



READING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3

Grade 4

Grade 5

Overall: 57%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.8	47.2	32.1
Listening and Speaking	13.2	66.0	20.8
Writing	31.1	37.7	31.1
Research/Inquiry	24.5	52.8	22.6

Overall: 60%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.2	42.4	36.5
Listening and Speaking	11.8	61.2	27.1
Writing	16.5	52.9	30.6
Research/Inquiry	15.3	51.8	32.9

Overall: 62.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	26.6	30.9	42.6
Listening and Speaking	10.6	53.2	36.2
Writing	23.4	35.1	41.5
Research/Inquiry	12.8	48.9	38.3

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3 3.3	<ul style="list-style-type: none"> Implement high leverage instructional strategies across the content areas to cultivate a culture of deeper comprehension of text: <ul style="list-style-type: none"> Close reading Writing from sources GLAD strategies to promote literary text targets (key details, central ideas, analysis within or across texts, text structures and features, word meanings) 	<ul style="list-style-type: none"> Assessment data—Good Habits, Great Readers (GHGR) checkpoints, SBA interim assessments, District Reading Assessment (DRA2), AR reports (participation and success rates)
1.2 1.3 3.3	<ul style="list-style-type: none"> Implement and analyze GHGR checkpoints with Professional Learning Communities (PLCs) to analyze results to guide instruction and develop an intervention and enrichment plan 	<ul style="list-style-type: none"> Assessment data (GHGR checkpoints) Gradebook Pro data
1.1 1.2 1.3	<ul style="list-style-type: none"> Use backwards design model to unpack unit assessments (standards and vocabulary) 	<ul style="list-style-type: none"> District GHGR checkpoints Backwards design equity targets

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.1 1.2 1.3	<ul style="list-style-type: none"> Implement instruction for phonemic awareness, letters, and sounds (Kindergarten) 	<ul style="list-style-type: none"> Kindergarten Assessment Resource Kit (KARK) phonemic awareness, letter and sounds data (K)
1.2 1.3	<ul style="list-style-type: none"> Plan for regroup and reteach of concepts following common assessments (reteaching/enrichment time in master schedule) 	<ul style="list-style-type: none"> Gradebook Pro data Assessment data—GHGR checkpoints, SBA interim assessments, AR Pre-, post-, and re-assessment comparative data
1.3.a	<ul style="list-style-type: none"> Continue to implement balanced reading approach with district curriculum/ supplemental resources <ul style="list-style-type: none"> Teacher participation in guided reading lesson study (Jan Richardson) 	<ul style="list-style-type: none"> Administrative-facilitated Learning Improvement Friday (LIF) notes (student engagement in literacy centers/daily 5 tasks)
1.3	<ul style="list-style-type: none"> Strengthen the culture of reading at View Ridge 	<ul style="list-style-type: none"> Accelerated Reader (AR) data Raz-kids Common DRA goal-setting sheets Summer reading challenge--participation rates, percentage of students meeting goal Boys only reading participation rates

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 57%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 60%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	20.8	47.2	32.1	Reading	21.2	42.4	36.5	Reading	26.6	30.9	42.6
Listening and Speaking	13.2	66.0	20.8	Listening and Speaking	11.8	61.2	27.1	Listening and Speaking	10.6	53.2	36.2
Writing	31.1	37.7	31.1	Writing	16.5	52.9	30.6	Writing	23.4	35.1	41.5
Research/Inquiry	24.5	52.8	22.6	Research/Inquiry	15.3	51.8	32.9	Research/Inquiry	12.8	48.9	38.3

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3 3.3	<ul style="list-style-type: none"> Implement high leverage instructional strategies across content areas to cultivate a culture of deeper understanding of the writing process. <ul style="list-style-type: none"> Peer editing Conferencing with students: goal-setting Writing from Sources GLAD strategies to help promote academic vocabulary 	<ul style="list-style-type: none"> Embedded assessments (DMA for grades K-2) Writing assessments for Narrative, Opinion, and Informative/Explanatory types of writing Journaling in science/math/cross-content areas SBA Interim data, SBA data
2.2.a 2.3 3.2 3.3	<ul style="list-style-type: none"> Collaboratively plan and implement tasks and instructional strategies that promote a deeper understanding of writing within PLC/Writing Cadre model. 	<ul style="list-style-type: none"> Rubrics/checklists: appropriate to grade level Use of DMA writing organizers Administrative-facilitated LIF notes highlighting backwards design and integration of writing among other content areas
1.2 1.3	<ul style="list-style-type: none"> Promote authentic publishing and presentation of student writing to increase overall volume and culture of writing. 	<ul style="list-style-type: none"> Student participation in PTA Reflections Student submissions for morning announcements, Viking Pride assembly scripts Author celebrations

MATH ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 50%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 58.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	27.4	39.6	33.0	Concepts and Procedures	20.2	41.7	38.1	Concepts and Procedures	29.5	28.4	42.1
Problem Solving and Modeling & Data Analysis	30.2	43.4	26.4	Problem Solving and Modeling & Data Analysis	14.3	50.0	35.7	Problem Solving and Modeling & Data Analysis	20.0	44.2	35.8
Communicating Reasoning	17.9	51.9	30.2	Communicating Reasoning	10.7	58.3	31.0	Communicating Reasoning	16.8	55.8	27.4

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3 3.3	<ul style="list-style-type: none"> Implement mathematical goals and learning targets aligned to the Eight CCSS mathematical practices as a foundation within the district adopted enVision units 	<ul style="list-style-type: none"> End of topic assessments Interim SBA blocks
2.2.a 2.3 3.2 3.3	<ul style="list-style-type: none"> Collaboratively plan and implement tasks and instructional strategies that promote reasoning and problem solving skills in a PLC/Cadre model 	<ul style="list-style-type: none"> End of topic assessments Interim SBA blocks
1.2 1.3 3.3	<ul style="list-style-type: none"> Implement high leverage instructional strategies to cultivate a culture of deeper foundational mathematical understanding and problem solving using the following instructional strategies: <ul style="list-style-type: none"> Fact fluency Number talks GLAD strategies to help promote academic vocabulary 	<ul style="list-style-type: none"> Administrative-facilitated LIF notes that show assessment unpacking and backwards planning End of topic assessments Gradebook data for common assessments <ul style="list-style-type: none"> Equity targets met for Hispanic students, low-income students, and ELs.
1.2 1.3 3.3	<ul style="list-style-type: none"> Initiate common formative assessments and meet as PLCs to analyze results to guide instruction and develop an intervention and enrichment plan 	<ul style="list-style-type: none"> Formative assessment data (End of topic, SBA Interims, Gradebook data) Retest/retake end of unit topic assessments Administrative-facilitated LIF notes highlighting reteaching, enrichment, and regrouping of students

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

2015-16 MSP Results

5th Grade

Overall: 75%	Strand % Perf. Below	Strand % Perf. Similar
Systems	28.4	71.6
Inquiry	26.3	73.7
Application of Science	28.4	71.6
Domains	27.4	72.6

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.1 1.2 1.3	<ul style="list-style-type: none"> Implement high leverage strategies of accountable talk and the use of academic vocabulary to increase student understanding of science content 	<ul style="list-style-type: none"> Notebook evidence that will include labeled diagrams, written explanations, and academic vocabulary from discussions
1.2 1.3	<ul style="list-style-type: none"> Integrate science and STEM in other content areas <ul style="list-style-type: none"> Writing from sources Utilize GLAD and close reading strategies 	<ul style="list-style-type: none"> Use of school community garden plot STEM Innovation Expo Student Participation G5 assessment data and practice assessment data (MSP) K-1 observation journal notes supported with labeled diagrams 2-3 observation journal notes supported with labeled diagrams and/or written explanations 4-5 observation journal notes supported with labeled diagrams, written explanations, and/or collected data as evidence to support a specific claim
1.2 1.3	<ul style="list-style-type: none"> Increase Next Generation Science Standards (NGSS) training professional development 	<ul style="list-style-type: none"> Staff attendance @ NGSS presentation STEM Cadre meeting notes/agendas PLC meeting notes/LIF notes highlighting backwards design and assessment data analysis

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Strong partnerships with families are vital to the learning, growth, and well-being of our students. These partnerships are most meaningful and effective when they are based upon mutual respect, open dialogue, trust, and a shared concern for our students. We welcome parents and families into our school community in a manner that enhances the educational environment for every student.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.1	<ul style="list-style-type: none"> Increase View Ridge's Natural Leaders, neighborhood partners, and PTA members 	<ul style="list-style-type: none"> Enrollment in Natural Leaders compared to 2015-2016 Membership in PTA compared to 2015-2016 Attendance at meetings <ul style="list-style-type: none"> Neighborhood partnership data for at least two projects
5.1	<ul style="list-style-type: none"> Continue a strong partnership with PTA 	<ul style="list-style-type: none"> Back-to-school-BBQ participation (baseline data) Walkathon fundraiser (compared to 2015-2016) Moms and Muffins/Dads with Donuts (baseline data) Grants (compared to 2015-2016) Afterschool enrichment calendar (compared to 2015-2016) Evening events (Carnival, Movie nights) (compared to 2015-2016)
5.1	<ul style="list-style-type: none"> Continue to implement and grow our WatchDOG Program 	<ul style="list-style-type: none"> Number of family male figures enrolled as a WatchDOG (compared to 2015-2016) Participation rate of WatchDOGS (compared to 2015-2016)
5.3.a	<ul style="list-style-type: none"> Provide monthly newsletters to families and post along with updates on the school website 	<ul style="list-style-type: none"> Communication CEE data Website analytics
5.1.a	<ul style="list-style-type: none"> Work with Operation School Bell to ensure students have the materials and resources needed to be prepared for school 	<ul style="list-style-type: none"> Number of backpacks/supply packs given (baseline data) Number of family referrals (baseline data) School Bell data (baseline data)
5.3.a 5.2.b	<ul style="list-style-type: none"> Promote strategies for supporting student learning, family wellness, and parenting tips to families at Summer FUNdamentals Night (call-back for Certificated Staff) 	<ul style="list-style-type: none"> Attendance (compared to 2015-2016) Exit ticket responses (compared to 2015-2016)
5.1.a	<ul style="list-style-type: none"> Schedule community visits (field trips) to retirement/church/businesses 	<ul style="list-style-type: none"> Field trip schedule (baseline data) Exit ticket feedback (baseline data)

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

Our staff at View Ridge places value and importance upon creating a school community culture that is positive, inclusive, safe, fair, and respectful and that also promotes healthy relationships and equitable practices among all stakeholders—staff, students, families, and the greater community.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
3.4.a	<ul style="list-style-type: none"> • Promote a welcoming environment in our school-wide messages and actions: <ul style="list-style-type: none"> ○ Invite parents to Viking Pride assemblies ○ Music at Viking Pride assemblies ○ Student-led morning announcements ○ Integrate student's home culture and language into each assembly 	<ul style="list-style-type: none"> • Family attendance data at assemblies (baseline data) • Assembly program scripts • CEE survey data (compared to 2015-2016) • Student survey about Viking Pride (baseline data) • View Ridge's own vision and mission statement
3.4.a	<ul style="list-style-type: none"> • Everyone greeted with a smile and kindness, compassion, and empathy <ul style="list-style-type: none"> ○ Music/High-fives at drop-off ○ Specialists greet students in the halls in the morning 	<ul style="list-style-type: none"> • Random/systemic surveys of parents and guest teachers • CEE survey data (compared to 2015-2016)
5.1.a	<ul style="list-style-type: none"> • Provide monthly meetings for Natural Leaders and PTA 	<ul style="list-style-type: none"> • Attendance data compared to 2015-2016 • Feedback forms
5.1	<ul style="list-style-type: none"> • Provide interpreters and support staff at each family event 	<ul style="list-style-type: none"> • Number of families attending the events and utilizing the interpreters (baseline data)

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
3.4.a	<ul style="list-style-type: none"> • Promote cross-grade level Viking family groups 	<ul style="list-style-type: none"> • Number of student participants • Student engagement surveys
3.4.a	<ul style="list-style-type: none"> • Embrace positive discipline and restorative justice culture 	<ul style="list-style-type: none"> • Discipline data (SWIS)
3.4.b	<ul style="list-style-type: none"> • Convene regular School Safety Committee meetings to discuss and act on building, student and staff safety issues 	<ul style="list-style-type: none"> • School Safety Committee agendas and minutes

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
3.3	<ul style="list-style-type: none"> Engage staff/colleagues in work toward a more trauma sensitive/compassionate school and implement social emotional learning practices 	<ul style="list-style-type: none"> SEL/CAST data spreadsheet Staff feedback data
3.4.a	<ul style="list-style-type: none"> Promote healthier lunchroom culture to ensure students are safe, cared for, and celebrated <ul style="list-style-type: none"> "Food focus" time (books, music, media clips) Lunch announcements/celebrations 	<ul style="list-style-type: none"> Monthly student "exit tickets" Discipline data/referrals during lunches
3.4.a	<ul style="list-style-type: none"> Promote Above the Line responsibilities and anti-bullying expectations <ul style="list-style-type: none"> Counselor's lessons using Steps to Respect, Peer Mediators, Kelso 	<ul style="list-style-type: none"> Discipline data (SWIS) Restorative Justice plans (Fix It plans) Student survey data Monthly count of Viking Hero and Scholar recognitions to students and posted on the student character trait recognition wall

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2.a	<ul style="list-style-type: none"> Ensure more students from diverse backgrounds (ELL, SES, ethnically and racially diverse) complete highly capable referral process 	<ul style="list-style-type: none"> Number of highly capable referrals at each grade level Subgroup data for highly capable referrals
1.2 1.3	<ul style="list-style-type: none"> Create intervention plans for individual students in order to meet our annual equity targets for each student subgroup 	<ul style="list-style-type: none"> CAST meeting notes SIT meeting notes SBA Interims and SBA Summative data
1.1 1.3	<ul style="list-style-type: none"> Increase field trips for students that incorporate STEM 	<ul style="list-style-type: none"> Number of STEM related field trips
1.2 1.3	<ul style="list-style-type: none"> Strengthen LEGO Robotics club for intermediate students 	<ul style="list-style-type: none"> LEGO Club participation in competitions
1.2 1.3	<ul style="list-style-type: none"> Continue to implement academic intervention system ELL, Imagine Learning (IL) and LAP STEER (Stay to Enjoy Extra Reading) programs to support student learning 	<ul style="list-style-type: none"> Attendance at IL and STEER Attendance at Summer School

ATTENDANCE

Key Performance Outcome(s):

Regular and on-time attendance is vital to ensuring the overall success of our students. It is our aim that students enjoy school and want to come every day—therefore, our goal is to have attendance rates for all our students at 100%. We will work with families to ensure their children attend daily and will target specific families with appropriate interventions and supports, in accordance with district policies and procedures, when concerns about attendance arise.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.1.a	<ul style="list-style-type: none"> Implement school-wide recognition program as an attendance incentive 	<ul style="list-style-type: none"> Recognition data from Viking Pride assemblies
5.1.a	<ul style="list-style-type: none"> Stress the importance of consistent, on-time attendance with students and families 	<ul style="list-style-type: none"> Principal's newsletter PTA newsletter and meeting minutes Attendance data (baseline)
5.1.a	<ul style="list-style-type: none"> Support scholarships for after-school programs for at-risk students 	<ul style="list-style-type: none"> Number of students receiving scholarships Communicating scholarship availability and process
5.1.a	<ul style="list-style-type: none"> Communicate regularly with district attendance coordinator to address persistent attendance issues 	<ul style="list-style-type: none"> Attendance data (baseline)
5.1.a	<ul style="list-style-type: none"> Meet regularly with counselor, attendance clerk, and administrator to monitor attendance, track trends and address concerns 	<ul style="list-style-type: none"> Attendance data (baseline)

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

At View Ridge, students use technology not just during their Technology Specialist time, but within all content areas. It is our target for 100 percent of our students to access technology in order to collaborate, communicate, generate innovative ideas, investigate and solve problems. It is also crucial that our students demonstrate a clear understanding of their role as digital citizens through teaching and learning opportunities centered around technology systems and operations and safe, legal, and ethical practices.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3	<ul style="list-style-type: none"> Integrate Google Classroom and other online classroom tools (OneNote, Discovery Ed classroom) in our intermediate classrooms to share information and manage assignments and learning resources. 	<ul style="list-style-type: none"> Number of students accessing online classroom tools (Google Classroom, One Note, Discovery Ed)
1.1 1.2 1.3	<ul style="list-style-type: none"> Utilize technology to allow students to collaboratively compose and publish written work 	<ul style="list-style-type: none"> Composed and published collaborative work through the use of technology for 100% of students
1.2	<ul style="list-style-type: none"> Implement Keyboarding Without Tears (KWT) on Chromebooks on a monthly basis for grades 3-5 	<ul style="list-style-type: none"> KWT assessment data (baseline)
2.1 2.3	<ul style="list-style-type: none"> Utilize HP Elite x2 devices and OneNote/Google Classroom for collaborative planning in PLCs. 	<ul style="list-style-type: none"> PLC meeting notes/LIF notes
1.2	<ul style="list-style-type: none"> Implementation of digital citizenship lessons for all students. 	<ul style="list-style-type: none"> Gradebook Pro Data PLC meeting notes/ LIF notes