

LAKERIDGE ELEMENTARY



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2023-2024

LAKERIDGE ELEMENTARY

PROFILE

Lakeridge Elementary School values diversity, equity, and inclusion, and developing the social identity and academic achievement of every child. We are committed to building and sustaining a school community where teachers, parents, learners, and support staff achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

Inclusion is achieved by creating opportunities for involvement, participation, and growth - nurturing the climate and culture of the school through professional development, education, policy, and practice. Equity requires mutual respect as we strive for fairness in the way people are treated within our school. Building on the rich cultural history, traditions, and diversity of the Puget Sound region, we are dedicated to educational opportunities and an environment that is empathic, celebratory and respectful of our individual and collective differences.



The 4 B's

In the Mercer Island School District, we believe in creating a deep sense of **BELONGING**, **BELIEF** in the limitless potential of every student, **removing BARRIERS**, and **BROADCASTING** student voice.



LAKERIDGE ELEMENTARY ADMINISTRATION

Heidi Christensen - Principal
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Julie Mattson (MIYFS) - Counselor
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Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN

Multi-Year Theory of Action

IF we focus on building belonging by strengthening connections and relationships and continue removing barriers to ensure all students have access and opportunity, **THEN** social-emotional-behavioral engagement will increase thereby creating an inclusive learning environment where all students feel welcome and achieve their personal best each year.

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.

Priority Foci for 2023-2024 (see 4-year Action Plan below for more detail):

- Making Learning Visible
- Building Belonging
- Cognitive and Emotional Engagement
- Academic Growth
- Equity & Inclusion

Lakeridge SIP

Goal #1

Social Emotional



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

2023-2024 Student Goal:

We will increase emotional and cognitive student engagement by increasing students' feelings of belonging and agency/ownership of their own learning. By June 2024, 100% of students will respond more favorably to the survey statements below, as measured by the EES Student Social-Emotional. We will also create similar school-generated belonging surveys designed to measure social-emotional student engagement in learning.

The 7 statements on the next two pages are from the EES student surveys and are indicators of our work in the UDL Principles of Engagement and the Dimensions/Components of Belonging noted below:

- UDL Principle: Engagement - Guideline 7 Recruiting Interest, Guideline 8 Effort & Persistence, Guideline 9 Self Regulation
- 10 Dimensions of Belonging - Present, Invited, Welcomed, Known, Accepted, Involved, Supported, Heard, Befriended, Needed
- Other Components of Belonging/Dignity - Pride, Valued/Validation, Affirmed/Celebrated, Treated Fairly, Hopeful for Future



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SCHOOL IMPROVEMENT PLAN

EMOTIONAL ENGAGEMENT - OWNERSHIP of LEARNING Statements:

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

- 2022 - 2023: 40% positive, 50% neutral, 10% negative (Chart A)

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

- 2022 - 2023: 34% positive, 40% neutral, 26% negative (Chart A)

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

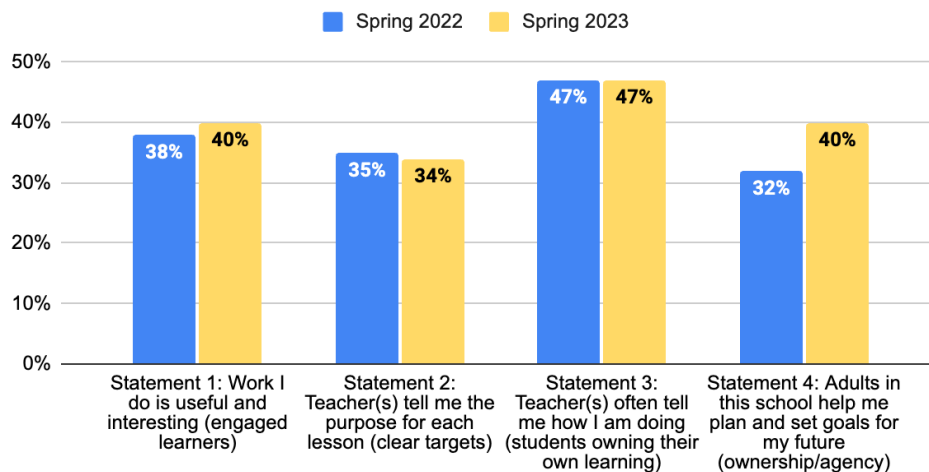
- 2022 - 2023: 47% positive, 38% neutral, 15% negative (Chart A)

Statement 4: Adults in this school help me plan and set goals for my future (goal-setting/ownership/agency)

- 2022 - 2023: 41% positive, 33% neutral, 24% negative (Chart A)

Chart A: EES Engagement Statements

% Positive Longitudinal Data



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SCHOOL IMPROVEMENT PLAN

BELONGING Statements:

Statement 5: I feel proud of my school (Belonging as Pride, Involved, Accepted)

- 2022 - 2023: 60% positive, 31% neutral, 7% negative (Chart B)

Statement 6: My teacher listens to my ideas and/or things that bother me (Belonging as Invited, Welcomed, Heard, Valued, Known)

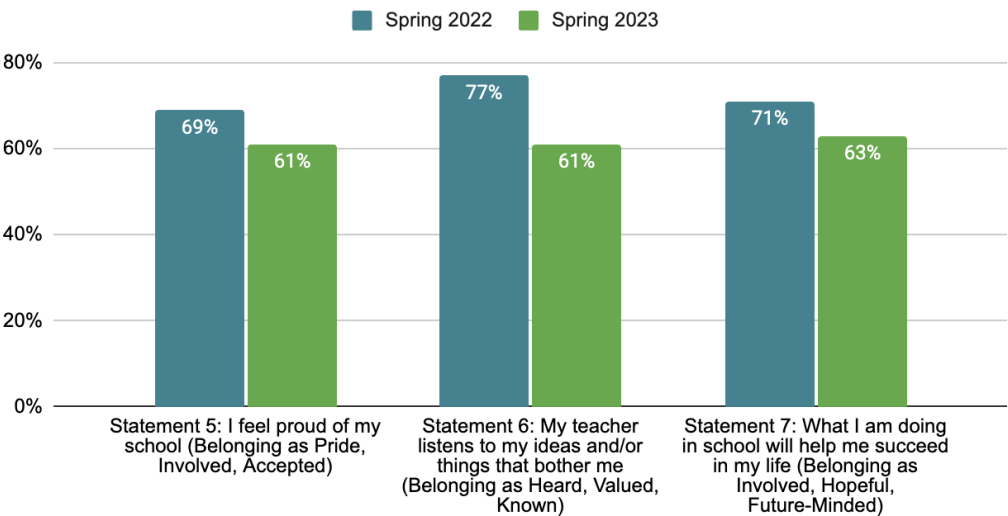
- 2022 - 2023: 61% positive, 29% neutral, 10% negative (Chart B)

Statement 7: What I am doing in school will help me succeed in my life (Belonging as Involved, Hopeful, Future-Minded)

- 2022 - 2023: 63% positive, 29% neutral, 8% negative (Chart B)

Chart B: EES Belonging Statements

% Positive Longitudinal Data



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SCHOOL IMPROVEMENT PLAN



Lakeridge SIP

Goal #2

Academic Learning

Students currently meeting grade level benchmarks in reading and/or math will make **typical growth** as measured by SBA, iReady Math & Reading 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, iReady Math & Reading assessments, and/or Classroom- or School-Based Measures. Definitions of typical growth and stretch growth follow.

Definitions:

- **Typical Growth** refers to the typical annual expected growth for all students. Every student deserves to make typical growth every school year. Lakeridge will work to clearly define typical growth in measurable terms using each of our available assessment tools (listed above) for reading and math. We will also closely monitor growth data to ensure all students are on track to make typical growth. Monitoring typical growth is essential to guaranteeing growth for all. For students who perform below grade level, we will lean into stretch growth progress-monitoring (see below). For students who generally perform at or above grade-level, monitoring typical *growth* (vs. performance) data is also essential. These students can be overlooked because their growth or lack thereof is often not flagged as it is for those students who need to close achievement gaps. Our goal is to ensure ALL students reach their personal best every year.
- **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. For these students, closing gaps often requires two or more school years. For students who perform at/above grade-level, stretch growth is typically a one-year ambitious goal that would result in a student attaining more than a year's worth of growth.
- **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?>

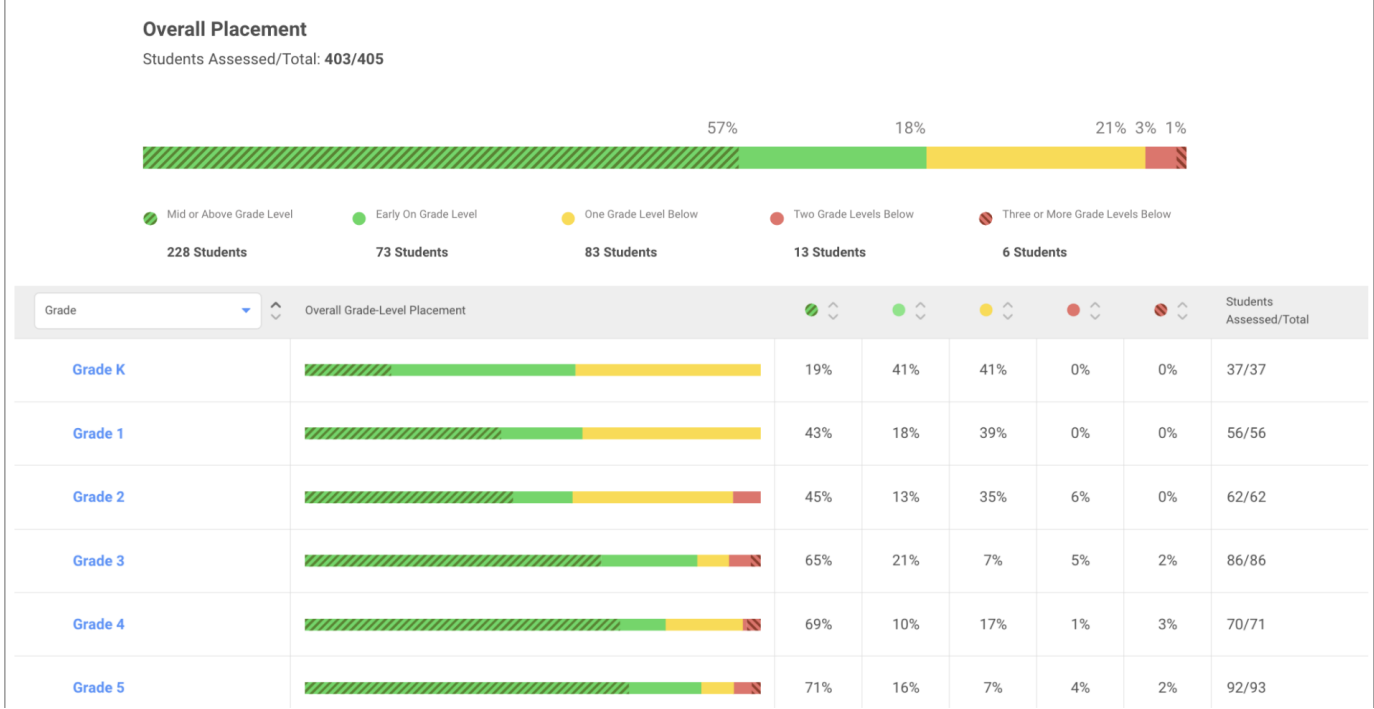
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SCHOOL IMPROVEMENT PLAN

K-5 READING Schoolwide Goal:

- Reading Growth Goals:** By June 2024 , growth data from iReady Diagnostic Growth Reports will show that 100% of students whose fall placement level was at/above grade level will have met **typical growth goals** in overall reading performance. For students whose fall placement level was approaching or well below grade level, they will also have made 75% or better of their **stretch growth goal** for the year. Additionally, students with IEPs and Hispanic/Latino students will narrow or close the gap with ALL.

Chart C: Fall Baseline Diagnostic Assessment Report, iReady Reading



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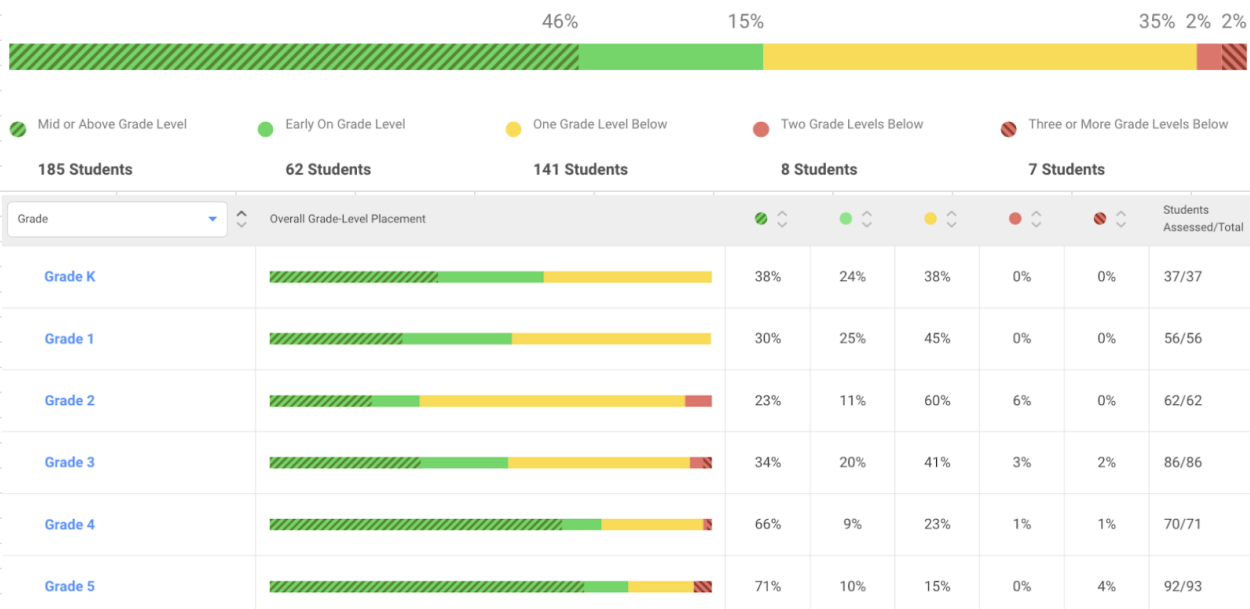
SCHOOL IMPROVEMENT PLAN

K-5 MATH Schoolwide Goal:

- **Math Growth Goals:** By June 2024, growth data from iReady Diagnostic Growth Reports will show that 100% of students whose fall placement level was at/above grade level will have met **typical growth goals** in overall math performance. For students whose fall placement level was approaching or well below grade level, they will also have made 75% or better of their **stretch growth goal** for the year. Additionally, students with IEPs and Hispanic/Latino students will narrow or close the gap with ALL.

Chart D: Fall Baseline Diagnostic Assessment Report, iReady Math
Overall Placement

Students Assessed/Total: 403/405



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SCHOOL IMPROVEMENT PLAN

4-Year Action Plan

	Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024 1. Making Learning Visible 2. Building Belonging 3. Cognitive and Emotional Engagement 4. Academic Growth 5. Equity & Inclusion	Year Four 24-25
STUDENT ENGAGEMENT #1: - Student Ownership of Learning	<p><i>Increase student ownership of (engagement with) their learning by providing students....</i></p> <ol style="list-style-type: none"> 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. 	<p><i>Increase student ownership of (engagement with) their learning by adding the following action steps to Year One...</i></p> <ol style="list-style-type: none"> 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. 	<p>Make LEARNING & ENGAGEMENT Visible:</p> <ul style="list-style-type: none"> • Students demonstrate owning their own learning through student-led parent-teacher conferences (optional) • Students have frequent and regular opportunities to own their learning through student-led growth cycles (the process outlined in Year 1-2). • Schoolwide collective commitment to Community Circles/Meetings in every classroom, every week. • Schoolwide collective commitments to greater clarity in the form of learning intentions, success criteria, and relevance by implementing the 3 Clarity Questions • Schoolwide book study of Teacher Credibility & Collective Efficacy (trust, competence, dynamism, immediacy) to increase engagement and build belonging. • Implement student-led growth cycles (steps #1-#6 outlined in Years 1-2 columns) to give students multiple opportunities to own their learning. Student-led growth cycles meet the new TPEP Student Growth Goals discussed in the next row. 	<p>(Tentative) Schoolwide student-led conferences in 2nd-5th grade.</p> <p>All students have regular opportunities to own their learning through student-led growth cycles.</p> <p>All students create Student Data Notebooks.</p>
STUDENT ENGAGEMENT #2:	Use new TPEP Student Growth Rubrics & Guidance as prof learning tools.	Write non-evaluative TPEP Student Growth Goals that weave together emotional and cognitive student engagement and include	<p>Make COGNITIVE & EMOTIONAL ENGAGEMENT Visible:</p> <ul style="list-style-type: none"> • Write and monitor TPEP Student Growth Goals that weave together emotional and cognitive student engagement and include related measurable student 	TBD



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4-Year Action Plan continued

	Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 24-25
			1. Making Learning Visible 2. Building Belonging 3. Cognitive and Emotional Engagement 4. Academic Growth 5. Equity & Inclusion	
- Weave Emotional & Cognitive Engagement	Weave elements of UDL, social-emotional teaching and learning, and cognitive and emotional student engagement through coaching conversations and cycles, prof learning, PLCs (Inquiry Cycle), Danielson's Framework for Teaching (TPEP), and Student Growth Goals from OSPI.	related measurable student outcomes for all students at all performance levels. Focus building-specific prof learning on cognitive and emotional student engagement best practices w K-2 Benchmark Literacy and 3-5 iReady Math curricula adoptions.	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.	
STUDENT ACADEMIC GROWTH:	Make ACADEMIC GROWTH Visible: Professional Learning: <ul style="list-style-type: none"> Learn, implement, plan and deliver new curricula (iReady Math, Benchmark Advanced for Reading & Writing, iReady Assessment tool for Math and Reading, Code 32/PES) iReady Assessment Tool for Reading & Math, including MyPath and progress-monitoring tools. Provide all K-5 teachers initial and ongoing training in the science of reading through LETRS. Fully implement LETRS across all grade levels. Build Belonging in classrooms using PLC book study of "The Teacher Credibility and Collective Efficacy Playbook". Identify and remove barriers to student academic success, proactively plan for variability, analyze student data, and provide targeted interventions and extensions. Growth Data: Develop and refine comprehensive data and assessment systems to investigate typical and stretch growth for <u>all</u> students that identifies achievement/opportunity gaps and needs for intervention/extension. Define, learn, design and implement high-leverage Visible Learning strategies (research-based instructional strategies), including Universal Design for Learning (UDL) and related strategies in new curricula, for reading and math to build MTSS Tiers 1, 2 and 3. Provide coaching to support teacher learning and implementation of Tier 1 and Tier 2 instructional strategies.			TBD
4. SOCIAL-EMOTIONAL LEARNING:	Focus building-specific professional learning on removing barriers , especially in regards to the UDL Principle of Engagement. Continue inclusive main scheduling practices.	Focus building-specific professional learning on removing barriers to provide access and excellence for all learners. Develop Lakeridge PRIDE Student Center for PBIS & Restorative Student Support.	Make BELONGING Visible: <ul style="list-style-type: none"> Focus building-specific professional learning on BUILDING BELONGING for staff (in teams), students (in classrooms) and community (home-school communication). Implement Student and Staff TRUST & BELONGING surveys 3x yearly at the end of each trimester. 	TBD



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	Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 24-25
	<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>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>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>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.</p>	<p>1. Making Learning Visible 2. Building Belonging 3. Cognitive and Emotional Engagement 4. Academic Growth 5. Equity & Inclusion</p> <ul style="list-style-type: none"> Develop Lakeridge PRIDE Student Center for PBIS & Restorative Student Support. <ul style="list-style-type: none"> Check-In/Out Program Alternative Recess Options Recess Ambassadors Monthly Student-Led Belonging Assemblies w/Student Council & Buddy Classes Student-led Kindness Challenges Continue inclusive main scheduling practices. Continue comprehensive wrap-around student support systems including SST, ELS, LSS, BGT/504/IEP services, and math support. 	
Equity & Inclusion FOCUS:	<ol style="list-style-type: none"> Building and expanding our culture calendar. Mirrors & windows approach Curate resources 	<ol style="list-style-type: none"> Elevate Different Abilities (Disability Awareness). Community Engagement & Communication prior to key recognitions. Continue previous year. 	<p>Make BELONGING & INCLUSION Visible:</p> <ul style="list-style-type: none"> Continue previous two years' goals. Focus on improving home-school communication to strengthen partnerships and relationships (belonging) for parents, students and staff. 	TBD



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Leadership

- Principal
- Instructional Coaches
- MTSS Leadership Teams
 - Principal's Cabinet
 - Data & Assessment Leadership Team
 - SST Leadership Team
 - IRT Leadership Team
 - PLC Leaders (Principal's Cabinet)
 - PBIS/RJP Leaders
 - DEI 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 (see back page).

4Bs	Alignment Examples from 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 → Building Belonging for all students, staff and community
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-5 Schoolwide focus on Growth - working to identify subgroups of students, including special services and hicap students who don't meet typical growth each year



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SCHOOL IMPROVEMENT PLAN

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)
→ Principal Advisories, student councils, student-led activities
→ Equity focus on elevating different abilities (i.e. disability awareness)

Results

**Note quantitative measures are found in the previous Goals section. This section provides more qualitative context to the expected outcomes from our school improvement efforts.*

Goal #1: Social Emotional Goal

In examining the Spring 2023 EES Student Survey data, we identified 7 key statements to measure student emotional engagement and sense of belonging. See charts above.

We expect the results of our 2023-2024 actions will be:

- Increases in student engagement and understanding of the purposes for and relevance of their learning
- Increases in student sense of self-efficacy, agency and sense of ownership of their own learning.
- Increases in positive feelings about planning for the future and school being useful

Goal #2: Academic Growth Goal

We expect that our 2023-2024 action will result in:

- Narrowing the opportunity/achievement gaps for all students, especially students with disabilities
- Increased performance and growth 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 where students of all identities are included and successful.



Lakeridge's goals for school improvement align with the following District governing guidelines:

MISD VALUES

Students are the priority. We believe in supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning.

MISD MISSION

The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

MISD VISION

Inspiring our students to be lifelong learners as they create their futures.

MISD STUDENT FUNDAMENTALS

Fundamental 2 - Maintain the highest learning standards in the areas of fine arts; health and physical education; English language arts; mathematics; financial education, science; environment and sustainability; social studies, world languages; computer science and educational technology.

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

Fundamental 5 - Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

WASA INCLUSIONARY PRACTICE 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 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.

