

<p>ELA ACTION PLAN</p> <p>Key Performance Outcome:</p> <p>90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.</p>	
<p>Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?</p>	<p>Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?</p>
<ul style="list-style-type: none"> • Utilize Reach for Reading curriculum: <ul style="list-style-type: none"> ○ Use a balanced reading model and high leverage strategies in the Reach for Reading curriculum to teach reading, including analysis within or across texts (informational text and literary text) ○ High leverage strategies include: <ul style="list-style-type: none"> ✓ Guided Reading ✓ Common schoolwide Guided Language Acquisition Design (GLAD) Strategies ✓ Thinking Maps 	<ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) (grades K-2) and i-Ready (grades 3-5) • Reach for Reading Unit Assessments (grades K-5) <ul style="list-style-type: none"> ○ Comprehension • Common Kindergarten Assessments <ul style="list-style-type: none"> ○ WaKIDS
<ul style="list-style-type: none"> • Conference regularly with students to review growth in reading proficiency using multiple data points including, but not limited to: <ul style="list-style-type: none"> ○ Independent reading goals ○ Level of independent reading books ○ Growth/progress in i-Ready online instruction track 	<ul style="list-style-type: none"> • DRA (grades K-2) and i-Ready (grades 3-5) • Accelerated Reader (AR) records
<ul style="list-style-type: none"> • Build teacher capacity to apply current understanding of student performance and proficiency to design and implement interventions: <ul style="list-style-type: none"> ○ Understand and follow Response to Intervention (RTI) design ○ Understand and implement tiered model of supports, specifically Tier 2 interventions <ul style="list-style-type: none"> ✓ i-Ready Tools for Instruction, Reach into Phonics Foundations, Leveled Literacy Intervention (LLI), Words Their Way, and additional 	<ul style="list-style-type: none"> • DRA (grades K-2) and i-Ready (grades 3-5)

Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Implement academic discourse best practices to support language building, processing, reflection, and comprehension through the use of Accountable Talk routines 	<ul style="list-style-type: none"> DRA (grades K-2) and i-Ready (grades 3-5) AR and/or reading conference data <ul style="list-style-type: none"> Students consistently choose and read texts at independent reading levels Reach for Reading Unit Assessments (grades K-5)
<ul style="list-style-type: none"> Build a Culture of Writing to support increased stamina, fluency, and proficiency schoolwide: <ul style="list-style-type: none"> Provide daily opportunities for students to write across content areas in a variety of formats Implement a Free Write Friday routine with all students writing on topics of choice 	<ul style="list-style-type: none"> Grades 3-5 Reach for Reading Unit Writing Project data (identified by district maps and scored with district writing rubrics) Grades K-2 Building Foundations That Last (BFTL) writing quarterly benchmark data
<ul style="list-style-type: none"> Model and teach explicit writing instruction to write for a variety of authentic purposes, narrative, informational/explanatory, and opinion writing, and to focus on audience through modeling and the gradual release of responsibility Use common writing assessments in each form to determine class strengths and areas of growth to plan instruction, using exemplars for scoring aligned to writing standards 	<ul style="list-style-type: none"> Grades 3-5 Reach for Reading Unit Writing Project data (identified by district maps and scored with district writing rubrics) Grades K-2 BFTL writing quarterly benchmark data
<ul style="list-style-type: none"> Build teachers' capacity to use Thinking Maps to support students' organization and use of evidence in their writing 	<ul style="list-style-type: none"> Common assessments Grades 3-5 Reach for Reading Unit Writing Project data (identified by district maps and scored with district writing rubrics) Grades K-2 BFTL writing quarterly benchmark data

MATH ACTION PLAN

Key Performance Outcome:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.

Math Action Items

(Actions that **improve** performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What is the measure of student learning that would predict strand level proficiency performance on the SBA?

- Use the Everett Public Schools Balanced Mathematics Model to build fluency with procedures only after a foundation of conceptual understanding is built
- Students will become skillful in using procedures flexibly as they solve contextual and mathematical problems using the Concrete Representational Abstract (CRA) approach (Principle 3, 6: NCTM)

- Common unit assessments
- Formative assessments including student work samples
- Posted student strategy examples
- Individual student graphs of progress
- i-Ready Data Chats (grades 1-5)
- Interim Assessment Blocks (IAB) (grades 3-5)

- Engage students in mathematically rich tasks to support productive struggle, build conceptual understanding and allow students to show what they know and are able to do using Math Talks, the Three Reads Protocol, purposeful questions and Accountable Talk strategies. (Principle 2, 4, 5, 7: NCTM)

- Common unit assessments
- Formative assessments including student work samples
- Posted student strategy examples
- Individual student graphs of progress
- i-Ready Data Chats (grades 1-5)
- IAB (grades 3-5)

- Implement a system of targeted intervention to support closing gaps and correcting student misconceptions using i-Ready diagnostic data, i-Ready Online Instruction and Tools for Instruction, and the Georgia Numeracy Project resources
 - Teacher delivered intervention using i-Ready Tools for Instruction
 - Paraeducator delivered intervention using i-Ready and Georgia Numeracy Project resources
 - Extended-day and classroom time for i-Ready Online Instruction

- Performance on the i-Ready Diagnostic

SCIENCE ACTION PLAN**Key Performance Outcome:**

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

Science Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What is the measure of student learning that would predict strand level proficiency performance on the Washington Comprehensive Assessment of Science (WCAS)?

<ul style="list-style-type: none"> Utilize district Next Generation Science Standards (NGSS) Transition Guides for intentional planning and implementation of district adopted curriculum; implement the identified discourse strategies, question stems, etc. to ensure students are engaged in the three dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts) 	<ul style="list-style-type: none"> Teachers in grades K-5 collect notebook evidence that will include labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary from discussions
<ul style="list-style-type: none"> Administer common formative and summative assessments (district created WCAS aligned assessments, integrated lessons, kit assessments, Office of the Superintendent of Public Instruction (OSPI) WCAS training tests and released items) and meet as a Professional Learning Community (PLC) to collaboratively analyze data and plan next steps for classroom instruction and interventions 	<ul style="list-style-type: none"> Assessment data (both formative and summative)
<ul style="list-style-type: none"> Implement “Mystery Science” as a supplemental resource to increase the number of minutes spent in each grade level (K-5) on science lessons aligned to NGSS: <ul style="list-style-type: none"> Use common thinking maps for cause and effect responses Use of simulations as modeling strategy (prevalent in Mystery Science) 	<ul style="list-style-type: none"> Student work with evidence of thinking maps Students are familiar with manipulation of simulation tools/interface

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

Key Performance Outcome(s):

Welcoming Culture: Students communicate their perceptions of their sense of belonging at Forest View Elementary based on the Forest View Elementary Panorama Education student data from the fall and spring surveys. We will increase this response by 5% from 71% in the fall to 76% in the spring of the 2019-20 school year.

Physical, Emotional and Intellectual Safety: Students communicate their perceptions of their physical and psychological safety at Forest View Elementary based on the Forest View Elementary Panorama Education student data from the fall and spring surveys. We will increase this response by 5% from 72% in the fall to 77% in the spring of the 2019-20 school year.

Equitable and Accessible Opportunities: 77% of English Learner (EL) students will be on track to transition out of services within six years by 2027.

Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

Welcoming Culture

- Implement systems for positive reinforcement and recognition as part of Tier 1 Multi-Tiered Systems of Support (MTSS)-B

- Increased opportunities for student recognition and participation
- Student and Parent Center for Excellence in Education (CEE) survey data

- Administrators, teachers, and staff will greet children each morning such that all students are welcomed every morning to school by a staff member

- Increased positive responses on Sense of Belonging Panorama Education student survey

- Increase visibility of student positive recognition awards and student work through use of morning announcements, display cases, assemblies

- Tiered Fidelity Inventory (TFI) data increase from November data to spring data

Physically, Emotionally, and Intellectually Safe Environment

- Implement all components of a Positive Behavioral Interventions and Supports (PBIS) program
 - Use Tier 1, Tier 2, and data teams, following a regular schedule, to monitor the implementation of PBIS
 - Incorporate Electronic Referrals in School Wide Intervention Systems (SWIS) for behavior data analysis
 - Professional development plan with contracted PBIS coach (trauma informed teaching, restorative justice)
 - All staff teach and reinforce common-area expectations for behavior for all students

- Monthly referral data review disaggregated by subgroup
- Staff-created matrix of common-area expectations
- Completed development of major and minor behaviors

<ul style="list-style-type: none"> • Strengthen the culture of student recognition <ul style="list-style-type: none"> ○ Postcards sent home recognizing positive student choices and actions ○ Grit awards at student recognition assemblies • Kindness goals and recognition when goals are met 	<ul style="list-style-type: none"> • Educational Effectiveness Survey (EES) Student Survey item “Student success is celebrated in this school” • Percentage of students celebrated for building level celebration programs
<ul style="list-style-type: none"> • Strengthen the culture of kindness among students <ul style="list-style-type: none"> ○ Kindness goals ○ Compassion Project (highly capable) 	<ul style="list-style-type: none"> • Increased positive responses on Sense of Belonging Panorama Education student survey
<ul style="list-style-type: none"> • Develop Grit and Growth Mindset in students <ul style="list-style-type: none"> ○ Teach students what growth mindset and grit is ○ Connect grit and growth mindset with productive struggle in learning 	<ul style="list-style-type: none"> • Increased positive responses on Grit and Growth Mindset Panorama Education student survey
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> • Identify potential highly capable students to complete the application process 	<ul style="list-style-type: none"> • Number of highly capable referrals at each grade level
<ul style="list-style-type: none"> • Support the school’s Student Council to make decisions and implement actions to enrich the student day, support PBIS, and develop school spirit 	<ul style="list-style-type: none"> • EES Student Survey item “Students are involved in decisions about things that affect them in this school” (52% positive in 2017-18)
<ul style="list-style-type: none"> • Implement frequent grade level monitoring and review of common assessment data, identifying students who are on the bubble (Level 2, 3 or Basic), and assign appropriate intervention or referral to Site Intervention Team (SIT) • Targeted interventions include: <ul style="list-style-type: none"> ○ Classroom-based small groups ○ Before or after school groups ○ i-Ready before or after school groups ○ LLI groups (Learning Assistance Program [LAP] support) ○ EL intervention groups 	<ul style="list-style-type: none"> • Subgroup monitoring of current assessment data • Percentage and/or number of students participating in extended day intervention groups
<ul style="list-style-type: none"> • Recruit community and staff mentors for daily/weekly check-ins with select students identified during Social-Emotional Learning (SEL) screening processes 	<ul style="list-style-type: none"> • Number of participating mentors and mentees
<ul style="list-style-type: none"> • Grow our Multi-Cultural Night in partnership with the PTA 	<ul style="list-style-type: none"> • Increase in community partners • Increased attendance
<ul style="list-style-type: none"> • Increase non-English speaking engagement with school through development of cultural ambassadors’ program 	<ul style="list-style-type: none"> • Number of ambassadors and parent supports
<ul style="list-style-type: none"> • Ensure equitable Tier 1 Behavioral instruction occurs through SEL curriculums (Second Step, Kelso’s Choice, Zones) 	<ul style="list-style-type: none"> • Grade level survey

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none">• Hold regular attendance team (administrator, counselor, attendance manager) meetings to examine attendance data and develop plans to address high absences and tardies<ul style="list-style-type: none">○ Letters and attendance conferences with students and families that have attendance issues○ Utilize the schools Community Truancy Board to address persistent and alarming attendance issues	<ul style="list-style-type: none">• Monthly attendance data including tardies and total absences
<ul style="list-style-type: none">• Communicate to families the importance of school attendance and the negative impact that extended absences (travel, vacation) have on their children's academic performance through principal newsletter and other communication• Host attendance meetings and conferences with families whose students are frequently absent or tardy to review state law and district attendance policy and brainstorm solutions to ongoing attendance problems	<ul style="list-style-type: none">• Decreased number of absences that are five or more days in length
<ul style="list-style-type: none">• Utilize cultural ambassadors to explain attendance policies and procedures to non-English speaking families	<ul style="list-style-type: none">• Absence rate of EL students

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase parents' perception of our effective family partnership as reflected in the Parent and Community Involvement section of the CEE Survey by increasing positive responses from 83% to 90%.

Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"> • Share the School Improvement Plan (SIP) with families through PTA meetings and other gatherings, and the newsletter; and provide regular updates through the newsletter to families on progress towards SIP goals • Share SBA data with families through creation of a data bulletin board for families to view, as well as share through newsletters 	<ul style="list-style-type: none"> • Improved response to item "I am informed about progress toward the improvement goals of this school" from 79% positive to 85% positive
<ul style="list-style-type: none"> • Grow our Multi-Cultural Night in partnership with the PTA 	<ul style="list-style-type: none"> • Increased number of community partners • Increased number of parent attendance
<ul style="list-style-type: none"> • Increase PTA membership and participation at PTA meetings 	<ul style="list-style-type: none"> • Attendance and membership

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Each student and teacher at Forest View Elementary use the 1:1 Chromebook technology to supplement and extend traditional learning experiences through the Substitution Augmentation Modification Redefinition (SAMR) framework.

Instructional Technology Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Facilitated planning for grade level integration within specific lessons or units where there are intentional opportunities for students to design, create, make or otherwise add value in their work that is unique to the student

- Integration of appropriate creation tools to support the learning objectives within student exhibitions of learning

- Increase collaboration between classroom teachers and technology specialist around student use of different programs, sites and digital citizenship instruction

- Teacher planning documents
- Data results on digital citizenship lessons taught

- Create building norms (expectations?) around common digital tools for teacher and student use:
 - Google Classroom
 - Google Docs
 - Blocks
 - SeeSaw
 - Typing Club grades K-5

- Teacher and student use of each tool