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## 2025-26 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 24-25 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 24-25 school year
- Conversations with families throughout the year in meetings about individual students as well as during school community events
- Feedback collected via in-person survey at Curriculum Night 2024
- Family surveys from each family at the beginning of the 2024-25 school year.
- Connection with new families in the fall, after meeting with their child

During the 25-26 school year, we plan to engage the community in the following ways:

- Individual family surveys conducted at the start of the year
  - Who lives in your household? (names and relationship)
  - What is special about your child?
  - What are some challenges your child faces?
  - What signs does your child show when they are anxious or upset? What calms your child when they have big emotions?
  - What are some goals or hopes you have for your child this school year?
  - Is there anything you are curious or worried about for this school year?
  - What would you like us to know about your family's routines, traditions, customs, and culture?
  - How can we help your family feel a sense of belonging and connectedness with our school?

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- What communication method do you prefer for information about your child?
  - Is there anything else you would like us to know about your child or family?
- Reach out to each new family in grades K-5 by end of September to check in on their child and family's transition to East Ridge
- 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
- The principal will host Coffee with the Principal meetings with specific topics during the 2025-26 school year.
- Initiate partnerships with families of focus students in October
- Principal messages to focus student families via Parent Square
- We will engage families in an activity to build relationships during Curriculum Night
- We will work to improve language access for multilingual families
- We will partner with our PTA to host a Culture Night and a STEAM fair and other family events

#### 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></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>

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Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"><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"/> BEISY data</li><li><input type="checkbox"/> Discipline data</li><li><input type="checkbox"/> Attendance data</li></ul>		

### 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 25-26:

- **2B:** Students experience environments and opportunities that affirm their identities
  - Actions and strategies are listed under Goals 1&2
- We will focus on the following learning target during professional development: Design and implement daily routines and instructional strategies that affirm the diverse identities of each and every learner, based on collaboration with students, street data collection, and school climate data analysis.

#### 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
Overall math proficiency (89%) is not as high as reading proficiency (92%) according to i-Ready  Math growth is not as high as reading growth	<ul style="list-style-type: none"><li>• Lack of full engagement and access to effective scaffolds and supports during Tier 1 instruction for some students</li><li>• Lack of systematic, responsive, targeted interventions delivered with fidelity.</li></ul>

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Access or Outcome Gap	Root Cause
according to i-Ready	<p>Limited WIN time for providing interventions for all that need them</p> <ul style="list-style-type: none"><li>• Lack of consistency with ongoing assessments to monitor student grasp of grade level standards</li><li>• Some students need to develop a positive mindset about persisting through challenges and about mathematics</li><li>• Staff are still developing their knowledge of content and pedagogy for mathematics</li><li>• Staff are still developing their knowledge of content and pedagogy for mathematics, including strategies for high levels of student agency and engagement</li></ul>
<p>Emotional Regulation data from Panorama:</p> <ul style="list-style-type: none"><li>• Only 46% of students responded favorably to the question, "When things go wrong, how calm are you able to stay?"</li><li>• Only 49% of students responded favorably to the question, "When you get upset, how often do you stop and think before you act?"</li></ul>	<ul style="list-style-type: none"><li>• Continued need for explicit Tier 1 and Tier 2 supports and resources for emotional regulation</li></ul>
We have identified students who are at risk for either internalizing or externalizing behavior (or both), as measured by the BEISY screener	Internalizing and externalizing behaviors interfere with a student's ability to successfully focus and attend in a way that supports their academic performance

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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.

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School Goals	Measure
<b>Goal 1</b> Success in the Early Years  <i>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.</i>	Demonstrated growth for individual students in pre-kindergarten to grade 3 meeting criteria for social-emotional, physical and cognitive development, and self-regulation and attention skills
	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners  <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	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
<b>Goal 3:</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps  <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	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 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 we increase tiered interventions for identified focus students, we will see increased social, emotional and behavior growth, and that growth will also lead to growth in academic areas.

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### Objective

Between September and June, focus students will demonstrate growth in the social, emotional, or behavior area of need, as measured by the BEISY, student and teacher surveys, and intervention progress monitoring data. In addition, the percentage of focus students achieving and maintaining grade level in reading and math will increase, as measured by I-Ready and classroom-based assessments.

### Instructional Practices & Equity Strategies

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

- See Goal 2 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 and teacher surveys, and intervention progress monitoring data.

### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives. These are connected to the components in the NSD MTSS Study Guide :

- Identity-affirming and belonging practices
  - Focusing on these dimensions (from 10 Dimensions of Belonging) this year: Known, Needed, Invited, Involved
    - We will do lessons in grades 3-5 about these 4 dimensions and solicit feedback from students about their ideas about how students and adults at school can improve each student's sense of feeling known, needed, invited, and involved
    - We are starting a "families" program, led by 5th graders, to do activities in mixed aged groups to support our belonging, identity, and SEL standards work
- Proactive classroom strategies
  - Positive Greetings at the Door
  - Visual Schedule
  - Use of positive recognitions system: Sunshine Slips, positive office referrals
  - EMR - Establish. Maintain and Restore Strategies
    - 5 to 1

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- 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/REJ Content
    - SEL Instruction: *Second Step Curriculum* lessons to K-5 and *Kelso's Choice* lessons in grades K-2 (supplement with *Everyday Speech and Panorama Resources*)
      - Consistent instruction on strategies for self-regulation
      - Embedding instruction for self-efficacy: focus, attention, and organization
      - Provide explicit instruction about problem solving, conflict resolution, and how to report problems
    - We focus on the state SEL standards 1-6 and monthly REJ themes. 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.
    - Principal weekly video messages to students aligned to Goals 1 & 2 (including REJ content)
    - East Ridge Microaggressions resources
    - Our PBIS/REJ team will focus on the "Identity" theme in the Ethnic Studies Framework, integrating the learning targets into other parts of our school wide SEL/REJ work.
  - Systems and Structures
    - We will continue to use "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.
    - Principal weekly video messages to students aligned to Goals 1 & 2
  - Intervention
    - 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 engage the families of focus students through regular communication
    - 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 conduct student interviews as part of the Guidance Team process

### **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.



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### 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. These are connected to the components in the NSD MTSS Study Guide:

- Math Community
  - Implement the “first 10 days” from Math Genius Squad
  - Every student voice, every day
- Math Content
  - Math Expressions Quick Practices / Daily Routines 5 days per week
  - Focus on key standards for each math unit
- Instructional Practices
  - State the learning target in student friendly language at opportune time during the lesson
  - Facilitate meaningful mathematics discourse
  - Develop conceptual understanding through the progression of concrete→representational→abstract
  - Provide scaffolds and supports
  - Build in intentional reteaching plans/cycles for Tier 1 Instruction
- WIN Time for mathematics at least three days per week. Students will receive what they need during WIN, which could be:
  - Small-group intervention
  - Double dose of Tier 1 content
  - Enrichment
- Students complete 30 minutes (or certain # of lessons)per week of i-Ready personalized instruction
- Teamwork
  - Commit to common pacing for Tier 1 instruction
  - Establish goals to focus learning on the most important standards at each grade level.
  - Meet regularly to review student data, determine student needs, plan for intervention, and monitor progress

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## **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.

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Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
GOAL 2: Responsible, Resilient, Empathetic Learners		
Goal 1: Demonstrated growth for individual students in pre-kindergarten to grade 3 meeting criteria for social-emotional, physical and cognitive development, and self-regulation and attention skills	Student participation / engagement in opportunities such as: <ul style="list-style-type: none"><li>• Student leadership</li><li>• Student service opportunities</li><li>• Panorama Data</li><li>• Fall Individual Family Surveys</li><li>• Panorama</li><li>• BEISY</li><li>• 1:1 interviews of focus students</li><li>• Input at family conferences</li><li>• WA Kids for K</li><li>• i-Ready diagnostic data</li><li>• Math Unit assessments</li></ul>	Cycle 1: early/mid-October Cycle 2: Mid-December Cycle 3: Early February Cycle 4: Mid-April
Goal 1: Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3		
Goal 2: Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.		
Gaol 2: Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health		
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course	WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined: <ul style="list-style-type: none"><li>• Delta Screeners</li></ul>	Cycle 1: early/mid-October Cycle 2: Mid-December Cycle 3: Early February Cycle 4: Mid-April

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Measures	Metrics	Dates of Data Review
sequences and specialized programs.	<ul style="list-style-type: none"><li>• Fluency Screeners</li><li>• I-Ready standardized assessments</li></ul>	
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined: <ul style="list-style-type: none"><li>• Delta Screeners</li><li>• Fluency Screeners</li><li>• I-Ready standardized assessments</li></ul>	

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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- 8 hours per year required for teachers
  - 6 hours for MTSS
    - Learning Targets:
      - Team Driven Shared Leadership:
        - Together, we will apply our understanding of MTSS to guide team collaboration and examine our current leadership structures for effectiveness.
      - Data-Based Decision-Making:
        - As educators, we will use data collaboratively to inform and adjust our instruction and interventions in real time.
        - Together, we can analyze student data across systems to identify patterns and make responsive, informed decisions
      - Continuum of Supports
        - We can implement and monitor tiered interventions that align with student needs and instructional goals.
        - Together, we will analyze data to determine the right level and type of support for each student.
      - Evidenced-Based Practices
        - We can implement evidence-based instructional practices and reflect on how they support equitable student learning.

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- Together, we will analyze our instructional practices to ensure consistency and coherence across classrooms and grade levels.
  - 2 hours for REJ
    - Learning Target: Design and implement daily routines and instructional strategies that affirm the diverse identities of each and every learner, based on collaboration with students, student data collection, and school climate data analysis.
  - East Ridge Staff Meeting PD
  - NSD Math PD for 3rd grade teachers from Shannon Kiebler
  - Grade level PLC Collaboration
  - Strategic use of Certificated Inservice funds for professional development aligned to SAP

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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 Curriculum Night, principal coffees, PTA General Meetings and school newsletters
- Family letters will be sent home at the beginning of each Mathematics Unit and each *Second Step* Unit to help families understand what their child will be learning in the unit and how to support that learning at home
- 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!**