

READING ACTION PLAN
Key Performance Outcome:
2017-18 SBA Results

The target for the 2018-19 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: 68.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	16.3	41.3	42.4
Listening and Speaking	13.0	55.4	31.5
Writing	18.5	47.8	33.7
Research/Inquiry	16.3	38.0	45.7

Overall: 63.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	13.9	43.6	42.6
Listening and Speaking	4.0	64.4	31.7
Writing	20.8	49.5	29.7
Research/Inquiry	14.9	48.5	36.6

Overall: 65.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	16.3	42.9	40.8
Listening and Speaking	17.3	57.1	25.5
Writing	18.4	45.9	35.7
Research/Inquiry	13.3	38.8	48.0

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.1 1.2 1.3	<ul style="list-style-type: none"> Develop teacher clarity through collaboratively planning and implementing the REACH for Reading curriculum using a backward design model guided by district calendars and maps; clearly communicate learning intentions to students (Common Core Standards) resulting in student clarity of their learning 	<ul style="list-style-type: none"> Developmental Reading Assessment (DRA) assessment scores Interim Assessment Block (IAB) data iReady lesson results <i>Reach for Reading</i> formative assessments
1.2 1.3	<ul style="list-style-type: none"> Engage students using high impact instructional strategies to acquire a deeper level of reading comprehension specifically in the area of evidence-based understanding <ul style="list-style-type: none"> Close Reading Student discussion and questioning Concept mapping RACE evidence-based response 	<ul style="list-style-type: none"> Accelerated Reader data (Grades 1-5) DRA Goals (Grades K-2) Kindergarten sight word tracker Interim SBA data iReady data report on progress Student conference data

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.1 1.2 1.3 3.2 3.3	<ul style="list-style-type: none"> Implement formative assessments and provide timely feedback and goal-setting opportunities to inform instruction (including students setting and monitoring AR goals, DRA goal setting, IAB data conferences, DRA Progress Monitoring) 	<ul style="list-style-type: none"> Interim IAB data DRA2 data KARK data iReady data REACH for Reading assessment data
1.1 1.2 1.3	<ul style="list-style-type: none"> Provide Response To Intervention (RTI) based on the results of formative and summative assessments in a small-group guided reading model providing re-teaching and enrichment experiences (LAP, EL) 	<ul style="list-style-type: none"> Equity target achievement data Extended day pre and post data (iReady) Summer reading participation rates
1.3 2.1	<ul style="list-style-type: none"> Strengthen the culture of reading and widen student reading through the setting and monitoring of independent reading goals using Accelerated Reader 	<ul style="list-style-type: none"> AR assessments Summer reading participation rates Library circulation rates

WRITING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 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: 68.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 65.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	16.3	41.3	42.4	Reading	13.9	43.6	42.6	Reading	16.3	42.9	40.8
Listening and Speaking	13.0	55.4	31.5	Listening and Speaking	4.0	64.4	31.7	Listening and Speaking	17.3	57.1	25.5
Writing	18.5	47.8	33.7	Writing	20.8	49.5	29.7	Writing	18.4	45.9	35.7
Research/Inquiry	16.3	38.0	45.7	Research/Inquiry	14.9	48.5	36.6	Research/Inquiry	13.3	38.8	48.0

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.1 1.2 1.3	<ul style="list-style-type: none"> Develop teacher clarity through collaboratively planning and implementing BFTL/ unit process writing projects (Narrative, Informational and Opinion) using a backward design model, and communicating learning intentions (Common Core Standards) resulting in student clarity 	<ul style="list-style-type: none"> Writing assessments for narrative, opinion, and informative/explanatory writing Interim Assessment Block (IAB) <i>Reach for Reading</i> formative assessments DMA benchmarks for writing Journaling in cross-content areas and/or power writes
1.2 1.3	<ul style="list-style-type: none"> Utilize common K-5 writing vocabulary, editing, revising, and graphic organizers to support consistent process writing expectations <ul style="list-style-type: none"> CUPS ARMS Boxes/folded paper organizers 	<ul style="list-style-type: none"> REACH for Reading unit assessment Interim SBA data Graded writing rubrics
1.1 1.2 1.3 3.2 3.3	<ul style="list-style-type: none"> Implement frequent formative assessments and provide timely feedback and goal setting opportunities to inform continuous instruction using grade level writing rubrics 	<ul style="list-style-type: none"> Response/power write journal grades Common gradebook data based on writing rubrics
1.2 1.3 3.3	<ul style="list-style-type: none"> Engage students using high-impact instructional strategies: <ul style="list-style-type: none"> Power Write RACE- Text based evidence response 	<ul style="list-style-type: none"> Writing assessments for narrative, opinion, and informative/explanatory writing Interim Assessment Block (IAB)

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 measure of student learning that would predict strand level proficiency performance on the SBA?
	<ul style="list-style-type: none"> ○ Peer editing ○ Writing from Sources 	<ul style="list-style-type: none"> ● <i>Reach for Reading</i> formative assessments ● DMA benchmarks for writing ● Journaling in cross-content areas and/or power writes
1.1 1.2 1.3	<ul style="list-style-type: none"> ● Provide Response To Intervention (RTI) based on the results of formative and summative assessments in a small group guided writing model providing re-teaching and enrichment experiences (RACE) 	<ul style="list-style-type: none"> ● Equity target achievement data ● Extended day pre and post data (iReady)

MATH ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 61.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 64.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 57%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	23.7	31.2	45.2	Concepts and Procedures	25.5	28.4	46.1	Concepts and Procedures	31.6	29.6	38.8
Problem Solving and Modeling & Data Analysis	24.7	39.8	35.5	Problem Solving and Modeling & Data Analysis	20.6	41.2	38.2	Problem Solving and Modeling & Data Analysis	18.4	43.9	37.8
Communicating Reasoning	11.8	51.6	36.6	Communicating Reasoning	13.7	41.2	45.1	Communicating Reasoning	17.3	51.0	31.6

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.1 1.2 1.3	<ul style="list-style-type: none"> Develop teacher clarity through collaboratively planning using the backwards design model to unpack topic tests and modify instruction, and communicating learning intentions to students resulting in student clarity of their learning 	<ul style="list-style-type: none"> KARK performance data Student self-reflection/self-reported grade sheets Interim SBA data District topic test data (Gradebook)
1.1 1.2 1.3	<ul style="list-style-type: none"> Support a balanced math model using the enVision curriculum and supplemental ideas using the district detailed math maps 	<ul style="list-style-type: none"> District topic test data (Gradebook)
1.2 1.3	<ul style="list-style-type: none"> Implement daily math routines to increase engagement and deepen conceptual understanding <ul style="list-style-type: none"> -Notice and Wonder -3-Act Tasks -Counting Collections -Number Talks/Number Strings -Choral Counting 	<ul style="list-style-type: none"> Interim SBA data District topic test data (Gradebook) iReady math data
1.1 1.2 1.3	<ul style="list-style-type: none"> Implement frequent formative assessments and provide timely feedback and goal-setting opportunities to inform instruction 	<ul style="list-style-type: none"> Equity target data for iReady math, SBA interim blocks, and district topic tests Student self-reflection/self-reported grade sheets

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.1 1.3	<ul style="list-style-type: none"> • Provide Response To Intervention (RTI) based on the results of formative and summative assessments by implementing small group interventions and purposeful use of the reteach/enrichment block 	<ul style="list-style-type: none"> • Summer school participation data • KARK performance data • Interim SBA data growth on pre and post-test cycles • District topic test data (Gradebook)

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 68.2%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	33.7	66.3
Life Science	35.7	64.3
Earth and Space Science	36.7	63.3

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
1.1 1.2 1.3	<ul style="list-style-type: none"> • Develop teacher and student clarity in the NGSS Science and Engineering Practices of <i>Planning and Carrying Out Investigations</i> and <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> ○ Collaborative unit planning ○ Using a backward design model ○ Clearly communicate learning intentions 	<ul style="list-style-type: none"> • K-1 teacher collected journal evidence of student ability to: <ul style="list-style-type: none"> ○ Collaboratively generate a testable scientific question (w/guidance) ○ Collaboratively create an investigation plan (w/guidance) ○ Collaboratively record data, observations, and scientific ideas (w/guidance) ○ Use data/observations to describe patterns and/or relationships in science (w/guidance) • 2-3 teacher collected journal evidence of student ability to build on K-1 skills to: <ul style="list-style-type: none"> ○ Collaboratively generate a testable scientific question ○ Collaboratively create an investigation plan ○ Collaboratively record data and use observations to describe patterns and/or relationships in the data ○ Compare predictions to what occurred during investigations ○ Analyze data from engineering tests of an object/tool to see if it worked as intended • 4-5 teacher collected journal evidence of student ability to build on 2-3 skills to: <ul style="list-style-type: none"> ○ Generate a testable scientific question ○ Collaboratively create an investigation plan with identified variables ○ Collect and represent data using various graphical displays ○ Use data to describe patterns and/or relationships

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
		<ul style="list-style-type: none"> ○ Compare and contrast data collected by different groups to discuss similarities and differences in findings ○ Analyze data from engineering tests to evaluate and refine design solutions ● District-created WCAS-aligned unit assessments
1.1 1.2 1.3	<ul style="list-style-type: none"> ● Implement high impact strategies to increase student understanding of science content and application of the NGSS Science and Engineering Practice of <i>Engaging in Argument from Evidence</i> through: <ul style="list-style-type: none"> ○ Accountable talk (claim/evidence argument/discussion) ○ Using academic vocabulary (Tier 2 and Tier 3 vocabulary) through Reach for Reading Routines 	<ul style="list-style-type: none"> ● K-1 teacher collected journal evidence of students' ability to: <ul style="list-style-type: none"> ○ Listen actively to other's arguments and ask questions for clarification (K through discussion only) ○ Agree or disagree with peer arguments based on evidence (K through discussion only) ● 2-3 teacher collected journal evidence of student' ability to build on K-1 skills to: <ul style="list-style-type: none"> ○ Construct and/or support scientific arguments drawing on evidence, data or a model ○ Distinguish arguments that are supported with evidence from those that are not ● 4-5 teacher collected journal evidence of students' ability to build on 2-3 skills to: <ul style="list-style-type: none"> ○ Critique scientific arguments proposed by peers ● District-created WCAS-aligned unit assessments
1.1 1.2 1.3 3.2 3.3	<ul style="list-style-type: none"> ● Administer common formative and summative assessments and provide timely feedback to inform continuous instruction 	<ul style="list-style-type: none"> ● District-created WCAS-aligned unit assessments ● Equity target achievement data

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 communicates our service philosophy and 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 measure will you use to determine the success of your action items?
5.1	<ul style="list-style-type: none"> Partner with community agencies such as the YMCA, EvCC, Boeing, to provide ongoing support/resources to families and students 	<ul style="list-style-type: none"> Number of partnership opportunities Number of volunteers recruited Number of resources utilized
5.1	<ul style="list-style-type: none"> Engage families in instructional program by providing opportunities to participate in before, during, and afterschool events 	<ul style="list-style-type: none"> Volunteer participation rates Attendance at Open Houses, conferences, instructional nights Number of scholarships awarded to families for afterschool events
2.2	<ul style="list-style-type: none"> Frequently communicate using multiple methods, updates regarding school academic and social-emotional programs in monthly newsletters 	<ul style="list-style-type: none"> Communication log (including Blackboard connect, school newsletters, PTA Principal's reports)
5.1	<ul style="list-style-type: none"> Partner with volunteers, Natural Leaders, PTA, and WatchDOGS to positively support students' social and emotional needs 	<ul style="list-style-type: none"> Attendance at first multicultural event Natural Leaders participation
1.3	<ul style="list-style-type: none"> Monitor the effectiveness of extended day learning programs, to meet objectives and outcomes of learning 	<ul style="list-style-type: none"> Participation rates in extended day Growth based on pre-assessment and post assessment data Equity targets met for low-income, EL, and Hispanic subgroups

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 measure will you use to determine the success of your action items?
3.5 5.1	<ul style="list-style-type: none"> Collaborate with families to clearly communicate students' needs and success Increase parent participation through school related events Ensure clear and timely communication to all stakeholders in multiple formats 	<ul style="list-style-type: none"> Volunteer participation rates Attendance at Open Houses, conferences, instructional nights Increase participation in PTA, Watch D.O.G.S., and Natural Leaders Increase access to documents in home languages
3.5 5.1	<ul style="list-style-type: none"> Monthly pride/acknowledgment assembly to recognize student success and invite families 	<ul style="list-style-type: none"> Parent attendance rates Number and percentage of students acknowledged Discipline data PBIS TFI data
3.4	<ul style="list-style-type: none"> Everyone greeted with kindness and a smile at the door, curb or drop-off area 	<ul style="list-style-type: none"> Random/systemic surveys of parents and guest teachers CEE survey data (compared to 2017-18)
3.5	<ul style="list-style-type: none"> Consistently implement customer service plan guided by district core values 	<ul style="list-style-type: none"> CEE survey data (compared to 2017-18) Customer service survey data (compared to 2017-18)

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 measure will you use to determine the success of your action items?
3.4	<ul style="list-style-type: none"> Provide additional time and support to students based on their needs and interest Implement Second Step and Kelso Choice curriculum in each classroom 	<ul style="list-style-type: none"> Panorama Ed data(compared to 2017-18) CEE data (compared to 2017-18) Attendance at school-wide clubs and extended day Number of classrooms served Second-Step curriculum Monthly communication to families in newsletter about SEL resources

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 measure will you use to determine the success of your action items?
3.4	<ul style="list-style-type: none"> Integrate Positive Behavior Intervention Support (PBIS) and restorative justice practices 	<ul style="list-style-type: none"> Discipline data (SWIS)
3.4	<ul style="list-style-type: none"> Conduct a rotation of meeting opportunities to discuss students' needs and interventions 	<ul style="list-style-type: none"> Discipline data (SWIS) SIT/Referral data Panorama Ed data(compared to 2017-18)
3.4	<ul style="list-style-type: none"> Implement school-wide classroom morning meetings 	<ul style="list-style-type: none"> Panorama Ed data(compared to 2017-18) CEE student data
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 measure will you use to determine the success of your action items?
1.3	<ul style="list-style-type: none"> Provide challenging options, intentional inclusion, and support for all students 	<ul style="list-style-type: none"> Number of highly capable referrals at each grade level Subgroup data for highly capable referrals Number of students participating in extended day options
1.2	<ul style="list-style-type: none"> Create intervention plans for equity target subgroups based on student need 	<ul style="list-style-type: none"> Equity target data SBA interim data Discipline data (SWIS) Panorama Ed data
1.3	<ul style="list-style-type: none"> Implement academic intervention systems to support student learning 	<ul style="list-style-type: none"> Number of students participating in extended day options Number of students in LAP intervention Summer school participation data
1.3	<ul style="list-style-type: none"> Strengthen push in and inclusion model for students who qualify for SpEd, EL, and LAP 	<ul style="list-style-type: none"> Ratio of pull-out/push in services for LAP and EL Number of SPED self-contained students participating in GenEd instruction
1.2	<ul style="list-style-type: none"> Scholarship opportunities for after school programs 	<ul style="list-style-type: none"> Scholarship fund balance used

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 measure will you use to determine the success of your action items?
3.5 5.1	<ul style="list-style-type: none"> • Implement school-wide system to recognize student attendance <ul style="list-style-type: none"> ○ Whole school and classroom incentives ○ Reengage students in transition who have multiple absences based on a 3-tier system ○ Educating and engaging families about the importance of regular attendance 	<ul style="list-style-type: none"> • Monthly attendance rates • Intervention plan results
3.4 5.1	<ul style="list-style-type: none"> • Meet with counselor, attendance coordinator, and attendance team to monitor student attendance and determine interventions 	<ul style="list-style-type: none"> • Monthly attendance rates • Intervention plan results
3.4 5.1	<ul style="list-style-type: none"> • Conduct home visits with families at tier 3 and coordinate a success plan 	<ul style="list-style-type: none"> • Monthly attendance rates • Intervention plan results

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 measure will you use to determine the success of your action items?
2.1 2.3	<ul style="list-style-type: none"> • Engage staff in accessing authentic learning experiences through technology <ul style="list-style-type: none"> ○ 1:1 device training ○ Utilize the SAMR (Substitution, Augmentation, Modification, Redefinition) model in instruction to support student learning ○ Google classroom 	<ul style="list-style-type: none"> • K-5 digital evidence of technology composed or published work and technology based projects or presentations
1.1 1.2 1.3	<ul style="list-style-type: none"> • Utilize technology to allow students to independently and collaboratively to research, compose, publish written work 	<ul style="list-style-type: none"> • Composed and published work through the use of technology for all students