



East Ridge 2020-21 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 of the [Northshore School District Equity Handbook](#).

Work from 2019-20:

- Educators stay informed about current school policies and procedures that impact the delivery of services to students from diverse backgrounds.
- Educators continuously self-reflect while they learn more about equity related issues.
- Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
- Educators evaluate and equitably improve their own discipline policies and practices.

We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#). In 2020-21, our work will focus on the following areas:

- Educators utilize, present, include, and display materials that reflect images and perspectives from diverse groups.
- Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.
- Educators continuously self-reflect while they learn more about equity related issues.

Understanding Our Students' Needs



Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Demographic Information
- Discipline Data
- iReady Data in Math and Reading
- SBAC Scores
- Student Interviews or Surveys

Based on our [data review](#), and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention :

- I-Ready student growth data for 2019-20 was lower than ELA data, despite much more student use of I-Ready math compared to I-Ready Reading.
- January 2020 I-Ready Data
 - For Reading, the median progress our students made toward typical growth was 85%. For math, it was 65%.
 - 48% of students were on track to meet their stretch growth by the end of the year in reading and 33% of students were on track to meet their stretch growth by the end of the year in math
 - 63% of students were identified as Tier 2 for math, and 5% were identified as Tier 3

We believe this gap in student outcomes is the result of the following root cause(s):

- Social-emotional component – need for teaching and reinforcing growth mindset, persistence and risk-taking in math
- Number sense and place value understanding – teacher knowledge/practice (content and pedagogy) and curriculum components
- Lack of differentiation – teacher knowledge (content and pedagogy) and curriculum/assessment resources

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
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<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>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</p> <ul style="list-style-type: none"> ● increased distance learning engagement as measured by attendance and teacher survey ● increase in positive responses to student survey
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>Minimum annual mathematics growth rate of one year for students at/above grade level, and more than one year for students below grade level</p> <ul style="list-style-type: none"> ● Number and Operations, as measured by I-Ready

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). These are outlined below.

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

Equity Means

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.



Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide consistent opportunities for social/emotional learning and for relationship building as part of our regular instruction to all students and targeted interventions for our focus students, then our focus students will show increased engagement/attendance in learning and increased positive responses to the student survey.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:

Between October 2020 and April 2021, our Focus students will demonstrate increased learning engagement (1 point increase in class attendance engagement and in class work engagement) as measured by teacher survey, and demonstrate an increase in positive responses (Average 3.05% to 3.25%) to a student survey related to feeling safe, having a sense of belonging and personally meaningful friendships, and the belief that their school is vibrant and inclusive.

Focus students will be identified by the following criteria:

- Concerns shared during family meeting
- Poor attendance/engagement during first 6 weeks of school (or last Spring)
- Negative responses on student survey

Instructional Strategy	Instructional Practice
<p>We will teach the Second Step Social/Emotional Learning Curriculum as intended. This means that classroom teachers will teach all units in the curriculum and connect the learning throughout the week during class meetings.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Objectives • Providing Formative Feedback • Structuring Collaborative Learning Experiences
<p>We will implement interventions for our Focus students. Teachers will meet with students/family and our Guidance Team or School Counselor to match an appropriate intervention to each student. Examples of interventions may include:</p> <ul style="list-style-type: none"> • Check in / Check out • Incentive plan • Tech support groups • Small group instruction or support • Connecting student/family to school counselor or community resources <p>Interventions will be implemented, monitored, and adjusted as needed (see Monitoring Progress section)</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships • Providing Formative Feedback
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>



<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2F Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">• Meet with individual students and families to Learn about each student’s strengths, learning styles, stories, needs and backgrounds• Create activities and plan events in classrooms, schools, or the community that celebrate the diverse backgrounds and identities of students• Connect student names, interests, and backgrounds to instructional material• Screen curriculum, classroom, and library books to make sure that diverse people and communities are represented through an anti-bias lens• Data analysis and reflection of our teacher and student survey data to look for over- and under-representation and follow up as necessary.
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide more intentional number sense instruction to all students and targeted small group instruction for our focus students, then our focus students will show more than one year of growth in Number Sense and Operations.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

Between October and May, all students will demonstrate a minimum annual mathematics growth rate of at least one year for students at/above grade level, and Focus students will demonstrate more than one year of growth, as measured by performance in i-Ready Number and Operations. (In I-Ready, one year of growth is defined as “Typical Growth” and more than one year is defined as “Stretch Growth.”)

We will identify Focus students using the following criteria:

- Low I-Ready Growth in 19/20 as measured by the January 2020 Diagnostic
- I-Ready Fall 2020 Diagnostic - Number and Operations score of 2 years behind or more (or a cut score we determine)
 - WA Kids Math data for grade K



Instructional Strategy	Instructional Practice
<p>We will incorporate new instructional strategies to teach Number Sense more explicitly and intentionally. Examples include:</p> <ul style="list-style-type: none"> Consistently use the Daily Routines in the Math Expressions curriculum Implement Number Talks regularly 	<p>Our instructional strategy relates to :</p> <ul style="list-style-type: none"> Setting Objectives Providing Formative Feedback Structuring Collaborative Learning Experiences Encouraging Higher Order Thinking & Asking Higher Order Questions
<p>We will encourage all students to do 45-90 minutes of I-Ready math each week. Teachers will monitor student use and pass rate on a regular basis.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> Setting Objectives Providing Formative Feedback
<p>We will provide consistent small group instruction for Focus students using I-Ready small group resources, Math Expressions RTI, and other resources.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> Setting Objectives Providing Formative Feedback Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> Implementing math interventions for students who need them, monitoring their progress and making adjustments Knowing students' strengths and learning styles in order to plan effective interventions Use growth mindset language and attitudes when teaching mathematics Data analysis and reflection of our math data and selected focus students to look for over- and under-representation and follow up as necessary.

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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Focus Students identified based on:

- i-Ready 19/20 growth below typical growth
- i-Ready Fall 2020 Diagnostic Data more than 2 years behind in Number and Operations (WA kids data for grade K)

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
<p>i-Ready 19/20 growth and diagnostic data</p> <p>i-Ready Fall 2020 Diagnostic Data</p> <p>WA kids data for Kindergarten</p> <p>October: math screeners for all Focus students</p>	<p>January 2021 i-Ready diagnostic placement and growth</p> <p>November - May:</p> <ul style="list-style-type: none"> • Classroom based assessments • I-Ready instructional use data and lesson pass rate - teachers monitor monthly • Mid-year math screener (December or January) 	<p>Spring 2021 i-Ready diagnostic placement and growth</p> <p>Spring:</p> <ul style="list-style-type: none"> • Classroom based assessments and end-of-year math screeners for Focus Students

Goal 2: Responsible, Resilient, Empathetic Learners

Focus students identified based on:

- Info from Family Meeting
- Spring 2020 Distance Learning Engagement Data
- Fall 2020 Teacher Survey on Student engagement

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
<p>Spring 2020 Distance Learning Engagement Data</p> <p>Fall 2020 Teacher Survey on Student engagement</p> <p>Fall 2020 Student Survey</p>	<p>Mid-Year teacher survey in December or January</p> <p>Mid-Year student survey in December or January</p> <p>Interventions monitored every 6 weeks (data depends on intervention)</p> <ul style="list-style-type: none"> • Attendance data • Small group participation data • Class work completion data • Incentives earned • Resources accessed or referred to 	<p>May teacher survey</p> <p>May student survey</p>



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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 2020-21 school year, we will participate in the following professional development as part of our work:

Book Studies in Spring/Summer to prepare for our work this year:

- *How to be an Anti-Racist* by Ibram Kendi (Goals 2 and 3)
- *Mathematical Mindsets* by Jo Boaler (Goal 3)

District I-Ready Training (optional on October 7) - Goal 3

We initially planned on the following PD to support our Goal 3 efforts: *These are on "pause" due to the Steering Committee decision to cancel all building level PD through December. Our SDLT will make a new plan based on staff and student needs in December.*

- Mathematics standards and assessment
- Teaching math effectively in a distance learning environment, with a focus on developing number sense and operations skills
- Instructional strategies and routines to develop number sense

During the 4 staff meetings in October, November, and December, we will focus on the following:

- Identifying focus students and plan interventions with grade level teams (Goal 2 and Goal 3)
- Learn strategies for Number Routines (Goal 3)

We will include "math moments" with short videos, tips, and resources in our weekly staff bulletins. These will be focused on the following areas:

- Resources for prioritizing standards during distance learning
- Number Talks / Number Routines Strategies
- Strategies for building math community and math mindset (i.e. [video we shared at Curriculum Night](#))

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:

- PTA has already supported us with over \$700 of books on our "equity wish list"



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- PTA grant submitted for an Anti-Bullying assembly in October
 - Community connections/contributions for how they use mathematics in their work and how it connects to what kids are learning
 - YMCA counseling resource
 - YMCA daycare
 - Playworks Resource

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