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## 2023-24 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.*

This Strategic Action Plan is the summary of the process we used to identify our goals, the identified goals, and the intended outcomes of student success.

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### OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### **Community Engagement**

Engaging families from our school community ensures that multiple perspectives and ideas are considered when making decisions about our strategic action plan. Members of our community may have unique insights and experiences that can contribute to goal setting and the development of effective improvement strategies. Including families in the planning process ensures that decisions are inclusive and representative of the diverse needs and interests of our school community. In the 22-23 school year, we engaged in the following activities to collect feedback from our community.

- Qualitative and experiential data collected during 1:1 family conferences during the 22-23 school year
- Qualitative and experiential data collected via Strengths/ Weaknesses/ Challenges/ Hopes protocol conducted at the 4/25/23 East Ridge PTA General Meeting
- Experiential feedback collected at the 6/13 PTA General meeting after school SAP data was shared

During the 23-24 school year, we plan to engage the community in the following ways:

- Individual family surveys conducted at the start of the year
- Collect experiential data at 1:1 family conferences during the Fall conference window
- Involving families in volunteer opportunities during "WIN" times
- Training and involving families in recess volunteer opportunities
- We will engage families in a common activity to build relationships during Curriculum Night
- We will partner with our PTA to host a Culture Night and a STEAM fair



**Examination of Student Data**

The following types of data are used as part of our process:

Quantitative Data	Qualitative Data	Experiential Data
<p>Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and summative assessments. Analyzing these forms of data allows us to:</p> <ul style="list-style-type: none"> <li>● Identify or flag students who may have learning challenges and need further monitoring</li> <li>● Inform educators about possible causes of student challenges</li> <li>● Identify the focus of interventions</li> <li>● Evaluate level of mastery or developing learning</li> <li>● To confirm what students know and are able to do at a specific time</li> <li>● Monitor progress and evaluate effectiveness of curriculum and/or interventions</li> <li>● Make decisions about adjustments to instruction</li> </ul> <p>Specifically, our school analyzed the following data to inform our SAP goals, measures, and strategies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> iReady Data</li> <li><input type="checkbox"/> Delta Screener</li> <li><input type="checkbox"/> SBA</li> <li><input type="checkbox"/> Panorama</li> <li><input type="checkbox"/> Discipline data</li> <li><input type="checkbox"/> Attendance data</li> </ul>	<p>Qualitative data is the descriptive and conceptual findings collected through questionnaires, interviews, or observation. Analyzing qualitative data allows us to explore ideas and further explain quantitative results.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher feedback</li> <li><input type="checkbox"/> Observations of students</li> <li><input type="checkbox"/> Student work samples</li> <li><input type="checkbox"/> Panorama survey responses</li> <li><input type="checkbox"/> Feedback on prior SAP goals and measures (staff and PTA)</li> <li><input type="checkbox"/> Guidance team meeting notes</li> <li><input type="checkbox"/> Family surveys</li> </ul>	<p>Experiential data is information gathered via listening, observation, and the study of artifacts (i.e. student work). Analyzing experiential data allows us to honor the authentic voice of stakeholders, explore ideas, and further explain quantitative results.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrator instructional walks</li> <li><input type="checkbox"/> Grade level team meetings</li> <li><input type="checkbox"/> Guidance team meetings</li> <li><input type="checkbox"/> Student interviews</li> <li><input type="checkbox"/> Family conferences</li> </ul>



### Equity Inventory

East Ridge does the equity inventory annually with staff. We use this information for our strategic planning. [Northshore School District Equity Handbook](#). Focus for 23-24:

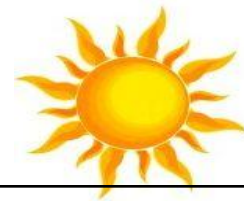
- Component 4C - Schools and departments provide families with equitable opportunities to be involved in their children's education.
- Component 4D - Families and community members from diverse backgrounds are listened to and their opinions are valued.

### Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who are proficient at one or two levels below grade level peers that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
15% of students are not proficient in math based on I-Ready Data	<ul style="list-style-type: none"> <li>• Lack of consistency with ongoing assessments to monitor student grasp of grade level standards</li> <li>• Lack of consistency with pacing of the math curriculum</li> <li>• Some students need to develop a positive mindset about persisting through challenges and about mathematics in general</li> <li>• Staff are still developing a solid knowledge of content and pedagogy for mathematics</li> <li>• Learning gaps still exist, especially at intermediate grades, due to learning loss during the pandemic</li> </ul>
35% of students who were not at standard at the beginning of the year did not meet their annual growth as measured by i-Ready	<ul style="list-style-type: none"> <li>• Lack of consistency with ongoing assessments to monitor student grasp of grade level standards</li> <li>• Lack of full engagement and access to Tier 1 instruction for some students</li> <li>• Inconsistent use of I-Ready personalized instruction</li> <li>• Lack of consistency with pacing of the math curriculum</li> </ul>
Student proficiency in the geometry and measurement strands is lower than in other math strands	Inconsistent pacing of math curriculum and instruction leads to less opportunities for students to learn this content
Focus and attention / self-regulation	Staff have considered qualitative and experiential data and believe that some students are not learning or growing at high levels in mathematics due to challenges with

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	focus and attention and/or self-regulation.
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**OUR GOALS & MEASURES**

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p><b>Goal 1</b> Success in the Early Years</p> <p>Equity Means: <i>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.</i></p>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry
<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health
<p><b>Goal 3:</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	Minimum annual mathematics academic growth rate of one year for students at/above grade level, and more than one year for students below grade level

**Theory of Action, Instructional Practices & Equity Strategies**

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have

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selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

### **GOAL 1:** Success in the Early Years

#### 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.

#### Objective

Between September and June, the percentage of focus students achieving and maintaining grade level in the components of Mathematics Development (numbers and operations, algebra and algebraic thinking, measurement and data, and geometry) will increase.

#### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- See Goal 3 strategies listed below

### **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 and supplemental lessons and instructional practices that focus on emotional regulation and attention, and if we explicitly embed these skills across the school day, and if we increase tiered interventions for identified focus students, we will see increased social, emotional and behavior growth.

#### Objective

Between September and June, identified focus students will show growth in social, emotional, and behavior skills as measured by the BEISY, student surveys, and intervention data.

#### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- We will continue the implementation of Tier 1 strategies for PBIS. Staff agree to:
  - Positive Greetings at the Door
  - Visual Schedule
  - Use of positive recognitions system: Sunshine Slips
  - EMR - Establish, Maintain and Restore Strategies
    - 5 to 1
    - Regularly reflect on which students you need to work on establishing, maintaining, and restoring relationships.
  - Precorrection
  - Consistently Teach Weekly East Ridge Expectations
  - Smile and Be Nice Strategy
- We will teach the *Second Step* Curriculum lessons to all students in K-5.
- We will teach the *Kelso's Choice* Curriculum lessons in grades K-2

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- 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 into learning throughout the week/month. Our student leadership will participate in this work.
- When we analyze fall and mid-year student data, we will identify individual students and groups of students who need tiered interventions for social, emotional, or behavior. We will implement interventions for these students.
- We will implement weekly lessons on strategies self-regulation through “Monday Mindfulness” and then embed the use of that strategy throughout the week

### **GOAL 3:** Growth for Every Student, Elimination of Outcome and Opportunity Gaps

#### 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.

#### Objective

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

#### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- We will implement consistent use of the daily routines and quick practice components of *Math Expressions*. This means that teachers will utilize these routines five days per week.
- We will encourage all students to do 45 minutes of I-Ready personalized math instruction each week. Teachers will monitor student use and pass rate on a regular basis.
- We will utilize data to inform targeted instruction. We will provide consistent small group interventions for Focus students using Delta resources, I-Ready small group resources, Math Expressions RTI, and other resources.
- Grade level teams will meet regularly to review student data, determine student needs and plan for interventions.
- We will focus on key standards for each math unit.
- We will utilize a common WIN “What I Need” time, at least 3 times per week, to provide students with the math instruction and support they need, when they need it and seek to Double Dose Tier 1 content and provide enrichment opportunities.
- We will implement the “First 10 Days” of mathematics instruction from Math Genius Squad which explicitly builds a positive mindset about mathematics, builds a positive community of discourse in the classroom, supports students’ identities as mathematicians, and teaches them about the positive traits of mathematicians, including those from diverse backgrounds.
- We will commit to common pacing for Tier 1 instruction.
- We will establish goals to focus learning on the most important standards at each grade level.
- We will meet regularly to review student data, determine student needs, plan for intervention, and monitor progress.



We will embed the following best practices in our math instruction:

- State the learning target in student friendly language at opportune times during the lesson.
- Facilitate meaningful mathematical discourse.
- Develop conceptual understanding through progression of concrete to representational to abstract.

## OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.

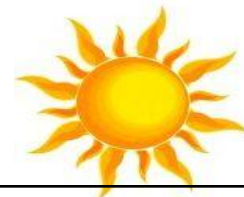
Measures	Metrics	Dates of Data Review
<b>GOAL 1: Success in the Early Years</b>		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> <li>• WaKIDS for Kindergarten</li> <li>• iReady</li> <li>• Delta Screener</li> <li>• SBA scores for Grades 3-5</li> </ul>	Cycle 1 ends: <b>Oct 11th</b> iReady and Delta  Cycle 2 ends: <b>Dec 5th</b> Focus student classroom based assessments iReady usage  Cycle 3 ends: <b>Feb 14th</b> iReady Delta(s)- Tier 2 post and Tier 1 TBD
Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry	<ul style="list-style-type: none"> <li>• WaKIDS for Kindergarten</li> <li>• iReady</li> <li>• SBA</li> <li>• Delta Screener</li> <li>• SBA scores for Grades 3-5</li> <li>• Math Expressions Unit Assessments</li> </ul>	Cycle 4 ends: <b>April 3rd</b> Focus student classroom based assessments iReady usage  Cycle 5 ends: <b>May 22nd</b> Focus student classroom based assessments iReady usage  Cycle 6 ends: <b>June 25th</b> (for SDLT and Principal) Math Data to review: iReady, SBA, Delta Tier 2 data SEL Data to review: Panorama

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GOAL 2: Responsible, Resilient, Empathetic Learners		
<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>	<p>Student participation / engagement in opportunities such as:</p> <ul style="list-style-type: none"> <li>• Student leadership</li> <li>• Student service opportunities</li> <li>• Panorama Data</li> </ul>	<p>Cycle 1 ends: <b>Oct 11th</b> BEISY Family survey info</p> <p>Cycle 2 ends: <b>Dec 5th</b> Intervention data on focus students Parent conference info, PBIS interview data Panorama data</p>
<p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health</p>	<ul style="list-style-type: none"> <li>• Panorama Data</li> <li>• Student 1:1 Interviews</li> <li>• Intervention data</li> <li>• BEISY</li> <li>• Teacher surveys</li> </ul>	<p>Cycle 3 ends: <b>Feb 14th</b> BEISY and intervention data</p> <p>Cycle 4 ends: <b>April 3rd</b> Intervention data PBIS interviews BEISY (here or May)</p> <p>Cycle 5 ends: <b>May 22nd</b> Panorama Intervention data</p> <p>Cycle 6 ends: <b>June 25th</b> (for SDLT and Principal) Panorama</p>
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>	<ul style="list-style-type: none"> <li>• Number of students eligible for highly capable services</li> </ul>	<p>Cycle 1 ends: <b>Oct 11th</b> iReady and Delta</p> <p>Cycle 2 ends: <b>Dec 5th</b> Focus student classroom based assessments iReady usage</p> <p>Cycle 3 ends: <b>Feb 14th</b> iReady Delta(s)- Tier 2 post and Tier 1 TBD</p> <p>Cycle 4 ends: <b>April 3rd</b> iReady diagnostic for focus students? Focus student classroom based assessments iReady usage</p> <p>Cycle 5 ends: <b>May 22nd</b> Focus student classroom based assessments iReady usage</p> <p>Cycle 6 ends: <b>June 25th</b> (for SDLT and Principal) Math Data to review: iReady,</p>
<p>Minimum annual academic 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"> <li>• WaKIDS for Kindergarten</li> <li>• iReady Diagnostic</li> <li>• iReading Standards-based assessments?</li> <li>• Delta Screener</li> <li>• SBA scores for Grades 3-5</li> </ul>	<p>Cycle 1 ends: <b>Oct 11th</b> iReady and Delta</p> <p>Cycle 2 ends: <b>Dec 5th</b> Focus student classroom based assessments iReady usage</p> <p>Cycle 3 ends: <b>Feb 14th</b> iReady Delta(s)- Tier 2 post and Tier 1 TBD</p> <p>Cycle 4 ends: <b>April 3rd</b> iReady diagnostic for focus students? Focus student classroom based assessments iReady usage</p> <p>Cycle 5 ends: <b>May 22nd</b> Focus student classroom based assessments iReady usage</p> <p>Cycle 6 ends: <b>June 25th</b> (for SDLT and Principal) Math Data to review: iReady,</p>





		SBA, Delta Tier 2 data SEL Data to review: Panorama
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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at East Ridge we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- NSD PD that aligns to district SAP goals- 10 hours per year required for teachers
- East Ridge Staff Meeting PD
  - August PD for all staff: *Every Voice Every Day: Engaging every student every day in mathematics* (Math Genius Squad Webinar)
  - September PD: *3 Ways to Fit Everything in Your Math Block* (Math Genius Squad Course)
  - Learning and implementing instructional practices and strategies to engage students actively in their learning in order to support their focus and attention

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## COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- Updates on our strategic action plan goals and progress, as well as how families can be involved, will be shared at PTA General Meetings and school newsletters
- Family letters will be sent home at the beginning of each Mathematics Unit to help families understand what their child will be learning in the unit
- We will engage each family during the Fall conference window with information about their child's performance, progress, and also involve the family with goal setting for their child
- Families will be invited to participate in an individual survey in August
- We welcome parent and community involvement as volunteers in our classrooms, school, and PTA

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