



Strategic School Improvement Planning 2023-2024
for
Lakeridge Middle School
Sumner-Bonney Lake School District

Our Promise:

Our promise in the Sumner-Bonney Lake School District is to **know, value, and support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

Our plan incorporates an emphasis on the following characteristics of highly effective schools:

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

Our plan has been reviewed and endorsed by the following:

Phase:	Date(s):	Persons Involved:	Notes:
Develop/Refine		Toby Udager - Principal Tara Bohl - Dean of Students/Title Coordinator	
Staff Review		LMS Building Leadership Team LMS SPED Team	
Parent Review			
District Review			

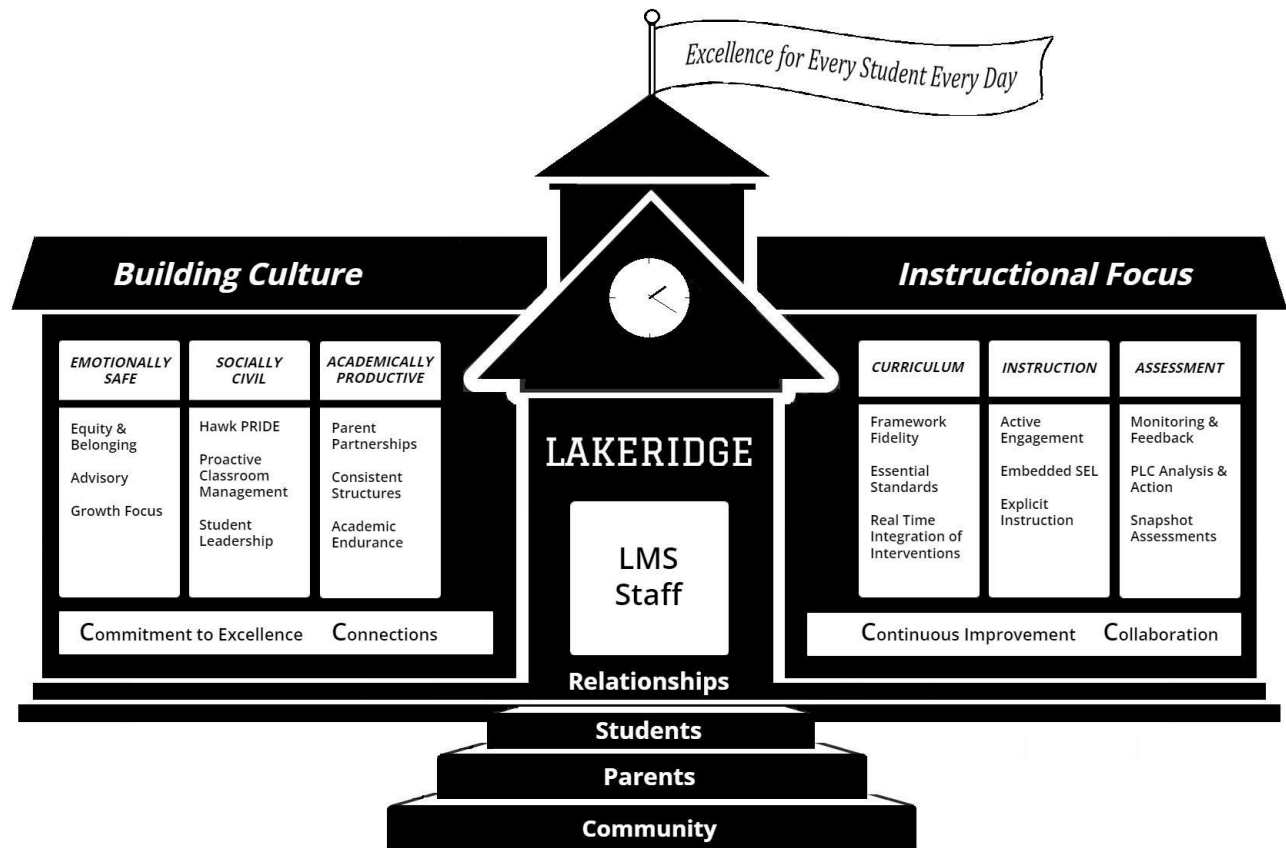
Additional Comments:
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Principal Signature

Date

Optional Page: Principals can choose to add a page here... ideas include...

- A message from the principal
- Mission and Vision of school
- Information about the school, staff, and students
- School demographics



The LMS Blueprint is broken down into four key areas.

- Our foundational values we call the 4 C's: Commitment to Excellence, Connections, Continuous Improvement, and Collaboration
- Instructional Focus - broken down by: Curriculum, Instruction and Assessment
- Building Culture Focus - broken down by: Emotionally Safe, Socially Civil, and Academically Productive
- Vision - Excellence for Every Student, Every Day

In preparation for reopening school, we focused and implemented the following modifications in these four areas of our Blueprint/school improvement plan:

Four C's : Connections and Collaboration

- Teachers are intentionally building in SEL and relationship building activities into daily lessons. The intent of these activities is to build community within the classroom as well as to meet the intense social/emotional needs of students.
- There is time set aside during staff meetings to implement social opportunities for staff to interact with each other and share teaching and learning celebrations as well as share positive aspects in their life.
- "Principals' Report" segments during PTO meetings focus on connecting parents to the 21-22 LMS Blueprint.

- Utilize a variety of social media platforms to increase communication and school connections: LMS Facebook Page, LMS Student Life Google Classroom, LMS Staff Google Classroom, LMS Instagram

Instructional Focus: Curriculum, Instruction, Assessment

- Reestablish and implement general pacing guidelines and content from District curriculum frameworks with fidelity.
- Provide students with real time integration of interventions during class to support student learning gaps.
- Re-establish and implement Anita Archer’s Explicit Instruction learning strategies focused on lesson design and eliciting responses.
- Utilize short “snapshot” assessments to monitor student progress to maximize student instructional time during school.

Building Culture Focus: Emotionally Safe, Socially Civil, Academically Productive

- Revise Tier 1 PBIS Guidelines for Success: Hawk PRIDE to teach, reinforce and recognize students for positive student/citizenship character traits.
- Through the LMS Student Life Google Classroom - provide opportunities for all students to participate in the LMS extra-curricular culture.
- Continued professional development on equity and personal bias recognition for staff. Staff collaboration on ways to infuse concepts of equity in our buildings’ systems: Hawk PRIDE, school discipline, academic growth
- Enhance the Advisory program to provide students with weekly SEL focus.
- Enhanced parent partnerships through increased communication via: school newsletters and social media.

Where are we now?

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a comprehensive needs assessment involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Action plans are developed to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

<u>Content Area:</u>	<u>Summary of Data Analysis</u>
<p>Literacy</p> <p><u>Connected Goal Areas:</u></p>	<p>Pre-pandemic to Spring 2022 ELA SBA Achievement:</p> <p>The following tables reflect LMS student achievement data on the SBA from Spring of 2019 to Spring of 2022.</p>

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

ELA SBA		% of grade level meeting standard		
	Spr 2019	Fall 2021*	Spr 2022**	
Gr 5		54.8%		
Gr 6	62.5%	56.2%	51.7%	
Gr 7	80.5%	60.7%	67.9%	
Gr 8	78.3%		69.1%	
Total	73.3%	57.3%	63.2%	
*Assessment Note				
In the fall of 2021 students in Gr 6 took the Gr 5 SBA & WCAS				
In the fall of 2021 students in Gr 7 took the Gr 6 SBA				
In the fall of 2021 students in Gr 8 took the Gr 7 SBA				
ELA: Program		% of program meeting standard		
	Spr 2019	Fall 2021*	Spr 2022**	
LEP/EL			22.2%	
Low Income	65.0%	38.5%	46.3%	
Homeless				
504	56.4%	62.2%	59.5%	
IEP	19.7%	17.0%	20.2%	
ELA: Race/Eth		% of program meeting standard		
	Spr 2019	Fall 2021*	Spr 2022**	
Amer Ind/AK Nat			40.0%	
Asian	75.0%	76.2%	62.5%	
Black/Afr Amer	63.6%	42.9%	55.6%	
Hisp/Latino	70.5%	47.0%	59.6%	
Nat HI/Pac Isl			60.0%	
Two or More	56.5%	56.3%	64.9%	
White	75.8%	59.0%	64.1%	

Summary Analysis:

State assessment data indicates the return to full time, daily school attendance has led to growth towards building and district literacy goals. While the data clearly indicates that we are not at pre-pandemic levels of student learning achievement, grade level, cohort data shows a 5% increase in the percentage of students passing the SBA from fall to spring. 7th and 8th grade cohort achievement also increased 11.7% and 8.4% from fall to spring SBA assessments.

At LMS the following Needs Assessment activities occurred to analyze student data in an effort to both determine effectiveness of the prior year SIP and set a path for next year's goals.

- Admin- SIP data review
- Teacher leader data review
- Grade level PLC analysis of target data
- Parent listening session to develop a program vision for students with IEP's.

Schoolwide SBA Analysis Summary

- Proficiency achievement between Spring 2019 and Spring 2022 school years
 - 6th Grade (-10.8%)
 - 7th Grade (-12.6%)
 - 8th Grade (-9.2%)
- Cohort proficiency achievement between previous grades Fall 2021 SBA and Spring 2022 SBA
 - 6th Grade (-3.1%)
 - 7th Grade (+11.7%)
 - 8th Grade (+8.4%)

Subgroup Analysis Summary

- SPED student social, emotional and academic learning achievement has been consistently impacted as evidence of SBA results and from input and feedback from staff and families. Other data considered for this input included attendance, discipline and Center for Educational Effective student survey data.

ELA: Program	% of program meeting standard		
	Spr 2019	Fall 2021*	Spr 2022**
LEP/EL			22.2%
Low Income	65.0%	38.5%	46.3%
Homeless			
504	56.4%	62.2%	59.5%
IEP	19.7%	17.0%	20.2%

CEE Student Survey Data (Center for Educational Effectiveness)

EES-Student Top 5 / Bottom 5 by No Disaggregation		
All	IS – I am comfortable interacting with people from a different racial or ethnic background	93.4%
	CSF – My teacher(s) believe student learning is important	92.1%
	HSE – My teacher(s) expect me to do my best	91.1%
	IS – I am respectful of others at this school	88.4%
	HSE – I understand the expectations of this school	86.6%
	IS – My teacher(s) often tell me how I am doing in their class	48.2%
	MTL – My teacher(s) tell me the purpose for each lesson or activity	47.4%
	SLE – I enjoy coming to this school	41.6%
	SLE – Work I do in this school is useful and interesting to me	35.0%
	SLE – Most students are respectful of others at this school	27.6%

The above data shows the top 5 and bottom 5 areas of positive responses from the student CEE survey from Spring 2022. Between 85-95 percent of students responded the following were often to almost always true:

- 93.4% - I am comfortable interacting with people from different racial or ethnic backgrounds
- 92.1% - My teachers believe student learning is important
- 91.1% - My teachers expect me to do my best

- 88.4% - I am respectful of others at this school
- 86.6% - I understand the expectations of this school

The bottom five CEE Student Survey areas based on positive responses were the following:

- 48.2% - My teachers often tell me how I am doing in their class
- 47.4% - My teachers tell me the purpose for each lesson or activity
- 41.6% - I enjoy coming to this school
- 35.0% - Work I do in this school is useful and interesting to me
- 27.6% - Most students are respectful of others at this school

Parent Program Vision Input:

Parent Input (5/24/23 Listening session)

Primarily qualitative, parent feedback and hopes for their child's school experiences included:

- *Know when to ask for help!*
- *Develop independence as a young person*
- *Find your confidence*
- *I hope for Kaitlyn to gain confidence in herself and her ability to adapt and learn as well as excel*
- *Grow with reading and writing skills!*

When asked about school environment and conditions that could help their child excel, parents shared:

- Participate in clubs
- Opportunities that meet various needs and interests
- Friendships
- Happy days
- A safe environment where they can shine and thrive

Systems in place to support the academic progress of non-proficient students including English Language and Special Education students

- **Special Education**
 - Services include either inclusion or resource classes.
 - Special Education in the 6th and 7th grade, falling in the lowest levels of Reading/Writing also receive specially designed instruction for a second hour in lieu of Social Studies
 - Special education team meets two late starts each month to review student progress, check placement decisions and determine additional supports. This primarily serves the purpose of supporting student success in classes and enhancing specially designed instructional programs.

Qualifying Special Education, English Language Learners and General Education Students all have access to the following ELA Intervention classes:

- Systems 44 - Reading intervention class designed to support students with decoding and word attack strategies and skills
- iReady Reading - Reading intervention class designed to support students with specific comprehension and specific reading needs as well as Tier 2 support for grade level ELA standards.

Mathematics

Connected Goal Areas:

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

Pre-pandemic to Spring 2022 Math SBA Achievement:

The following tables reflect LMS student achievement data on the SBA from Spring of 2019 to Spring of 2022.

Math SBA	% of grade level meeting standard		
	Spr 2019	Fall 2021*	Spr 2022**
Gr 5		26.8%	
Gr 6	53.0%	34.9%	34.4%
Gr 7	70.5%	40.1%	48.41
Gr 8	64.3%		41.0%
Total	62.2%	34.1%	41.5%

Math: Program	% of program meeting standard		
	Spr 2019	Fall 2021*	Spr 2022**
LEP/EL			11.1%
Low Income	49.2%	21.6%	26.4%
Homeless			
504	45.5%	32.4%	42.9%
IEP	11.9%	7.4%	8.1%

Summary Analysis:

State assessment data indicates the return to full time, daily school attendance has led to growth towards building and district Math goals. While the data clearly indicates that we are not at pre-pandemic levels of student learning achievement, grade level, cohort

data shows a 7.4% increase in the percentage of students passing the SBA from fall 2021 to spring 2022.

At LMS the following activities occurred to analyze student data in an effort to both determine effectiveness of the prior year SIP and set a path for this year's goals.

- Admin- SIP Data Review
- Teacher Leader Data Review
- PLC Analysis of Target Data
- Parent listening session to develop a program vision for students with IEP's.

Schoolwide SBA Analysis Summary

- Proficiency achievement between Spring 2019 and Spring 2022 school years
 - 6th Grade (-18.6%)
 - 7th Grade (-22.1%)
 - 8th Grade (-23.3%)
- Cohort proficiency achievement between previous grades Fall 2021 SBA and Spring 2022 SBA
 - 6th Grade (+7.6%)
 - 7th Grade (+13.5%)
 - 8th Grade (-0.1%)
- Actions attributed to growth in Math
 - Regular school system in place
 - Curriculum fidelity in implementing Success at the Core Math Curriculum
 - Explicit Instruction implementation increasing student engagement
 - Development of Common Assessments

At LMS the following activities occurred to analyze student data in an effort to both determine effectiveness of the prior year SIP and set a path for this year's goals.

- Admin- SIP Data Review
- Teacher Leader Data Review
- PLC Analysis of Target Data
- Parent listening session to develop a program vision for students with IEP

Measure of Student Progress #1: Literacy

Literacy goal to address percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps.

Highest Leverage Subgroup Student Proficiency Goal(s): Special Education Students

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

Ensure all SPED students will make academic growth equal to or greater than one year as measured by iReady Math and ELA diagnostic.

How will we get there?

Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Subgroup	Professional Development: Goals Creation ----- <i>Details: Provide professional development for SPED staff related to creating student IEP goals that are aligned to prerequisite skills linked to grade level standards.</i>		
Schoolwide	Professional Development: SIOP ----- <i>Details: Provide professional development to enhance all staff lesson design effectiveness through intentional implementation of SIOP strategies</i>		
Schoolwide	Instruction: Explicit Instruction ----- <i>Details: Year 2 schoolwide emphasis on increasing student engagement through intentional questioning and feedback strategies:</i>		
Subgroup	Assessment and Support: WINN Monitor student achievement through WINN (What I Need Now) periods and quarterly student achievement data to ensure students are placed		

	in classes aligned to IEP goals and provide immediate response to academic needs		
Subgroup	Instruction: Meeting SDI/IEP -----		
	Ensure all students are placed into classes with services that ensure the highest levels of academic growth and access to grade level standards through development of prerequisite skills.		
Schoolwide	Instruction: Utilizing Interim Assessment Blocks Develop a schedule and ensure implementation of IAB's with students receiving special education with a balanced approach of small and whole group instruction as well as individual practice.		

Measure of Student Progress #2: Math Achievement

Literacy goal to address percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps.

Highest Leverage Subgroup
Student Proficiency Goal(s):
Special Education Students

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

Ensure all SPED students will make academic growth equal to or greater than one year as measured by iReady Math and ELA diagnostic.

Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Subgroup	<p>Professional Development: Goals Creation</p> <p>-----</p> <p><i>Details: Provide professional development for SPED staff related to creating student IEP goals that are aligned to prerequisite skill linked to grade level standards.</i></p>		
Schoolwide	<p>Professional Development: SIOP</p> <p>-----</p> <p><i>Details: Provide professional development to enhance all staff lesson design effectiveness through intentional implementation of SIOP strategies</i></p>		
Schoolwide	<p>Instruction: Explicit Instruction</p> <p>-----</p> <p><i>Details: Year 2 schoolwide emphasis on increasing student engagement through intentional questioning and feedback strategies:</i></p>		
Subgroup			

	<p>Assessment: Monitor student achievement through WINN (What I Need Now) periods and quarterly student achievement data to ensure students are placed in classes aligned to IEP goals and provide immediate response to academic needs</p>		

Subgroup	<p>Instruction: Meeting SD/IEP</p> <p>-----</p> <p>Ensure all students are placed into classes with services that ensure the highest levels of academic growth and access to grade level standards through development of prerequisite skills.</p>		

Schoolwide	<p>Instruction: Utilizing Interim Assessment Blocks</p> <p>Develop a schedule and ensure implementation of IAB's with students receiving special education with a balanced approach of small and whole group instruction as well as individual practice</p>		
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K-12 Common Goal: Measure of Student Progress #1

4C. Percent of students with suspensions and expulsions.

Problem of Practice: The data shows that some student groups are experiencing a higher or lesser discipline rate than their representation in the entire district student body. It is imperative that our students have equitable access to educational opportunities and are not disproportionately subject to discipline which often means students miss valuable classroom instruction.

Theory of Action: Based on the data and root cause analysis we completed, we believe that providing access to SWIS data with a focus on disproportionality will raise awareness of the gaps in students with/without disabilities and race. Further, we believe providing access to professional learning about functions of behavior and an increase in tiered behavior interventions will support a proactive approach that will result in a reduction in major behavior referrals or time out of class.

<p>Schoolwide Student Goal(s):</p> <p><i>S.M.A.R.T.I.E (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound, Inclusive, Equitable)</i></p>	<p>During the 23-24 school year staff will routinely review SWIS data to proactively address behavior needs in the classroom in an effort to reduce the overall number of major referrals by 25%. Success will look like a reduction of Special Education Student referrals by 30% and a race/ethnicity risk ratio that matches enrolment demographics in June 2024.</p>
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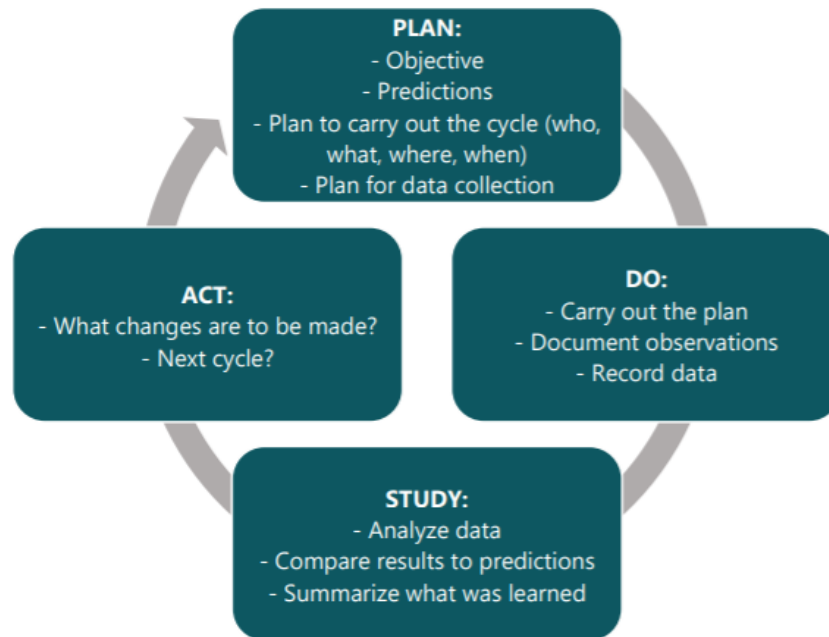
How will we get there?

Action Steps & Tasks to be Completed (See guidance section - Action Steps - for notes on completion of this area.)	Dates			Monitoring Plan: Results of Action Steps
	Start Date	Due Date	Check In Dates	
Monthly SPED Team / Case Manager Student Learning Analysis and Analysis Team Meeting				Once a month SPED Case Manager and Case Managers review SPED student attendance, academics, and conduct data to develop action steps
Alternative Learning Room Support - <ul style="list-style-type: none"> • Provide space and support for students to de-escalate and reflect on behavior • Give students an area to de-escalate so that they are able to return to class instead of allowing behavior to move to a level that requires removal and/or suspension. 				Admin and student support team will review student attendance in ALR and evaluate effectiveness.

What's the process we'll use to determine effectiveness?

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.

The Plan, Do, Study, Act Cycle



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021