agreed upon common grade level formative and summative assessments including but not limited to common core quick check, topic test, exit tickets, Kindergarten Assessment Resource Kit (KARK) assessment, daily assignments and/or performance tasks</li> </ul>
1.2.b 1.3.a	<ul style="list-style-type: none"> <li>Build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.</li> <li>Implement daily math activities that may include but are not limited to entry tasks, calendar time, number talks, quick images, choral counting, guess my number, math games, counting collections and timed tests.</li> </ul>	<ul style="list-style-type: none"> <li>Agreed upon common grade level formative and summative assessments including but not limited to common core quick check, topic test, exit tickets, KARK assessment, timed tests, daily assignments and/or performance tasks</li> </ul>
1.2.b 1.3.a 3.3.a	<ul style="list-style-type: none"> <li>Develop a balanced approach to mathematical instruction with district curriculum/supplemental resources (i.e., modeled, shared, guided, and independent).</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching model evident in all classrooms</li> <li>Formative and summative assessments throughout the year</li> </ul>
3.2.a 3.3.a	<ul style="list-style-type: none"> <li>Based on assessment data and student learning outcomes, review and adjust math instructional maps and provide differentiated instruction to subgroups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Modified instructional maps</li> <li>Opportunities for re-teaching, maintenance and enrichment</li> <li>Formative and summative assessment data</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

Overall: 75.2%	Strand % Perf. Below	Strand % Perf. Similar
Systems	22.9	77.1
Inquiry	37.1	62.9
Application of Science	28.6	71.4
Domains	39	61

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"><li>Teachers provide opportunities and scaffolding for students to engage in meaningful science discourse using evidence to support their claims.</li></ul>	<ul style="list-style-type: none"><li>Anecdotal and observation notes of students using evidence to support their claims through the use of accountable talk, peer dialogue and whole class discussion</li><li>Student written work showing proof of students using evidence to support their scientific claims, predictions and explanations</li></ul>
1.2.b	<ul style="list-style-type: none"><li>Implement close reading strategies and writing to examine and respond to science text.</li></ul>	<ul style="list-style-type: none"><li>Increased volume of reading and writing within science instruction</li><li>Cross-curricular science integration</li><li>End of module assessments</li></ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

To improve our school climate in regards to a welcoming environment as measured by the Educational Effectiveness Survey given to students, staff and parents annually.

<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?
2.2.c	<ul style="list-style-type: none"><li>• Increase participation rates in Watch DOGS and other classroom volunteer opportunities.</li></ul>	<ul style="list-style-type: none"><li>• WatchDOG calendar sign up</li><li>• Volunteer sign in book</li></ul>
2.2.c	<ul style="list-style-type: none"><li>• Implementation of new parent art docent program.</li></ul>	<ul style="list-style-type: none"><li>• Parent attendance at art docent training session</li><li>• Frequency of art docent lessons in classrooms</li></ul>

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

**Key Performance Outcome:**

To improve our school climate in regards to equity, access and a welcoming environment as measured by the Educational Effectiveness Survey given to students, staff and parents annually.

<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?
5.1.a	<ul style="list-style-type: none"> <li>Culture Night: PTA meeting along with 4th grade concert which includes music from around the world with a focus on cultural diversity through arts and activities (i.e., dance).</li> </ul>	<ul style="list-style-type: none"> <li>High participation rate by families</li> <li>Parental/community involvement in planning</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>PE: Show Special Olympics movie; play wheelchair basketball.</li> </ul>	<ul style="list-style-type: none"> <li>Students are engaged and challenged</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Library: Share multicultural books.</li> <li>Lab: CultureGrams research assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Increased circulation of multicultural books from library</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?
3.4.a	<ul style="list-style-type: none"> <li>Teach and reteach components of school-wide PRIDE program to promote a physically, emotionally, and intellectually safe community multiple times throughout the year as well as in our Work It Out room when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline data</li> </ul>
3.4.a	<ul style="list-style-type: none"> <li>Provide kindergarten and identified 1st and 2nd grade students with direct instruction lessons on social skills and problem solving through weekly Jaguar Cub Club meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment data and observation from counselor and classroom teacher</li> </ul>
3.4.a	<ul style="list-style-type: none"> <li>Counselor provide grade level Harassment, Intimidation, and Bullying (HIB) curriculum (i.e., Steps to Respect) with a focus on student problem solving and the three R's of bullying (i.e., recognize, refuse, and report).</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative assessment data from counselor</li> <li>HIB reports and incident data</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?
5.1.a 5.3.a	<ul style="list-style-type: none"> <li>• Submit grant application for multi-cultural and bi-lingual books in library.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased circulation of multicultural and bi-lingual books from library</li> </ul>
5.3.a	<ul style="list-style-type: none"> <li>• Provide interpreters for conferences and other evening events.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance of families with English as a second language</li> </ul>

## ATTENDANCE

### Key Performance Outcome:

Reduce the percentage of excused absences and tardies at Silver Firs by 10%. Maintain the current level of unexcused absences at less than 1%.

<b>Strategic Plan Reference</b>	<b>Attendance 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?
5.1.a	<ul style="list-style-type: none"><li>Recognize students with perfect attendance through monthly, semester and yearly attendance rewards and acknowledgements.</li></ul>	<ul style="list-style-type: none"><li>Comparison of data across the years to identify effectiveness of rewards and acknowledgements</li></ul>
5.1.a	<ul style="list-style-type: none"><li>Provide scaffolded interventions for students with absences reaching or exceeding 10% including but not limited to contracts home and attendance tracking sheets.</li></ul>	<ul style="list-style-type: none"><li>Decrease of absences in students receiving attendance interventions</li></ul>
5.1.a	<ul style="list-style-type: none"><li>Analyze attendance data and create intervention steps for truant students at regular attendance meetings between principal, attendance secretary and counselor.</li></ul>	<ul style="list-style-type: none"><li>Early identification of students in need of additional support</li><li>Decrease of absences in students receiving attendance interventions</li></ul>