

READING ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade

Overall: 52.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.5	48.8	31.7
Listening and Speaking	12.2	52.4	35.4
Writing	20.7	43.9	35.4
Research/Inquiry	11	62.2	26.8

4th Grade

Overall: 60.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	28.3	42.4	29.3
Listening and Speaking	15.2	58.7	26.1
Writing	25	48.9	26.1
Research/Inquiry	26.1	55.4	18.5

5th Grade

Overall: 71.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	14.4	42.3	43.3
Listening and Speaking	9.3	61.9	28.9
Writing	10.3	42.3	47.4
Research/Inquiry	10.3	44.3	45.4

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) How will you know if this action is effective?
1— Teaching and Learning 1.3 3.2.a	<ul style="list-style-type: none"> Implement high leverage instructional strategies across the content areas to cultivate a culture of deeper comprehension of text using the following instructional strategies: (school specific) <ul style="list-style-type: none"> Close reading Accountable Talk Citing evidence Focus on Academic Vocabulary PLC Teams collaborate on unit planning Teach and facilitate structured, substantive, rich, and rigorous academic discourse about content, texts, and ideas (Accountable Talk, collaborative learning, partnerships and group work) to get students in the habit of exercising their analytic thinking in the presence of their peers 	<ul style="list-style-type: none"> Evidence showing strategies being utilized across content areas <ul style="list-style-type: none"> TPEP Observations Peer/PLC Observations, Lesson Studies, etc. Student voice (video, voice memos, data tracking, etc.) Walk through Notes GLAD Strategies implemented Checks for Understanding formative assessments Clear Learning Targets expressed in student language, Word walls, announcements, other school formats Lesson planning artifacts are collected and reviewed Student discourse during Accountable Talks <ul style="list-style-type: none"> Increase in ratio of student vs. teacher talk Teachers are utilizing strategies to develop discussion Students are initiating the academic discourse
1.2.b	<ul style="list-style-type: none"> Implement 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"> Assessment data (End of Topic/Unit, SBA Interim, etc.) Thriving Students PLC Collaborative meetings (minutes and data tracking)

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) How will you know if this action is effective?
		<ul style="list-style-type: none"> • Data indicating progress of individuals (Running Records, DRA progress monitoring, etc.)
1.2.b	<ul style="list-style-type: none"> • Administer, score and analyze two DRA assessments (Fall/Winter) to identify areas of instructional focus and intervention 	<ul style="list-style-type: none"> • DRA assessment results /GHGR unit test results • Evidence from PLC collaboration around student performance & intervention (TPEP observations; CAST/PLC meeting documents)
1.3.a	<ul style="list-style-type: none"> • Continue to implement Balance Reading Approach with district curriculum/ supplemental resources <ul style="list-style-type: none"> ○ Guided reading/ Shared reading/ Independent reading ○ Model comprehension and discussion strategies using think-alouds to model the thinking process and problem-solving that takes place at points of difficulties 	<ul style="list-style-type: none"> • Teacher model of think alouds • Fluid guided reading groups based on individual students' needs • GHGR Unit tests • AR reports • Evidence showing teachers are intentionally planning and asking questions • Evidence showing students are asking questions and demonstrating analytical thinking strategies

WRITING ACTION PLAN

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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) How will you know if this action is effective?
1— Teaching and Learning 1.3	<ul style="list-style-type: none"> Implement high leverage instructional strategies across the content areas to cultivate a culture of deeper understanding of the writing process using the following instructional strategies—school specific examples include: <ul style="list-style-type: none"> Exposure to all 3 types of writing throughout the year Workshop Model Citing evidence within your writing 	<ul style="list-style-type: none"> Embedded assessment data PLC notes on analysis of data Data indicating progress of individuals Observations (TPEP, peer, walk throughs, GLAD Strategies, etc.) DRA writing responses as formative and benchmark assessments Primary grades' Matteson writing benchmarks
1.2.b 3.2.a	<ul style="list-style-type: none"> Administer, score, and analyze student evidence of writing as assessments (to assess the 3 types of writing) to identify areas of instructional focus <ul style="list-style-type: none"> Grade level teams will collaboratively plan and implement tasks and instructional strategies that promote reasoning and problem solving skills 	<ul style="list-style-type: none"> PLC notes on analysis of data Data indicating progress of individuals Observations (TPEP, peer, walk throughs, etc.)
1.3.a	<ul style="list-style-type: none"> Model and require that students write across all content areas and for a variety of purposes (report, document, graph/chart, narrate, compose, inform, etc.) 	<ul style="list-style-type: none"> Evidence of student writing (e.g.: journals, notes) across content areas Student evidence of writing—putting thoughts, ideas, and learning into the written word to communicate their understanding of the teacher's intended outcomes

MATH ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 62.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	29.3	36.6	34.1
Problem Solving and Modeling & Data Analysis	23.2	39	37.8
Communicating Reasoning	8.5	53.7	37.8

4th Grade

Overall: 56.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	23.7	39.8	36.6
Problem Solving and Modeling & Data Analysis	16.1	52.7	31.2
Communicating Reasoning	17.2	55.9	26.9

5th Grade

Overall: 63.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	22.9	27.1	50
Problem Solving and Modeling & Data Analysis	18.8	39.6	41.7
Communicating Reasoning	16.7	38.5	44.8

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) How will you know if this action is effective?
1— Teaching and Learning 1.3	<ul style="list-style-type: none"> Teachers will 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.
3.2.a	<ul style="list-style-type: none"> Grade level teams will collaboratively plan and implement tasks and instructional strategies that promote reasoning and problem solving skills 	<ul style="list-style-type: none"> Evidence showing students and problem solving approaches in lessons Evidence showing planned problem solving lessons. One collaboratively planned Performance Task conducted for each math unit
1.3.a	<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: (school specific) <ul style="list-style-type: none"> Fact Fluency Accountable Talk Self -Assessment Goal Setting Focus on Academic Vocabulary 	<ul style="list-style-type: none"> Evidence showing strategies being utilized <ul style="list-style-type: none"> TPEP Observations Peer/PLC Observations, Lesson Studies, etc. Student voice (video, voice memos, etc.) Walk through notes Student Reflection in writing as evidence of learning GLAD strategies Evidence of student proficiency (with activities implemented) that promote mathematical procedural knowledge (math facts, algorithms, etc.) Clear Learning targets expressed in student language, word walls, etc.

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) How will you know if this action is effective?
1.2 3.2.a	<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 Interim, Success Net etc.) Data indicating progress of individuals PLC meeting Notes, TPEP observation

SCIENCE ACTION PLAN

Key Performance Outcome:

2014-15 MSP Results

The target for the 2015-2016 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

5th Grade

Overall: 69.8%	Strand % Perf. Below	Strand % Perf. Similar
Systems	29.2	70.8
Inquiry	40.6	59.4
Application of Science	34.4	65.6
Domains	43.7	56.3

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) How will you know if this action is effective?
1.2 1.3	<ul style="list-style-type: none"> Implement all science kits with fidelity 	<ul style="list-style-type: none"> Consumption of kit materials Data from science center on kit use
1— Teaching and Learning 1.3.a	<ul style="list-style-type: none"> Implement high leverage instructional strategies to cultivate a culture of deeper foundational science understanding and problem solving using the following instructional strategies: (school specific) <ul style="list-style-type: none"> Science Fact/Concept strand Fluency Student collaboration Accountable Talk Self -Assessment Goal Setting Scientific process Focus on Academic Vocabulary 	<ul style="list-style-type: none"> Evidence showing strategies being utilized <ul style="list-style-type: none"> TPEP Observations Peer/PLC Observations, Lesson Studies, etc. Student voice (video, voice memos, etc.) Walk through notes Student Reflections in writing as evidence of learning GLAD strategies Clear learning targets, word walls, announcements, other school formats, etc.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Close partnerships with families are vital to the 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) How will you know if this action is effective?
5—Strategic Relationships 5.1	<ul style="list-style-type: none"> Hold Parent/Teacher conferences with all families <ul style="list-style-type: none"> Establish home/school plan for students below standard 	<ul style="list-style-type: none"> Track attendance at parent conferences CEE survey data
5.4 5.2.b 2.2.c	<ul style="list-style-type: none"> Establish Natural Leaders program 	<ul style="list-style-type: none"> Program implementation Effective engagement of a wider spectrum of our demographic community
5.1	<ul style="list-style-type: none"> Continued strong partnership with PTA 	<ul style="list-style-type: none"> Collaborative activities supporting student, family, and community engagement at school Afterschool Enrichment Program Calendar of Activities PTA Grants awarded to teachers Walkathon Fundraiser
5.1	<ul style="list-style-type: none"> Continued implementation of WatchDOG program 	<ul style="list-style-type: none"> Participation rate of family male figures at school as WatchDOGS
	<ul style="list-style-type: none"> Partnership with Everett High School and Evergreen Middle School on Holiday Food Drive 	<ul style="list-style-type: none"> Identification of 16 families of View Ridge who will receive Holiday baskets

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

Key Performance Outcome(s):

Our MISSION: We exist to inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society. Our VISION: Our students will lead and shape the future. They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate. They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others. They will acquire the knowledge, attitudes, and skills to adapt to the emerging needs of a changing world.

Our school exists within a community and every staff member at View Ridge realizes the importance of creating a school community culture that is positive, inclusive, and respectful and that also promotes healthy relationships 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) How will you know if this action is effective?
3—People, Structures and Systems 3.4.a	<ul style="list-style-type: none"> Encourage a friendly and welcoming environment in our words, actions, and school 	<ul style="list-style-type: none"> EES survey data Daily interactions with students, staff and families are positive and friendly Random/systemic surveys of parents and guest teachers
3.4.a	<ul style="list-style-type: none"> Everyone greeted with a smile and warm touch; everyone treated with kindness, compassion, and empathy 	<ul style="list-style-type: none"> Qualitative measures: Smiles and hugs quotient EES survey 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) How will you know if this action is effective?
3—People, Structures and Systems 3.3.a 3.3.c	<ul style="list-style-type: none"> Engage staff/colleagues in work leading toward a more trauma-sensitive/compassionate school <ul style="list-style-type: none"> Implementation of brain-based, social/emotional learning practices 	<ul style="list-style-type: none"> Use of staff meetings and selective Learning Improvement Days and LIF Fridays to study the effects of trauma on students Implementation of practices and activities that are sensitive to the needs of students—especially of those who have experienced trauma in their lives
3.4.a	<ul style="list-style-type: none"> Greet every student every day 	<ul style="list-style-type: none"> Qualitative measurement of student satisfaction and happiness at school EES survey data
3.4	<ul style="list-style-type: none"> Implement restorative justice/relationship-building model of student discipline Move from classroom and school management to classroom and 	<ul style="list-style-type: none"> SWIS data indicating trends and overall success of this work Evidence of resiliency practices that promote relationships and brain-sensitive strategies (Trauma-sensitive strategies)

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) How will you know if this action is effective?
	school leadership with practices that promote student resiliency	
3.4.a	<ul style="list-style-type: none"> Promote our school's Above the Line responsibilities and anti-bullying expectations 	<ul style="list-style-type: none"> SWIS data Implementation of Restorative Justice Model (Fix It Plans) Counselor's lessons of Second Step, Kelso, Peer Mediators

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) How will you know if this action is effective?
5.4 5.2.b 2.2.c	<ul style="list-style-type: none"> Initiate new Natural Leaders parent partnership 	<ul style="list-style-type: none"> School implements program with fidelity for long term success following district model, guidance and support
1.2.a	<ul style="list-style-type: none"> Continued implementation of ELL/ILE and LAP instructional programs to support student learning 	<ul style="list-style-type: none"> Attendance rates in programs of targeted students

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 or very near 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) How will you know if this action is effective?
1.2	<ul style="list-style-type: none">Track attendance regularly and target families in need of support to encourage more regular school attendance<ul style="list-style-type: none">Initiate BECCA process when necessary	<ul style="list-style-type: none">Weekly monitoring of student attendanceFollow procedures to communicate with parents/guardians when student attendance is an issue