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).

2014-15 SBA Results

3rd Grade

Overall: 38.9%	Below	At or Near	Above
Reading	36.8	41.2	22.1
Listening and Speaking	17.6	69.1	13.2
Writing	33.8	47.1	19.1
Research/Inquiry	20.6	63.2	16.2

4th Grade

Overall: 37%	Below	At or Near	Above
Reading	36.3	43.8	20
Listening and Speaking	22.5	61.3	16.3
Writing	32.5	52.5	15
Research/Inquiry	31.3	47.5	21.3

5th Grade

Overall: 38.5%	Below	At or Near	Above
Reading	37.3	43.1	19.6
Listening and Speaking	13.7	76.5	9.8
Writing	29.4	54.9	15.7
Research/Inquiry	17.6	56.9	25.5

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 a & b 1.3 a & b	• Teach and facilitate structured, substantive, rich, and rigorous academic discourse about content, texts and ideas (e.g. Accountable Talk, collaborative learning, partnerships and group work) to get students in the habit of exercising their analytical thinking in the presence of their peers using GHGR and CIA	• Running Records, DRA, Checks for Understanding, and SBA type items • K-David Matteson benchmark assessment, WaKids and/or GHGR assessment data • Accountable Talk Stems evident in Writing (daily work, journals, formative assessments & summative assessments, etc.)
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	• Model and apply close critical reading strategies and practices using a range of text-dependent questions and tasks that require students to read and reread challenging texts with attention and care	• Student work samples • Running Records, DRA, Checks for Understanding, and SBA type items • K-David Matteson benchmark assessment, WaKids and/or GHGR assessment data
1.2 a & b 1.3 a & b	• Ensure that a high volume of reading and writing occurs within the classrooms across all content areas.	• Monitor independent reading through AR program • Writing journals • Library Circulation Data

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?
		• Summer Reading Program participation
	• Progress monitoring of effectiveness of reading intervention programs	• Running Records, DRA, Checks for Understanding, and SBA type items

WRITING 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 English Language Arts (ELA).

3rd Grade

Overall: 38.9%	Below	At or Near	Above
Reading	36.8	41.2	22.1
Listening and Speaking	17.6	69.1	13.2
Writing	33.8	47.1	19.1
Research/Inquiry	20.6	63.2	16.2

4th Grade

Overall: 37%	Below	At or Near	Above
Reading	36.3	43.8	20
Listening and Speaking	22.5	61.3	16.3
Writing	32.5	52.5	15
Research/Inquiry	31.3	47.5	21.3

5th Grade

Overall: 38.5%	Below	At or Near	Above
Reading	37.3	43.1	19.6
Listening and Speaking	13.7	76.5	9.8
Writing	29.4	54.9	15.7
Research/Inquiry	17.6	56.9	25.5

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 a & b 1.3 a & b 3.2 a 3.3 a, b & c	• Model and provide opportunities for students to write to learn, including note-taking (focus on Cornell notes), summarizing, questioning, responding to text, (print and digital sources, experiences, observations, visuals, etc.) and reflecting on learning (Shift 5: Increase Writing from Sources)	• Common writing assessments • Student work samples • Writing journals • DRA (Lv. 28 and above), Checks for Understanding, and SBA type items • K-David Matteson benchmark writing assessment and/or GHGR assessment data
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	• Design opportunities for students to revise and reflect on their work and thinking throughout the learning process	• Common Writing Assessments • Student work samples • Writing journals
1.2 a & b 1.3 a	• Provide opportunities for students to write and speak using evidence from texts to state a claim, provide information, and summarize	• Common Writing Assessments • Student work samples • Writing and/or content journals • DRA (Lv. 28 and above), Checks for Understanding, and SBA type items • K-David Matteson benchmark writing assessment and/or GHGR assessment data

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: 42%	Below	At or Near	Above
Concepts and Procedures	36.8	30.9	32.4
Problem Solving and Modeling & Data Analysis	29.4	55.9	14.7
Communicating Reasoning	17.6	58.8	23.5

4th Grade

Overall: 38.3%	Below	At or Near	Above
Concepts and Procedures	45.7	37	17.3
Problem Solving and Modeling & Data Analysis	30.9	51.9	17.3
Communicating Reasoning	35.8	43.2	21

5th Grade

Overall: 19.6%	Below	At or Near	Above
Concepts and Procedures	46	46	8
Problem Solving and Modeling & Data Analysis	40	52	8
Communicating Reasoning	32	62	6

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 & b 1.3 a & b 3.2 a 3.3 a, b & c	• Facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing multiple student approaches and arguments • Each grade level will choose one of the following routines to build number sense through discourse: Number Talks, Quick Images, or Choral Counting	• Discourse through Accountable Talk, Think-Pair-Share, Turn and Talk and Number Sense routines – evident in observational data, walkthroughs, lesson studies, etc. • Common pre/post assessments • Student reflection opportunities • Accountable Talk Stems evident in writing (daily work, journals, formative assessments & summative assessments, etc.)
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	• Use evidence of student thinking to assess progress toward mathematical understanding and adjust instruction continually in ways that support and extend learning	• Common pre-assessments, formative assessments, and summative assessments • Student reflection opportunities • Learning Log meeting notes/agendas

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: 30.4%	Strand % Perf. Below	Strand % Perf. Similar
Systems	25.5	74.5
Inquiry	78.4	21.6
Application of Science	41.2	58.8
Domains	70.6	29.4

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 a & b 1.3 a & b 3.2 a 3.3 a, b & c	• Teach science in an effort to encourage and increase intentional science instruction and integrate high-quality nonfiction resources and online content utilizing district science kits	• Amount of non-fiction materials checked out of the library • Amount of non-fiction AR tests taken and passed by students • Science Kit usage data • Science journals
1.2 a & b 1.3 a & b 3.2 a 3.3 a, b & c	• Monitor students' understanding of content standards through common assessments and evaluation of student science journals and formative assessments.	• K-5 GLTs common scoring for report cards after each science kit • Grade-level science writing exemplars for science note booking, note taking, and the scientific process (research, predictions, conclusions, etc.)
1.4 2.1 a	• Offer after school robotics club to 4th and 5th grade students through an application process as part of STEM and enrichment opportunities.	• Student participation and engagement will be monitored • Student self-assessment & reflection

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To create a school environment that is diverse, safe, and welcoming for each student, family, staff member, and community member, as measured by the EES survey, the Title I survey, and other formative assessments

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?
2.2 c 5.1 a	• Partner with families to prepare for, and sustain student learning and academic success, by increasing parent participation through school-related events, including Title I events	• Increased participation at events (sign-in sheets): Volunteer Celebration, Multicultural Night, Math Night, Literacy Night, High School & Beyond, etc. • Natural Leaders events and meetings and Weekly Cut & Chat Meetings • CEE Baseline data • Attendance data
2.2 c 5.1 a	• Provided families with multiple opportunities to share their ideas with school staff, as well as to learn more about how they can support their students' learning	• Data from Annual Title I parent Survey and EES survey data • Connect Ed calls • Attendance rates at event • Evidence of impact from parent meetings (parking lot, cut and chat, etc.)

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

Key Performance Outcome(s):

To create a school environment that is diverse, safe, and welcoming for each student, family, staff member, and community member, as measured by the EES survey, the Title I survey, and other formative assessments.

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?
3.4a	• Implement strategic actions that create a safe, welcoming environment for students. Staff will implement strategic actions that create a safe and welcoming environment for staff	• Morning greeting procedure changes • PRIDE program celebrations • Building maintenance • CEE data from parents & students
3.3 a, b & c	• Provide staff training in strategies of teaching students of poverty including a book study and video series	• Morning greeting procedure changes • PRIDE program celebrations • CEE Data from parents & students • Natural Leaders program participation

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?
3.4a	• Promote safety, tolerance, respect, and a welcoming environment through the delivery of curriculum and instruction to all students, and through school-wide behavioral expectations (PRIDE)	• Implementation of 2nd Step and Steps to Respect curriculum • Title I family events • School wide implementation of PRIDE • 5th grade peer mediators
3.4a	• Provide recognition for students and classes who demonstrate PRIDE	• Monthly PRIDE recognition at our awards ceremony

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?
5.1 a & b	• Partner with community agencies to provide ongoing support to our families and students	• Implementation of and participation in food backpacks • Big Brother/Big Sisters mentor support • Holiday food baskets provided to families • Positive relationships with local agencies • Solid attendance at High School & Beyond event • Sylvan after school tutoring program – 2nd & 3rd grade

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?
		• Children's Museum Science Enrichment After School Program 4th & 5th
2.2 c 3.1 a 5.1 a & b	• Establishment and growth of Natural Leaders Program	• Natural Leaders program participation

ATTENDANCE

Key Performance Outcome(s):

This year we will decrease the number of students with the most challenging attendance issues by 10% and increase the number of students with "good" attendance by 10%.

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?
1.1 a 1.2 a	• Implement a school-wide theme of "10 or Less for School Success" to emphasize our goal of students missing no more than 10 days of school each year	• "10 or Less for School Success" campaign monthly recognition • Weekly counseling lessons in the classrooms include instruction about attendance • Students and classrooms will be recognized for attendance on the announcements
1.1 a 1.2 a	• Establish a monitoring system through the Student Support Team for increasing overall attendance	• Attendance data will be reviewed monthly
1.1 a 1.2 a 3.4 a	• Provide recognition for students and classes who demonstrate "perfect attendance" (no absences, no tardies)	• Attendance data is collected a minimum of 1 time per month and reported to students, parents, and staff as appropriate • Perfect attendance poster is updated monthly • Bulletin board of perfect attendance updated monthly