2017-2018 District focus: Achievement and Social and Emotional Learning
Principal: Korene Calderwood
School: View Ridge Elementary Arts Academy
Date: June 12, 2018

As the Equity-Centered Leader in your building, what efforts have you lead/supported to increase quality learning experiences for students?

Two initiatives were selected to address the focus on academic achievement and social and emotional learning at View Ridge Elementary Arts Academy. The first initiative was the implementation of an arts integration program. Since this program’s implementation, we have seen students showcasing learning of core content through dance, visual art, drama, and music.

We have also observed how opportunities to practice SEL skills are naturally built in throughout the program with students having opportunities to practice dealing with disappointment when not receiving the drama part wanted, recognizing talents in others, learning to create and compromise with students different than themselves, and recognizing that the work put into performances leads to increased self-confidence. In addition, multiple families have shared their enthusiasm about the arts at View Ridge and share that their children are excited to come to school.

The second initiative was education and training in the Professional Learning Communities (PLCs) process and the creation of both grade level and school-wide PLCs. The grade level PLCs focus was on planning for instruction, collecting and analyzing student data, making instructional adjustments, and aligning resources to areas of need. School-wide PLCs were formed in the areas of ELA, Math, SEL, and the Arts to support the school’s goals in each of these areas.
Breakdown of Efforts to Support Achievement and SEL:

- Arts Integration
  - Teachers integrated ELA and Math standards into learning about artists and research about performance topics, such as Lewis and Clark.
  - The focus on theater provided built in purpose and motivation for repeated reading.
  - Incorporating dance helped provide movement to increase engagement.
  - Enrichment experiences were provided that expanded students' vocabularies and background knowledge such as field trips to museums and theaters to see productions and inviting artists and acting troupes to school.

- A book study was hosted by the instructional coach, administrator, and the building ELA Fellow on effective instructional practices.

- Math and ELA PLC members attended training with Wayne Callendar on effective instructional strategies and shared this information at staff meetings, professional development Wednesdays, and grade level PLCs.

- Initial staff training on the components of PLCs and the formation of school-wide PLCs lead by teacher leaders and with grade level representation for ELA and Math.
  - PLC work included assessment creation; examining current instructional/SEL practices; aligning of instructional/SEL practices across grade levels; planning for school-wide writing focus; sharing of arts integration resources, lessons, and strategies; and planning professional development.

- Grade level teams agreed to use part of their Wednesday teaming time for grade level PLC work (planning, use of data, making instructional adjustments, and align resources to needs)

- VREAA's ACT team members shared SEL strategies from John Norlin with staff.

- Certificated staff attended professional development with Greg Benner about specific classroom strategies to support SEL at the elementary level.

- SEL PLC chose to meet twice a month, once to analyze data and once to share and learn SEL strategies.

- SEL PLC given time during staff meetings or professional development Wednesdays to share SEL strategies, model mindfulness classroom techniques, and lead a reflection of Greg Benner's presentation.
  - Inclusion classified staff members in the staff meeting SEL training/conversations.

- The staff received ACES I training (ACES II planned for August)
• SEL PLC members report they are now more intentional in using SEL strategies with students.
• The school’s focus on SEL Standard 1 was woven into assemblies.

Note: There were some difficulties with VREAA’s 5th grade IAB data. At the beginning of the year, there was talk of having the 5th graders take the ELA Performance Task Block Assessment. After principals met, the decision was made to switch to the ELA Literary Text IAB. Unfortunately there was some confusion with this switch and the 5th grade administered the ELA Performance Task. Since this was done in the fall, the decision was made to re-administer the same assessment in winter so teachers could look at growth. This data is included in the End of Year Board Study Session Report.
### Board Study Session CSIP and Student Growth Discussion

<table>
<thead>
<tr>
<th>Date</th>
<th>June 21, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>View Ridge Elementary School</td>
</tr>
<tr>
<td>Principal</td>
<td>Korene Calderwood</td>
</tr>
<tr>
<td>Grade Level Span</td>
<td>PreK-5</td>
</tr>
</tbody>
</table>

**Demographics**
View Ridge Elementary’s student population is currently 445 students. Approximately 53% of the student body self-identifies as white, 19.4% identify as Hispanic, 17.4% identify themselves as multi-racial, 6.4% identify as African American, and 2.2% identify as Asian. Students receiving Special Education services make up 20% of the student population and 5% of the students qualify for ELL services. Our Free/Reduced Lunch percentage is 61%.

### Three Priority Goals

**Literacy:**
1. By June 2018, all students will show growth in grade-level ELA skills as measured by the DIBELS Assessment (K-2nd) or the Smarter Balanced Assessment (3rd-5th).
   - Students who begin the school year reading at benchmark will show an increase in ELA skills equal to or greater than one year’s growth
   - Students reading below benchmark at the beginning of the year will show an increase in ELA skills that narrows the achievement gap.
2. By June 2018, all students will show growth in writing, by responding to a prompt with correct text structure and grade level conventions.

**Numeracy:** By June 2018, all students will show growth in grade level math skills:
- K-1st will show growth in Operations and Algebraic Thinking
- 2nd-5th will show growth in Numbers and Operations in base 10

One year’s growth for those entering at grade level and closing the achievement gap for those not yet meeting grade level standard.

**Social and Emotional Learning (SEL)**
Teachers will:
- Increase their knowledge base of the State Social-Emotional Standards
- Embed Social/Emotional Learning daily within the instructional day
- Build students’ competencies in Standard 1 - Self-Awareness through explicit instruction and reinforcing students’ utilization of SEL skills.

Effectiveness will be measured by pre- and post- student and teacher surveys.

### Students Baseline & Growth Data for ELA

#### DIBELS Fall Scores - K-2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Benchmark</th>
<th>Strategic</th>
<th>Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>36%</td>
<td>14%</td>
<td>50%</td>
</tr>
<tr>
<td>First Grade</td>
<td>56%</td>
<td>12%</td>
<td>52%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>68%</td>
<td>7%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Trend data for all/most of the students from OSPI Report Card
CSIP ELA Goal for 2017-2018

1. By June 2018, all students will show growth in grade-level ELA skills as measured by the DIBELS Assessment (K-2nd) or the Smarter Balanced Assessment (3rd-5th).
   - Students who begin the school year reading at benchmark will show an increase in ELA skills equal to or greater than one year’s growth
   - Students reading below benchmark at the beginning of the year will show an increase in ELA skills that narrows the achievement gap.

2. By June 2018, all students will show growth in writing, by responding to a prompt with correct text structure and grade level conventions.

Plan of action and ELA assessments used to measure progress

- Core instruction using curriculum (Reading Wonders) aligned with grade level standards
- Focus on helping students cite evidence and give explanations for their answers
- Focus on writing at each grade level
- Use of Smarter Balanced Interim Block Assessments in intermediate grades
- Small group differentiation
- Integration of Arts and ELA standards
- Use of Wonders online resources to support instruction
- Alignment & coordination of Title/LAP/Special Ed/EL Interventions with classroom instruction/standards
- Use of research-based curricula for students well below grade level
- Use of grade level teaming time for Professional Learning Community work
  - Identification of essential learning
  - Data analysis
  - Lesson/unit design
  - Monitoring progress of students not meeting grade level standards
  - Planning of interventions or instructional adjustments based on assessment data
- Formation of school-level ELA Professional Learning Community to support school and grade level goals (vertical teaming)
- Professional Development targeting effective strategies for teaching literacy
  - Wayne Callender Effective Instruction Professional Development
  - School-based Professional Development
  - Book study on effective instruction
- Identification of areas of need based on grade-level benchmark assessments (DIBELS Next, SBA Interim Blocks)
- Use of Smarter Balanced type questions as teaching tools for intermediate students
- School-wide focus on Smarter Balanced assessment vocabulary

Beyond grade level data provided, Interim Block Assessments (IAB) Language and Vocabulary Use, IAB Reading Literary Texts and DIBELS Benchmark Effectiveness data; individual classrooms and intervention groups will be using a combination of Wonders Unit Assessments, Reading Mastery, and DIBELS progress monitoring to inform instruction and as additional data points to monitor student growth.
## ELA Results FALL to Spring

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessments</th>
<th>Winter Progress</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>DIBELS Benchmark Effectiveness data Fall to Winter and Fall to Spring</td>
<td>64% of students advanced one level or remained benchmark</td>
<td>77% of students advanced one level or remained benchmark</td>
</tr>
<tr>
<td>First Grade</td>
<td>DIBELS Benchmark Effectiveness data Fall to Winter and Fall to Spring</td>
<td>71% of students advanced one level or remained benchmark</td>
<td>77% of students advanced one level or remained benchmark</td>
</tr>
<tr>
<td>Second Grade</td>
<td>DIBELS Benchmark Effectiveness data Fall to Winter and Fall to Spring</td>
<td>74% of students advanced one level or remained benchmark</td>
<td>72% of students advanced one level or remained benchmark</td>
</tr>
</tbody>
</table>

### Grade Level: 3rd Grade
- **Fall Administration:**
  - 13% at or above standard
  - 62% well below standard
- **Winter Administration:**
  - 13% at or above standard
  - 40% well below standard

### Grade Level: 4th Grade
- **Fall Administration:**
  - 14% at or above standard
  - 50% well below standard
- **Winter Administration:**
  - 12% at or above standard
  - 50% well below standard
### Math Performance by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>IAB Reading ELA Literacy</th>
<th>IAB Language and Vocabulary</th>
<th>IAB Reading Literature Performance Task*</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>16% at or above standard</td>
<td>13% at or above standard</td>
<td>0% at or above standard</td>
</tr>
<tr>
<td></td>
<td>62% well below standard</td>
<td>56% well below standard</td>
<td>20% well below standard</td>
</tr>
<tr>
<td></td>
<td>2% well below standard</td>
<td>16% well below standard</td>
<td>12% well below standard</td>
</tr>
</tbody>
</table>

*5th Grade ELA Performance Task IAB was administered fall and winter instead of ELA/Literacy IAB. See cover letter.

### Students Baseline & Growth Data for Math

#### easyCBM Fall Scores - K-2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Low Risk</th>
<th>Some Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Not assessed at this time</td>
<td>Not assessed at this time</td>
<td>Not assessed at this time</td>
</tr>
<tr>
<td>First Grade</td>
<td>74%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>81%</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

### CSIP Math Goal for 2017-2018

Numeracy: By June 2018, all students will show growth in grade level math skills:
- K-1st will show growth in Operations and Algebraic Thinking
- 2nd-5th will show growth in Numbers and Operations in base 10

One year’s growth for those entering at grade level and closing the achievement gap for those not yet meeting grade level standard.

### Plan of action and Math assessments used to measure progress

- Core instruction using curriculum (Eureka) aligned with grade level standards
- Small group differentiation
• Grade level focus on number sense
• Use of Smarter Balanced Interim Block Assessments in intermediate grades
• Creation of Smarter Balanced aligned pre- and post-assessment for each Eureka Module (intermediate grades)
• Integration of Math and Arts standards
• Use of Zearn (1st-5th) to support Eureka instruction
• Alignment & coordination of Title/Special Ed/EL interventions with classroom instruction/standards
• Use of grade level teaming time for Professional Learning Community work
  ○ Identification of essential learning
  ○ Data analysis
  ○ Lesson/module design
  ○ Monitoring progress of students not meeting grade level standards
  ○ Planning of interventions or instructional adjustments based on assessment data
• Formation of school-level Math Professional Learning Community to support school and grade level goals (vertical teaming)
• Professional Development targeting effective strategies for teaching math
  ○ Wayne Callender Effective Instruction Professional Development
  ○ School-based Professional Development
  ○ Book study on effective instruction
• Identification of areas of need based on grade-level benchmark assessments (DIBELS Next, SBA Interim Blocks)
• Use of Smarter Balanced type questions as teaching tools for intermediate students
• School-wide focus on Smarter Balanced assessment vocabulary

Beyond grade level data provided, Interim Block Assessments and Easy CBM achievement; individual classrooms and intervention groups will be using a combination of Eureka End of Module Assessments, Connected Math, and progress monitoring to inform instruction and as additional data points to monitor student growth.

### Math Results Fall to Winter

<table>
<thead>
<tr>
<th>EasyCBM</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall at Standard</td>
<td>NA</td>
<td>74%</td>
<td>81%</td>
</tr>
<tr>
<td>Spring at Standard</td>
<td>74%</td>
<td>75%</td>
<td>74%</td>
</tr>
<tr>
<td>Fall Some risk of not making standard</td>
<td>NA</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Spring Some risk of not making standard</td>
<td>15%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Fall High risk of not making standard</td>
<td>NA</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Spring High risk of not making standard</td>
<td>11%</td>
<td>10%</td>
<td>13%</td>
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</table>

<table>
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<th>Grade Level</th>
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<th>Fall Administration</th>
<th>Winter Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>WAKIDS Fall Math and easyCBM Winter and Spring</td>
<td>N/A - students not assessed in Fall</td>
<td>74% of students advanced one level or remained benchmark</td>
</tr>
<tr>
<td>First grade</td>
<td>easyCBM Fall, Winter and Spring</td>
<td>75% of students advanced one level or remained benchmark</td>
<td>75% of students advanced one level or remained benchmark</td>
</tr>
<tr>
<td>2nd grade</td>
<td>easyCBM Fall, Winter and Spring</td>
<td>76% of students advanced one level or remained benchmark</td>
<td>74% of students advanced one level or remained benchmark</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessments</th>
<th>Fall Administration</th>
<th>Winter Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade</td>
<td>IAB Number and Operations in Base 10</td>
<td>28% at or above standard 62% well below standard</td>
<td>41% at or above standard 23% well below standard</td>
</tr>
<tr>
<td>3rd grade</td>
<td>IAB Math Performance Task</td>
<td>4% at or above standard 55% well below standard</td>
<td>12% at or above standard 32% well below standard</td>
</tr>
<tr>
<td>4th grade</td>
<td>IAB Operations and Algebraic Thinking</td>
<td>1% at or above standard 78% well below standard</td>
<td>16% at or above standard 21% well below standard</td>
</tr>
<tr>
<td>4th Grade</td>
<td>IAB Math Performance Task</td>
<td>9% at or above standard 52% well below standard</td>
<td>25% at or above standard 19% well below standard</td>
</tr>
<tr>
<td>5th Grade</td>
<td>IAB Numbers, Operations, and Fractions</td>
<td>2% at or above standard 79% well below standard</td>
<td>13% at or above standard 38% well below standard</td>
</tr>
<tr>
<td>5th Grade</td>
<td>IAB Math Performance Task</td>
<td>2% at or above standard 53% well below standard</td>
<td>24% at or above standard 25% well below standard</td>
</tr>
</tbody>
</table>

Trend data for closing the achievement gap for students from under resourced families (FRL) 8.3 AWSP

View Ridge State
Social and Emotional Learning (SEL) Goal

Teachers will:
- Increase their knowledge base of the State Social-Emotional Standards
- Implement Social/Emotional Learning daily within the instructional day
- Build students’ competencies in Standard 1 - Self-Awareness through explicit instruction and reinforcing students’ utilization of SEL skills.

Effectiveness will be measured by pre- and post- student and teacher surveys.

Plan of action and SEL assessments used to measure progress

- Creation of a SEL Professional Learning Community to:
  - Identify school needs through data analysis (SWIS) and examination of SEL Standards
  - Support focus on SEL priorities with professional development
- School-wide focus on SEL Standard 1 - Self-Awareness
- SEL instruction for every student by interventionist using Second Step curriculum
- Teachers providing follow-up lessons for weekly Second Step lessons
- Focus on teaching and practicing expected behavior
- View Ridge ACT team/SEL PLC attending meetings with SEL consultant
- Recognition for students using expected behavior (Self-Manager Program, Caught Doing Right Cards, and First Timer Cards)
- Continued use of CHAMPS for common areas (playground, lunchroom, specialists) and classrooms.
- Interventionist small groups to support
- Student and Teacher support through:
  - District Behavior Specialist
  - KMH In-School Support
  - KMH School-based Therapist
- Professional Development Scheduled - ACEs I (April), ACEs II (August), Dr. Fenner (May)

Panorama and Teacher Perception Survey

Goal effectiveness will be measured by the Panorama Survey administered to students and a teacher perception survey (in development).

The following information was taken from the Panorama Survey administered Fall of 2017. These questions were chosen due to their alignment with the school’s focus on State SEL Standard 1 - Self-awareness.
Fall 2017 Results:

During the past 30 days how clearly were you able to describe your feelings?

87 responses

Spring 2018 Results:

DURING THE PAST 30 DAYS HOW CLEARLY WERE YOU ABLE TO DESCRIBE YOUR FEELINGS?

Extremely Clearly  Quite Clearly  Somewhat Clearly
Slightly Clearly  Not At All Clearly
Fall 2017 Results:

During the past 30 days when others disagreed with you, how respectful were you of their views?
87 responses

Spring 2018 Results:

DURING THE PAST 30 DAYS WHEN OTHERS DISAGREED WITH YOU, HOW RESPECTFUL WERE YOU OF THEIR VIEWS?

- Extremely Respectful
- Quite Respectful
- Somewhat Respectful
- Slightly Respectful
- Not At All Respectful

10% 19% 29% 38% 4%
Fall 2017 Results:

During the past 30 days how well did you get along with students who are different from you?
87 responses

Spring 2018 Results:

During the past 30 days how well did you get along with students who are different from you?

- Extremely Well
- Pretty Well
- Somewhat Well
- A Little Bit
- Not At All