

2022-23 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.

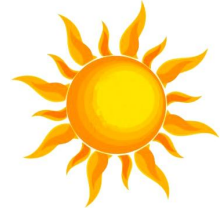
OUR INQUIRY PROCESS

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 2022-23 school year, we will build off of what we learned from our work on Domains 1 and 2 of the [Northshore School District Equity Handbook](#) :

- 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.
- 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.



We will continue to keep key aspects of Domains 1 and 2 in mind while also incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

- 3D: Students and families have the opportunity to be experts in the classroom, school, and district.
- 3E: I understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms
- 3G: Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

Understanding Our Students' Needs

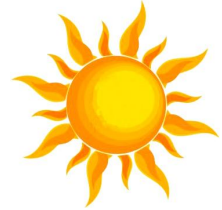
Part of our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2022, we reviewed the following data]:

- Attendance Records
- Classroom Based Assessment Results
- Demographic Information
- Family Inventories/Surveys
- Individual Running Records
- iReady Data in Math & Reading
- SBA Data in Math & ELA
- Student and Teacher 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:

- Math performance
 - Percentage of students meeting standard is lower in math than in reading/ELA according to i-Ready and SBA
- Reading performance
 - Phonics, Vocabulary, and Informational Comprehension are weaker than other components



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

Math:

- Lack of consistent professional development
- Limited resources (one Math TOSA K-12)
- Limited assessments
- Varied engagement of students during distance learning
- Missing coherence across grade levels and schools
- Not all math content was covered in the 2019-20 and 2020-21 school years due to pandemic

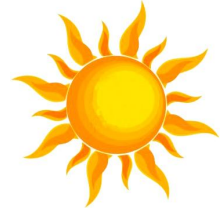
Reading:

- Lack of explicit, systematic instructional resources for reading intervention
- For upper grades - lack of explicit, systematic phonics instruction in K/1
- Effects of remote instruction

The analysis of our school data leads us to the development of our goals for the 2022-23 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
Goal 1 Success in the Early Years	Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.	Increased percentage of students achieving and maintaining grade level in the five components of Literacy Development: phonics, comprehension, vocabulary
Goal 3	Each student actively engages in rigorous standards-based curriculum,	Minimum annual academic growth rate in mathematics of one year for students

Revised 4/26/21



Growth for Every Student, Elimination of Outcome and Opportunity Gaps	effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	at/above standard and more than one year for students below standard
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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 1: Success in the Early Years

Equity Means

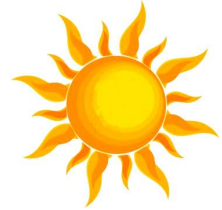
Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

Theory of Action

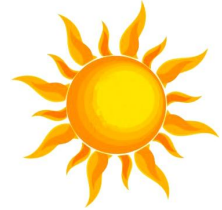
Based on the data and root cause analysis we completed, we believe that if teachers are equipped with trauma informed, tiered reading instructional strategies and material, and if they regularly analyze data to set student growth goals and plan for/implement interventions, then students will make a year or more of growth in reading.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: Between September and June, the percentage of students achieving and maintaining grade level in reading will increase in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, and vocabulary. This will be measured by I-Ready Typical and Stretch Growth and *Into Reading* module assessments.



Instructional Strategy	Instructional Practice
<p>We will identify students in grades K-2 who are not at standard for phonological awareness and phonics in the fall, and implement classroom-based interventions for those students by November 1</p>	<p>Our instructional strategy relates to :</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback
<p>Grade level teams will meet regularly to review student data, determine student needs and plan for interventions</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives
<p>We will utilize data to inform targeted instruction. We will provide consistent small group interventions for students not at standard using <i>Into Reading</i>, <i>Heggerty</i>, <i>Phonographix</i> and <i>Flyleaf</i> resources</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Encouraging Higher Order Thinking & Asking Higher Order Questions ● Providing Formative Feedback
<p>We will embed the following best practices in our reading instruction:</p> <ul style="list-style-type: none"> ● Intentional, explicit, systematic instruction in all 5 components of reading ● Frequent opportunities to practice reading ● Purposeful corrective feedback ● Ongoing progress monitoring 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Encouraging Higher Order Thinking & Asking Higher Order Questions ● Providing Formative Feedback
<p>Domain Three: Teaching, Learning, and Self Reflection</p>	<p>Equity Strategies</p>



To ensure equity focus to our work on this goal, we will focus on:

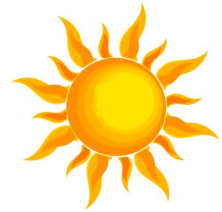
- 3D: Students and families have the opportunity to be experts in the classroom, school, and district.
- 3E: I understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms
- 3G: Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

The equity strategies we will employ:

- Create a list of resources for students and families to refer to when completing or helping outside of school
- Make connections between instructional content and topics that are relevant to student interests
- 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
- Learn and teach through a lens that humanizes historically marginalized groups and people
- Foster empathy in the classroom through discussions, activities, and lessons
- Break down stereotypes AND promote acceptance of diverse identities
- Convey to students that you believe in them and that they can and should believe in themselves
- Set clear and high expectations, and be transparent about them
- Help students succeed by applying culturally responsive practices to instruction, activities, and events
- Challenge students, but also meet them where they are at to help them each grow

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 teachers are equipped with trauma informed, tiered math instructional strategies, and if they regularly analyze data to set student growth goals and plan for/implement interventions, then students will make a year or more of growth in mathematics.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: Between September and June, students at standard in mathematics will make one year of growth and students below standard will make more than one year of growth, as measured by I-Ready Typical and Stretch Growth.

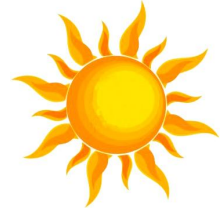
Focus students (identified by classroom teachers for small group goals) will meet the small group goals, as measured by Delta Screener data. Student growth for all students will also be measured by performance in i-Ready and Delta Screener assessments. (In I-Ready, one year of growth is defined as "Typical Growth" and more than one year is defined as "Stretch Growth.")

Instructional Strategy	Instructional Practice
We will implement consistent use of the daily routines and quick practice components of <i>Math Expressions</i> . This means that teachers will utilize these routines a minimum of four times per week.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Setting Objectives ● Encouraging Higher Order Thinking & Asking Higher Order Questions
We will encourage all students to do 45 minutes of I-Ready math each week. Teachers will monitor student use and pass rate on a regular basis.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Setting Objectives ● Encouraging Higher Order Thinking & Asking Higher Order Questions
Grade level teams will meet regularly to review student data, determine student needs and plan for interventions	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Setting Objectives
We will utilize data to inform targeted instruction. We will provide consistent small	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Setting Objectives

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<p>group interventions for Focus students using Delta resources, I-Ready small group resources, Math Expressions RTI, and other resources.</p>	<ul style="list-style-type: none">● Encouraging Higher Order Thinking & Asking Higher Order Questions● Providing Formative Feedback
<p>We will embed the following best practices in our math instruction:</p> <ul style="list-style-type: none">● State the learning target in student friendly language at opportune time during the lesson● Facilitate meaningful mathematics discourse● Implement tasks that promote reasoning and problem solving● Utilize exit tickets to elicit evidence of student learning● Establish goals to focus learning on the most important standards at each grade level. Emphasis on both procedural fluency and conceptual understanding.	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none">● Setting Objectives● Encouraging Higher Order Thinking & Asking Higher Order Questions● Providing Formative Feedback
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <ul style="list-style-type: none">● 3D: Students and families have the opportunity to be experts in the classroom, school, and district.● 3E: I understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none">● First 10 days of math class: Teach about mathematicians from diverse backgrounds. Teach about traits they had to be successful. Connect to growth mindset for students● Convey to students that you believe in them and that they can and should believe in themselves● Set clear and high expectations, and be transparent about them



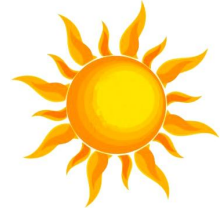
<ul style="list-style-type: none"> • 3G: Educators are knowledgeable about creative, innovative, and equitable instructional approaches. 	<ul style="list-style-type: none"> • Hang posters and teach lessons about historical scientists, mathematicians, writers, inventors, and leaders from marginalized groups • Help students succeed by applying culturally responsive practices to instruction, activities, and events • Challenge students, but also meet them where they are at to help them each grow • Teach students about strategies for success and what to do when they feel overwhelmed • Help students write out plans for themselves for when they feel overwhelmed so they can practice how to show grit and resilience during those tasks
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Monitoring Our Progress

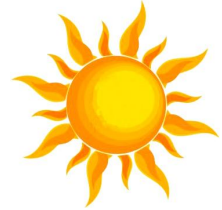
Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 1: Success in the Early Years		
Kindergarten		

Revised 4/26/21



WA Kids GOLD reading section i-Ready fall diagnostic assessment	i-Ready mid-year diagnostic assessment (Jan/Feb) Into Reading Module Assessments	i-Ready end of year diagnostic assessment (May/June) Into Reading Module Assessments
1st-2nd grade i-Ready fall diagnostic assessment IRRs	i-Ready mid-year diagnostic assessment (Jan/Feb) Into Reading Module Assessments IRRs	i-Ready end of year diagnostic assessment (May/June) Into Reading Module Assessments IRRs
3rd grade i-Ready fall diagnostic assessment IRRs	i-Ready mid-year diagnostic assessment (Jan/Feb) Into Reading Module Assessments IRRs	i-Ready end of year diagnostic assessment (May/June) Into Reading Module Assessments IRRs
4th-5th grade i-Ready fall diagnostic assessment	i-Ready mid-year diagnostic assessment (Jan/Feb) Into Reading Module Assessments	i-Ready end of year diagnostic assessment (May/June)
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Kindergarten WA Kids GOLD math section	i-Ready mid-year diagnostic assessment (Jan/Feb)	i-Ready end of year diagnostic assessment (May/June)

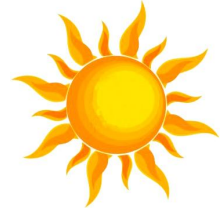


<p>1st-2nd grade Delta math screener i-Ready Fall Math Diagnostic</p>	<p>1st-2nd grade i-Ready mid-year diagnostic assessment (Jan/Feb) Delta screener Explore use of I-Ready standards mastery in gr 2</p>	<p>1st-2nd grade i-Ready end of year diagnostic assessment (May/June) Delta screener Explore use of I-Ready standards mastery in gr 2</p>
<p>3rd-5th grade i-Ready Fall Math Diagnostic</p>	<p>3rd-5th grade i-Ready mid-year diagnostic assessment (Jan/Feb) Delta screener Explore use of I-Ready standards mastery</p>	<p>3rd-5th grade i-Ready end of year diagnostic assessment (May/June) Delta screener Explore use of I-Ready standards mastery</p>

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 Elementary meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2021-22 school year, we will participate in the following professional development as part of our work:

- Summer Math Book Study of *Productive Struggle* by Sangiovanni- 12 teachers/paras volunteered to participate!
- Math Professional Development



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- 4 90-minute sessions for each grade level: Trauma-informed practices for specific units: Tier 1 instruction and for meeting the needs of all math learners within our MTSS structure
 - Math Genius Squad memberships
 - Science of Reading training- August & District-Directed/Principal-Directed Days
 - Into Reading training - June/August
 - Racial and Educational Justice professional development
 - MTSS professional development & District-Directed/Principal-Directed Days

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Math Parent Night for Region
- Training parent volunteers to support Math WIN time / Reading Support

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