

# Lakeridge Elementary - School Improvement Plan

2018 - 2019

## **MISD 2020 Vision**

Successfully preparing students for the cognitive, global, and digital world.

**Section 1: REFLECTION for 17-18 SIP ELA Goal**

**Section 2: REFLECTION for 17-18 SIP MATH Goal**

**Section 3: REFLECTION for 17-18 SIP EQUITY & DIVERSITY Goal**

**Section 4: 2018-2019 School Improvement Plan**

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## Section 1: REFLECTION for 2017-18 School Improvement Plan for ELA

### **2017-18 English Language Arts Goal**

By Spring of 2018, all Lakeridge students will make one year or more growth in reading as measured by grade-level interim block assessments such as the Mondo Instructional Text Level, AIMSweb Curriculum Based Measure (CBM) assessments, and/or other relevant assessments.

### Contextual Data - ELA

**TABLE 1: AIMSweb Data**

The following chart shows Spring AIMSweb assessments over several years.

*\* Text color indicates cohorts of students.*

Goal One (ELA)	% of Students At Benchmark Spring 2014	% of Students At Benchmark Spring 2015	% of Students At Benchmark Spring 2016	% of Students At Benchmark Spring 2017	% of Students At Benchmark Spring 2018
K – Letter Sound Fluency	78%	84%	93%	75%	74%
K – Nonsense Word Fluency	80%	86%	87%	77%	69%
K - Instructional Text Level	N/A	N/A	N/A	69%	68%
1 <sup>st</sup> – Nonsense Word Fluency	85%	79%	82%	82%	75%
1 <sup>st</sup> – Curriculum Based Measure	91%	87%	88%	84%	83%
1st - Instructional Text Level	N/A	N/A	N/A	90%	87%
2 <sup>nd</sup> –Curriculum Based Measure	91%	91%	93%	91%	89%
2nd - Instructional Text Level	N/A	N/A	N/A	90%	92%
3 <sup>rd</sup> –Curriculum Based Measure	89%	90%	83%	95%	84%
3rd - Instructional Text Level	N/A	N/A	N/A	100%	95%
4 <sup>th</sup> –Curriculum Based Measure	92%	89%	86%	78%	91%
4th - Instructional Text Level	N/A	N/A	N/A	86%	88%
5 <sup>th</sup> –Curriculum Based Measure	86%	95%	88%	91%	86%
5th - Instructional Text Level	N/A	N/A	N/A	68%	76%

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**TABLE 2: State SBA ELA Assessment Data**

- All percentages represent MEETING STANDARD. Statewide percentages are shown underneath Lakeridge percentages.
- Number in parentheses indicates the number of students who DID NOT MEET STANDARD.
- Color bars compare cohorts of students over the three grade levels.

	2015	2016	2017	2018
3 <sup>rd</sup> Grade	84% (19)	88% (14)	92% (6)	87% (12)
4 <sup>th</sup> Grade	88% (15)	85% (17)	89% (14)	90% (8)
5 <sup>th</sup> Grade	89% (13)	80% (26)	83% (18)	95% (5)

## GLOBAL REFLECTION on Schoolwide ELA Goal

Lakeridge continues to celebrate high student achievement across all grade levels in English Language Arts. Nearly 91% of 3rd-5th grade students met or exceeded standard on the Smarter Balanced Assessment (SBA) with fifth grade reaching 95% and reducing the number of ‘at-risk’ fifth grade students from 14 in the prior year to 5 in the current year. Likewise, performance moving vertically through the grade levels over several years shows consistent upward trends indicating that students at Lakeridge are consistently improving as they move up through the grade levels. While overall achievement is high each year, scores tend to fluctuate year-over-year and remain generally flat. However, as shown in the individual grade-level reflections that follow, the data shows significant success when we focus on our ‘at-risk’ students (i.e. those students who enter the year performing below standard). In the data, we found that 81% of first grade and 71% of second grade students who entered below benchmark made more than one year’s growth to meet or exceed standard by the end of the year. This kind of data shows that we are successfully identifying students that need extra support and have the skills and knowledge to serve them in ELA.

## **GRADE LEVEL REFLECTIONS on Schoolwide ELA Goal**

Kindergarten
<p><b>Priority Area of Focus:</b></p> <p>○ Teach, support and monitor emergent literacy skills of students to foster their year’s growth as readers.</p> <p><b>Strategic Actions:</b></p> <ol style="list-style-type: none"> <li>1. Teach specific strategies for decoding and building comprehension.</li> <li>2. Follow the scope and sequence of the Mondo comprehension strategies.</li> <li>3. Supplement decoding &amp; early literacy development strategies missing from Mondo at the Kindergarten level.</li> </ol> <p><b>Anticipated Evidence:</b></p> <p>○ Mondo Benchmark Assessments (Reading Level)</p> <p>○ AIMSWeb Assessments (LSF, LNF)</p>
<p><b>Reflection on 2017 - 2018 School Year:</b></p> <ul style="list-style-type: none"> <li>• <b>17/53 (32%) - students reading Below Grade Level Instructional Text Level</b></li> </ul>

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- 18/53 (34%) - students reading At Grade Level Instructional Text Level
- 18/53 (34%) - students reading Above Grade Level Instructional Text Level
- Kindergarten begins differentiated Reading instruction based on reading level starting during the Winter Trimester. The growth window is from Winter -Spring (½ less than other grade levels)
- We intentionally slowed the unveiling of the Mondo curriculum to make sure students had a strong foundation to serve them well in the future. Our intent was to meet students where they were and to be responsive to what they are ready for both academically and emotionally. Because the Kindergarten focus is on social and emotional development first and foremost, academics were second. This developmentally appropriate practice reflects the importance of helping our youngest learners develop the emotional and social competence to function at high levels as they continue in their school career at Lakeridge.

## First Grade

### Priority Area of Focus:

- Teach, support and monitor literacy skills of students to foster their year's growth as readers.

### Strategic Actions:

- Review student benchmark data after each benchmark administration in PLCs.
- Discuss students who are not meeting the current benchmark for Foundational Skills and implement strategic interventions including, intensive phonics instruction, possible LSP supplemental support, and differentiated small group instruction.

### Anticipated Evidence:

- Mondo Benchmark Assessments (Reading Level)
- AIMSWeb Assessment (NWF, CBM)
- Ongoing anecdotal and observational notes, classroom performance, and professional judgement

## Reflection on 2017 - 2018 School Year

- 13/16 (81%) - students who entered first grade below benchmark met or exceeded benchmark meaning that 81% of at-risk students successfully made more than one year's growth
- 2 students who entered first grade at the end of first grade benchmark exited at end of second grade benchmark meaning that students who are above standard are also making at least one year's growth.
- 38/70 (54%) = exceeded benchmark.
- 22/70 (31%) = met benchmark.
- 2/70 (3%) = one benchmark away from meeting standard.
- 7/70 (10%) = below benchmark
- At least two of the 7 below benchmark students are emergent ELL students

## Second Grade

### Priority Area of Focus:

- Teach, support and monitor Foundational Skills of accuracy (i.e. phonics, sight words, irregular words, and pacing) and fluency to support comprehension.

### Strategic Actions:

1. Review student benchmark data after each benchmark administration in PLCs.
2. Discuss students who are not meeting the current benchmark for Foundational Skills and implement strategic interventions including intensive phonics instruction, Read Naturally program, and differentiated small group instruction.

### Anticipated Evidence:

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- Mondo Benchmark Assessments (Reading Level)
- AIMSWeb Assessments
- Ongoing anecdotal and observational notes, classroom performance, and professional judgement
- Read Naturally for progress monitoring
- Exit Tickets for Foundational Skills

## Reflection on 2017 - 2018 School Year

- 5/7 (71%) students who were below benchmark entering second grade met or exceeded benchmark making at least one year's growth
- 75/81 (93%) = met benchmark
- 6/81 (7%) = below benchmark
- Data for 2 of the students below benchmark was missing or incorrect

## Third Grade

### Priority Area of Focus:

- Teach, support and monitor literacy skills of students to ensure at least one year's growth for all students.

### Strategic Actions:

1. Assess every student in comprehension and fluency, with fidelity, in the fall (baseline) and spring (end-of-year).
2. Progress monitor students throughout the year using the most appropriate assessment tool available including Fountas & Pinnell, program-embedded Mondo assessments, and/or any other assessment tool available.

### Anticipated Evidence:

- Mondo Benchmark Assessments (Reading Level)
- AIMSWeb Assessments
- Reading Records/Fountas & Pinnell
- Retell/Recall scoring sheets
- Ongoing anecdotal and observational notes, classroom performance, and professional judgement

## Reflection on 2017 - 2018 School Year

- 11/89 (12%) students did not make standard on the ELA SBA summative assessment - 3 of these 10 at-risk students have IEPs, 4 were brought up through the SST process, and the other three were new students. All of these students made growth in instructional text levels, oral language, and reading fluency.
- 78/89 (88%) students made standard on the ELA SBA summative assessment

## Fourth Grade

### Priority Area of Focus:

- Teach, support and monitor Fluency skills of students to support comprehension.

### Strategic Actions:

1. Consistent Seesaw fluency practice
2. Ongoing 1:1 Individual reading conferences for every student

### Anticipated Evidence:

- Mondo Benchmark Assessments (Reading Level)
- AIMSWeb Assessments
- Seesaw Fluency scores
- Guided Reading Groups
- Ongoing anecdotal and observational notes, classroom performance, and professional judgement

## Reflection on 2017 - 2018 School Year

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- 4% fewer students met the AIMSWEB goal moving from 3rd grade to 4th grade
- 8/77 (10%) fourth grade students did not meet standard on their 3rd Grade SBA ELA summative assessment. Two students went down one level and one student went up one level.
- 69/77 (90%) fourth grade students met standard on their 3rd Grade SBA ELA summative assessment.
- All students made growth in fluency throughout the year, some more than others. Fluency practice was ongoing throughout the year in all classes. In addition, targeted students were supported through LSP.

## Fifth Grade

### Priority Area of Focus:

- Teach, support and monitor fluency and comprehension to ensure at least one year's growth for every student.

### Strategic Actions:

1. Review Benchmark assessment data immediately after assessment is given in PLCs.
2. Assess student fluency in second and third trimesters.

### Anticipated Evidence:

- Mondo Benchmark Assessments (Reading Level)
- AIMSWeb Assessments
- Guided Reading anecdotal notes
- Read Naturally

## Reflection on 2017 - 2018 School Year

- 95% of fifth grade students met or exceeded standard, an increase of 6% over the same group of students' fourth grade performance.
- Of the 14 students who did not make standard on their 4th grade SBA, 3 moved away and 1 opted out of the SBA assessment. Of the remaining 10 students, 5/10 (50%) met standard by the end of fifth grade and 1/10 (10%) increased one level to be approaching standard.

## Special Education

### Priority Area of Focus:

- Teach, support and monitor reading fluency, comprehension and/or individual IEP reading goals to ensure at least one year's growth for every student.

### Strategic Actions:

1. Maximize delivery of special education curricula and/or related best practices based on individual need
2. Frequent assessment, reflection and adjustment to instruction
3. Close collaboration with general education teachers, special education para-educators, district special education coaching and consulting staff, and parents.

### Anticipated Evidence:

- Mondo Benchmark Assessments (Reading Level)
- AIMSWeb Assessments
- Observational and anecdotal notes
- Curriculum based and/or IEP related assessments and data collection

## Reflection on 2017 - 2018 School Year

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## Section 2: REFLECTION for 2017-18 School Improvement Plan for MATH

### **2017-18 MATH Goal**

By Spring of 2018, 90% of all third, fourth and fifth grade students will meet or exceed standard as measured by the SBA and/or FrontRow (K-2) and Interim Assessments (3-5). The remaining 10% will show at least one year's growth in math as measured by FrontRow (K-2) and Interim Assessments (3-5).

### Contextual Data – Math

**Table 1**

#### **State Smarter Balanced Assessment (SBA) Data**

- All percentages represent MEETING STANDARD. Statewide percentages are shown underneath Lakeridge percentages.
- Number in parentheses indicates the number of students who DID NOT MEET STANDARD.
- Color bars compare cohorts of students over the three grade levels.

MATH SBA DATA	2015 SBA	2016 SBA	2017 SBA	2018 SBA
3 <sup>rd</sup> Grade	82.9% (56.6%)	81.3% (58.9%)	83.1% (14) (57.8%)	91% (8) (57.5%)
4 <sup>th</sup> Grade	84.3% (54.0%)	84.6% (55.4%)	84.7% (15) (54.3%)	88.75% (9) (53.8%)
5 <sup>th</sup> Grade	87.2% (48.0%)	76.1% (49.2%)	83.4% (18) (48.6%)	87.84% (13) (48.5%)

### **GLOBAL REFLECTION on Schoolwide MATH Goal**

While slightly lower overall than ELA results, Lakeridge's SBA math achievement scores still show nearly 90% of our third, fourth and fifth graders successfully met or exceeded standard in 2018 and performance outpaces State averages by well over thirty percentage points. Likewise, the total number of students who did not meet standard was reduced from 47 students in 2017 to 30 students in 2018. Data also shows positive trends for both cohort (same group of students over multiple years) and year-over-year (single grade level over multiple years) performance. As noted in the grade level reflections that follow, all grade levels worked collaboratively in PLC teams to implement district-adopted curricula and develop, analyze and respond to common formative assessment data to provide differentiated intervention, extension and core instruction. Likewise, teachers implemented new math learnings from Dan Finkle and worked with district Math coach to implement math workshop approaches and highly motivating math talks and games to increase student engagement in math.

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## GRADE LEVEL REFLECTIONS on Schoolwide MATH Goal

### Kindergarten

#### Priority Area of Focus:

- Teach, support and monitor math skills of students to ensure at least one year's growth for every student.
- Refine use of adopted curriculum and implement Front Row.

#### Strategic Actions:

1. Implement Front Row as an instructional and assessment tool.
2. Collaborate with district technology coaches (Kara Milsap)
3. Deliver adopted curriculum (Math Expressions) according to the pacing guide
4. Collaborate as a PLC team to discuss progress, implement best practices including differentiation, and identify and target specific student needs
5. Continue to provide hands-on experiences that correlate with the lessons and workbooks to ensure students have ample experience that reflect best practice. (Math Journals, etc.)

#### Anticipated Evidence:

- Math unit assessments
- Math journal and/or other assignments that show progress over time (daily work)
- Front Row performance reports and data
- Anecdotal and observational notes

#### Reflection on 2017 - 2018 School Year:

- The Kindergarten team followed the strategic actions outlined above. The team created supplemental materials to address the lack of engaging experiences provided in the Math Expressions curriculum. Our work was centered on making the work "hands on" as the prescribed curriculum focuses on paper-pencil tasks primarily.
- We intentionally slowed the unveiling of the math curriculum to make sure students had a strong foundation to serve them well in the future. Our intent was to meet students where they were and to be responsive to what they are ready for both academically and emotionally.
- The team differentiated math instruction daily for those who were below level, at level and above level by having a three tiered instruction model in the class. All students received the main lesson. Those functioning at grade level were dismissed after the lesson to complete the on-level task. Those who were above level were given additional instruction to make the lesson more appropriate for an above-level student and dismissed to work on a project tailored for them. Those who were functioning below level then worked with the teacher for the first part of their independent work time. Once the below level students were working the teachers moved from group to group to provide differentiated instruction and support as needed on a case by case basis.
- Front Row was introduced and students were taught how to work through the program. Front Row was not used as an assessment tool as was determined by the entire K team across the district. The aim was to teach the kids to be familiar with the program and how to navigate it so that in Grade One they would be proficient independently.

### First Grade

#### Priority Area of Focus:

- By Spring 2018, 90% of ALL students will show one year growth in Math Fact Fluency to 20 as measured by AimsWeb's Fall, Winter and Spring benchmarks and will achieve 90% or more problems correct as measured by Front Row and/or XtraMath.

#### Strategic Actions:

1. Implement Front Row



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2. Implement XtraMath
3. Monthly timed math computation test
4. Create a rubric for each trimester
5. Have students graph progress on monthly tests to self-monitor their own progress towards goals
6. Collaborate as a PLC team to discuss progress, implement best practices including differentiation, and identify and target specific student needs

## Anticipated Evidence:

- Front Row Reports
- XtraMath Reports
- Student-self growth graphs
- AimsWeb Reports
- Anecdotal and observational notes

## Reflection on 2017 - 2018 School Year

- The First grade team followed the strategic actions outlined above.
- Once students scored above 90% accuracy as defined by XtraMath and meeting 100% accuracy on monthly Timed Math Tests, students were moved on to the subtraction fluency.
- Students who started the year using the "counting all" strategy moved on to "counting on" from the biggest number which is a more efficient strategy.
- In October 35/67 (52%) met or exceeded our instructional fluency goal. By April 63/67 (94%) met or exceeded the goal.
- We supported students by having small group instruction for those below and above the benchmark.
- We utilized the new program Front Row (now Freckle) for additional practice (adaptive practice).

## Second Grade

### Priority Area of Focus:

- Teach, support and monitor addition and subtraction math fact fluency to 20 to ensure at least one year's growth for every student.

### Strategic Actions:

1. Implement Front Row
2. Provide enrichment/acceleration programs for students performing above grade-level
3. Utilize Mad Minutes to increase fluency
4. Collaborate as a PLC team to discuss progress, implement best practices including differentiation, and identify and target specific student needs

### Anticipated Evidence:

- Front Row Reports
- Mad Minute Reports
- Anecdotal and observational notes

## Reflection on 2017 - 2018 School Year

- The second grade team followed the strategic actions outlined above.
- Second grade utilized the Xtra math program to increase fact fluency.
- Once students scored above 90% accuracy as defined by XtraMath and meeting 90% accuracy on weekly Timed Math Tests, students moved on to multiplication fluency.
- We supported students by having small group instruction for those below and above the benchmark.
- We utilized the new program Front Row (now Freckle) for additional practice (adaptive practice).

## Third Grade

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## Priority Area of Focus:

- Teach, support and monitor multiplication and division math fact fluency and multi-step word problems with different operations to ensure at least one year's growth for every student.

## Strategic Actions:

1. Implement Front Row and Interim (SBA) Assessments
2. Targeted Math Fact instruction
3. Continue and add more math games and hands-on activities
4. Refine the scope and sequence of how the math units are taught
5. Communicate with parents to reinforce classroom learning
6. Collaborate as a PLC team to discuss progress, implement best practices including differentiation and student engagement strategies, and identify and target specific student needs

## Anticipated Evidence:

- Timed Test Assessments
- Interim Assessments
- Math Unit Assessments
- Quick Quizzes
- New scope and sequence
- Anecdotal and observational notes

## Reflection on 2017 - 2018 School Year

- **92/100 (91%) of our students passed the Math SBA summative assessment.**
- **Only 8/100 (8%) students did not reach standard. Of those eight students - 3 students had an IEP.**
- **The implementation of the interim SBA assessments gave our students many opportunities to become familiar with the format of the SBA.**

## Fourth Grade

### Priority Area of Focus:

- Teach, support and monitor multi-step math word problems with different operations to ensure at least one year's growth for every student.

### Strategic Actions:

1. Implement Interim Assessments (SBA) and provide SBA practice before the assessment
2. Implement Front Row
3. Follow the math scope and sequence
4. Develop small groups based on data
5. Have students practice story problem language, keep story problem journals and identify problem-solving steps
6. Collaborate as a PLC team to discuss progress, implement best practices, and identify and target specific student needs

### Anticipated Evidence:

- Interim Assessment and SBA practice test data
- Front Row assessment data and reports
- Math journal reflections and scores
- Math curriculum-based assessments
- Anecdotal and observational notes

## Reflection on 2017 - 2018 School Year

- **88% of 4th graders passed the SBA Math summative assessment.**
- **9 students did not meet standard. Of the 13 students who did not meet standard in the previous year (3rd grade), 6/13 (46%) moved up 1 - 2 levels on the 4th grade SBA Math summative assessment.**

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- The interim assessments were helpful as a practice tool, but some questions did not address 4th grade standards.
- Front Row assessment was a useful practice tool, but the data was not actionable.
- Small groups were formed, based on common formative assessment data, for reteaching and extension.

## Fifth Grade

### Priority Area of Focus:

- Teach, support and monitor guided problem-solving, math vocabulary and reasoning skills, and multi-step word problems with different operations to ensure at least one year's growth for every student.

### Strategic Actions:

1. Implement the problem-solving curriculum provided by Pearson Prentice Hall
2. Explicitly teach key math vocabulary, require students to use key vocabulary and terminology in explanations, and model how to explain their thinking/reasoning.
3. Implement Front Row, Math IXL and Khan Academy to support and enhance instruction and practice.
4. Collaborate as a PLC team to discuss progress, implement best practices, and identify and target specific student needs

### Anticipated Evidence:

- Math unit assessment data and lesson performance from Pearson problem-solving curriculum
- Test and quick quizzes from Math Expressions
- Interim Assessment Scores and Front Row Reports
- Anecdotal and observational notes

## Reflection on 2017 - 2018 School Year

- 88% of 5th graders passed the SBA Math summative assessment.
- 12% (13) of students did not meet standard.
- 12 students moved up at least one level. 15 students dropped at least one level, 7 of which did not meet standard.
- The interim assessments were helpful as a practice tool, but did little to inform instruction.
- Front Row assessment was a useful practice tool, but the data was not actionable.
- Based on common formative assessment data, we provided intervention in small groups. Para-educators were utilized to implement math workshop instructional models.

## Special Education

### Priority Area of Focus:

- Teach, support and monitor IEP math goals and collaborate with general education teachers to ensure at least one year's growth for every student.

### Strategic Actions:

1. Maximize delivery of special education curricula and/or related best practices based on individual need
2. Coordinate core math practice and homework with general education teachers.
3. Frequent assessment, reflection and adjustment to instruction
4. Close collaboration with general education teachers, special education para-educators, district special education coaching and consulting staff, and parents.

### Anticipated Evidence:

- Progress and improvement toward, and/or mastery of, IEP math goals

## Reflection on 2017 - 2018 School Year

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## Section 3: REFLECTION for 2017-18 School Improvement Plan for EQUITY & DIVERSITY

### **2017-18 Equity & Diversity Goal**

Promote institutional change at Lakeridge that acknowledges and serves our diverse community through research based-practices, structures and activities that nurture an inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

### **GLOBAL REFLECTION on Schoolwide EQUITY & DIVERSITY Goal**

*\* See reflections in yellow highlighted box following each of the three Schoolwide focuses in the following chart.*

### **GRADE LEVEL REFLECTIONS on Schoolwide EQUITY & DIVERSITY Goal**

#### **Schoolwide #1 - PBIS & Social-Emotional Learning**

##### **Priority Area of Focus:**

- o Ensure all teachers deliver Second Step Social Emotional Learning and Bullying Prevention Curriculum (K-5) & Kelso's Choice.
- o Implement and refine elements of Schoolwide PBIS

##### **Strategic Actions:**

1. Teachers teach second step lessons to students in accordance with scope and sequence milestones.
2. Principal, Associate Principal, School Counselor and Specialists support the teaching of Second Step & Kelso's Choices schoolwide.
  - a. In-Class Lessons (scheduled and/or as-needed)
  - b. Presentations/lessons given in cafeteria at lunch
  - c. Lunch Bunches/Groups
  - d. Para-educator training and support on Second Step Problem-Solving Steps & Kelso's Choices

##### **Anticipated Evidence:**

- o Second Step and Kelso's Choice visuals in classroom and hallways
- o Decrease in bullying perceptions (EES or internal data)
- o Second Step and Kelso's Choice language used throughout the school
- o Student journals and lesson-related activities

#### **Reflection on 2017 - 2018 School Year**

All grade levels implemented Second Step Social Emotional Learning and Bullying Prevention Curriculums. Grades K-2 also included instruction on Kelso's Choices. All classrooms including Specialists as well as hallways and common areas display Second Step and Kelso Choices strategy posters which all staff have been trained to refer to when problem-solving with students. We also taught monthly lessons during lunch periods (Lunchtime Learning), highlighted and celebrated monthly character traits, and started Principal Student Advisory Councils for the cafeteria, recess, and safety. Taproot Theater presented a bullying prevention and personal safety performance to support classroom instruction for Bullying Prevention Month in October. Furthermore, all para-educators, especially those on recess duty, were given multiple trainings on using Second Step and Kelso's Choices with students on the playground and cafeteria - the two common areas that generate the majority of reported conflicts or concerns. Furthermore, work on refining schoolwide PBIS also included restructuring several common area expectations (recess, cafeteria, before and after school, hallways, and assemblies), and reconfiguring our assignment and use of supervision (para-educator) time. We also restructured our Student Support Team (SST) and 504 processes to better

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align with an RTI approach.

## Schoolwide #2 - Diversity & Equity Instruction & Enrichment

### Priority Area of Focus:

- Work with and through building-based LR Diversity & Equity Team and PLCs to study, discuss, and implement research-based practices, structures and activities.

### Strategic Actions:

1. Recruit new and retain returning members for the LR Diversity & Equity Team
2. Ensure team membership is representative of Lakeridge Elementary School
3. Conduct regular meetings
4. Bring cultural experiences into classrooms:
  - a. **Kindergarten:** Artist-in-Residence (Won-Ldy Paye), Visible Thinking Strategies, study cultures represented by students in class through 'family' projects.
  - b. **First Grade:** Spanish books from grant, Family Traditions project
  - c. **Second Grade:** Community Service project, culturally relevant stories in instruction, class meetings
  - d. **Third Grade:** Personal heritage and Native American research, Culture Fair culminating project, Potlach with Roger Fernandes, collaboration with students around the world through a variety of learning activities
  - e. **Fourth Grade:** Social studies units including study of Native and Asian Americans of WA State, biography unit on African American History Month and field trip to NW African American Museum, Traditions Unit in Mondo, class meetings
  - f. **Fifth Grade:** Author Visit for MLK Jr. Day and Social Justice, Discussions and projects to explore social issues and justice, intentionally adding diverse literature to classroom libraries, current events and Scholastic News
  - g. **Specialists:**
    - Library: Reading Without Walls, building diverse literature collection
    - PE: Bollywood dance, exploring culture through dance, games and music
    - Art: Featuring individual artists and genres from around the world
    - Spanish: each unit includes in-depth exploration of different Spanish-speaking countries, focus on teamwork

### Anticipated Evidence:

- Agendas/Progress on diversity initiatives posted on school website
- School wide/classroom activities (see above Strategic Actions)
- Schoolwide and individual celebrations like International Night at Lakeridge

## Reflections on 2017 - 2018 School Year

All the cultural experiences listed above (see #4 of Strategic Actions) happened this year and many will continue into 2018-2019. In addition to these cultural experiences, we also hosted a PTA International Night, an evening celebration connected with third grade's personal heritage and Culture Fair unit. Additionally, our Spanish class collected funds for and wrote cards to victims of the earthquake in Mexico, and these were presented to the Mexican consul, whose two children attended Lakeridge in 2017/18.

## Schoolwide #3 - Cultural Data Systems

### Priority Area of Focus:

- Analyze and collect data related to diversity, inclusiveness, equity, and respect to identify school needs, perceptions and areas of focus.

### Strategic Actions:

1. Staff & parent community provided with 2017 EES data through Parent Advisory Council
2. Add cultural and equity representative positions to Parent Advisory Council

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3. Collect data on equity and diversity internally through SWIS and other reports
4. Analyze and address data with staff, parents and district
  - Parent Advisory Council
  - PTA Executive Board
  - LR Building Diversity Team
  - LR Principal's Cabinet
  - LR All Staff

**Anticipated Evidence:**

- Shared charts and graphs (EES, SUISS, internal measures)
- Actions, events, outcomes of data analysis events

**Reflections on 2017 - 2018 School Year**

Cultural and inclusion representatives were added to Lakeridge's Parent Advisory Council. PBIS discipline matrices and reporting systems were restructured to be more efficient and useable for Lakeridge's needs. Now that systems have been revamped, Lakeridge is prepared to start using SWIS in the 2018-2019 school year. Data collection on issues of race and diversity was implemented, but very little data was collected and resulting data is too small to be able to report publicly in order to maintain student confidentiality. The minimal data generated indicates that issues of race and diversity are being addressed successfully at Lakeridge.

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## Section 4: 2018-2019 School Improvement Plan

### **Goal One: Academic Learning**

Through a Multi-Tiered System of Support (MTSS), at-risk students will make more than one year's growth in reading and/or math to narrow or close achievement gaps as measured by SBA, Aimsweb Plus, Instructional Text Level Assessments and/or Classroom-Based Measures. Students at or above standard at the beginning of the school year will make at least one year's growth as measured by the same assessment tools. Each grade level will determine the priority focus on reading and/or math based on specific grade level data.

#### **Goal One Strategic Actions:**

1. **Guaranteed & Viable Curriculum (GVC)**
2. **Data Driven Systems**
3. **Focus on Tier I**
4. **Utilize Coaching Resources**
5. **MTSS for RTI & Academic Learning**

### **Goal Two: Social-Emotional Learning**

Develop and implement a Multi-Tiered System of Support (MTSS) for social-emotional and behavioral learning to strategically and effectively create and sustain an inclusive, culturally responsive, and welcoming school culture where all students are successful.

#### **Goal Two Strategic Actions:**

1. **Guaranteed & Viable Social-Emotional Learning (GVC) Professional Learning**
2. **Data Driven Systems**
3. **Focus on Tier I**
4. **Professional Learning**
5. **MTSS for SEL/PBIS**

# Lakeridge Elementary - School Improvement Plan

2018 - 2019

## Goal One: Academic Learning

Through a Multi-Tiered System of Support (MTSS), at-risk students will make more than one year's growth in reading and/or math to narrow or close achievement gaps as measured by SBA, Aimsweb Plus, Instructional Text Level Assessments and/or Classroom-Based Measures. Students at or above standard at the beginning of the school year will make at least one year's growth as measured by the same assessment tools.

<b>Schoolwide Strategic Actions</b>	
<b>Goal One: Academic Learning</b>	
<b>Strategic Actions</b>	<b>Anticipated Artifacts and Evidence</b>
<p><b>Strategic Action #1</b>  <b>Guaranteed &amp; Viable Curriculum (GVC):</b> Ensure implementation of the district-adopted curricula as guaranteed and viable curriculum for all students (Universal/Tier 1).</p>	<ul style="list-style-type: none"> <li>● Teachers utilize the components and structures of the curricula routinely and faithfully during daily instruction.</li> <li>● Tangible lesson plans that incorporate curriculum elements.</li> <li>● Routinely observable curricula structures and practices.</li> <li>● Schedules identify classroom opportunities for small group, differentiated instruction.</li> <li>● <i>Routinely observable</i> small differentiated groups to address identified needs.</li> </ul>
<p><b>Strategic Action #2</b>  <b>Data Driven Systems:</b> Develop and implement common assessment systems for both reading and math to progress-monitor learning throughout the year in order to provide targeted instruction, intervention and/or extension.</p>	<ul style="list-style-type: none"> <li>● Individual teachers and grade level PLCs will set Student Growth Goals and determine strategic actions aligned with SIP goals and specific grade level student achievement data.</li> <li>● PLC agendas and records show implementation and analysis of common assessments to foster analysis of student learning and teacher practice.</li> <li>● Student data.</li> <li>● Schedules identify classroom opportunities for small group, differentiated instruction.</li> <li>● <i>Routinely observable</i> small differentiated groups to address identified needs.</li> </ul>
<p><b>Strategic Action #3</b>  <b>Tier 1 Core Instruction:</b> Align instruction with district-adopted curricula, instructional frameworks, and research-based best practices with emphasis on data-driven differentiation.</p>	<ul style="list-style-type: none"> <li>● Schedules identify classroom opportunities for small group, differentiated instruction.</li> <li>● <i>Routinely observable</i> small differentiated groups to address identified needs.</li> <li>● Peer observation data focused on differentiation practices and instructional frameworks.</li> </ul>
<p><b>Strategic Action #4</b>  <b>Utilize Resources:</b> Utilize Instructional Coaches to support action steps #1-3.</p>	<ul style="list-style-type: none"> <li>● Coaching schedules and agendas for trainings</li> <li>● Coaches' feedback</li> <li>● Coach project analysis</li> </ul>
<p><b>Strategic Action #5</b>  <b>MTSS for RTI &amp; Academic Learning:</b> Develop and implement a Multi-Tiered System of Support.</p>	<p><b>Year One:</b> Priority Focus on Tier I</p> <ul style="list-style-type: none"> <li>● Core Instruction, Classroom-based interventions/extensions, Inclusive Practices, Best Practices</li> <li>● Planning and piloting of Tier II</li> </ul> <p><b>Year Two:</b> Priority Focus on Tier II</p> <ul style="list-style-type: none"> <li>● Develop intervention and extension for reading and math</li> <li>● Develop referral and progress-monitoring processes for Tier II</li> <li>● Roll out and refine Tier I</li> </ul> <p><b>Year Three:</b> Full implementation of Tier I and II</p>



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2018 - 2019

## Goal Two: Social-Emotional Learning

Develop and implement a Multi-Tiered System of Support (MTSS) for social-emotional and behavioral learning to strategically and effectively create and sustain an inclusive, culturally responsive, and welcoming school culture where all students are successful.

<b>Schoolwide Strategic Actions</b>	
<b>Goal Two: Social Emotional Learning</b>	
<b>Strategic Actions (What will we do as a staff to get there?)</b>	<b>Anticipated Progress Indicators, Artifacts &amp; Evidence</b>
<p><b>Strategic Action #1</b>  <b>Professional Learning:</b> Engage staff in professional development to deepen understanding and capacity to implement Social Emotional Learning curriculum, Positive Beh. Intervention Support System, MTSS Behavior Intervention Pathway, and Proactive Classroom Management Strategies.</p>	<ul style="list-style-type: none"> <li>● Elements of PBIS, MTSS Behavior Pathways can be seen as evidenced by: observations, use of tools/forms, participation in MTSS Pathways, posted classroom expectations</li> <li>● Professional Development schedule and attendance logs</li> </ul>
<p><b>Strategic Action #2</b>  <b>Tier 1 Schoolwide Expectations:</b> Develop and adjust PBIS, MTSS, and Curriculum tools to support effective implementation school-wide.</p>	<ul style="list-style-type: none"> <li>● Elements of PBIS, MTSS Behavior Pathways can be seen as evidenced by: observations, use of tools/forms, MTSS Pathways, posted classroom and common space expectations</li> <li>● System Tools and Forms</li> <li>● Student Study Team schedule and records</li> </ul>
<p><b>Strategic Action #3</b>  <b>Guaranteed &amp; Viable Social-Emotional Learning (GVC):</b> Ensure teachers deliver a guaranteed and viable Social Emotional Learning curriculum for all students (Universal/Tier 1 Instruction) and implement school-wide PBIS rules and expectations.</p>	<ul style="list-style-type: none"> <li>● Teachers utilize the components of the adopted curricula <i>routinely</i> and <i>faithfully</i> in alignment with the curriculum map.</li> <li>● Tangible lesson plans indicate implementation.</li> <li>● School-wide orientation and reteaching of expectations for common spaces.</li> <li>● SEL data indicating completion of curriculum units.</li> <li>● <i>Routinely observable</i> use of school-wide PBIS expectations and language by both certificated and classified staff.</li> </ul>
<p><b>Strategic Action #4</b>  <b>Data Driven Systems:</b> Develop and implement data collection tools and systems.</p>	<ul style="list-style-type: none"> <li>● Behavior incident forms and data (SWIS)</li> <li>● PLC data analysis protocols and records</li> <li>● Observational forms and surveys</li> <li>● Intervention forms and data</li> </ul>
<p><b>Strategic Action #5</b>  <b>MTSS for SEL/PBIS:</b> Develop and implement a Multi-Tiered System of Support.</p>	<p><b>Year One:</b> Priority Focus on Tier I</p> <ul style="list-style-type: none"> <li>● Social-Emotional Learning (Second Step, Kelso's Choices, Schoolwide celebrations and expectations)</li> <li>● Proactive Classroom Management Strategies (Inclusive Practices)</li> <li>● Begin planning and piloting of Tier II</li> </ul> <p><b>Year Two:</b> Priority Focus on Tier II</p> <ul style="list-style-type: none"> <li>● Develop Tier II intervention plans</li> <li>● Develop Tier II referral and progress-monitoring processes</li> <li>● Roll out and refine Tier I</li> </ul> <p><b>Year Three:</b> Full implementation of Tier I and II</p>