

MISD SCHOOL IMPROVEMENT PLAN 2014-15
Lakeridge Elementary School

2020 Vision

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

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 One (ELA): By Spring of 2015, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show at least one year's growth.

Goal Two(Math): By Spring of 2015, 75% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test.

Fundamental 3: Develop self-awareness, emotional/social intelligence, responsible decision-making and citizenship.

Goal One: Implement the "Second Step" Program in all K-5 classrooms to provide students with instruction in the areas of *Skills for Learning, Empathy, Emotion Management, and Problem Solving* throughout the course of the year.

Contextual Data:

Fundamental 2: Goal One (ELA)

2013-14 AIMSWeb Assessment	% of Students at Spring Benchmark
K – LSF	78%
K - NWF	80%
1 - NWF	85%
1 - CBM	91%
2 - CBM	91%
3 - CBM	89%
4 - CBM	92%
5 - CBM	86%

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

CBM = Curriculum Based Measure (Words Correct per Minute)

- **High Expectations/Commitment/Clear Focus**

- (Parents) The school believes and expects that all students can meet state standards. (84% always/often true)
- (Students) My teacher(s) expect all students to succeed, no matter who they are. (95% always/often true)

- **Frequent Monitoring of Teaching and Learning**

- (Staff) Peer observation and feedback is a tool we use to improve instruction. (14% almost always true/often true, 61% almost never true/missing)

- **Relevant Instruction**

- (Staff) Instruction is personalized to meet the needs of each student (82% always/often)

- **Supportive Learning**

- (Staff) Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction (32% always/often)
- (Staff) I participate in a professional learning community focused on improving student learning. (70% always/often)

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<p align="center">Strategic Actions (What will we do as a staff to get there?)</p>	<p align="center">Progress Indicators ("hooked" action)</p>	<p align="center">Anticipated Artifacts and Evidence</p>
<p>1. Implement the new district-adopted Mondo Bookshop (K-2) and Houghton-Mifflin (3-5) curricula to ensure a guaranteed and viable curriculum for all students.</p>	<p>Staff attend and participate in training sessions for Bookshop (August 27, 2014), ongoing Bookshop coaching dates, and identified district and building directed days.</p> <p>Teachers utilize the components of the curricula <i>routinely</i> and <i>faithfully</i> during daily literacy blocks of instruction.</p> <p>Adherence to the Mercer Island School District Guaranteed and Viable Curriculum (GVC) document regarding reading instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements.</p> <p><i>Routinely observable</i> balanced literacy components (read alouds, shared reading, guided reading groups, phonics/word work, independent reading, et. al.) that are evaluated through Danielson rubrics.</p>
<p>2. Continued Implementation of universal screening tools to identify students needs and monitor students' reading progress.</p>	<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 Mondo Bookshop unit reading assessments.</p> <p>LSP support staff regularly assess qualifying students through use of Bookshop, DRA, and/or Fountas/Pinnell tools.</p>	<p>AIMSweb generated data (benchmark and progress monitoring)</p> <p>Reading assessment data (unit tests, running records, etc.)</p> <p>Charts/data monitoring progress on below-standard students</p> <p>Data reviews during PLCs</p>
<p>3. Monitor, collaborate and further develop best literacy practices through professional learning communities.</p>	<p>Grade levels meet twice monthly to address:</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 2/3 intervention strategies may be applicable? 4. What are strategies for students who require 	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions generated</p>

	enrichment?	
4. Improve instructional practice through the utilization of the Mercer Island Literacy Coach, 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 and adopt curriculum to meet the needs of diverse learners.</p> <p>District Literacy coach creates implementation guides and videos that support Bookshop to the on-line curriculum repository</p> <p>Teachers visit peer classrooms to observe, reflect upon instruction and team teach.</p>	
5. Creation and growth of curriculum maps, anchor charts and classroom reading materials.	<p>Administrators and grade level teams create curriculum maps.</p> <p>Teachers and students jointly create anchor charts that capture key literacy concepts in student-friendly ways.</p> <p>Teachers begin creating and growing classroom libraries organized, in part, by reading levels or genres that meet or exceed the ELA Common Core standards.</p>	Curriculum maps (K-2), anchor charts, and classroom libraries with leveled books

*SMART Goals are **S**pecific and clearly stated, **M**easurable and based on formative and summative data, **A**ttainable and realistic, **R**elated to student achievement and performance, and **T**imely. **MISD**

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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 Two: By Spring of 2015, 75% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test.

Context: District adoption of updated 3rd, 4th and 5th math curriculum

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Implement the new district adopted Math Expressions Common Core 3-5 Curricula to ensure a guaranteed and viable curriculum for all students.</p>	<p>Staff attend and participate in training sessions for Math Expressions (August 27, 2014) and on designated district and building directed professional development days.</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.</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>Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.</p>
<p>2. Continue used of district adopted Math Expressions K-2 Curricula.</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.</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>Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.</p>
<p>3. Monitor, collaborate and further develop best mathematical practices through professional learning communities.</p>	<p>Grade levels meet twice monthly to address:</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>

Fundamental 3: Develop self-awareness, emotional/social intelligence, responsible decision-making and citizenship.

Goal One: Implement the “Second Step” Program in all K-5 classrooms to provide students with instruction in the areas of *Skills for Learning, Empathy, Emotion Management, and Problem Solving* throughout the course of the year.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
Implement the “Second Step” Program in all K-5 classrooms to provide specific instruction in the area of social-emotional development.	Students receive lessons in the following areas from classroom teachers, administrators and certificated support staff: <ul style="list-style-type: none"> • Skills for Learning • Empathy • Emotion Management • Problem Solving 	Student Pre-Survey - Grades 3-5 End of the year parent survey End of Year Student Survey – Grades 3-5 Second Step “vocabulary” used throughout the school Second Step visuals posted