

ELA ACTION PLAN	
Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Maximize instructional time for Tier 1 instruction by creating specific instructional blocks for foundational skills/word study, flexible targeted small groups, and shared reading. 	<ul style="list-style-type: none"> Formative Assessments (Reach End of Unit Assessments and Writing Foundations Benchmarks) iReady diagnostic scores & iReady instructional data (lessons passed, time on task) SBA Interim Assessment Blocks and Summative Assessment data
<ul style="list-style-type: none"> Strengthen routines and expectations for flexible targeted small groups to be timelier and more responsive to specific student learning goals/needs. 	<ul style="list-style-type: none"> Oral Reading Fluency (ORF) & Random Automatized Naming (RAN) Formative Assessments (Reach End of Unit Assessments and Writing Foundations Benchmarks) Kindergarten Assessment Resource Kit (KARK) iReady diagnostic scores & instructional data (lessons passed) SBA Interim Assessment Blocks and Summative Assessment data WIDA data
<ul style="list-style-type: none"> Define common formative assessments and checkpoints within each unit of study. Prioritize students not meeting standard to intensify small group instruction/intervention. 	<ul style="list-style-type: none"> Formative Assessments (Reach End of Unit Assessments and (3-5) IABs) iReady diagnostic scores & iReady instructional data (lessons passed, time on task) Imagine Language and Literacy (IL&L) data WIDA data Tier 2 (and Tier 3) action plans
<ul style="list-style-type: none"> Increase student engagement in independent reading (choosing a variety of genres/books, building reading stamina, joy of reading, reading as a habit) through implementation of accountability systems, reading progress tracking, goal setting, and acknowledgement. 	<ul style="list-style-type: none"> iReady diagnostic scores & iReady instructional data (lessons passed, time on task) Library circulation rates School Passport Program participation

Writing Action Item (Actions that improve performance towards outcomes) • What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Continue to strengthen vertical alignment of Tier 1 writing instruction utilizing common strategies (songs/chants, daily writing routines) and writing rubrics (3-5)/benchmarks (K-2). 	<ul style="list-style-type: none"> BFTL Benchmarks for writing (K-2)/District writing foundations benchmark assessments (3-5) 3-5 SBA Writing Interim Assessment Block (IAB) data
<ul style="list-style-type: none"> Maximize instructional time for Tier 1 writing instruction by consistently prioritizing regular writing instruction, both process writes and daily writing, utilizing David Matteson (DMA) units of writing, District created units on Canvas, and cross-curricular writing. 	<ul style="list-style-type: none"> BFTL Benchmarks for writing (K-2)/District writing foundations benchmark assessments (3-5) 3-5 SBA Writing Interim Assessment Block (IAB) data
<ul style="list-style-type: none"> Define common formative assessments and checkpoints within each unit of study. Prioritize students not meeting standard to intensify small group instruction/intervention. 	<ul style="list-style-type: none"> BFTL Benchmarks for writing (K-2)/District writing foundations benchmark assessments (3-5) 3-5 SBA Writing Interim Assessment Block (IAB) data Tier 2 (and Tier 3) action plans WIDA data

MATH ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.	
Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Maximize instructional minutes in mathematics through implementation of high leverage Tier 1 instructional strategies (MLRs, BTC practices, engagement strategies) 	<ul style="list-style-type: none"> Illustrative Math (IM) End of Unit Assessments SBA and IAB Math Results K-5 i-Ready Diagnostic Results KARK Assessment i-Ready lesson pass rates
<ul style="list-style-type: none"> Target Math Language Routines (MLR's) and Guided Language Acquisition Design (GLAD) strategies to build students' mathematical reasoning and academic vocabulary. 	<ul style="list-style-type: none"> Illustrative Math End of Unit Assessments SBA and IAB Math Results
<ul style="list-style-type: none"> Define common formative assessments and checkpoints within each unit of study. Prioritize students not meeting standard to intensify small group instruction/intervention. 	<ul style="list-style-type: none"> IM Cool Down Data Illustrative Math End of Unit Assessments SBA and IAB Math Results K-5 i-Ready Diagnostic Results KARK Assessment i-Ready lesson pass rate iReady skill progress monitoring

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) in science by 2027.	
Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> • Provide opportunities for staff to calibrate scoring using the rubrics 	<ul style="list-style-type: none"> • Next Generation Science Standards (NGSS)/district science assessments • WCAS practice assessments • WCAS performance tasks
<ul style="list-style-type: none"> • Allow students multiple modes to demonstrate knowledge by introducing 2 new GLAD strategies during the 24-25 school year (Pictorial, Narrative input chart, chant, posters, oral report, demonstration, CCD, etc.) 	<ul style="list-style-type: none"> • Assessment data (formative and summative) • Performance based evidence • Performance Matters data • Grade 5 WCAS data • Grade 5 WCAS practice tests • Science rubrics

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

Key Performance Outcome(s):

Welcoming Culture: 90% or more of families will report positively on the characteristics of high performing schools (Panorama data) in the areas of collaboration and communication, supportive learning environment, effective leadership, and parent and community involvement.

Physical, Emotional and Intellectual Safety: 90% or more of families will report positively on the characteristics of high performing schools (Panorama data) including clear and shared focus, engagement, high standards and expectations, and monitoring of teaching and learning.

Equitable and Accessible Opportunities: 77% of English Learner (EL) students will be on track to transition out of services within six years by 2027.

Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of of actions)

What is the measure of student learning that would predict strand level proficiency performance on the SBA?

Welcoming Culture

<ul style="list-style-type: none"> Create a supportive learning environment for all students, starting at the beginning of the day so that each student is greeted a minimum of 3 times before getting into the classroom. 	<ul style="list-style-type: none"> Panorama survey data (staff, student, family) Panorama Social Emotional Learning (SEL) data for sense of belonging Fifth Grade Leaders participation/ambassadors
<ul style="list-style-type: none"> Reflect and empower students throughout our school initiatives and environment by providing opportunities to share their work/voice in the halls, on morning announcements, school events, at our assemblies, and in the classroom to build their sense of belonging and our community. 	<ul style="list-style-type: none"> Panorama survey data (staff, student, family) Panorama Social Emotional Learning (SEL) data for sense of belonging Fifth Grade Leaders participation/ambassadors Library Titlewave report (growth in percentage of diverse books) Parent sign-in lists

Physically, Emotionally, and Intellectually Safe Environment

<ul style="list-style-type: none"> Increase the effectiveness of Positive Behavior Intervention Supports (PBIS) through protocols to promote and uphold the school value of respect, utilizing tools such as our Viking Values Matrix, Behavior Flow Chart, Viking cards, and common language (teachers, paras, specialists, classroom, playground, etc.). 	<ul style="list-style-type: none"> Panorama survey data (staff, student, family) Panorama Social Emotional Learning (SEL) data
<ul style="list-style-type: none"> Offer ongoing professional development focused on supporting learners with Tier 2 or Tier 3 behavioral or social-emotional needs. These sessions will provide teachers and staff with strategies and resources to effectively differentiate instruction and meet the diverse learning needs present in the classroom. 	<ul style="list-style-type: none"> Panorama survey data (staff, student, family) Panorama Social Emotional Learning (SEL) data Issues & referrals data

<ul style="list-style-type: none"> Integrate social-emotional learning principles into daily class meetings/instruction including Recognizing Understanding Labeling Expressing Regulating emotions (RULER) and Second Step. 	<ul style="list-style-type: none"> Strategies and visuals posted throughout our school building and classrooms Panorama Social Emotional Learning (SEL) data for safety and emotional regulation
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> Provide a variety of instructional supports and opportunities to Multilingual Learners (MLs) to promote access and growth including math after school programs, before school Imagine Language and Literacy (IL&L) program, aligned and rigorous push-in support, and more frequent data chats/goal-setting strategies. 	<ul style="list-style-type: none"> Percentage of students progressing (WIDA data grows) WIDA growth rates and data IReady growth and diagnostic achievement data IL&L benchmark data
<ul style="list-style-type: none"> Plan and implement math and reading push-in intervention support aligned to essential learning targets for students who have not performed at grade level standard, promoting teacher-driven Tier 2 and Tier 3 intervention cycles. 	<ul style="list-style-type: none"> IReady growth and diagnostic achievement data Progress monitoring data (iReady, Running Records, CICO data, etc.) aligned to student action plans SBA data
<ul style="list-style-type: none"> Leverage the leadership moves of our Equity Team to further promote DEI professional learning and school-wide learning. Include monthly focus, morning announcement, and staff professional learning options. 	<ul style="list-style-type: none"> Panorama survey data and growth in areas of Equity and Belonging

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"> Strengthen family partnerships/engagement and two-way communication to increase school attendance. For example, organize family workshops for families to educate parents on the importance of regular school attendance, establish a system for frequent communication with parents and staff about their student's attendance (especially for Tier 2/3), and hold monthly meetings with the Attendance Team to review attendance data and discuss strategies for improvement. 	<ul style="list-style-type: none"> Schoolwide attendance rate by month Comparative attendance rates of students who have missed 10% of school days month by month Parent contact log Schoolwide absences and rate by month
<ul style="list-style-type: none"> Reduce absences as well as tardies through clear Tier 1 expectations, goal setting, and incentives including monthly brag tags, classroom attendance wheel tracker, and monthly focus at school-wide assemblies. 	<ul style="list-style-type: none"> Number of students and classes participating in incentive programs Monthly attendance rates of students
<ul style="list-style-type: none"> Strengthen Tier 2 strategies using VIKING Attendance Tracker system to create goals and incentives for students with 7 or more absences to improve monitoring and communication. 	<ul style="list-style-type: none"> Number of students and classes participating in incentive programs Monthly attendance rates of students Growth data for attendance rates for students at risk of being chronically absent.
<ul style="list-style-type: none"> Expand Tier 3 intensive interventions with social worker and counselor for chronically absent students to address any underlying issues for students and to develop personalized attendance improvement plans for individuals. 	<ul style="list-style-type: none"> Schoolwide attendance rates Comparative attendance rates of students who have missed 10% of school days month by month Parent contact log Number of home visits Growth data for attendance rates of chronically absent students

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

100% of our students to access technology in order to collaborate, communicate, generate innovative ideas, investigate and solve problems.

Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> • Increase opportunities for Professional Development to build collective efficacy around integrating technology experiences for students that are engaging, standards-based, and go beyond substitution in the Substitution, Augmentation, Modification, Redefinition (SAMR) model. 	<ul style="list-style-type: none"> • 100% of students accessing and use technology such as Chromebooks to create/publish/improve learning
<ul style="list-style-type: none"> • Increase use of assessment and collaboration tools among PLCs to enhance ongoing monitoring of student learning and growth and informing next steps for instruction. 	<ul style="list-style-type: none"> • Performance Matters data/baseball cards • Insight analytics for common assessments • i-Ready data day minutes/notes
<ul style="list-style-type: none"> • Enhance use of district technology tools and resources to increase access and engagement of student-driven learning (Interactive Panel; Front Row Juno, Chromebooks, student platforms). 	<ul style="list-style-type: none"> • 100% of students accessing and use technology such as Chromebooks to create/publish/improve learning • 100% of students accessing Panel and Front Row Juno devices

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

90% or more of families, students, and staff will report positively on the characteristics of high performing schools (Panorama data) in the areas of collaboration and communication, parent and community involvement.

Family Partnerships Action Items 23-24

(Actions that improve performance towards outcomes)

What are you going to do?

- Increase the number of opportunities to connect with families and among families (Family game nights, multicultural night, monthly reading night, etc.) Integrate SEL and enrichment activities into traditionally informational events.
- Partner with parents to contribute to the culture, climate, systems, and instruction at View Ridge to support student learning. (Art docent program, Garden, Watch Dads of Great Students (D.O.G.S.), special guests, Parent Teacher Association (PTA) joint Events).
- Increase participation of traditionally underrepresented families in school partnerships, events, and communications. Specifically, strengthen Natural Leaders parent engagement program to improve parent representation at school events with a focus greater focus on equitable outcomes.

Family Partnerships Action Items 24-25

(Actions that improve performance towards outcomes)

What are you going to do?

- Number of events
- Number of participants at events (staff, students, families).
- School and PTA Facebook, Peach Jar, View Ridge Website, and Blackboard Connect artifacts and communications
- Participation rates distribution of parents
- Number of trained and approved volunteers
- Staff participation in school and PTA Events
- Panorama data increases in family engagement
- Increased participation during Multicultural Night
- Increase participation in Natural Leaders program and number of events