

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 curriculum: Use a structured 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: <ul style="list-style-type: none"> • Flexible, skill based, small groups provide student centered, targeted instruction for students • Common school-wide GLAD Strategies reinforce learning and retention of skills • Academic discourse to build students' academic language and comprehension • MLL pre-teaching vocabulary and key concepts in Reach for Reading 	<ul style="list-style-type: none"> • ORF (K-2) with retell • i-Ready diagnostic information & literary text • Reach Assessments (K-5) <ul style="list-style-type: none"> ◦ information & literary text comprehension
Build teacher capacity to apply current understanding of student performance and proficiency in phonemic awareness, phonics and word study to design and implement interventions to close student achievement gaps: <ul style="list-style-type: none"> • Understand and follow RTI design that focuses on student achievement • Understand and implement Tiered model of supports specifically Tier 2 interventions focusing on unfinished learning <ul style="list-style-type: none"> ◦ i-Ready Tools for Instruction, Reach into Phonics Foundations, IL & L, Words Their Way, and additional resources • Administration of RAN dyslexia screener (k-2) to search for individual unfinished learning in foundational reading skill • Employ the Science of Reading best practices to structure phonics, phonemic awareness and morphology instruction to support unfinished learning 	<ul style="list-style-type: none"> • ORF (K-2) and i-Ready diagnostic • Reach Assessments (K-5) • Reach Foundational Skills Assessments • WAKids • KARK

Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) <ul style="list-style-type: none"> • What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Model and teach explicit writing instruction and provide students with multiple experiences 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.	<ul style="list-style-type: none"> • Gr. 3-5 Reach for Reading Unit Writing Project data (identified by district maps and scored with district writing rubrics) • Gr. 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 IM lesson structure to build conceptual understanding and clarity of the learning goals. Provide all students with the opportunity to engage in grade level mathematics by building on current strengths, developing Mathematical Practices and emphasizing ongoing practice through Routines (Instructional and Language) and Centers.	<ul style="list-style-type: none"> • Common Summative unit assessments • Formative assessments including student work samples, Monitoring sheets, Cool Downs and Checkpoints
Address unfinished learning through targeted intervention and instructional shifts (individuals, small groups, <i>“just in time”</i> opportunities), Routines, and Centers.	<ul style="list-style-type: none"> • Growth on the i-Ready Diagnostic in Number and Operations • Common Summative Unit Assessments

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 NGSS standards.	<ul style="list-style-type: none"> • K-5 Pre and Post Assessment in each Science kit to progress monitor learning
Collaborate in PLCs to analyze pre- and post-assessment data and plan next steps for classroom instruction, intervention and student support.	<ul style="list-style-type: none"> • Assessment data (pre and post) K-5 • WCAS aligned assessments 1st-5th

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 based on Panorama student data from the fall and spring surveys. We will increase this response by **5%** from 69% in the fall to 74% in the spring of the 2021-2022 school year.

Physical, Emotional and Intellectual Safety: Students communicate their perceptions of the school climate at Forest View based on Panorama student data from the fall and spring surveys. We will increase this response by **5%** from 73% in the fall to 78% in the spring of the 2021-2022 school year.

Equitable and Accessible Opportunities: 77% of 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	
Establish parent engagement events to engage families in FVE school culture, including Life Skill families.	<ul style="list-style-type: none"> • Panorama survey results
Partner to support our PTSA board and committee chair groups to build community relationships, increase engagement, events and establish a clear vision for FVE	<ul style="list-style-type: none"> •PTSA monthly board meeting notes •Attendance at meetings and events •Panorama Survey Results
Increase family participation and two-way communication through virtual and inbuilding meetings	<ul style="list-style-type: none"> • Panorama survey results
Physically, Emotionally, and Intellectually Safe Environment	
Implement system of instruction for Second Step social skills, Zones of Regulation, and Kelso's Choice lessons in grade k-5 (Tier 1)	<ul style="list-style-type: none"> • Panorama student survey • Number of Second Step lessons taught by teacher • Lessons taught by school counselor
Teachers will utilize the Multi-Tiered Systems of Support (MTSS) and TAC to identify students that need intervention support to increase safety	<ul style="list-style-type: none"> • Panorama student survey • Teacher Access Center (TAC)
Implement Tier 1 and Tier 2 schoolwide expectations, monitor and regularly evaluate	<ul style="list-style-type: none"> • Teacher Access Center • Check In-Check out (CICO) data

Equitable and Accessible Opportunities	
Collaborate with the Life Skills teacher to create Universal Design for Learning (UDL) opportunities with inclusion resources and framing for staff and students	<ul style="list-style-type: none"> • Establish baseline data on opportunities of inclusion
Engage in collaborative lesson planning with support from EL coaches to incorporate GLAD strategies	<ul style="list-style-type: none"> • ELPA21 data • Building PD attendance
Ensure equitable Tier 1 Behavioral instruction occurs through SEL curriculums (Second Step, Kelso's Choice, Zones) with the support of the ESSER para for daily/weekly check-ins	<ul style="list-style-type: none"> • Number of participating mentees

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will increase for EL and 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 (admin and attendance manager) meetings to examine attendance data and develop plans to address high absences and tardies <ul style="list-style-type: none">• First conference with family through a phone call• Letters and attendance conferences with students and/or 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
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 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 5+ days in length
Utilize Language Link to communicate with non-English speaking families to explain the district attendance policy.	<ul style="list-style-type: none">• Absence rate of EL students

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase family participation/involvement by 5%

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?
Implement Natural Leaders and Watch D.O.G.S programs and include MOMS at FVE to enhance our family partnerships.	<ul style="list-style-type: none"> • Track number of participants • Sign-in sheets from activities
Engage families through Family Learning events in Reading and STEM	<ul style="list-style-type: none"> • Attendance
Continue to provide parent night events for EL families to build understanding of content areas and practices	<ul style="list-style-type: none"> • Participation
Increase communication with families by monthly family newsletter, connect ed calls, website information, and information in their own language	<ul style="list-style-type: none"> • Connect Ed calls • Website

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

100% of our students have access to technology in order to collaborate, think critically, investigate and solve problems.

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 the support the learning objectives within student exhibitions of learning

Implement instruction that allows students to collaborate, communicate, think critically, and problem-solve to increase their learning and impact the learning of their peers

- Technology-based projects and presentations for students (k-5)