

Lakeridge Elementary

School Improvement Plan 2022 - 2023

District Improvement Plan: In MISD, we believe in creating a deep sense of BELONGING, BELIEF in the limitless potential of every student, removing BARRIERS, and BROADCASTING student voice.

Multi-Year Theory of Action

IF we focus on removing barriers to ensure access and opportunity for all to create an inclusive school **and IF** we prioritize the UDL Principle of Engagement (Guidelines 7, 8, 9) by weaving together (operationalizing) cognitive and social-emotional student engagement in our work especially with UDL, Danielson's FfT, OSPI's Student Growth Goal pilot process, and PLC Inquiry Cycles, **THEN** we will better activate the affective networks of the brain leading to improvements in student social-emotional and self-efficacy indicators as well as improved academic performance measures.

Although written separately below as two distinct, separate goals, our intent is to weave together Goal #1: Social-Emotional Learning with Goal #2: Academic Learning with a "you-don't-get-one-without-the-other" approach. We will intentionally and strategically work to avoid compartmentalizing affective and cognitive teaching and learning.

Goal #1: Social-Emotional Learning

Weave together social-emotional-behavioral learning and academic learning, thereby creating an inclusive, equitable and welcoming school community of highly engaged, successful learners.

2022-2023 Student Outcomes:

We will increase emotional and cognitive student engagement, specifically by increasing students' agency in and ownership of their own learning. By June 2023, 100% of students will respond favorably to the survey statements below, as measured by the EES Student Social-Emotional and Wellness Surveys and/or similar school-generated survey designed to measure social-emotional student engagement in learning.

All statements selected below are from the EES student surveys and are indicators of our work in the UDL principles guidelines noted below:

- UDL Principle: Engagement - Guideline 7 Recruiting Interest
- UDL Principle: Engagement - Guideline 8 Effort & Persistence
- UDL Principle: Engagement - Guideline 9 Self Regulation

From 2021-2022 EES:

Statement 1: Work I do in this school is useful and interesting to me (engaged learners)

- 2019 - 2022 Longitudinal Data (3-year average): 63% positive (↑ from 61%) (Chart A)
- 2021 - 2022 1-year Data: 38% positive, 56% neutral, 6% negative (Chart B)

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

- 2019 - 2022 Longitudinal Data (3-year average): 51% positive (↓ from 73%) (Chart A)
- 2021 - 2022 1-year Data: 35% positive, 53% neutral, 12% negative (Chart B)

Statement 3: My teacher(s) often tell me how I am doing in their class (students monitoring their own learning)

- 2019 - 2022 Longitudinal Data (3-year average): 60% positive (↓ from 64%) (Chart A)
- 2021-2022 1-year Data: 47% positive, 48% neutral, 5% negative (Chart B)

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EES Statements:

Statement 1: Work I do in this school is useful and interesting to me (engaged learners)

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

Statement 3: My teacher(s) often tell me how I am doing in their class (students owning their own learning)

Chart A: EES Longitudinal Data (3-Year Averages)

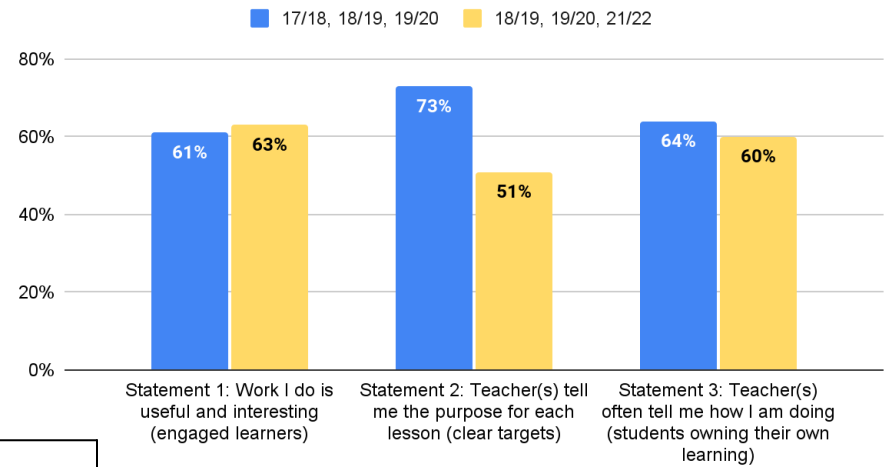
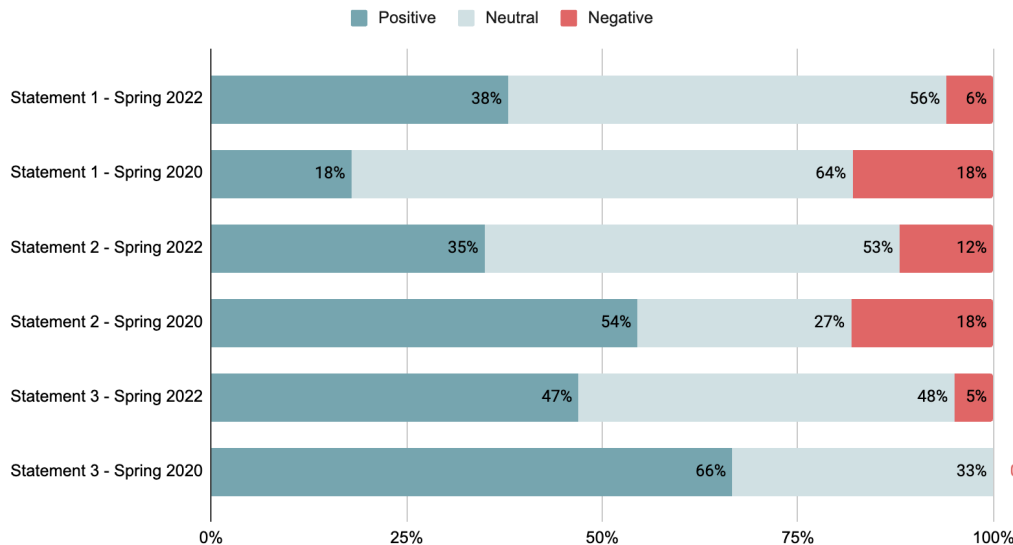


Chart B: EES Spring 2020 Compared To Spring 2022



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Goal #2: Academic Learning

Students currently meeting grade level benchmarks in reading (K-2) and/or math (3-5) will make **adequate growth** as measured by SBA, Aimsweb Plus, iReady Math (3-5) or Benchmark Literacy (K-2) assessments, and/or Classroom- or School- Based Measures. Students who are not currently meeting grade level benchmarks in reading and/or math will make **stretch growth** in reading and/or math to narrow or close achievement gaps as measured by SBA, Aimsweb Plus, iReady Math (3-5) or Benchmark Literacy (K-2) assessments and/or Classroom- or School- Based Measures. Definitions of adequate growth and stretch growth follow.

Definitions:

- **Adequate Growth** refers to the typical annual expected growth for all students. Every student deserves to make adequate growth every school year. This year, Lakeridge will work to clearly define adequate growth in measurable terms for each of our available assessment tools (listed above) for reading (K-2) and math (3-5). We will also closely monitor this growth data to ensure adequate growth for all students. While monitoring adequate growth is essential to guaranteeing growth for all, it is especially important for those students who generally perform at/above grade-level proficiency standards. These students are usually coded in green or blue bands. They could easily be overlooked because they do not require intervention to close an achievement gap, but Lakeridge wants to ensure that they too are growing and learning every year as well.
- **Stretch Growth** refers to the amount of growth that students who are not grade-level proficient need to make to narrow or close the gap between their current performance and grade-level proficiency. It is often referred to as ambitious or gap-closing growth. The assessment tools we have currently for reading (K-2) and math (3-5) give us very good definitions, reports and tools in measurable terms that we will use to closely monitor students who are performing below grade-level proficiency standards, usually color-coded in yellow or red bands.
- **Adequate (“Typical”) Growth & Stretch Growth:** This video gives a short description of what and how both adequate (or “typical”) growth and stretch growth are used in monitoring student growth using our new iReady Math Diagnostic tool:
<https://videos.curriculumassociates.com/watch/wGRozUjoM77MgXVKD9UHA8?>

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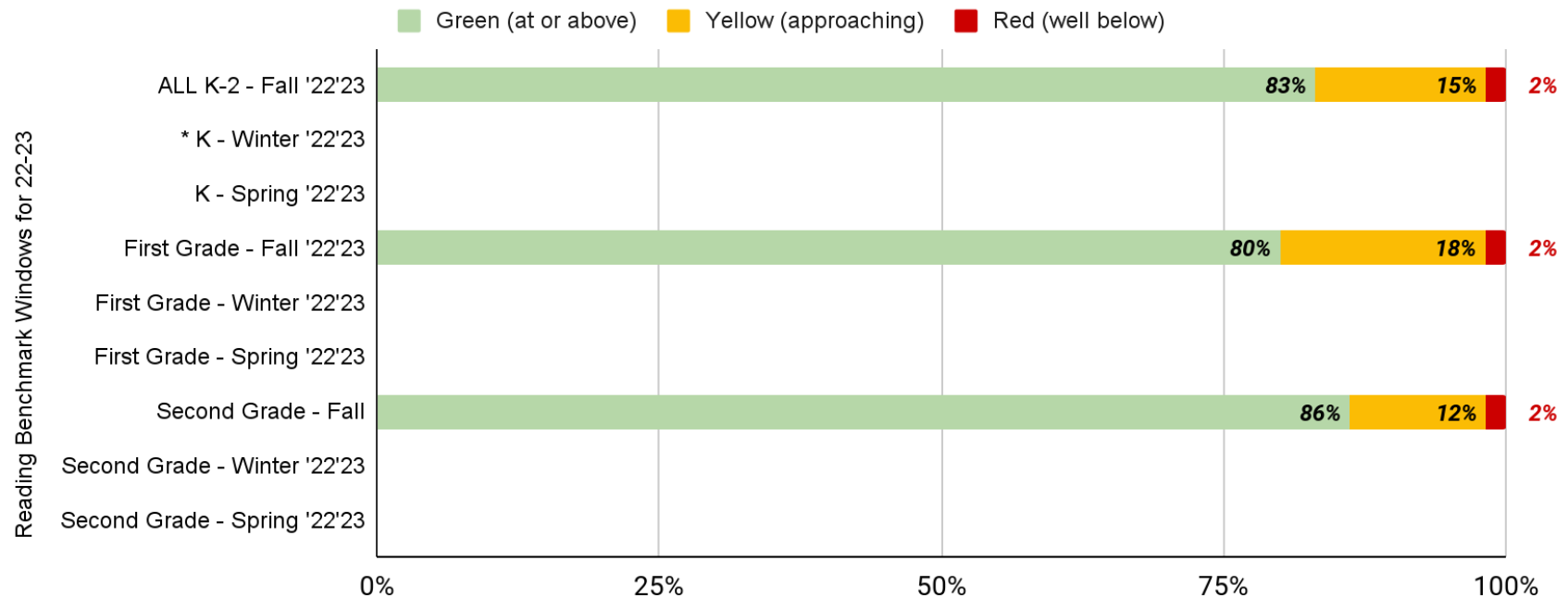
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K-2 READING Schoolwide Goal:

- **Adequate Growth Goal:** By June 2023, growth data from available reading assessment tools will show that 100% of students who are assessed at/above grade level (Chart C green bar) have made adequate growth in overall reading performance.
- **Stretch Growth Goal:** By June 2023, growth data from available reading assessment tools will show that 100% of students who are assessed approaching or well below grade level (Chart C red and yellow bars) moved one level up in performance levels.

Chart C: K-2 Overall Reading Performance - 2022-2023

Fall '22 - 113/113 Students Assessed; *K not assessed until Winter



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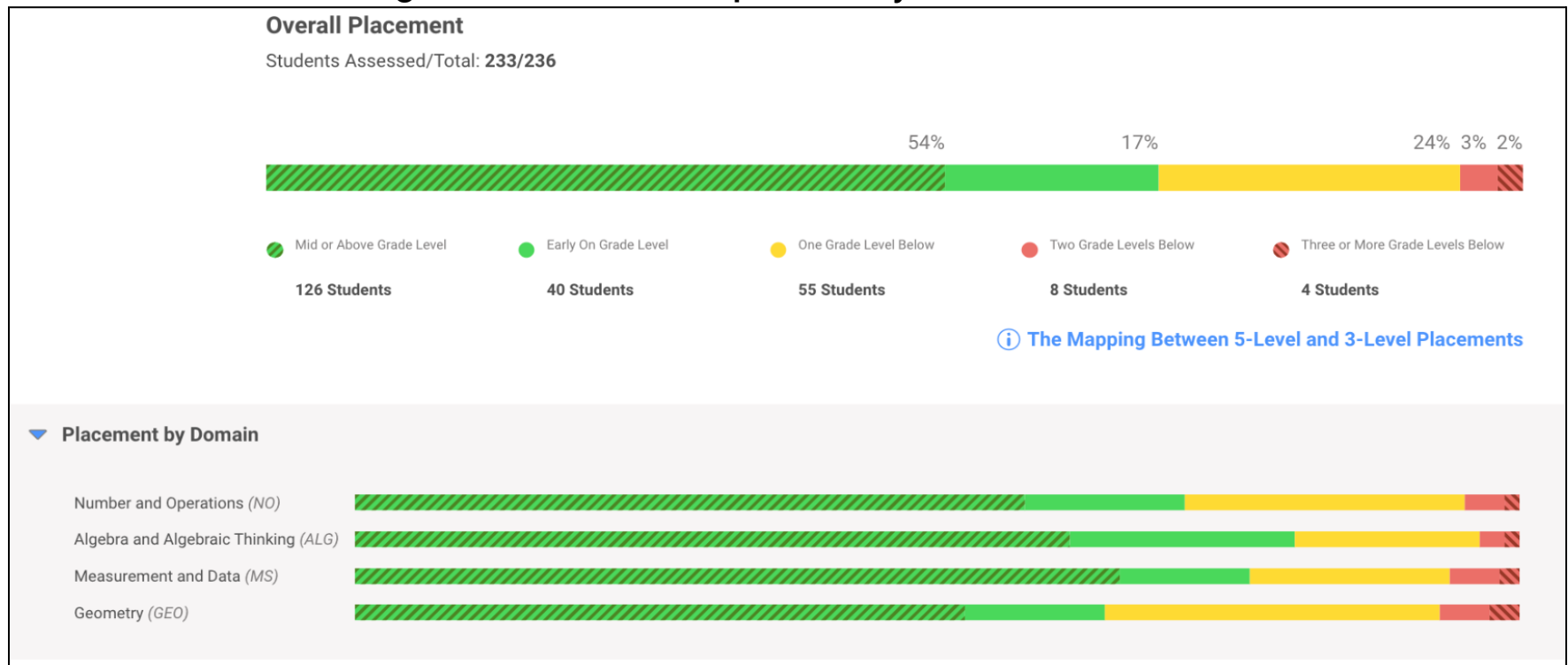
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3rd- 5th MATH Schoolwide Goal:

- **Adequate Growth Goal:** By June 2023, growth data from iReady will show that 100% of the 40 students in solid green placement level will move up at least one placement level as measured by iReady Diagnostic assessments and Student Growth reports. *At the time of this report, we were still learning how adequate growth will be measured or displayed by this iReady Diagnostic tool for students in the striped green placement level.*
- **Stretch Growth Goal:** By June 2023, growth data from iReady will show that 100% of the 12 students in red and 55 students in yellow on Chart D below will move up at least one placement level as measured by iReady Diagnostic assessments and Student Growth reports.

Chart D: Fall Baseline Diagnostic Assessment Report, iReady Math



Leadership

- Principal
- Instructional Coaches

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- MTSS Leadership Teams
 - Principal's Cabinet
 - Data & Assessment Leadership Team
 - SST Leadership Team
 - IRT Leadership Team
 - PLC Leaders (Principal's Cabinet)
 - PBIS/RJP Leadership Team
 - Equity Leadership Team

Alignment

The stated goals align with Superintendent Rundle's [District Improvement Plan's 4Bs](#). This SIP also aligns with the [District's Values, Vision and Mission](#), including [Student Focused Fundamentals](#), and the WASA Inclusionary Practice overarching vision (below).

4Bs from Supe's DIP	Alignment Examples from Supe's DIP	Alignment Examples from Lakeridge SIP
BELONGING - create a deep sense of belonging. Fundamentals 1, 2, & 5	→ Develop awareness of inclusive practices and UDL	→ Multi-Year Theory of Action → Student Engagement: Emotional & Cognitive Student Engagement → Student Engagement: Students owning their own learning → UDL Principle of Engagement → Removing barriers, increasing access, and pursuing excellence for all
BELIEF - in the limitless potential of every student. Fundamentals 1, 2 & 4	→ Training all K-5 teachers in the Science of Reading (SoR) → Elem MTSS Focus → Elem SST Structures	→ Equity focus for 2022-2023 on elevating different abilities (i.e. disability awareness) → Excellence, beyond just access, for <u>all</u> students is expected → Inclusive, restorative, UDL practices unlock potential for every student
BARRIERS - Removing barriers. All 5 Fundamentals	→ Implementing structures of Universal Design for Learning → SIP growth for all students → UDL in Curriculum Adoptions (K-5)	→ Academic Learning Goals → K-2 Reading: Schoolwide Goal - based, in part, on new Benchmark Literacy curriculum → 3-5 Math: Schoolwide Goal - based, in part, on new iReady Math curriculum
BROADCASTING - Broadcast student voice. Fundamental 1, 3, 4 & 5	→ Student leadership → Principal's Student Advisories	→ All EES data used to monitor progress toward SEL goal is in the students' voice (used student reported data vs parent or staff responses) → Equity focus on elevating different abilities (i.e. disability awareness)

WASA Inclusionary Practices Vision: 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

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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.

4-Year Action Plan

	Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 24-25
STUDENT ENGAGEMENT #1: - Student Ownership of Learning	Increase student ownership of (engagement with) their learning by providing students... 1. Clear learning targets, 2. Informal formative assessment opportunities tightly aligned to #1, and 3. Opportunities to self-reflect on their own learning and progress toward #1 using information from #2.	Increase student ownership of (engagement with) their learning by adding the following action steps to Year One... 4. Set their own learning goals, 5. Monitor their own progress toward those goals, and 6. Discuss their data with their teachers, peers and/or parents.	(Tentative) Students demonstrate owning their own learning through student-led parent-teacher conferences (optional) Students have frequent opportunities to own their learning through the process outlined in Year 1-2 in every classroom. All students create Student Data Notebooks .	(Tentative) Schoolwide student-led conferences in 2nd-5th grade. All students have regular opportunities to own their learning. All students create Student Data Notebooks .
STUDENT ENGAGEMENT #2: - Weave Emotional & Cognitive Engagement	Use new TPEP Student Growth Rubrics & Guidance as professional learning tools. Weave elements of UDL, social-emotional teaching and learning, and cognitive and emotional student engagement into the work noted above but specifically targeting coaching conversations and cycles, professional learning, the work of PLCs (Inquiry Cycle), Danielson's Framework for Teaching (professional growth/TPEP), and	Write non-evaluative TPEP Student Growth Goals that weave together emotional and cognitive student engagement and include related measurable student outcomes for all students at all performance levels. Focus building-specific professional learning on cognitive and emotional student engagement best practices and routines through new K-2 Benchmark Literacy and 3-5 iReady Math curricula adoptions.	Write and monitor TPEP Student Growth Goals that weave together emotional and cognitive student engagement and include related measurable student outcomes for all students at all performance levels. Focus building-specific professional learning on cognitive and emotional student engagement best practices and routines through new K-2 iReady Math and 3-5 Benchmark Literacy curricula adoptions.	TBD

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	Student Growth Goals from OSPI.			
<p>ACADEMIC LEARNING: - Academic MTSS/RTI - Growth Guarantee - Universal Design for All - Data & Assessment Systems & Practices</p>	<p>Engage Professional Learning Communities to identify and remove barriers to student academic success, proactively plan for variability, analyze student data, and provide targeted interventions and extensions.</p> <p>Develop (for Math) and refine (for Literacy) comprehensive data and assessment systems to investigate adequate and stretch growth for <u>all</u> students that identifies achievement/opportunity gaps and needs for extension that create barriers to access and achievement for students.</p> <p>Provide all K-5 teachers initial and ongoing training in the science of reading through LETRS. Fully implement LETRS across all grade levels & related learning services toward a fully developed, research-based Tier 1 & 2 for foundational reading skills.</p> <p>Define, learn, design and implement K-5 research-based instructional strategies, including Universal Design for Learning (UDL), for reading and math to build MTSS Tiers 1, 2 and 3.</p> <p>Provide coaching to support teacher learning and implementation of Tier 1 and Tier 2 instructional strategies.</p>			TBD
<p>SOCIAL-EMOTIONAL LEARNING: - SEL MTSS/RTI - PBIS/ Restorative Practices - Inclusive Practices - Culturally Responsive Practices - Coordinated Student Support Systems</p>	<p>Focus building-specific professional learning on removing barriers, especially in regards to the UDL Principle of Engagement.</p> <p>Continue inclusive main scheduling practices.</p> <p>Coordinate comprehensive wrap-around student support systems including SST, ELS, LSS, BGT/504/IEP services, and math support.</p> <p>Restore PBIS schoolwide and classroom-based Tier 1 & 2 from pre-Covid.</p>	<p>Focus building-specific professional learning on removing barriers to provide access and excellence for all learners.</p> <p>Develop Lakeridge PRIDE Student Center for PBIS & Restorative Student Support.</p> <p>Continue inclusive main scheduling practices.</p> <p>Coordinate comprehensive wrap-around student support systems including SST, ELS, LSS, BGT/504/IEP services, and math support.</p> <p>PBIS schoolwide & classroom-based Tier 1-2.</p> <p>2023 Tiered Fidelity Inventory (May 2023)</p> <p>Provide ongoing Instructional coaching and learning to support teacher implementation of identified instructional best practice, culturally responsive and anti-biased teaching practices, and PBIS/SEL strategies.</p>	<p>Focus building-specific professional learning on removing barriers and guaranteeing excellence for all learners.</p> <p>Develop Lakeridge PRIDE Student Center for PBIS & Restorative Student Support.</p> <p>Continue inclusive main scheduling practices.</p> <p>Coordinate comprehensive wrap-around student support systems including SST, ELS, LSS, BGT/504/IEP services, and math support.</p> <p>Full implementation of pre-Covid Tier 1 & 2 PBIS.</p> <p>TBD...</p>	TBD

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		Data Leadership Team & Student Support System Leaders will continue to identify, develop and/or implement behavioral and social-emotional whole child data sources and tools and schoolwide systems.		
EQUITY FOCUS:	<ol style="list-style-type: none"> 1. Building and expanding our culture calendar. 2. Mirrors & windows approach to planned recognitions. 3. Curate teaching resources 	<ol style="list-style-type: none"> 1. Elevate Different Abilities (Disability Awareness). 2. Community Engagement & Communication prior to key recognitions. 3. Continue work from previous year. 	TBD	TBD

Results

**Note the quantitative results are embedded in the Goals section above. This section provides more qualitative context to the expected outcomes from our school improvement efforts.*

Goal #1: Social Emotional Learning

In examining the Spring 2022 EES Survey data, we identified a three-year average of 51% of students who answered positively that their "teacher/s tell me the purpose of each lesson", down significantly from the previous year's 73%. We also identified a three-year average of 63% of students who answered positively that the "work I do in school is useful and interesting", a slight increase from 61% last year. Finally, we also saw a drop in "my teacher tells me how I am doing" measure from 64% to 60% this year.

We expect the results of our 2022-2023 actions will be:

- Increases in student engagement and understanding of the purposes for learning
- Increases in student sense of self-efficacy and sense of ownership of their own learning.
- Increases in positive feelings about school being interesting
- Increase in positive feelings about school being useful

Goal #2: Academic Learning

We expect that our 2022-2023 action steps will result in:

- Narrowing the opportunity/achievement gaps for all students, especially students with disabilities
- Increased integration of support programs (special education, learning support, ELD, etc.) with/into general education
- Increased performance in Math and ELA for all students using existing assessment tools and adding new tools from curricula adoptions.
- Create an inclusive learning environment for all students regardless of demographics