



24-25 SY' School Improvement Plan Summary:

Forest Elementary

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
- Strategic Plan

[RAS SIP Rubric](#)

Evidence-Based Practice #1: **Using Student Achievement Data to Support Instructional Decision-Making**

Academic Achievement: **LITERACY** Student Engagement/Wellness Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

- Recommendation 1: Make data part of an ongoing cycle of instructional improvement
- Recommendation 3: Establish a clear vision for schoolwide data use.

Addressing this Root Cause:

Inconsistent instructional and data practices within and across grade-level teams contribute to low student achievement.

This will assist us with meeting this student outcome SMART Goal:

By Spring 2025, students at Forest Elementary will increase reading proficiency rates by 10% as measured by FASTBridge Early Reading Composite score (K-1), FASTBridge aReading (2nd Grade) and Reading MCA's (Grades 3-5)

- Kindergarten: from 32% to 42%.
- 1st Grade: from 39% to 49%.
- 2nd Grade: from 16% to 26%.
- 3rd Grade: from 34.3% to 44.3%
- 4th Grade: from 35.8% to 45.8%.
- 5th Grade: from 39.6% to 49.6%



- American Indian students: from xxx to xxx

Strategy Implementation (Complete a chart for each component of the EBP):

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
<p>Continue building Tier 1 foundational skills' instructional practices.</p> <ul style="list-style-type: none"> Consistently and accurately teach phonemes. Building consistency in our instructional schedule Explicit instruction Utilize sound wall Small Group Instruction Bridge2Read Word Work: Multisyllabic routine cards 	<p>Grade-level Teams</p>	<p>September: accuracy of phonemes</p> <p>October: Instructional Schedule</p> <p>October: Sound walls (coaching with Rhonda)</p> <p>October - June: Bridge2Read Coaching</p> <p>October - January: Multisyllable routine cards</p>	<p>September 2024- June 2025</p>	<p>Staff teaching and supporting reading instruction will create a video of their 44 phoneme production to ensure accuracy and share it with the literacy coach.</p> <p>Instructional Schedule: observation walkthrough to ensure fidelity of our instructional schedule.</p> <p>Sound Wall and vowel valley are displayed accurately in every classroom. Literacy coach and admin walk through classrooms during 3-day coaching.</p> <p>Monthly Bridge 2 Read coaching cycles with teachers in grades K-3 and Bridge 2 Read Coach.</p> <p>Multisyllabic routine card instruction</p>



				observations and data reviews with literacy coach in monthly virtual meetings.
Establish a schoolwide data team that sets the tone for ongoing data use.	MTSS Team	Fall, winter, and spring data protocol review.	December 2024	Weekly meetings and agendas to review data.
Define critical teaching and learning concepts (Define the purpose of small group instruction and data usage)	MTSS Team	Small Group instruction defined Identified data points for each grade level	December 2024	Staff professional development Grade-Level Collaboration Meetings PLC's ILT discussions
Develop a written plan that articulates activities, roles, and responsibilities	MTSS Team	Forest MTSS Implementation	November 2024	District handbook roles and responsibilities are specified for the Forest context.
Provide ongoing data leadership.	MTSS Team ILT	ILT Meetings	October - June	Reviewing small group instruction spreadsheet and graph reviews.
Collect and prepare a variety of data about student learning.	Grade Level Teams (Collaboration Meetings)	Progress monitoring graphs and data.	Fall Winter Spring Data	Monthly Collaboration Meetings with Rhonda
Interpret data and develop hypotheses about how to improve student learning.	Grade Level Teams (Collaboration Meetings)	Monthly Collaboration Meetings with Rhonda	Monthly November - May	Monthly collaboration notes of data review.



Modify instruction to test hypotheses and increase student learning.	Grade Level Teams (Collaboration Meetings)	Focus on the last 2 of DeFour's Questions during collaboration meetings. What would we do if they learned it? What do we do if they do not learn it?	Monthly November - May	Monthly discussions around student growth and progress.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this EBP aligned with the Strategic Plan?
- To what extent has the EBP strategy been implemented? What about the process went well or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence-Based Practice #2: Using Student Achievement Data to Support Instructional Decision-Making

X Academic Achievement: MATH Student Engagement/Wellness Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Recommendation 1: Make data part of an ongoing cycle of instructional improvement

Recommendation 3: Establish a clear vision for schoolwide data use.

Addressing this Root Cause:

Need to focus on establishing consistent tier 1 instructional and data practices.



This will assist us with meeting this student outcome SMART Goal:

By Spring 2025, students at Forest Elementary will increase math proficiency rates by 10% as measured by FASTBridge Early Math Composite score (K-1), FASTBridge aMath (2nd Grade) and Math MCA's (Grades 3-5).

- Kindergarten: from 26% to 36%
- 1st Grade: from 34% to 44%
- 2nd Grade: from 23% to 33%
- 3rd Grade: from 35.8% to 45.8%
- 4th Grade: from 31.8% to 41.8%
- 5th Grade: from 13.2% to 23.2%
- American Indian students from xxx to xxx

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Continue building Tier 1 foundational skills instructional practices. <ul style="list-style-type: none"> • building consistency in our instructional schedule • Small Group Instruction • Principles to Action: Mathematical Practices #1 	Grade Level Teams	Math blocks include whole and small group instruction as set by our building instructional schedule.	November PD	Observation of math blocks
Define critical teaching and learning concepts (Define the purpose of small	MTSS Team	Small Group instruction defined	October - June	Staff professional development Grade-Level Collaboration Meetings



group instruction and data usage)		Identified data points for each grade level		PLC's ILT discussions
Provide ongoing data leadership.	MTSS Team ILT	ILT Meetings	October - June	Reviewing small group instruction spreadsheet and graph reviews.
Collect and prepare a variety of data about student learning.	Grade Level Teams (Collaboration Meetings)	Progress monitoring graphs and data.	Fall Winter Spring Data	Monthly Collaboration Meetings
Interpret data and develop hypotheses about how to improve student learning.	Grade Level Teams (Collaboration Meetings)	Monthly Collaboration Meetings with Rhonda	Monthly November - May	Monthly collaboration notes of data review.
Modify instruction to test hypotheses and increase student learning.	Grade Level Teams (Collaboration Meetings)	Focus on the last 2 of DeFour's Questions during collaboration meetings. What would we do if they learned it? What do we do if they do not learn it?	Monthly November - May	Monthly discussions around student growth and progress.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:



- How is this EBP aligned to the Strategic Plan?
- To what extent has the EBP strategy been implemented? What about the process went well or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #3 **Implement Restorative Practices**

Academic Achievement

Student Engagement/Wellness

Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

- Authentic, Positive & Enriching Relationships
- Safe Atmosphere

Addressing this Root Cause:

We noticed we have inconsistent practices in our sense of belonging

- Students need to feel they have a deep connection, reporting they feel safe, supported, and valued without judgment.

This will assist us with meeting this student outcome SMART Goal:

By Spring 2025, students, staff, and families at Forest Elementary will develop a positive school climate in which everyone feels safe, valued, and respected to increase each stakeholder's sense of belonging by the following:

- 90% of students attend school 90% of the time.
- 80% of every grade level K-5 is at low risk on the SAEBRS screener
- xx% feel safe at Forest.
- American Indian students attendance rate



Strategy Implementation:

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Staff will use First Five for daily interactions that focus on connection, care, and character.	All Staff	First Five activities used in daily slides.	September - June	Daily teacher slides will include First Five activities.
Build relationships and enhance the classroom culture and connections through weekly classroom circles (morning or closing circles).	Classroom teachers	Teachers will lead a morning and closing circle.	September - June	Morning circle and closing circle observations Circle Scripts
Staff will use the attendance MTSS system to increase student attendance.	Attendance Team	Forest Attendance Team will create and monitor the Attendance MTSS system.	September - June	Weekly Attendance Team Meeting notes
Leadership Teams start each meeting with a First Five activity to focus on the connection, care, and character of the adults.	ILT Meetings SoB Meetings PD Days for all staff	First Five activities used in daily slides.	September - June	Slides that include First Five activities

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the EBP strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?



- How will implementation be adjusted and/or supported moving into the next year?