

Lakeridge Elementary School Improvement Plan 2017 - 2018

ELA Goal for 2017-18 SIP

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.

Math Goal for 2017-18

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).

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.

Equity & Diversity Goal for 2017-18 SIP

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.

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

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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.

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.

Contextual Data - ELA

The following chart contains scores from prior Spring AIMSweb assessment periods.

Current Grade	Grade Level Test	% of students at Spring 2014 Benchmark	% of students at Spring 2015 Benchmark	% of students at Spring 2016 Benchmark	% of students at Spring 2017 Benchmark
Kindergarten	LSF	78	84	93	75
	NWF	80	86	87	77
First	LSF	NA	79	42	33
	NWF	85	80	82	82
	CBM	91	87	88	84
Second	CBM	91	91	93	91
Third	CBM	89	90	83	95
Fourth	CBM	92	89	86	78
Fifth	CBM	86	95	88	91

LSF = Letter Sound Fluency NWF = Nonsense Word Fluency
CBM = Curriculum Based Measure (Words Correct per Min)

Grade-Level Plan to Support Schoolwide ELA Goal

Kindergarten

Priority Area of Focus:

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

Strategic Actions:

1. Teach specific strategies for decoding and building comprehension.
2. Follow the scope and sequence of the Mondo comprehension strategies.
3. Supplement decoding and early literacy development strategies missing from Mondo at the Kindergarten level.

Anticipated Evidence:

- Mondo Benchmark Assessments (Reading Level)
- AIMSWeb Assessments (LSF, LNF)

First Grade

Priority Area of Focus:

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

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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

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:

- 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

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

Fourth Grade

Priority Area of Focus:

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

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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

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

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

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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).

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.

Contextual Data – Math

Table 1

State Smarter Balanced Assessment (SBA) Data

Color bars compare cohorts of students over the three grade levels. For example, 88.1% of 2016 third graders met or exceeded standard on the ELA portion of the SBA and the same cohort of students performed at 86.6% in 2017 as shown by the blue color coding. State averages are shown in parentheses.

MATH SBA DATA	2015 SBA	2016 SBA	2017 SBA
3 rd Grade	82.9% (56.6)	81.3% (58.9)	83.1% (57.8)
4 th Grade	84.3% (54.0)	84.6% (55.4)	84.7% (54.3)
5 th Grade	87.2% (48.0)	76.1% (49.2)	83.4% (48.6)

State averages in parentheses

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Grade-Level Plan to Support 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

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
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

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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

Third Grade

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

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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

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

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

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education coaching and consulting staff, and parents.

Anticipated Evidence:

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

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.

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

Grade-Level Plan to Support Schoolwide EQUITY & DIVERSITY Goal

Schoolwide #1

Priority Area of Focus:

- o Ensure all teachers deliver Second Step Social Emotional Learning and Bullying Prevention Curriculum (K-5) and 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 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

Schoolwide #2

Priority Area of Focus:

- o 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.

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- 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:

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

Schoolwide #3

Priority Area of Focus:

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

Strategic Actions:

1. Staff and parent community provided with 2017 EES data through Parent Advisory Council posting on school website.
2. Add cultural and equity representative positions to Parent Advisory Council
3. Collect data on equity and diversity internally through SUISS and other reports
4. Analyze and address data with staff, parents and district
 - a. Parent Advisory Council
 - b. PTA Executive Board
 - c. LR Building Diversity Team
 - d. LR Principal's Cabinet
 - e. LR All Staff

Anticipated Evidence:

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