


| Strategic Directions | | | |
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| Education Forward | | | District of Excellence |
| Red Oak Elementary School Improvement Plan 2017-18 | | | |
| Building Goals (single or multi-year) | Strategic Direction Alignment | Strategies to accomplish (click here for a detailed Action Planning Template) | Plan for tracking progress against the goal & strategy during the school year? |
| 1. Increase the percentage of students demonstrating proficiency on MCA Reading to be 10+ points above the state average across all grades (3-5). 2015 = 6 points above, 2016 = 7 points above, 2017 = 3.1 points above. | EF04 | To impact all 4 student achievement goals, we will continue our implementation of the Gradual Release of Responsibility and connect this work to implementation of personalized learning, focusing on 3 main areas: | |
| 2. Increase the percentage of students demonstrating proficiency on MCA Math to be 4+ points above the state average across all grades (3-5). 2015 = 1 point above, 2016 = 1.3 points above, 2017 = 1.3 points above. | EF03 | A. Vertical Teaming - See detailed Action Plan link above | The work done to prepare for a Vertical discussion around the benchmarks for Key Ideas and Details will set us up to create a document to track the individual progress of students. |
| 3. Reduce the overall achievement gap in MCA Reading by 5 plus percentage points compared to previous year's results. 2015 Gap = 29.41, 2016 = 27.5, 2017 = 33.5, | X05 | B. Tracking the Progress - See detailed Action Plan link above | Once a document has been created, teachers will track the progress of individual students around each benchmark for Key Ideas and Details and use this information in PLCs to plan further instruction. |
| 4. Reduce the overall achievement gap in MCA Math by 5 plus percentage points compared to previous year's results. 2015 Gap = 27.8, 2016 = 28.3, 2017 = 24.9, | X04 | C. Implementation of Personalized Learning - See detailed Action Plan link above | Each classroom teacher will respond to a survey toward the end of the year to find out how they have implemented more personalization of their reading instruction during targeted LA time, and in other areas as they are ready. |

|  Action Plan 2017-18 | | | |
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| School: Red Oak | | | |
| Action Plan for: A Vertical Teaming | | | |
| Student Achievement Goal(s) related to this action plan: | 1. | | |
| | 2. | | |
| | 3. | | |
| Strategy/Activity | Timeline | Persons Responsible | Success Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity? |
| A1: Unpack the reading standards for key ideas and details | Aug. 29 PM | Mitch | Grade levels created I Can statements for each benchmark and have created a Learning Ladder for each one. |
| A2: Take Reading MCA Sampler, then meet in grade level teams to discuss format of questions and rigor as related to Key Ideas and Details | Sept. 27 Early Release | Mitch | Teachers able to discuss how students are assessed for Key Ideas and Details on the Reading MCA samplers and how that should impact their instruction. |
| A3: Meet as Vertical Teams to discuss language used and rigor of questions that relate to MCA Sampler | Begin on Sept. 27 if time, if not use before school staff inservice time to complete | Mitch | Teachers able to create list of necessary vocabulary and design questions to help get at rigor necessary for students to show proficiency for Key Ideas and Details on Reading MCA. |
| A4: Meet as Vertical Teams to discuss each benchmark for Key Ideas and Details and how the rigor changes from grade level to grade level | By end of Nov. | Mitch | Same as above. |



Action Plan 2017-18

School: Red Oak

Action Plan for: B. Tracking the Progress

Student Achievement Goal(s) related to this action plan:

- 1.
- 2.
- 3.

| Strategy/Activity | Timeline | Persons Responsible | Success Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity? |
|--|---|---|--|
| B1: How to access data | Aug. 29 | Tony and Ford | Teacher report that they know how to find and use the data they need. |
| B2: Monitor each student's progression of knowledge on Key Ideas and Details | Begin after vertical teaming discussion for Key Ideas and Details | Tony and Ford help come up with document for PLCs to use on a regular basis | PLCs using the document to track progress and inform their instruction. |



Action Plan 2017-18

School: Red Oak

Action Plan for: C: Implement Personalized Learning

Student Achievement Goal(s) related to this action plan:

- 1.
- 2.
- 3.

| Strategy/Activity | Timeline | Persons Responsible | Success Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity? |
|--|----------|---------------------|--|
| C1: Define Personalized Learning | | | Teachers can demonstrate a common understanding of what it means to personalize instruction. |
| C2: Begin to use targeted LA time to implement personalized learning | | | During Targeted LA time, students will have more voice and choice in their learning. |
| C3: Begin to implement personalized in other content areas as staff feel ready | | | Teachers and students report an increase in the implementation of personalized learning throughout the student day. |