

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?
<ul style="list-style-type: none"> 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 Guided Language Acquisition Design (GLAD) strategies reinforce learning and retention of skills; Academic discourse to build students' academic language and comprehension; and Multilingual Learner (ML) pre-teaching vocabulary and key concepts in Reach for Reading. 	<ul style="list-style-type: none"> Oral Reading Fluency (ORF) grades K-2 with retell i-Ready diagnostic information and literary text Reach Assessments grades K-5 <ul style="list-style-type: none"> Information and literary text comprehension
<ul style="list-style-type: none"> 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 Response to Intervention (RTI) design that focuses on student achievement; Understand and implement multi-tiered model of supports, specifically Tier 1 classroom supports and Tier 2 interventions, focusing on unfinished learning: <ul style="list-style-type: none"> i-Ready Tools for Instruction, Reach into Phonics Foundations, Imagine Language & Literacy (IL & L), Words Their Way, decodable readers, and additional resources; and Administration of Rapid Automatized Naming (RAN) dyslexia screener (K-2) to check for automaticity and fluency in rapid naming skills. 	<ul style="list-style-type: none"> ORF grades K-2 and i-Ready diagnostic Reach Assessments grades K-5 Reach Foundational Skills Assessments Washington Kindergarten Inventory of Developing Skills (WaKIDS) Kindergarten Assessment Resource Kit (KARK)

<ul style="list-style-type: none"> Employ the Science of Reading best practices when planning phonics, phonemic awareness, word work, morphology and grammar instruction to support unfinished learning. 	
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"> 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, with a focus on audience through modeling and the gradual release of responsibility. Understand and implement tiered model of supports, specifically Tier 1 classroom supports and Tier 2 interventions, focusing on unfinished learning. 	<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 3-5 Reach for Reading Unit Writing tasks Grades K-2 Building Foundations that Last (BFTL) writing quarterly benchmark data Student writing sample collections following skill-based instruction and modeled writing highlighting the components of high-quality writing

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?
<ul style="list-style-type: none"> Implement standards-based instruction with intentional unit and lesson planning using the Illustrative Mathematics (IM) curriculum. 	<ul style="list-style-type: none"> IM End of Unit Assessments I-Ready math diagnostics Formative assessments including student work samples, monitoring sheets, Cool Downs and Checkpoints
<ul style="list-style-type: none"> Use common formative assessments to monitor student learning and inform next steps. 	<ul style="list-style-type: none"> Formative assessments including student work samples, monitoring sheets, Cool Downs and Checkpoints I-Ready math lessons
<ul style="list-style-type: none"> Develop and implement teaching practices that promote student discourse, math talks, and other ways for students to engage in rigorous problem solving. 	<ul style="list-style-type: none"> Formative assessments including student work samples, monitoring sheets, Cool Downs and Checkpoints IM End of Unit Assessments I-Ready math diagnostics

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?
<ul style="list-style-type: none"> 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) standards. 	<ul style="list-style-type: none"> Grades K-5 pre and post assessment in each Science kit to progress monitor learning
<ul style="list-style-type: none"> Collaborate in Professional Learning Communities (PLC) 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) 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 based on Panorama student data from the fall and spring surveys. We will increase this response by 5% from 74% in the fall to 79% in the spring of the 2022-23 school year.

Physical, Emotional and Intellectual Safety: Students communicate their perceptions of their ability to regulate emotions at Forest View based on Panorama student data from the fall and spring surveys. We will increase this response by 5% from 55% in the fall to 60% in the spring of the 2021-22 school year.

Equitable and Accessible Opportunities: 77% of Multilingual Learner (ML) 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	
<ul style="list-style-type: none"> Establish parent engagement events to engage families in Forest View Elementary school culture, including Life Skill families. 	<ul style="list-style-type: none"> Panorama survey results Attendance at events
<ul style="list-style-type: none"> Partner to support our PTSA board and committee chair groups to build community relationships, increase engagement, events and establish a clear vision for Forest View Elementary. 	<ul style="list-style-type: none"> PTSA monthly board meeting notes Attendance at meetings and events Panorama survey results
<ul style="list-style-type: none"> Increase family participation and two-way communication in building meetings and events. 	<ul style="list-style-type: none"> Panorama survey results Attendance at meetings and events
Physically, Emotionally, and Intellectually Safe Environment	
<ul style="list-style-type: none"> Implement system of instruction for Second Step social skills, Kelso's Choice lessons in grades K-5 (Tier 1), RULER Social-Emotional Learning (SEL), Bullying Protection unit, and Child Protection unit. 	<ul style="list-style-type: none"> Panorama student survey Number of Second Step lessons taught by teacher Staff creates charter and mood meter for RULER (SEL) Lessons taught by school counselor
<ul style="list-style-type: none"> Teachers will continue to utilize the Multi-Tiered Systems of Support (MTSS) and Teacher Access Center (TAC) to identify students that need intervention support to increase safety. 	<ul style="list-style-type: none"> Panorama student survey TAC MTSS help form
<ul style="list-style-type: none"> Implement Tier 1 and Tier 2 schoolwide expectations and monitor and regularly evaluate. 	<ul style="list-style-type: none"> TAC Positive Behavioral Interventions and Supports (PBIS) meeting notes

Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Engage in collaborative lesson planning with support from EL coaches to incorporate GLAD strategies. 	<ul style="list-style-type: none"> WIDA data Building professional development (PD) attendance and feedback
<ul style="list-style-type: none"> Ensure equitable Tier 1 behavioral instruction occurs through SEL curriculums (Second Step, Kelso's Choice, Bullying Prevention unit, Child Protection unit). 	<ul style="list-style-type: none"> Grade level participation in lessons Informal observations by administrators and counselor

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 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; and○ 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 Language Link to communicate with non-English speaking families to explain the district attendance policy.	<ul style="list-style-type: none">• Absence rate of ML students

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase family participation/involvement in school academics and social events by 10%.

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">Continue to build Natural Leaders and implement Watch D.O.G.S programs and include MOMS at Forest View Elementary to enhance our family partnerships.	<ul style="list-style-type: none">Track number of participantsSign-in sheets from activities
<ul style="list-style-type: none">Engage families through family learning events in reading and Science, Technology, Engineering and Math (STEM).	<ul style="list-style-type: none">Event participation counts
<ul style="list-style-type: none">Continue to provide parent night events for Multilingual Language Learner (MLL) families to build understanding of content areas and practices.	<ul style="list-style-type: none">Number of families in attendance
<ul style="list-style-type: none">Increase communication with families with monthly family newsletter, Connect ED calls, website information, and information in their own language.	<ul style="list-style-type: none">Number of family communications per month/year

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?
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">Integration of appropriate creation tools the support the learning objectives within student exhibitions of learning
<ul style="list-style-type: none">Implement instruction that allows students to collaborate, communicate, think critically, and problem-solve to increase their learning and impact the learning of their peers.	<ul style="list-style-type: none">Number of technology-based projects and presentations for students grades K-5