



2024-25 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.

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 23-24 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 23-24 school year
- Conversations with families throughout the year in meetings about individual students as well as during school community events
- Experiential feedback collected at the 6/11 PTA General meeting after school SAP data was shared

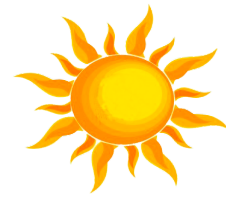
During the 24-25 school year, we plan to engage the community in the following ways:

- Individual family surveys conducted at the start of the year
- Feedback collected from community at Curriculum Nights in Fall 2024
- Collect experiential data at 1:1 family conferences during the Fall conference window
- Involving families in volunteer opportunities during "WIN" and other times
- Training and involving families in recess volunteer opportunities
- School newsletter updates
- Principal messages to focus student families via Parent Square
- We will engage families in an 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:

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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"> ● Identify or flag students who may have learning challenges and need further monitoring ● Inform educators about possible causes of student challenges ● Identify the focus of interventions ● Evaluate level of mastery or developing learning ● To confirm what students know and are able to do at a specific time ● Monitor progress and evaluate effectiveness of curriculum and/or interventions ● Make decisions about adjustments to instruction <p>Specifically, our school analyzed the following data to inform our SAP goals, measures, and strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> iReady Data <input type="checkbox"/> Delta Screener <input type="checkbox"/> SBA <input type="checkbox"/> Panorama <input type="checkbox"/> Discipline data <input type="checkbox"/> Attendance data 	<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"> <input type="checkbox"/> Teacher feedback <input type="checkbox"/> Observations of students <input type="checkbox"/> Student work samples <input type="checkbox"/> Panorama survey responses <input type="checkbox"/> Feedback on prior SAP goals and measures (staff and PTA) <input type="checkbox"/> Guidance team meeting notes <input type="checkbox"/> Family surveys 	<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"> <input type="checkbox"/> Administrator instructional walks <input type="checkbox"/> Grade-level team meetings <input type="checkbox"/> Guidance team meetings <input type="checkbox"/> Student interviews <input type="checkbox"/> Family conferences

Racial and Educational Justice:



[NSD Racial and Educational Justice Framework](#)

Our SDLT discussed the Racial and Educational Justice Framework and considered our qualitative and quantitative data. We selected the following focus areas for 24-25:

- **1B:** Students have awareness about how to advocate for their self and their peers

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
<p>4 out of 5 students who started the year three or more grade levels below in math did not meet 100% stretch growth goals</p> <p>12/16 students who started the year two or more grade levels below in math did not meet 100% stretch growth goals</p> <p>106/213 students who started the year one or more grade levels below in math did not meet 100% stretch growth</p>	<ul style="list-style-type: none"> ● Lack of full engagement and access to effective scaffolds and supports during Tier 1 instruction for some students ● Lack of systematic, responsive, targeted interventions delivered with fidelity. Limited WIN time for providing interventions for all that need them
<p>13% of students are not proficient in math based on I-Ready Data</p>	<ul style="list-style-type: none"> ● Lack of consistency with ongoing assessments to monitor student grasp of grade level standards ● Some students need to develop a positive mindset about persisting through challenges and about mathematics ● Staff are still developing a solid knowledge of content and pedagogy for mathematics ● Lack of foundational math skills learned during the pandemic (grade 5)
<p>Student proficiency in the geometry and measurement strands is lower than in other math strands</p>	<p>Slower pacing of other math units leads to less opportunities for students to learn this content deeply and to mastery</p>
<p>Teacher experiential data reports need for growth in engagement strategies for math. Panorama data shows the following:</p> <ul style="list-style-type: none"> ● Only 48% of students responded favorably to the statement, "How interesting do you find the things you 	<ul style="list-style-type: none"> ● Staff are still developing a solid knowledge of content and pedagogy for mathematics, including strategies for high levels of student agency and engagement

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<p>learn in school?"</p> <ul style="list-style-type: none"> • Only 53% of students responded favorably to the statement, "How hard to you try to get involved in discussions during class?" 	
<p>Only 50% of students responded positively to this statement on the Panorama survey:</p> <ul style="list-style-type: none"> • "How often are people disrespectful to others at your school?" <p>Family input included that students do not feel that all students are accountable for their actions at recess</p>	<ul style="list-style-type: none"> • Due to reduced school assistant staffing, we had 3 grade levels together at recess (~200 students) with only 2 supervisors. The lack of supervision support could contribute to students not having enough support for conflict resolution and problem solving
<p>Emotional Regulation data from Panorama:</p> <ul style="list-style-type: none"> • Only 57% of students responded favorably to the statement, "During the past week, how often did you feel worried?" • Only 46% of students responded favorably to the statement, "How often are you able to pull yourself out of a bad mood?" • Only 54% of students responded favorably to the statement, "Once you get upset, how often can you get yourself to relax?" • Only 44% of students responded favorably to the statement, "When things go wrong for you, how calm are you able to stay?" 	<ul style="list-style-type: none"> • Lack of robust, explicit Tier 1 and Tier 2 supports and resources for emotional regulation
<p>We have identified students who are at risk for either internalizing or externalizing behavior (or both)</p>	<p>Internalizing and externalizing behaviors interfere with a student's ability to successfully focus and attend in a way that supports their academic performance</p>

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.

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School Goals	Measure
<p>Goal 1 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>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p> <p>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>
<p>Goal 2 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>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health</p>
<p>Goal 3: 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>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>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</p>

Theory of Action, Instructional Practices & Equity Strategies

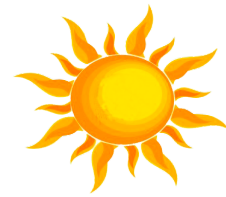
To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference 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

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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, as measured by I-Ready and Math Expressions assessments.

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 the state SEL standards, 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. If we name, qualify, and categorize student behavior, we can more successfully design targeted interventions that will lead to growth.

Objective

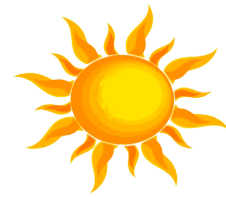
Between September and June, identified focus students will show growth in social, emotional, and behavior skills as measured by the BEISY, student surveys, and intervention data.

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
- SEL Instruction: *Second Step* Curriculum lessons to all students in K-5 and *Kelso's Choice* Curriculum lessons in grades K-2 (also supplement with *Everyday Speech and Panorama Resources*)
 - Consistent instruction on strategies for self-regulation

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- Embedding instruction for self-efficacy: focus, attention, and organization
 - Provide explicit instruction about problem solving, conflict resolution, and how to report problems: beginning of the school year, at the beginning of each semester, and with visual posters/charts around the school
 - We will focus on the state SEL standards 1-6 intentionally during the year, school-wide. This means that teachers will utilize the SEL curriculum and other resources, such as picture books, to teach lessons aligned to the standards and embed them into learning throughout the week/month. Our student leadership will participate in this work.
 - We will implement school-wide strategies for students at risk for a low sense of belonging in September and October.
 - Principal weekly video messages to students aligned to Goal 2
 - We will expand our "Recess Help Form" to be "Help Forms" to provide a confidential way for students to report problems and get support. The school counselor and teachers will explicitly teach students how to access and use these forms. Staff will follow up when forms are submitted.
 - 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. Our guidance team will meet with grade levels 2-3 times per year to support tiered interventions.
 - We will conduct 1:1 student interviews of focus students to learn more about their experience at East Ridge and their ideas about their needs.
 - We will begin student interviews as part of the Guidance Team process
 - We will engage the families of focus students through regular communication

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 and other grade level-based assessments.

Instructional Practices & Equity Strategies

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

- We will establish goals to focus learning on the most important standards at each grade level.
- We will commit to common pacing for Tier 1 instruction. We will focus on key standards for each math unit.
- 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

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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 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 30-45 minutes of I-Ready personalized math instruction each week. Teachers will monitor student use and pass rate on a regular basis.
- Grade-level teams will meet regularly to review student data, determine student needs and plan for interventions, and monitor progress.
- 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.
- 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

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.
- Provide scaffolds and supports to provide engaging access to Tier 1 instruction for each student
- Develop conceptual understanding through progression of concrete to representational to abstract.

OUR MEASUREMENTS OF PROGRESS

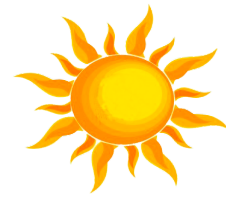
We will follow an equity transformation cycle of continuous improvement to measure our progress at least six times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect 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
GOAL 1: Success in the Early Years		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language ARTs and Mathematics by the end of grade 3.	WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined: <ul style="list-style-type: none"> • Delta Screeners • Fluency Screeners 	Cycle 1 ends: Mid-to-Late October Math Expressions Assessments Fluency screeners Delta screener I-Ready WA Kids

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	<ul style="list-style-type: none"> I-Ready standardized assessments 	Cycle 2 ends: Early February Intervention data on focus students i-Ready Math Expressions Assessments Delta screener
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	WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined: <ul style="list-style-type: none"> Delta Screeners Fluency Screeners I-Ready standardized assessments 	Cycle 3 ends: April Intervention data on focus students Math Expressions Assessments Cycle 4 ends: June Intervention data on focus students Math Expressions Assessments Delta screener i-Ready
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Student participation / engagement in opportunities such as: <ul style="list-style-type: none"> Student leadership Student service opportunities Panorama Data 	Cycle 1 ends: Mid-to-Late October BEISY Family survey info Grade level / Staff meetings Panorama Anecdotal data from teachers
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health	<ul style="list-style-type: none"> Fall Individual Family Surveys Panorama BEISY 1:1 interviews of focus students Input at family conferences WA Kids for K 	Cycle 2 ends: Early February Intervention data on focus students Parent conference info Student interview data Panorama data Grade level follow up Guidance Team meetings Anecdotal data from teachers Cycle 3 ends: April BEISY? Intervention data Panorama data Anecdotal data from teachers Grade Level meetings (Staff or GT) Cycle 4 ends: June Panorama Intervention data
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>	<p>WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined:</p> <ul style="list-style-type: none"> ● Delta Screeners ● Fluency Screeners ● I-Ready standardized assessments 	<p>Cycle 1 ends: Mid-to-Late October Math Expressions Assessments Fluency screeners Delta screener I-Ready WA Kids</p> <p>Cycle 2 ends: Early February Intervention data on focus students i-Ready Math Expressions Assessments Delta screener</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>	<p>WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined:</p> <ul style="list-style-type: none"> ● Delta Screeners ● Fluency Screeners ● I-Ready standardized assessments 	<p>Cycle 3 ends: April Intervention data on focus students Math Expressions Assessments</p> <p>Cycle 4 ends: June Intervention data on focus students Math Expressions Assessments Delta screener i-Ready</p>

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- 8 hours per year required for teachers (TBD)
- East Ridge Staff Meeting PD
- NSD Math PD for 4th/5th grade teachers from Shannon Kiebler
- Grade level PLC Collaboration

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 and how to support that learning at home

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- 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 family survey in August
 - Family information
 - Strengths and what is special about their child
 - Challenges their child is facing
 - What strategies work to support their child if they have big emotions
 - Goals and hopes for the year
 - What they are curious about or worried about for upcoming year
 - What they would like us to know about their family, routines, customs, culture, and traditions
 - How we can help their family feel welcomed and connected to our school
 - All staff will use Parent Square for two-way communication between home and school
 - We welcome parent and community involvement as volunteers in our classrooms, school, and PTA

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