# READING ACTION PLAN

## Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

## 2016-17 SBA Results

### Grade 3

| Overall: 76.3% | Below | At or Near | Above |
|---|---|---|---|
| **Reading** | 15.3 | 29.8 | 55.0 |
| Listening and Speaking | 6.9 | 49.6 | 43.5 |
| Writing | 8.4 | 29.0 | 62.6 |
| Research/Inquiry | 8.4 | 34.4 | 57.3 |

### Grade 4

| Overall: 81.5 % | Below | At or Near | Above |
|---|---|---|---|
| **Reading** | 6.8 | 40.2 | 53.0 |
| Listening and Speaking | 6.8 | 47.9 | 45.3 |
| Writing | 12.0 | 29.9 | 58.1 |
| Research/Inquiry | 11.1 | 36.8 | 52.1 |

### Grade 5

| Overall: 90.9% | Below | At or Near | Above |
|---|---|---|---|
| **Reading** | 3.7 | 35.5 | 60.7 |
| Listening and Speaking | 0.9 | 58.9 | 40.2 |
| Writing | 2.8 | 22.4 | 74.8 |
| Research/Inquiry | 2.8 | 32.7 | 64.5 |

| 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) What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
|---|---|---|
| TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a | • Implement Reach for Reading curriculum: 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: <br> o Shared-whole group on grade level instruction; <br> o Guided-skill/strategy-based small group targeted literacy instruction; <br> o Close reading; <br> o Best Practice Routines (Fishbowl, TIPS, etc.); <br> o GLAD strategies; and <br> o Grammar, reading response, and vocabulary. | • Developmental Reading Assessment (DRA) (grades K-5) <br> • Reach for Reading unit assessments (grades K-5) <br> • Smarter Balanced interim block assessment data (grades 3-5) <br> • Kindergarten Assessment Resource Kit (KARK) 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) What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
|---|---|---|
| PSS 3.2.a PSS 3.3.a PSS 3.3.b | • Develop and deliver a comprehensive professional development plan to support the implementation of Reach for Reading and a balanced literacy model:<br>  o Learning Assistance Program (LAP) supported half day workshops in grades K-5 (October and January/February);<br>  o School ELA coach and district elementary literacy director guided professional development staff meetings (August, October, November, and January).<br>• Learning Improvement Friday (LIF) professional learning community sessions using unit planning guide. | • Staff attendance at professional development<br>• Admin LIF unit planning templates aligned to Reach for Reading implementation<br>• Reach for Reading unit assessment data |
| TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | • Strengthen the culture, enjoyment and participation of independent reading in each grade level by setting monthly student Accelerated Reader (AR) goals and using AR to monitor progress towards achieving that goal:<br>  o Recognize students reaching their reading goals at school assemblies;<br>  o Promote and increase participation in the district summer reading challenge; and<br>  o Develop and implement a reading recognition program for Kindergarteners. | • Monthly school AR participation rates<br>• School participation in district summer reading challenge<br>• Number of students reaching Levels 2-4 in district summer reading challenge |
| TL 1.2.b TL 1.3.a PSS 3.2.a | • Examine student work and assessment data in collaborative, high performing team meetings to evaluate student learning progress, plan instruction, and plan interventions.<br>• Monitor progress of target subgroups:<br>  o Gender gaps (grade 4 girls, grade 5 boys);<br>  o Special education (ELA/Non-ELA specially designed instruction [SDI]);<br>  o English learners (EL);<br>  o Grade 4 Hispanic/Latino. | • Leveled Literacy Intervention (LLI) data<br>• District literacy assessments disaggregated by subgroup<br>• DRA data (grades K-5)<br>• Reach for Reading unit assessments (grades K-5)<br>• Smarter Balanced interim block assessment data (grades 3-5)<br>• KARK data |
| TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a TL 1.5.a | • Implement a pre-teaching model of academic vocabulary from Reach for Reading for qualifying EL students. | • Comparison of 2017 English Language Proficiency Assessment 21 (ELPA21) or ELPA21 screener and the 2018 ELPA21 |

# WRITING ACTION PLAN

## 2016-17 SBA Results

**Key Performance Outcome:**

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

### Grade 3

| Overall: 76.3% | Below | At or Near | Above |
|---|---|---|---|
| Reading | 15.3 | 29.8 | 55.0 |
| Listening and Speaking | 6.9 | 49.6 | 43.5 |
| **Writing** | 8.4 | 29.0 | 62.6 |
| Research/Inquiry | 8.4 | 34.4 | 57.3 |

### Grade 4

| Overall: 81.5 % | Below | At or Near | Above |
|---|---|---|---|
| Reading | 6.8 | 40.2 | 53.0 |
| Listening and Speaking | 6.8 | 47.9 | 45.3 |
| **Writing** | 12.0 | 29.9 | 58.1 |
| Research/Inquiry | 11.1 | 36.8 | 52.1 |

### Grade 5

| Overall: 90.9% | Below | At or Near | Above |
|---|---|---|---|
| Reading | 3.7 | 35.5 | 60.7 |
| Listening and Speaking | 0.9 | 58.9 | 40.2 |
| **Writing** | 2.8 | 22.4 | 74.8 |
| Research/Inquiry | 2.8 | 32.7 | 64.5 |

| 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) What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
|---|---|---|
| TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a | • Teach narrative, opinion/argument, and expository/information forms using the Reach for Reading projects and Building Foundations That Last (BTFL) writing lessons in the district ELA map. | • Common grade level narrative, expository/information, opinion/argument common writing assessment data (grades K-5)<br>   o Reach for Reading unit project assessment writing<br>   o Unit writing projects<br>   o Benchmark assessments<br>   o District writing rubrics |
| TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a | • Increase perseverance and productive struggle in writing by committing to at least 30 minutes of writing instruction and practice every day, in addition to writing across the content areas.<br>   o Includes Reach for Reading power writing, BFTL, and daily writing skills lessons. | • Narrative, expository/information, opinion/argument common writing assessments (grades K-5)<br>• Student work samples (BFTL) or assessments (writing projects) from each month (grades K-5) |
| TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a PSS 3.2.a | • Examine student work and assessment (data) in collaborative high performing team meetings to evaluate student learning progress and plan interventions.<br>• Monitor progress of target subgroups:<br>   o Gender gaps (grade 4 girls, grade 5 boys);<br>   o Special education (ELA/Non-ELA SDI);<br>   o English learners (EL);<br>   o Grade 4 Hispanic/Latino. | • Teacher created common formative and summative assessment data disaggregated by subgroups |

## MATH ACTION PLAN

### 2016-17 SBA Results

**Key Performance Outcome:**

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

### Grade 3

| Overall: 82.6% | Below | At or Near | Above |
| --- | --- | --- | --- |
| Concepts and Procedures | 9.2 | 26.0 | 64.9 |
| Problem Solving and Modeling & Data Analysis | 7.6 | 31.3 | 61.1 |
| Communicating Reasoning | 6.1 | 29.8 | 64.1 |

### Grade 4

| Overall: 82.2% | Below | At or Near | Above |
| --- | --- | --- | --- |
| Concepts and Procedures | 7.7 | 17.9 | 74.4 |
| Problem Solving and Modeling & Data Analysis | 6.8 | 33.3 | 59.8 |
| Communicating Reasoning | 6.8 | 24.8 | 68.4 |

### Grade 5

| Overall: 84.5% | Below | At or Near | Above |
| --- | --- | --- | --- |
| Concepts and Procedures | 4.7 | 28.0 | 67.3 |
| Problem Solving and Modeling & Data Analysis | 4.7 | 31.8 | 63.6 |
| Communicating Reasoning | 6.5 | 34.6 | 58.9 |

| 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) What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
| --- | --- | --- |
| PSS 3.2.a PSS 3.3.a PSS 3.3.b | • Develop a plan to strengthen understanding and implementation of a balanced math program:<br>   ○ District Science, Technology, Engineering and Math (STEM) facilitator professional development (October, ongoing);<br>   ○ Math committee focused on modeling balanced math strategies:<br>      ▪ Modeled number talks;<br>      ▪ Starting with problem-solving and conceptual understanding;<br>   ○ Connect current practices to balanced math components, and identify areas to strengthen (including strategies).<br>• Develop a comprehensive list of best practices and resources to support the implementation of a balanced math program. | • KARK assessment data<br>• District unit assessment data |
| TL 1.1.b TL 1.1.c TL 1.2.a TL 1.2.b TL 1.3.a | • Plan and implement regular (one to four times per/month) cognitively demanding tasks (ex. performance task, 3-Act Tasks) aligned to the instructional unit in each grade level. Use resources found in district math instructional map (Georgia guides, 3-Act Tasks resources). | • District unit assessment data |

| Strategic Plan Reference | Math Action Items<br>(Actions that **improve** performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA? |
|---|---|---|
| TL 1.1.b<br>TL 1.1.c<br>TL 1.2.a<br>TL 1.2.b<br>TL 1.3.a<br>PSS 3.2.a | • Examine student work and assessment data in collaborative high performing team meetings to evaluate student learning progress and plan interventions.<br>• Monitor progress of target equity groups:<br>    o Gender gaps (boys underperforming);<br>    o Special education (Math/Non-Math SDI);<br>    o English learners (EL);<br>    o Grade 4 Hispanic/Latino.<br>• Grade 5 Low income. | • District unit assessment data disaggregated by subgroups using admin LIF data disaggregation tool<br>• KARK assessment data |

# SCIENCE ACTION PLAN

## 2016-17 MSP Results

**Key Performance Outcome:**

The target for the 2017-18 school year is 100% of students in the fifth grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

**Grade 5**

| Overall: 90% | Strand % Perf. Below | Strand % Perf. Similar |
|---|---|---|
| Systems | 40.2 | 59.8 |
| Inquiry | 9.3 | 90.7 |
| Application of Science | 10.3 | 89.7 |
| Domains | 10.3 | 89.7 |

| 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) What is the measure of student learning that would predict strand level proficiency performance on the MSP? |
|---|---|---|
| TL 1.1.b<br>TL 1.1.c<br>TL 1.2.a<br>TL 1.2.b<br>TL 1.3.a | • Apply the science and engineering practice of planning and carrying out investigations in grades K-5, including the use of Elementary is Engineering kits:<br>  o Strengthen correlation of Ask Questions and Define Problems, Develop and Use Models, and Plan and Carry Out Investigations with the school's K-5 Science Fair program in the spring. | • Observation journal notes with labeled diagrams, written explanations, and collected data as evidence to support specific claims |
| PSS 3.2.a<br>PSS 3.3.a<br>PSS 3.3.b | • Develop and deliver professional development around the three dimensions of Next Generation Science Standards (NGSS):<br>  o Cross Cutting Concepts;<br>  o Science and Engineering practices;<br>  o Disciplinary Core Ideas.<br>• Videos and hands-on training at staff meetings.<br>• Feedback from grade levels on how/where the practices are addressed in the kits, where gaps are occurring, and how gaps are addressed. | • Washington comprehensive assessment of science data |

| Strategic Plan Reference | Science Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the MSP? |
|---|---|---|
| TL 1.1.b<br>TL 1.1.c<br>TL 1.2.a<br>TL 1.2.b<br>TL 1.3.a<br>TL 3.2.a | • Unpack and administer NGSS aligned district science kit assessments grades K-5 (November staff meeting) to prepare students for the Washington Comprehensive Assessment of Science (WCAS) and gain a better understanding of gaps in knowledge:<br>　o Kindergarten: Balls and Ramps NGSS aligned assessment;<br>　o Grade 1: A Sticky Situation NGSS aligned assessment;<br>　o Grade 2: Best of Bugs; Weekly and Seasonal Weather Patterns NGSS aligned assessments;<br>　o Grade 3: Structures of Life NGSS aligned assessment;<br>　o Grade 4: Land and Water with EiE Stick in the Mud; Changes of State NGSS aligned assessments;<br>　o Grade 5: Ecosystems; Motion and Design; EiE Maglev NGSS aligned assessments. | • District kit assessment (NGSS aligned) data |

# FAMILY PARTNERSHIPS ACTION PLAN

## Key Performance Outcome(s):

From fall 2017 to spring 2018 we will improve responses from 10% neutral and 3% negative in the category "Parent and Community Involvement" to no more than 10% combined neutral and negative.

| 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) What measure will you use to determine the success of your action items? |
|---|---|---|
| SRR 5.1.a SRR 5.1.b | • Communicate effectively with all parents on a variety of topics (school improvement plan, school successes, events, updates, information, etc.) using: <br> o Monthly principal and teacher newsletter; <br> o School Instagram account; <br> o Blackboard Connect service; <br> o School website. | • Educational Effectiveness Survey (EES) parent survey item "This school communicates effectively to all families" (80% positive in 2016-17) |
| SRR 5.1.a SRR 5.1.b SRR 5.2.b | • Inform the parent community, using the principal newsletter, on academic milestones (SBA scores, common assessments, etc.) and their correlation to the school improvement plan. | • EES parent survey item "I am informed about progress towards the improvement goals of this school" (71% positive in 2016-17) |
| SRR 5.1.a SRR 5.2.b | • Gather parent feedback and input on the school improvement plan, and inform parents about the educational priorities of our school, including new curriculum and instructional programs. | • EES parent survey item "Parents/families have input into plans for improving this school" (66% positive in 2016-17) <br> • EES parent survey item "The principal…at this school listens to my ideas/concerns" (76% positive in 2016-17) |

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

**Key Performance Outcome(s):**

We had 226 fourth and fifth grade respondents in our 2017 student EES survey. In the area of Supportive Learning Environment, only 72% of students had a positive response and 9% had a negative one. In the area of Monitoring of Teaching and Learning, only 70% of students had a positive response and 10% had a negative one. These are two areas of opportunity for us. Our goal is to decrease the amount of negative responses by 5-8% in each category through the implementation of Positive Behavior and Intervention Supports (PBIS) schoolwide.

| Strategic Plan Reference | Welcoming Culture Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|---|
| PSS 3.4.a<br>SRR 5.1.a | • Revise office procedure for check-in and update receptionist desk area to increase the level of positive interaction (greetings) between guests and office staff. | • Positive feedback from parent community<br>• EES parent survey item "This school communicates effectively to all families" (80% positive in 2016-17) |
| PSS 3.3.b<br>PSS 3.4.a | • Administrators will visit each classroom at least once per week. | • EES student survey item "I often see the principal or administrator visiting my classroom" (49% positive in 2016-17) |
| SRR 5.1.a | • Collaborate with the PTA to increase the attendance at the meet your teacher back-to-school event by creating a 'Back-to-School Bash' event. | • EES student survey item "I enjoy coming to this school" (66% positive in 2016-17) |
| PSS 3.4.a | • Increase the visibility of Forest View (PBIS aligned) materials: expectations banners, school mission, awards, and student work. | • Transition of interior hallways showing more student work, school achievements, and PBIS messages |
| PSS 3.4.a<br>SRR 5.1.a | • Visit Silver Firs neighborhood association to share strengths and challenges of Forest View and solicit ideas for partnership. | • Positive feedback from parent community |
| PSS 3.4.a | • Implement all components of a PBIS program:<br>  o Creation of a PBIS leadership and data team and monthly meeting schedule;<br>  o Incorporate electronic referrals in Google for behavior data analysis;<br>  o Revise school behavior matrix;<br>  o Add and update school slogan materials around the building, incorporating expectations and behavior matrix;<br>  o Professional development plan with contracted PBIS coach;<br>  o All staff teach and reinforce common-area expectations for behavior for all students. | • Monthly referral data review disaggregated by subgroup<br>• Staff-created matrix of common-area expectations<br>• Completed development of major and minor behaviors |

| 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) What measure will you use to determine the success of your action items? |
| --- | --- | --- |
| PSS 3.4.a TL 1.3.b | • Monthly student recognition assemblies: <br> o Principal award tied to 21st Century Skills (report card); <br> o Classroom growth awards; <br> o AR/reading recognition; <br> o Classroom/grade level awards; <br> o Grit/Perseverance award. | • EES student survey item "Student success is celebrated in this school" (44% positive in 2016-17) <br> • Percentage of students celebrated for building level celebration programs |
| TL 1.1.a | • Refine six-week On-Time Graduation (OTG) check-in structure and intervention tracking to more effectively support students. | • OTG data |
| TL 1.1.a PSS 3.2.a | • Implement frequent grade level monitoring and review of common assessment data, identifying students who are on the bubble (Levels 2-3 or basic), and assign appropriate intervention or referral to Student Intervention Team (SIT): <br> o Review math unit tests and Reach For Reading unit tests; <br> o DRA data review; <br> o Common writing assessments; <br> o NGSS aligned science assessments. <br> • Interventions assigned to include: <br> o Classroom-based small groups; <br> o Before- or after-school groups (teacher led); <br> o MobyMax before- or after-school groups (paraeducator led); <br> o In building LLI groups (LAP support); <br> o SIT referral. | • Subgroup monitoring of current assessment data <br> • Percentage and/or number of students participating in extended day intervention groups |
| TL 1.2.a | • Identify potential highly capable students to complete the referral process. | • Number of highly capable referrals at each grade level |
| PSS 3.4.a SRR 5.1.a | • Support PTA with Phase 2 playground equipment installation for the Life Skills students' playground area. | • Playground equipment installation |

## ATTENDANCE

### Key Performance Outcome(s):

We want to decrease the number of absences and tardies overall. In the monthly absence monitoring reports our goal is to have an average of fewer than 2% absences each month, and fewer than 1% tardies each month.

| Strategic Plan Reference | Attendance Action Items<br>(Actions that improve performance towards outcomes)<br>What are you going to do? | Key Performance Indicators (KPIs)<br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items? |
|---|---|---|
| TL 1.1.a<br>TL 1.1.b<br>TL 1.5.a | • Hold regular attendance team (admin, counselor, attendance manager) meetings to examine attendance data and develop plans to address high absences and tardies:<br>  o Letters and attendance conferences with students and families that have attendance issues;<br>  o Utilize the schools community truancy board to address persistent and alarming attendance issues;<br>  o Share attendance data at OTG meetings. | • Monthly attendance data including tardies and total absences |
| TL 1.1.a<br>TL 1.1.b<br>TL 1.5.a | • 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 the principal newsletter and other communication. | • Number of extended vacations (5 or more days) compared to previous years' data |
| TL 1.1.a<br>TL 1.1.b<br>TL 1.5.a | • Recruit and utilize a community truancy board to address persistent and alarming attendance concerns. | • Community truancy board records/notes and membership |

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

Teachers and students will increase the use of technology as a learning and teaching support tool for instruction and learning.

| Strategic Plan Reference | 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? |
|---|---|---|
| TL 1.3 | • Teachers will integrate Reach for Reading digital resources (myNGconnect) into their teaching. | • Usage rates of myNGconnect<br>• Reach for Reading assessment data |
| TL 1.3 | • All students will have increased exposure to STEM activities through technology instruction that includes coding or other STEM topics at least once per month. | • Technology specialist's data on lessons completed<br>• Student work/participation in district STEM Expo |
| III 2.2 III 2.3 | • Develop the capabilities of teachers to use technology to deepen the level of thinking in learning using technology by providing professional development in the SAMR model:<br>    o Include instructional Tech Tips in weekly newsletter. | • Integration of technology into admin LIF unit planning templates |