

## READING 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).

<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 1.3 1.5	<ul style="list-style-type: none"> <li>Using formative and summative assessments to gather data to influence instruction in collaboration with parent partners.</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balance Assessment (SBA) scores, Developmental Reading Assessment (DRA) scores, Accelerated Reader (AR) scores, SpringBoard assessments, Unit assessment data, data indicating progress of individuals, and double entry journals</li> </ul>
1.2 1.3 1.5	<ul style="list-style-type: none"> <li>Implement high level instructional strategies across the content areas to cultivate a culture of deeper comprehension of text such as close reading, citing textual evidence, building academic vocabulary, activating prior knowledge, graphic organizers, and Guided Language Acquisition Design (GLAD).</li> </ul>	<ul style="list-style-type: none"> <li>Written and oral answers that cite textual evidence, use academic vocabulary, and demonstrate a deeper understanding of the text</li> <li>Scoring guide (indicating exemplary, proficient, emerging, or incomplete) for written responses</li> </ul>
1.2 1.3 1.5	<ul style="list-style-type: none"> <li>Monitor students' independent reading goals.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly two-way communication with parent partners regarding student reading goals and progress towards those goals</li> <li>Monthly Progress Reports indicate Satisfactory/Unsatisfactory progress from both teacher and parent teacher indicating student has achieved goals</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).

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 1.3 1.5	<ul style="list-style-type: none"><li>Using formative and summative assessments to gather data to influence instruction in collaboration with parent partners.</li></ul>	<ul style="list-style-type: none"><li>SBA scores, DRA scores, SpringBoard assessments, Unit assessment data, data indicating progress of individuals, and Port Gardner School (PGS) Team's Text Based Evidence Rubric</li></ul>
1.2 1.3 1.5	<ul style="list-style-type: none"><li>Implement high level instructional strategies across the content areas to improve writing such as free writing, graphic organizers, citations, drafting, quick writes, revising, writer's checklist, and self/peer editing.</li></ul>	<ul style="list-style-type: none"><li>Formal and informal scoring guides used to assess student writing</li><li>Written and oral answers that cite textual evidence, use academic vocabulary, and demonstrate an understanding of the text</li></ul>

# MATH 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 Mathematics.

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 1.3 1.5	<ul style="list-style-type: none"> <li>Implement high level instructional strategies across Mathematical Content areas and Mathematical Practice to cultivate a culture of deeper comprehension. For example, hands-on instruction, use of appropriate tools, citing textual evidence, building mathematical vocabulary, attending to precision, activating prior knowledge, graphic organizers, GLAD, and connecting and applying math to real life.</li> </ul>	<ul style="list-style-type: none"> <li>Written and oral answers that cite mathematical evidence, use academic vocabulary, and demonstrate a deeper understanding of mathematical concepts</li> <li>Scoring guide (indicating exemplary, proficient, emerging, or incomplete) for written responses</li> <li>Beginning-of-Year Assessment, enVision Topic Tests, Holt Chapter Tests, Embedded Topic/Chapter Performance Assessments</li> </ul>
1.2 1.3 1.5	<ul style="list-style-type: none"> <li>Monitor students' independent math progress.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly two-way communication with parent partners regarding student math progress towards those goals</li> <li>Monthly Progress Reports indicate Satisfactory/Unsatisfactory progress from both teacher and parent teacher indicating student has achieved goals</li> </ul>

## SCIENCE ACTION PLAN

### 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.

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?
1.2 1.3 1.5	<ul style="list-style-type: none"><li>Implement high level instructional strategies across the content areas to cultivate a culture of deeper comprehension of text, such as close reading, citing textual evidence, building academic vocabulary, activating prior knowledge, graphic organizers, GLAD and preserving through failure.</li></ul>	<ul style="list-style-type: none"><li>Written and oral answers that cite textual evidence, use academic vocabulary, and demonstrate a deeper understanding of the text</li><li>Scoring guide (indicating exemplary, proficient, emerging, or incomplete) for written responses</li></ul>
1.2 1.3 1.5	<ul style="list-style-type: none"><li>Using Next Generation Science Standards, and formative/summative assessments to gather data to influence instruction.</li></ul>	<ul style="list-style-type: none"><li>SBA scores, Summative Unit assessment data, and Science Notebook entries</li></ul>