

READING ACTION PLAN
Key Performance Outcome:
2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade

Overall: 85.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	4.3	38.3	57.4
Listening and Speaking	1.1	56.4	42.6
Writing	4.3	30.9	64.9
Research/Inquiry	4.3	33.0	62.8

4th Grade

Overall: 87.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	2.1	39.6	58.3
Listening and Speaking	2.1	51	46.9
Writing	4.2	38.5	57.3
Research/Inquiry	3.1	42.7	54.2

5th Grade

Overall: 80.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.4	41.7	47.9
Listening and Speaking	8.3	59.4	32.3
Writing	7.3	34.4	58.3
Research/Inquiry	6.3	38.5	55.2

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) How will you know if this action is effective?
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b TL 3.5.a	<ul style="list-style-type: none"> Instruction: Continue to design and deliver effective reading instruction through the use of a balanced reading model including: <ul style="list-style-type: none"> Shared-whole group on grade level instruction, Guided-skill/strategy based small group targeted literacy instruction, and Daily independent reading level. 	<ul style="list-style-type: none"> Literacy schedules including shared, guided and independent reading times Students that are demonstrating accountability to the community, content and the learning through Accountable Talk
TL 1.1.b TL 1.1.c PSS 3.2.a	<ul style="list-style-type: none"> Planning: Teachers will engage in long-term instructional planning using the K-5 instructional plans (calendars) which will include: <ul style="list-style-type: none"> Essential questions or clear targets and Key vocabulary 	<ul style="list-style-type: none"> Instructional calendars and unit plans being followed by grade level teams Implementation of instruction aligned with Common Core State Standards

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) How will you know if this action is effective?
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> • Assessment: Use of summative and formative assessments to inform instructional decisions including (PCDA Step: Assessment): <ul style="list-style-type: none"> ○ Student self-reflection and goal setting and ○ Use of progress monitoring tools like quick checks, exit tickets and student work to measure progress. 	<ul style="list-style-type: none"> • Data collection used to guide instruction <ul style="list-style-type: none"> ○ Use of varied diagnostic/formative measures including DRA, DRA progress monitoring, Core Phonics, stem questions, and/or district benchmark assessments
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> • Rigorous Learning Strategies: Staff will continue to implement rigorous learning strategies in reading that teach students to: <ul style="list-style-type: none"> ○ Use accountable talk structure, ○ Cite evidence from text, and ○ Use thinking maps as organizational and note-taking tools. 	<ul style="list-style-type: none"> • Instruction that requires students to: <ul style="list-style-type: none"> ○ Be accountable ○ Use rigorous thinking ○ Cite evidence in discussions and written work

WRITING ACTION PLAN

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3rd Grade

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Reading	4.3	38.3	57.4
Listening and Speaking	1.1	56.4	42.6
Writing	4.3	30.9	64.9
Research/Inquiry	4.3	33.0	62.8

4th Grade

Overall: 87.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	2.1	39.6	58.3
Listening and Speaking	2.1	51	46.9
Writing	4.2	38.5	57.3
Research/Inquiry	3.1	42.7	54.2

5th Grade

Overall: 80.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	10.4	41.7	47.9
Listening and Speaking	8.3	59.4	32.3
Writing	7.3	34.4	58.3
Research/Inquiry	6.3	38.5	55.2

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) How will you know if this action is effective?
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Planning: Teachers will engage in long-term instructional planning using district writing calendars which will include: <ul style="list-style-type: none"> David Matteson Instructional Strategies in k-2 Direct instruction focused on the three forms of writing: narrative, opinion and informational Source based writing practice through themes provided opportunities for students to gather information through multiple sources, take notes and write written responses through the three forms of writing. 	<ul style="list-style-type: none"> Long term writing plans
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Rigorous Instructional Strategies: Staff will implement three key writing strategies: <ul style="list-style-type: none"> Increase the amount of daily writing, Use of common note-taking strategies across grade levels, and Increase the amount of writing on demand opportunities across the content. 	<ul style="list-style-type: none"> Daily writing instruction Use of student work during common scoring sessions and vertical team discussions during workday extensions in January, February and March
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Assessment: Use of student writing to inform instructional decisions <ul style="list-style-type: none"> Development of anchor papers at each level in each form. 	<ul style="list-style-type: none"> Use of student work to guide planning and instructional decisions at teacher collaboration meetings Use of writing scales as a diagnostic tool for teachers and a feedback mechanism for parents and students

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 85.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	7.4	30.9	61.7
Problem Solving and Modeling & Data Analysis	3.2	25.5	71.3
Communicating Reasoning	5.3	27.7	67.0

4th Grade

Overall: 81.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	8.3	21.9	69.8
Problem Solving and Modeling & Data Analysis	7.3	42.7	50
Communicating Reasoning	3.1	39.6	57.3

5th Grade

Overall: 68%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	19.8	31.3	49
Problem Solving and Modeling & Data Analysis	12.5	45.8	41.7
Communicating Reasoning	9.4	55.2	35.4

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) How will you know if this action is effective?
TL 1.1.b TL 1.1.c PSS 3.2.a	<ul style="list-style-type: none"> Planning: Teachers will engage in long-term instructional planning using the K-5 instructional plans (calendars) (PCDA steps 2 and 3) and the FVE Unit planner which will include: <ul style="list-style-type: none"> Essential questions or clear targets and Key vocabulary. 	<ul style="list-style-type: none"> Instructional calendars and unit plans being followed by grade level teams Implementation of instruction aligned with Common Core State Standards
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Assessment: Use of summative and formative assessments to inform instructional decisions including (PCDA Step: Assessment): <ul style="list-style-type: none"> Student self-reflection and goal setting; Use of progress monitoring tools like quick checks, exit tickets and student work to measure progress; and Use of performance tasks in instruction. 	<ul style="list-style-type: none"> Data collection used to guide instruction <ul style="list-style-type: none"> Use of varied diagnostic/formative measures including topic tests, student work analysis, quick checks and input-output journals
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Rigorous Learning Strategies: Staff will continue to implement rigorous learning strategies in math including to increase student engagement in math: <ul style="list-style-type: none"> Explicit learning targets; My favorite no; and Problems without numbers. 	<ul style="list-style-type: none"> Evidence of learning targets in various forms in classrooms Staff attendance in various professional development learning opportunities through out the year
TL 1.3.b PSS 3.2.a	<ul style="list-style-type: none"> Re-teaching and Extension: In addition to core math instruction during each unit teacher teams will design ongoing re-teaching and extension opportunities for students. 	<ul style="list-style-type: none"> Grade level solutions to support the re-teaching of concepts Opportunities provided for students to retake unit tests

SCIENCE ACTION PLAN

2014-15 MSP Results

5th Grade

Overall: 75%	Strand % Perf. Below	Strand % Perf. Similar
Systems	16.3	83.7
Inquiry	35.9	64.1
Application of Science	27.2	72.8
Domains	27.2	72.8

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

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) How will you know if this action is effective?
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Instruction: Design and deliver effective science instruction using the state standards and district identified curriculum. <ul style="list-style-type: none"> Use of technology as a learning tool including instruction videos and iPad when possible. Use of different learning modalities. Integration of science content across other content areas. 	<ul style="list-style-type: none"> Standards aligned instruction
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Assessment: Use of formative assessments to inform instructional decisions in science instruction such as: <ul style="list-style-type: none"> Thinking maps and Student observation journals. 	<ul style="list-style-type: none"> Use formative teacher-designed assessments to monitor student progress, provide feedback and direct next steps in instruction
TL 1.1.a TL 1.2.a TL 1.3.a TL 1.3.b PSS 3.5.a	<ul style="list-style-type: none"> Rigorous Instructional Strategies: Staff will implement rigorous learning strategies in science including strategies such as: <ul style="list-style-type: none"> Interactive science notebook; Use of thinking maps to organize and apply scientific concepts; and GLAD strategies. 	<ul style="list-style-type: none"> Instruction that requires students to: <ul style="list-style-type: none"> Construct meaning with acquired learning, Impose structure on learning (thinking maps), and Apply learning to unpredictable and novel concepts.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Forest View school staff partners with our families focused on targeted instructional strategies including Accountable Talk, Thinking Maps, Writing and the use of technology as a learning tool.

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) How will you know if this action is effective?
PSS 3.3.a SR 5.1.a SR 5.2.a	<ul style="list-style-type: none"><u>School Improvement Plan Communication:</u> Principal will provide ongoing communication regarding the school's progress towards school improvement goals.	<ul style="list-style-type: none">Increased parent understanding of the SIP priorities as measured by the CEE data points

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

Key Performance Outcome(s):

The Forest View staff cultivates a warm, welcoming school environment.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
PSS 3.3.a SR 5.1.a SR 5.2.a	<ul style="list-style-type: none"> <u>New Student-Family Welcome Orientation:</u> Administrative Support Para along with a team of fourth graders will implement a new student welcome orientation including a scavenger hunt and welcome tour. 	<ul style="list-style-type: none"> New family survey eliciting feedback about the welcome orientation
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) How will you know if this action is effective?
SR 5.1.a SR 5.2.a SR 5.4.a	<ul style="list-style-type: none"> <u>Positive School Behavior Team:</u> A representative team of staff will meet monthly to support the school's positive behavior support program including systemic ways to celebrate students. 	<ul style="list-style-type: none"> Clearly defined program and curriculum Student, teacher and parent survey
Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
PSS 3.3.a SR 5.1.a SR 5.2.a	<ul style="list-style-type: none"> Implement before school ILE and Homework Club for identified students. 	<ul style="list-style-type: none"> Attendance by students