

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

The target for the 2015-16 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade

Overall: 58.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.9	50.5	28.6
Listening and Speaking	14.3	64.8	20.9
Writing	12.1	54.9	33
Research/Inquiry	15.4	65.9	18.7

4th Grade

Overall: 57%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	28	47	25
Listening and Speaking	15	65	20
Writing	16	53	31
Research/Inquiry	15	70	15

5th Grade

Overall: 74.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.2	41	39.7
Listening and Speaking	7.7	59	33.3
Writing	11.5	43.6	44.9
Research/Inquiry	3.8	53.8	42.3

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?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Continue to implement Balanced Reading Approach with district curriculum/supplemental resources <ul style="list-style-type: none"> Facilitate fluid guided reading groups/shared reading/independent reading activities Use ELA grade level reading calendar to guide instruction focusing on meeting Common Core State Standards 	<ul style="list-style-type: none"> Ongoing classroom assessments AR reports DRA assessments and DRA Progress Monitoring KARK assessments
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Co-establish, in conference with each student, an informed, individualized, goal plan using current performance as a base with clear steps to reach grade level targets Guide students in maintaining a concept map/graphic organizer to track reading progress 	<ul style="list-style-type: none"> Grade level data, such as DRA, SBA scores, KARK data, and writing responses, etc. Goals reviewed and accessible to teacher and students DRA Progress Monitoring
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Implement reading intervention plans during instruction Provide tutorial, enrichment, and instructional LAP support 	<ul style="list-style-type: none"> Formative assessment results reviewed collaboratively by grade level teams

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?
TL 1.5		<ul style="list-style-type: none"> • LLI data • Read Well data
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> • Provide professional development in Close Reading using a Lesson Study protocol with first-fifth grade level teams increasing alignment across grade levels 	<ul style="list-style-type: none"> • LIF Notes • Peer observations and team reflection data
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> • Create a culture of independent student reading within school 	<ul style="list-style-type: none"> • Summer reading data • Library circulation data • AR results
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> • Teach and facilitate structured academic discourse through accountable talk, collaborative learning, partnerships, and group work 	<ul style="list-style-type: none"> • Walkthrough data collection • Student self-reflection on goal progress

WRITING ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-16 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade

Overall: 58.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.9	50.5	28.6
Listening and Speaking	14.3	64.8	20.9
Writing	12.1	54.9	33
Research/Inquiry	15.4	65.9	18.7

4th Grade

Overall: 57%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	28	47	25
Listening and Speaking	15	65	20
Writing	16	53	31
Research/Inquiry	15	70	15

5th Grade

Overall: 74.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.2	41	39.7
Listening and Speaking	7.7	59	33.3
Writing	11.5	43.6	44.9
Research/Inquiry	3.8	53.8	42.3

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?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Conference with students identified as below standard and share feedback during student conferencing. Co-create a plan highlighting areas of focus and goals 	<ul style="list-style-type: none"> Writing assessments
TL 1.2 TL 1.3 SR 5.3	<ul style="list-style-type: none"> Increase volume of student daily writing 	<ul style="list-style-type: none"> Writing journals
TL 1.2 TL 1.3 SR 5.3	<ul style="list-style-type: none"> Plan and implement rigorous instruction based on demonstrated student needs 	<ul style="list-style-type: none"> Writing checklists appropriate for each grade level Writing journals Rubrics assessing writing (DMA for primary)
TL 1.2 TL 1.3 TL 1.5 III 2.1	<ul style="list-style-type: none"> Conference regularly with each student on their writing to set goals and monitor continued progress Use LIF time as school teams to share strategies for improvement of instruction and support in writing Collaborate in scoring a common grade level writing prompt, discuss student growth, and identify areas of concern in writing using half day release at midyear 	<ul style="list-style-type: none"> Scored writing prompts Progress monitoring data

MATH ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-16 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 57.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	17.6	46.2	36.3
Problem Solving and Modeling and Data Analysis	18.7	59.3	22
Communicating Reasoning	5.5	75.8	18.7

4th Grade

Overall: 49%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	24.5	51	24.5
Problem Solving and Modeling and Data Analysis	15.7	63.7	20.6
Communicating Reasoning	16.7	60.8	22.5

5th Grade

Overall: 62.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	23.1	32.1	44.9
Problem Solving and Modeling and Data Analysis	20.5	34.6	44.9
Communicating Reasoning	14.1	44.9	41

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?
TL 1.2 TL 1.3 TL 1.5 SR 5.3	<ul style="list-style-type: none"> Establish clear targets for math within the learning progressions, and use targets to guide instructional decisions to meet Common Core State Standards (CCSS) 	<ul style="list-style-type: none"> SuccessNet year-end assessments KARK and WaKIDS Math Gold Assessments
TL 1.2 TL 1.3 TL 1.5 III 2.1	<ul style="list-style-type: none"> Conference with each student to create goals and an identified focus to support individualized growth in math units aligned with the CCSS Mathematical Practices using grade level formative assessments as a guide Implement intervention plans in providing instructional support to students 	<ul style="list-style-type: none"> Grade level formative assessment Student math progress tracking Math topic assessments Pearson SuccessNet assessments
TL 1.1 TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Collaboratively plan and implement grade level specific instructional strategies that include performance tasks to promote reasoning and problem solving skills, giving students multiple opportunities to work with peers in completing these tasks; we will be expanding this work at the intermediate level, and will be introducing at primary 	<ul style="list-style-type: none"> Student self-reflection Completed performance task evidence

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2015-16 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

2014-15 MSP Results

5th Grade

Overall: 75.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	33.3	66.7
Inquiry	34.6	65.4
Application of Science	32.1	67.9
Domains	42.3	57.7

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?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Plan strategic actions to improve student learning in the area of science <ul style="list-style-type: none"> Teachers will use science units in the rotation provided including EiE STEM kits Intermediate students will participate in building level and district STEM Fairs Students and families will participate in a school level science evening guided by teacher teams Teachers will provide instruction in use of science notebooks, modeling organized recordings of observations, collecting data, and in labeling scientific drawings 	<ul style="list-style-type: none"> Science Notebook evidence
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Encourage students to use evidence to support their claims, conjectures, predictions, and explanations in science investigations 	<ul style="list-style-type: none"> Notebooks showing the creation of arguments and explanations, processes critical to the nature of science
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Use the language of both the Common Core and NGSS to engage students in a process of communicating what they know and how they know it 	<ul style="list-style-type: none"> Notebooks demonstrating use of evidence and reasoning to support claims
TL 1.2 TL 1.3 III 2.3	<ul style="list-style-type: none"> Create common assessments from common grade level science lessons 	<ul style="list-style-type: none"> Common grade level science assessments

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?
TL 1.2 TL 1.5	<ul style="list-style-type: none">• Support student engagement and build student capacity in the science/engineering practices	<ul style="list-style-type: none">• Formative assessment

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2015-16 school year is the creation of a community-oriented environment at James Monroe where families feel welcome and supported in partnering with the school.

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?
SR 5.1 SR 5.2 SR 5.3	<ul style="list-style-type: none"> Use strategic actions to create a community-oriented environment where parents will be encouraged to become more visible participants in supporting student learning <ul style="list-style-type: none"> Family involvement, participation, and consultation with school staff will be increased and observed in learning support events, i.e. parent teacher conferences, curriculum nights, Science night, PTA general sessions, etc. Parents will be participating in school and classroom discussions developing strategies that support student learning Forums will be provided for families to discuss educational issues and practice learning activities with children 	<ul style="list-style-type: none"> CEE data Participation data Participant feedback
SR 5.1	<ul style="list-style-type: none"> Participate with school parents in Washington State's First Family Engagement Conference incorporating conference ideas to expand opportunities for innovative family partnering with the school 	<ul style="list-style-type: none"> Activity list Family involvement data Participant feedback
SR 5.2	<ul style="list-style-type: none"> Work together with our families to support district student wellness policy <ul style="list-style-type: none"> Food, treats, and snacks at school provided by staff, parents and PTA will follow the district nutritional guidelines Student physical activity will be encouraged in activities supported by parent groups i.e. PTA Jogathon and Dance Dude 	<ul style="list-style-type: none"> Family involvement data Participant feedback

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

Key Performance Outcome(s):

The target for the 2015-16 school year is the creation of a welcoming and safe community at James Monroe through developing customer friendly procedures and expanding the recognition provided to students through our PBIS approach to student behavior management while remaining focused on equitable practice.

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?
III 2.1 SR 5.1	<ul style="list-style-type: none"> Plan and implement strategic actions that create a safe welcoming, community-oriented environment at James Monroe <ul style="list-style-type: none"> Teachers and support staff will provide support to students in adjusting to school environment Support staff will provide transition supports to new families and returning students and families requiring increased support Office staff will welcome families and meet their information and support needs starting with initial contact 	<ul style="list-style-type: none"> Survey data
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?
III 2.1 III 2.3 PSS 3.4	<ul style="list-style-type: none"> Continue the development and implementation of a PBIS (Positive Behavioral Interventions and Supports) approach to creating a safe and positive school climate at James Monroe <ul style="list-style-type: none"> Implement researched based PBIS strategies and make visible throughout our school Provide recognition for positive student behavior 	<ul style="list-style-type: none"> PBIS data Student recognition data
III 2.1 III 2.3 PSS 3.4	<ul style="list-style-type: none"> Provide an opportunity for staff monthly professional development and review of our PBIS culture that supports continuous implementation and application of the PBIS framework in a school wide setting 	<ul style="list-style-type: none"> Staff participation in PBIS professional development
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?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Provide professional development, collegial conversations, and instructional observations that reinforce the presence of 	<ul style="list-style-type: none"> Observations and staff self-reflection on presence of nine research based equity-conscious practices identified by Skrla, McKenzie, and

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?
TL 1.5	<p>instructional practices that improve the learning of marginalized students, specifically the following nine equity-conscious practices identified in the 2009 research of Skrla, McKenzie, and Scheurich</p> <ul style="list-style-type: none"> • Staff will use consistent and reliable classroom procedures and routines • Staff will clearly communicate expectations for learning • Staff will stimulate students with high-level and complex tasks • Staff will ensure students are actively, cognitively engaged • Staff will extend student learning through teacher-to-student and student-to student discussion • Staff will frequently assess individual student learning • Staff will differentiate instruction to meet individual student needs and capitalize on individual assets • Staff will use an asset model to respond to students' varying cultures • Staff will demonstrate respect and care in all interactions with all students and students' families 	Scheurich

ATTENDANCE

Key Performance Outcome(s):

The target for the 2015-16 school year is 100% attendance of students unless excused due to illness, appointment, or approved trip.

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?
TL 1.2 TL 1.5	<ul style="list-style-type: none">• Monitor school attendance on a daily basis and carry out actions that address unexcused absences<ul style="list-style-type: none">○ Teachers will call families of students when absent more than a few days to reinforce importance of attendance○ Daily calls will go home to each child who is absent without phone call or written excuse○ Letters will be sent at midyear to any students with over 8% (7 days) absences regardless of excused status asking families to work with school principal, nurse, and/or counselor to develop a plan to improve consistent and timely attendance leading to improving one high school success indicator	<ul style="list-style-type: none">• Attendance data