EVERETT PUBLIC SCHOOLS

ELA ACTION PLAN	**Key Performance Outcome:** 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.
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?
Utilize Reach for Reading (Reach) curriculum. Use a balanced reading model and high leverage strategies in the Reach curriculum to teach reading, including analysis within or across texts (informational text and literary text). High leverage strategies support the strengthening of student independent reading skills and include: • Skill based guided reading provides differentiated instruction for students; • Common school-wide Guided Language Acquisition Design (GLAD) strategies reinforce learning and retention of skills; and • Academic discourse to build students' academic language and comprehension.	• Developmental Reading Assessment (DRA) (grades K-2) Running Records • i-Ready diagnostic (grades 3-5) information and literary text • Reach unit assessments (grades K-5) o Information and literary text comprehension
Build teacher capacity to apply current understanding of student performance and proficiency in phonemic awareness and phonics to design and implement interventions to close student achievement gaps: • Understand and follow Response to Intervention (RTI) design that focuses on student achievement; and • Understand and implement Tiered model of supports specifically Tier 2 interventions to close student achievement gaps: o i-Ready Tools for Instruction, Reach into Phonics Foundations, Leveled Literacy Intervention (LLI), Words Their Way, and additional resources.	• DRA (grades K-2) and i-Ready (grades 3-5) • Reach unit assessments (grades K-5) • Reach foundational skills assessments • Washington Kindergarten Inventory of Developing Skills (WaKIDS) • Kindergarten Assessment Resource Kit (KARK)

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?
Model and teach explicit writing instruction for students 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.	• Grades 3-5 Reach 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

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 launch, explore, summarize model of instruction to build conceptual understanding and clarity of the learning goal. Provide all students the opportunity to engage in grade level mathematics by building on current strengths and student use of multiple representations.	• Common unit assessments o SFUSD milestone tasks • Formative assessments including student work samples
Implement a system of targeted intervention to support and correct misconceptions for students scoring below standard in number, operations and algebraic thinking: • Teacher delivered intervention using i-Ready tools for instruction and San Francisco Unified School District (SFUSD) resources; and • Paraeducators deliver intervention using i-Ready, Georgia Numeracy Project and SFUSD resources.	• Performance on the i-Ready diagnostic • Milestone tasks (unit assessments in SFUSD math)

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 WCAS?
Teachers will use the essential questions from the Science kits to assess students understanding of the core concepts tied to Next Generation Science Standards (NGSS).	• Grades K-5 pre- and post- assessment in each Science kit to progress monitor learning
Collaborate in Professional Learning Communities (PLC) to analyze pre- and post-assessment data and plan next steps for classroom instruction, intervention and student support.	• Assessment data (pre- and post-) grades K-5 • Washington Comprehensive Assessment of Science (WCAS) aligned assessments grades 1-5

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 School based on Forest View's Panorama 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 School based on Forest View's Panorama 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) classroom positive reinforcement through our Fabulous Falcons program.	• Increased opportunities for student recognition and participation • Spring student and parent district survey
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 Ed student survey.
Increase visibility of student positive recognition awards and student work through use of morning announcements assemblies.	• Panorama 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 Issues and Referrals; • Professional development plan with the PBIS coach (trauma informed teaching, restorative justice); • Trauma impacted students will receive small group support from the counselor; and • 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 • Pre- and post- small group student survey

Strengthen the culture of student recognition: • Postcards sent home recognizing positive student choices and actions; • Student recognition assemblies; and • Kindness goals and recognition when goals are met.	• Educational Effectively Survey (EES) student survey item "Student success is celebrated in this school" • Percentage of students celebrated for building level celebration programs
Develop grit and growth mindset in students: • Teach students what growth mindset and grit are about; • Connect grit and growth mindset with productive struggle in learning; and • APEX mini lessons.	• Increased positive responses on grit and growth mindset Panorama Ed student survey
Equitable and Accessible Opportunities	
Identify potential highly capable students to complete the application process.	• Number of highly capable referrals at each grade level
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). This includes: • Classroom-based small groups; • Learning Assistance Program (LAP) support groups; • EL intervention groups; • Teacher office hours; and • Grade level team meeting.	• Subgroup monitoring of current assessment data • Percentage and/or number of students participating in extended day intervention groups
Increase non-English speaking engagement with school through development of cultural ambassadors' program.	• Number of ambassadors and parent supports
Ensure equitable Tier 1 behavioral instruction occurs through Social-Emotional Learning (SEL) curriculums (Second Step, Kelso's Choice, Zones) with the support of staff mentors for daily/weekly check-ins.	• Grade level survey • Increased positive responses in emotion regulation will increase from 48% to 52% on Panorama Ed student survey • Number of participating mentors and mentees

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will increase for English Learner (EL) and Students with Disabilities (SWD) by 2% by 2022.

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?
Hold regular attendance team (administrator and attendance manager) meetings to examine attendance data and develop plans to address high absences and tardies: • First conference with family through a phone call; • Letters and attendance conferences with students and/or families that have attendance issues; and • Utilize the school's community truancy board to address persistent and alarming attendance issues.	• Monthly attendance data including tardies and total absences
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.	• Decreased number of absences that are 5 or more days in length
Utilize Language Link to communicate with non-English speaking families to explain the district attendance policy.	• Absence rate of EL students

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase outreach to all families in order to boost participation in school events.

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?
Develop cultural connection talk time to build community among our diverse families and establish a safe school culture.	• Survey results • Attendance
Provide parent night events for EL families to build understanding of content areas and practices.	• Attendance
Increase communication with families by providing weekly school communication, Connect Ed calls, and website information.	• Weekly administrator newsletter • Connect Ed calls • Website

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Each student and teacher at Forest View Elementary School use the one-to-one (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 that support the learning objectives within student exhibitions of learning
Increase collaboration between classroom teachers around student use of different programs, sites and digital citizenship instruction.	• Data results on digital citizenship lessons taught
Create building norms around common digital tools for teacher and student use: • Google Classroom; • Google Drive (Jamboard, Slides, Sheets, Docs, Forms, Nearpod); • Seesaw (grades K – 1); • Canvas; and • Zoom, Flipgrid, Padlet, Epic.	• Teacher and student use of each tool • Student responses/work samples • Student journals (Seesaw) • Epic badges