

# Lakeridge Elementary

## School Improvement Plan

2020-21

*District Improvement Plan Goal: As a system, Mercer Island School District will identify and systematically remove barriers that impede students equitably accessing learning and growth opportunities.*

**Goal** (What is the goal? Specific, Measurable, Attainable, Results Oriented, Time bound?)

**Goal #1: Social-Emotional Learning**

Develop and implement a Multi-Tiered System of Support (MTSS) for social-emotional and behavioral learning, thereby nurturing an inclusive, culturally responsive, and welcoming school community.

**2020-2021 Social Emotional Learning:**

By June 2021, 80% of students will respond favorably to statements 1 and 2 below, as measured by the EES Student Climate Survey/School-Generated Climate Survey.

*Statement 1: Work I do in this school is useful and interesting to me.*

*Statement 2: My teacher(s) tell me the purpose for each lesson or activity*

**Goal #2: 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, and/or Classroom-Based Measures.

**2020-2021 Math Subgroup Goal:**

The math median student growth percentile (SGP) for 3rd-5th grade Students with Disabilities was 53% compared to 58.5% for ALL Students based on the Washington School Improvement Framework 2017-2019. By Spring 2021, the math SGP for 3rd-5th grade Students with Disabilities will increase to 60%.

**2020-2021 ELA Subgroup Goal:**

The ELA median student growth percentage for 3rd-5th grade Students with Disabilities was 43.5% compared to 56.5% for ALL Students based on the Washington School Improvement Framework 2017-2019. By Spring 2021, the ELA SGP for 3rd-5th grade Students with Disabilities will increase to 60%.

**Leadership** (Who are the stakeholders responsible for leading the improvement goal?)

- Principal & Associate Principal
- PBIS Leadership Team including Unit Lead
- RTI Leadership Team (RTI Cabinet)
- RTI Data Leadership Team
- Grade Level PLCs Leaders (Cabinet)

**Alignment** (How does the goal align to the district mission, vision, values, fundamentals, other goals, or focus priorities?)

The stated goals align with the WASA Inclusionary Practice overarching vision (below), as well as Superintendent Colosky's [Focus Priorities](#).

*In order to increase achievement for all students, eliminate inequities & barriers, promote safe and supportive learning environments, and provide challenging learning opportunities, Mercer Island School District will implement a multi-tiered system of support built on a foundation of Universal Design for Learning, that is inclusive of equity and access for all students, engagement with families and community, academic support, behavioral systems, and social-emotional learning.*

*The goals also align with the [District's Values, Vision and Mission](#).*

**Action Items** (What will groups or individuals do to achieve and make progress toward the

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goals? If known, what are some expected timelines?)

### GOAL #1: Social-Emotional Goal

1. Offer staff development opportunities on student engagement and student understanding of the purpose of learning (November 2020-June 2021)
2. Create common lesson plans for all staff to use, emphasizing increasing student engagement with and purpose of their learning (September 2020-June 2021)
3. Provide ongoing Instructional coaching to support teacher implementation of identified instructional and PBIS/SEL strategies that emphasize student engagement, inclusive practice, and universal design for learning (September 2020 – June 2021)
4. Revise and teach/reteach schoolwide expected behaviors in a virtual learning environment. (September 2020)
5. Implement and develop Tier 2 structures and practices as identified by the 2020 Tiered Fidelity Inventory and PBIS rubrics for implementation. (May 2019-December 2019)
6. Engage in a 2021 Tiered Fidelity Inventory to measure progress and assess next steps (May 2021)
7. Develop and implement behavioral and social-emotional wellness data collection and progress-monitoring tools and systems. (August 2019-June 2021)

### GOAL #2: Academic Goal

1. Engage Professional Learning Communities to remove identified barriers to student academic success, analyze student data, and provide targeted interventions (September 2020 - June 2021)
2. Provide professional learning and coaching to support teacher implementation of Tier 1 and Tier 2 best practice (September 2019 – June 2021)
3. Develop (for Math) and refine (for literacy) comprehensive data and assessment programs to identify achievement/opportunity gaps that create barriers to access and achievement for students (September 2020-June 2021)
4. Develop (for Math) and refine (for literacy) comprehensive data and assessment programs and resources to direct MTSS Tier I/II work, resources and professional development. (September 2019-June 2021)
5. Update GVC documents to reflect current work, including current reality of virtual learning (in collaboration with district committees). (August 2020-June 2021).
6. Provide K-2 teachers initial and ongoing comprehensive training in the science of reading through LETRS professional learning curriculum (September 2019-June 2021)
7. Implement LETRS Application of Concepts Tool to monitor progress toward K-2 research-based instructional strategies and timeframes for teaching foundational reading skills. (February-June 2021)

**Results** (What will change and improve as a result of the goal? How will the school be improved?)

### Goal #1: Social Emotional Learning

In examining the EES Survey data, we identified a three year average of 61% of students who answered positively that their "teacher/s tell me the purpose of each lesson." We also identified a three year average of 73% of students who answered positively that the "work I do in school is useful and interesting."

We expect the results of our actions will be:

- Increase in student engagement and understanding of the purposes for learning
- Increase in student sense of self-efficacy
- Increase in positive feelings about school being interesting
- Increase in learning and connecting learning to real world applications

### Goal #2: Academic Learning

In examining the most recent Math and English Language Arts (ELA) Smarter Balanced

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Assessment (SBA) results along with data from the Washington School Improvement Framework (WSIF), we found that overall proficiency rates and student growth percentiles for our Students with Disabilities lagged behind their peers for both ELA and Math.

We expect that our action steps will result in:

- Narrowing the opportunity/achievement gaps for our Students with Disabilities
- Increased performance in math and ELA for all students
- Create an inclusive learning environment for all students regardless of demographics