



East Ridge 2019-20 Strategic Action Plan

At EAST RIDGE, we provide a learning community that recognizes all students as capable learners. We promote high standards, expect accountability and celebrate success. Cooperation, responsibility, and confidence promote our goals of life-long learning and responsible citizenship.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

Possible School Goals	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Minimum annual writing growth rate of one year for students at/above grade level, and more than one year for students below grade level



EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. During the 2019-20 school year, our Equity Team's goal is to build awareness and increase staff racial literacy. Specific actions our school will take toward this goal include:

- Summer Book Study for interested staff (14 staff members): *White Fragility* by Robin DiAngelo
 - Minimum once per month equity and diversity activities with staff
 - August Teacher Days: Family History Exhibit
 - Activities from *Courageous Conversations* by Glenn Singleton
 - Activities from *Be the Change* by Sara Ahmed
 - Short video clips to provoke discussion
 - Analyze data (discipline, assessment data, student survey data, students referred for special education, etc.), and then respond to any issues with regard to race, bias, gender, disproportionality, etc.
 - Character Trait/Equity Lens Picture Book Rotation
 - Invite Ayva and Chris to a staff or SDLT meeting to present
 - Provide staff information to build awareness of different cultural perspectives, and provide alternative setting/choices for students, especially during the following days:
 - Columbus Day
 - Halloween
 - Thanksgiving
 - Christmas
 - Create a diverse representation of cultures throughout the school, so that students see themselves represented:
 - Posters
 - Books
 - Create a Professional Library in the Staff Room
 - Equity Team meet 1-2 times per month
 - Collaborate with PTA to host a cultural celebration
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- Include questions in parent surveys that increase collaboration and relations with families by focusing on traditions, customs, and important events.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic



information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data

- Attendance
 - Classroom Based Assessment Results (writing on-demand assessments)
 - Demographic Information
 - Discipline Data
 - SBA Scores
 - WA Kids data
 - Student Survey data
 - CEE Results
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- About 15% of our students did not make one year of growth in elaboration/craft, as measured by classroom-based assessment data in writing
 - About 18% (30 out of 170) students who were below standard at the beginning of the year in elaboration and craft made less than one year of growth in elaboration and craft, as measured by classroom-based assessment data in writing
 - Our students performance is highest on narrative writing and lowest on informational performance tasks on SBA.
 - Almost all students who had an ELA Level 2 on SBA were at/near standard in all claims. This means they should be close to meeting standard overall, which points to the need for more differentiation through analyzing needs and responding with targeted, small group instruction
 - Our student survey data shows that the lowest scoring areas on student surveys are:
 - Feelings of physical safety
 - Feelings of emotional safety
 - Treated fairly by peers
 - Only 47% of 4th/5th graders, and 57% of families, who took the CEE survey reported that "this school has activities to celebrate different cultures."
 - Only 65% of 4th/5th graders who took the CEE survey reported that "I see people like me in the books and materials used in my classroom." Only 57% of families reported that "my child learns about the cultures of our community at his or her school."

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Writing: ensuring that students who are below standard have accelerated progress and make more than a year of growth
- Student feelings of emotional/physical safety

We believe these areas for improvement are the result of the following root cause(s)

Goal 2

- SEL lessons are not consistent yet K-5, and they are not being taught in a way for students to be transferring to independence during recess time
- We only have one recess supervisor for each recess area. Students report that the small number of recess supervisors means that it is harder for them to get the support they need when they have a problem. This is a root cause out of our control, although the principal continues to advocate for more support.

Goal 3



- Not enough volume of writing in each genre during the year
- Not enough specific, targeted instruction 1:1 and in small groups for areas in which students are not at standard
- Lack of calibration among teachers for writing scoring
- Social/emotional/behavior getting in the way of academics – lack of systematic Tier 2 interventions – lack of training for teachers and systematic assessment of students

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we teach the SEL curriculum consistently across K-5, with specific emphasis on lessons that focus on problem solving and peer relationships, and if we explicitly make connections with these skills and how they can be applied at recess, then students feelings of physical and emotional safety at recess and feelings of being treated fairly by peers will increase.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: From September 2019 to April of 2020, the students who responded with “not at all” or “very little” in regards to feeling physically and emotionally safe and treated with kindness and respect by peers will report their feelings as “quite a bit” or “very much,” as measured by our student survey as well as student interviews/questionnaires.

To make progress toward this goal:

Instructional Strategy	Instructional Practice
We will continue the implementation of Tier 1 strategies for PBIS. Staff agree to: <u>Positive Greetings at the Door</u> Morning entry Recess <u>Visual Schedule</u> Consistent Location Times Posted Student Friendly <u>Sunshine Slips</u>	Our instructional strategy relates to: • Building and Maintaining Relationships



<p>Staff commit to giving at least one a day/five a week</p> <p><u>EMR - Establish, Maintain and Restore Strategies</u> 5 to 1 Regularly reflect on which students you need to work on establishing, maintaining, and restoring relationships.</p> <p><u>Precorrection</u> Reminding/prompting students how to be successful before they begin an activity or task.</p> <p><u>Consistently Teach Weekly East Ridge Expectations</u> Refer to Staff Bulletin for focus area</p> <p><u>Smile and Be Nice Strategy</u></p>	
<p>We will teach the Second Step Curriculum lessons to all students in K-5.</p> <p>This means that each student will receive this instruction. Teachers will aim to intentionally connect these lessons to how they might be applied at recess and how they connect to treating peers fairly and emotional/physical safety. Our PBIS team will review curriculum to identify lessons that are crucial for building student skills in problem solving and positive peer relationships.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Clear Objectives ● Structuring Collaborative Learning Experiences
<p>We will focus on the following character traits: empathy, resilience, persistence, flexibility and optimism. This means that teachers will utilize the SEL curriculum and other resources, such as picture books, to teach lessons on the character traits and embed them in to learning throughout the week/month. Our student leadership will participate in this work.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Clear Objectives ● Structuring Collaborative Learning Experiences
<p>When we analyze fall and mid-year student survey results, we will identify individual students and groups of students who are not feeling connected to teachers and/or are not feeling emotionally or physically safe at school. We will respond with:</p> <ul style="list-style-type: none"> ● EMR strategies ● Student interviews/follow up 	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships



<p>We will train students to participate and lead in our Game Masters and Recess Buddies program. These students support collaborative play in our game room and also support positive behavior and positive problem-solving and conflict resolution at recess.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Structuring Collaborative Learning Experiences
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we

- analyze student work and student writing behaviors to identify specific needs, and then respond to those needs with specific feedback, frequent, specific, targeted small group and/or 1:1 instruction, and if we
- provide professional development and collaboration time to support teachers with identifying needs, planning and implementing responsive instruction, and if we
- increase the volume of writing students do within each genre (more in each unit as well as more than one unit in each genre), and if we
- teach, practice, and evaluate student resilience and persistence strategies within the context of writing,

then students will make a year of growth in writing, and students who are below standard will make more than a year of growth.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: From the beginning to end of each writing unit, all students will make at least one year of growth (1 rubric point) and students who are below standard will make more than a year's growth (1.5 or more rubric points), as measured by the On Demand Writing Rubrics in target area(s) identified based on individual student need at the beginning of each unit.

To make progress toward our specific goal:

Instructional Strategy	Instructional Practice
<p>We will analyze fall writing prompt for trends to set school-wide, grade level, and individual student growth goals. This means that teachers will collaborate to analyze writing and identify student needs for growth.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Clear Objectives
<p>Teachers will confer with struggling writers a minimum of 5 times per week. This means that a teacher will spend 3-5 minutes 1:1 with a student to review their writing, give feedback, and teach based on their identified needs.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Clear Objectives ● Providing Formative Feedback
<p>Teachers will teach a targeted small group lesson a minimum of 2 times per week. This means that a teacher will spend a short, focused time with a group of students to teach and provide clear, targeted instruction</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Clear Objectives ● Providing Formative Feedback



and guided practice for a writing skill, strategy or behavior that the students. need.	
<p>Teachers will teach lessons to all students, and targeted small group lessons to those who need it, related to resilience and persistence in writing.</p> <ul style="list-style-type: none"> • PBIS team will support teachers by sharing lessons from the Writing Strategies resource book which relate to social/emotional and behavior skills in writing 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Clear Objectives • Providing Formative Feedback

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

Goal 2: We will monitor progress using the following:

- administering a mid-year survey, with followup for individual students and with PBIS team-led focus groups, interviews and questionnaires as needed, and class meeting discussions.
- collecting data on the number of sunshine slips given per staff member and to each child (quarterly)

Goal 3: We will monitor progress using the following:

- pre/post unit on-demand writing assessments as well as ongoing monitoring of all student writing in targeted goal areas.
- For students below standard, we will make time for regular updates from teachers (staff meetings or Wed collaborative time) to share interventions to date (small group instruction and conferring) and student work/results
 - What is the goal you have been working on with this student?
 - What actions have you taken with this student to work on this goal?
 - What progress do you notice in current student work?
 - What are your next steps with this student?
 - What support do you need?
- grade level teams will plan their writing curricular calendar for the year, with extra emphasis in increasing the volume of informational or opinion writing across the year

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at East Ridge meeting regularly to learn together, review data, and make adjustments as needed,



our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- SEL Curriculum training (some teachers will choose to attend in August if offered at the Summer Institute)
- How to identify students and implement Tier 2 interventions for social/emotional/behavior
- How to use conferring to assess, provide explicit formative feedback, coach, and teach students
- How to use small group instruction in writing (identifying student needs, grouping, scheduling, planning with resources, and teaching structures/strategies, including the development of clear objectives and communicating them effectively to students)
- Explore how volume affects student performance and growth in writing
- Study writing rubrics alongside the Common Core Standards for Writing
- Collaboratively analyze and score writing to identify needs, plan instruction, and monitor progress
- Learning labs to practice instructional strategies in writing and SEL: Half-day peer-based labs where we study effective practice, try on strategies in classrooms with students, and reflect/provide feedback to one another and plan for next steps/implications from our learning.

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- Principal sharing of school goals at Curriculum Night
- Teachers share evidence of student progress in writing (pre/post examples) at parent conferences in November
- At conferences in November, parents of struggling writers will receive specific information about how to support their child with writing at home.
- Teachers host writing celebrations to culminate some units. Parents are invited to attend to read/listen to student writing
- PTA financial support of learning labs by funding release time for teachers
- PTA financial support for equity and SEL through the purchase of diverse picture books for each classroom that align with our character traits
- Potential partnership with PTA for a recess parent volunteer program
- Potential volunteer training for writing conferring

Thank you for being part of your student's education and for partnering with us!