

MISD SCHOOL IMPROVEMENT PLAN 2016-17
Lakeridge Elementary

2020 District Vision

Our students will thrive in the cognitive, digital, and global world while sustaining their passion and inspiration for learning.

Goal One (ELA): By Spring of 2017, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments and/or the *Mondo Benchmark Assessment*. The remaining 5% that don't meet the goal will show at least one year's growth.

Goal Two (Math): By Spring of 2017, 90% of all third, fourth and fifth grade students will perform at math standard as measured by the SBAC.

Fundamental 2: Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Goal Three: Nurture an inclusive and welcoming school community based on principles of equity and excellence by convening a building Diversity Action Team (DAC) that studies, discusses and implements structures that promote inclusivity.

Fundamental 7: Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Contextual Data to support Goal One (ELA):

2014-15 AIMSweb Assessment	% of Students at Spring 2014 Benchmark	% of Students at Spring 2015 Benchmark	% of Students at Spring 2016 Benchmark	% of Students at Spring 2016 Benchmark*
K - LSF	78%	84%	93%	N/A
K - NWF	80%	86%	87%	N/A
1 - NWF	85%	79%	82%	86%
1 - CBM	91%	87%	88%	82%

2 – CBM	91%	91%	93%	88%
3 – CBM	89%	90%	83%	97%
4 – CBM	92%	89%	86%	84%
5 – CBM	86%	95%	88%	89%

LSF = Letter Sound Fluency NWF = Nonsense Word Fluency

CBM = Curriculum Based Measure (Words Correct per Minute)

*Data reflects all new enrollment and withdrawals with respect to boundary changes. (2016-17 Lakeridge students)

ELA SBAC - SPRING			
	2015	2016	2016*
3 rd Grade	83.5% (52.0%)	88.1%	N/A
4 th Grade	88.0% (54.5%)	84.6%	88.0%
5 th Grade	89.4% (57.5 %)	85.2%	86.9%

State averages in parentheses

*Data reflects all new enrollment and withdrawals with respect to boundary changes. (2016-17 Lakeridge students)

Strategic Action Plan for Goal 1:

Strategic Actions (What will we do as a staff to get there?)	Progress Indicators ("hooked" action)	Anticipated Artifacts and Evidence
1. Ensure a guaranteed and viable curriculum for all students through the continued implementation of <i>Mondo Bookshop Common Core</i> (K-5).	Staff attend and participate in ongoing training sessions for Bookshop, ongoing Bookshop coaching dates, and identified district and building directed days. Teachers utilize the components of the curricula <i>routinely</i> and <i>faithfully</i> during daily literacy blocks of instruction.	Tangible lesson plans that incorporate curriculum elements and instructional strategies. <i>Routinely observable</i> comprehensive literacy components (read-alouds, shared reading, small differentiated reading groups, phonics/word work, independent

	Adherence to the Mercer Island School District Guaranteed and Viable Curriculum (GVC) document regarding reading instruction.	reading, et al.) that are evaluated through Danielson rubrics.
2. Identify students' needs and monitor students' reading progress through the continued implementation of universal screening tools.	<p>AIMSweb assessment tools (benchmark and progress monitoring) are utilized by all certificated staff to regularly track progress of targeted students toward meeting grade level benchmarks.</p> <p>Staff utilize <i>Mondo Bookshop</i> unit reading assessments.</p> <p>LSP support staff regularly assess qualifying students through use of Bookshop, Aimsweb, DRA, and/or Fountas/Pinnell tools.</p>	<p>AIMSweb generated data (benchmark and progress monitoring)</p> <p>Reading assessment data (benchmark tests, unit tests, running records, etc.)</p> <p>Charts/data monitoring progress on below-standard students</p> <p>Data reviews during PLCs</p>
3. Monitor, collaborate, and further develop best literacy practices through Professional Learning Communities.	<p>Grade levels meet at least once a month as PLCs to monitor, collaborate, and further develop literacy practices while addressing:</p> <ol style="list-style-type: none"> 1. What do students need to know (Common Core literacy standards, instructional goals/teaching points)? 2. How will we know when they met standards? 3. Which tier 2 and 3 intervention strategies may be applicable? 4. What are strategies for students who require enrichment? 	PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions generated
4. Improve instructional practice through utilization of the Mercer Island Literacy Coaches, ELL staff, and colleagues.	<p>Teachers welcome literacy and ELL coaches into their classrooms to help them learn how to refine reading instruction as well as use adopted curriculum to meet the needs of diverse learners.</p> <p>Teachers have the opportunity to visit peer classrooms or use Teaching Channel Teams tools to observe, reflect upon instruction, and team-teach.</p>	

Contextual data to support Goal 2:

MATH SBAC - SPRING			
	2015	2016	2016*
3 rd Grade	83.6% (56.6%)	81.3%	N/A
4 th Grade	86.4% (54.0%)	84.6%	86.9%
5 th Grade	87.3% (48.0%)	76.1%	87.9%

State averages in parentheses

*Data reflects all new enrollment and withdrawals with respect to boundary changes. (2016-17 Lakeridge students)

Strategic Action Plan for Goal 2:

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Implement with fidelity the district-adopted <i>Math Expressions Common Core K-5 Curricula</i> to ensure a guaranteed and viable curriculum for all students.</p>	<p>Professional Development through District and Building Directed times to support teacher understanding and implementation of the 5 Core Structures of <i>Math Expressions</i>.</p> <p>Math Academies implemented to support deeper understanding of mathematics research and Math Expressions tools and instructional strategies.</p> <p>Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction.</p> <p>Adhere to the MISD Guaranteed and Viable Curriculum (GVC) document regarding math instruction.(GVC) document regarding math instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements.</p> <p>Routinely observable structures and practices (Math Talk, Building Concepts, Student Leaders, Learning Community, Quick Practices) that are monitored through Danielson Rubrics.</p> <p>Math Academy agendas and attendance rosters.</p> <p>Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.</p>

<p>2. Monitor, collaborate, and further develop best practices in mathematics instruction through Professional Learning Communities (PLC).</p> <p>Implement the use of specific protocols for teacher leaders (Principal Cabinet members) to engage teaching teams in best practices, dialogue about student learning, analyze data, and review student work.</p>	<p>Grade levels meet once monthly to monitor, collaborate, and learn about math practices while addressing:</p> <ol style="list-style-type: none"> 1. What do students need to know? (Common Core State Standards for Mathematics, instructional goals, and learning targets) 2. How will we know they have met the standards? 3. Which Tier 2 and 3 interventions may be applicable? 4. What are strategies for students who require enrichment? 	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions.</p> <p>PLC protocols shared and used by teams.</p>
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Goal Three: Nurture an inclusive and welcoming school community based on principles of equity and excellence by convening a building Diversity Action Team (DAC) that studies, discusses and implements structures that promote inclusivity.

Fundamental 7: Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>Continued school-wide use of the Second Step Social Emotional Learning Curriculum and the Bullying Prevention Units K-5. Continued use of Kelso’s Choices.</p>	<p>Teachers teach second step lesson to students in all grades.</p> <p>Teachers and administrative staff teach second step bullying prevention lessons to students in all grades.</p> <p>School counselor teaches Kelso’s Choices to all K-2 students and to intermediate grades as requested by teachers.</p>	<p>Second Step visuals in classroom and hallways</p> <p>Second Step language used throughout the school</p> <p>Newsletters from principal and teachers</p> <p>Decrease in bullying perceptions (EES data)</p>
<p>Implement skill building practices in staff to improve learning conditions that enable every child to have full access to the instructional programs and to meet them with success.</p>	<p>Teacher training on knowing students as learners as well as individuals and on the diverse ways students learn and engage. (Consistent with the LR DAT and district DAC priorities)</p>	<p>Agendas: August 26th training - Dr. Caprice Hollins, GLAD training/ELL training, Ben Ibale trainings, PBIS/positive behavior supports trainings</p>

<p>Implement teacher leaders through the principal’s cabinet and work with teams in Professional Learning Communities (PLC’s).</p>	<p>Use existing staff (literacy TOSAs) to increase teacher training/mentoring in differentiated learning. (Consistent with the LR DAT and district DAC priorities)</p> <p>Teacher leaders lead PLCs, communicating and collaborating, using protocols to engage in best-practices and dialogue to increase student learning. (Consistent with the LR DAT and district DAC priorities)</p>	<p>TOSAs (Literacy, Technology, New Teacher Mentor coach) agendas and reflections of work with teachers.</p>
<p>Maintain and grow the building Diversity Action Team that studies, discusses, and implements research-based practices, and school-wide activities. The Diversity Action Team will be guided by the mission of making Lakeridge a nurturing, inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.</p>	<p>Application process for recruiting and choosing members</p> <p>Regular meeting established throughout the school year</p> <p>Lead staff book study (to be agreed upon by members)</p> <p>Creation of norms, mission/vision statement</p> <p>Develop and share future goals that are relevant to Lakeridge Elementary learning community.</p>	<p>Team Mission Statement</p> <p>Team meeting minutes</p> <p>School wide/classroom activities:</p> <ul style="list-style-type: none"> • Celebrations • Lessons • Community Events • Lion’s Den (lunches with principals)
<p>Implement a comprehensive, school-wide Positive Behavior Intervention and Support (PBIS) system. Implement the SWIS behavior tracking system.</p>	<p>Staff agrees upon, embraces, teaches and reinforces a set of positive school behaviors.</p> <p>Staff engages in interventions and supports that foster positive student behavior.</p> <p>Staff collects behavior data to reveal trends, successful initiatives and areas for improvement.</p>	<p>PBIS-related data</p> <p>Increase in positive student behaviors as evidenced by data collection.</p> <p>Routinely observable practices (students behaving in accordance with taught and posted expectations)</p> <p>Positive reinforcement slips (Lion PRIDE slips) given to classrooms and students recognizing desired school behaviors.</p> <p>Posters throughout the school that describe, through words and icons, desired positive behavior.</p>

		Behavior and staff intervention matrices created for the staff outlining desired practices.
Introduce mindfulness to provide specific instruction in the area of emotional regulation and well-being.	School wide "mindful moment" announcements in the morning Encourage teachers to use the Second Step's Mind Yeti online tools	End of the year parent/student surveys Newsletters from principal and teachers