



Continuous Improvement Process Plan 2018-2019

Lakeview Elementary School

10400 N.E. 68th Street

Kirkland, WA 98033

<http://www.lwsd.org/school/lakeview>

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I. Description of School

Lakeview Elementary is a vibrant school community situated in central Kirkland, strengthened by a strong parent partnership and supportive local businesses. After completing their K-5 career at Lakeview, our students will attend Kirkland Middle School and Lake Washington High School. We strive for high achievement for every student and are proud that a high percentage of our students exceed standard. State testing results over three consecutive years indicate overall performance is trending upward, now at 79.5% in ELA meeting or exceeding standard among our 3rd graders. Our 4th grade students have trended upward, with 84.5% performing at or above standard in ELA and level performance in Math with 80.9% meeting or exceeding standard. Our 5th graders improved in all areas with 77.2% at or above standard in ELA; 74.6% of our 5th grade students at standard in Math. We anticipated a decline in science scores due to the roll out of the Science test based on standards not yet adopted. We found that our students maintained similar performance as in prior years with 79.7% at or above standard.

As the Lakeview Elementary population has stabilized at about 550 students over 3 years. Our community demographics have also remained relatively stable. Our free and reduced population is 11.5% and special education is 9%. Lakeview students represent diverse cultural backgrounds, including 12% Hispanic, 59% White, 15% Asian, 3% Black/African American, and 10% Multiracial.

During the 2017-18 school year we continued a distributed leadership model that included all certificated staff. A thorough analysis of the data revealed an achievement gap among our students learning English as a second language and those students receiving specially designed instruction. Teachers began a shift to coordinate core instruction times, increasing student access to the core curriculum while receiving targeted instruction during common small group instruction on a daily basis.

The Lakeview PTSA continued their exemplary work as partners in education, providing significant support to enhance the learning of every student. Homework Club, field trips, assemblies, and before and after school enrichment classes are among the many programs dependent on PTSA resources. In addition, our PTSA has focused on meeting the needs of our at-risk families through nutrition programs, Pantry Packs, Winter Wishes, and scholarships.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	93.2	94.1	87	89.9			
		1 st	91	91.1	93.6	85.5			
		2 nd	90.8	91.8	87.7	86.5			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		70.7	77.2	75.8	76.7			
	% of 3 rd graders meeting or exceeding state standards in Math		81.8	82.2	80	74.7			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		74.3	78.6	79.2	84.5			
	% of 4 th graders meeting or exceeding state standards in Math		75.6	78.6	76.1	80.9			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		87.6	81.7	75.8	77.2			
	% of 5 th graders meeting or exceeding state standards in Math		71.2	63.8	67.8	74.6			
	% of 5 th graders meeting or exceeding state standards in Science		90.5	85.5	82.7	79.7			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

During August, September, and October, all teachers met in grade level and specialist teams over 3 sessions to analyze disaggregated data. Our analysis of SBA, WCAS, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. We compared outcomes for students represented in EL, Special Education, ethnicity, and low SES.

We looked at student performance in the subgroups of EL, Special Education, race, gender, and income. Of those factors, the most persistent and significant achievement gap was evident for Hispanic/Latino and Black/African students, low-income, EL learners, and students receiving Special Education. The data supports our continued focus on removing systems that create barriers to learning and providing culturally relevant and SIOP instruction across grade levels and content areas.

We continue to hone our skills in the inquiry process and maintain a practice of meeting to engage in the cycle of inquiry on regular intervals of reflection and data analysis. Closely aligned cohort data is not available for 3rd grade goal setting. Therefore, we use a combination of school trend data and students' second grade performance on the DIBELS and report card for math.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 89% of students will be at or above benchmark as measured by DIBELS EOY measure.	Outcome: 87.4% of students are at or above benchmark as measured by DIBELS EOY measure.
<p>Narrative Reflection: Each grade level worked independently to analyze cohort and trend data. In Kindergarten, 90% (89.9%) of students achieved or exceeded benchmark standard for the 2017-2018 school year on the June DIBELS assessment. There were 109 students. 74 students (68%) exceeded benchmark standards; 24 students (22%) met benchmark standard; 8 students (7.25%) are approaching grade level; 3 students (2.75%) are well below grade level. Over the years, there has been a range of 76%-94.1% of students passing the DIBELS assessment. There have been between 5-17 students that are approaching or well below grade level as shown in the assessment data. This is 5% lower than the district goal.</p> <p>90% (89.9%) of students achieved or exceeded benchmark standard shows that the majority of students have mastered letter recognition, letter sound correspondence, and initial blending of nonsense CVC words. There are also less students measuring “well below” grade level as compared to the 2016-2017 school year.</p> <p>We had year-round Safety Net, small groups, parent support, and daily pull out support services for all students that were approaching or below grade level throughout the year. We made intentional decisions to support and differentiate for our students that needed</p>	

support as well as having additional pull-out services for all students needing such support. There was relative low achievement in Nonsense word fluency and phoneme segmentation fluency.

Of the 10% of students not yet at benchmark, there were multiple factors interfering with achievement. Developmental readiness, IEP, student behavior during assessments, speech ability (IEP or developmental), being able to attend an activity for a length of time, attendance at school. Because of our look at disaggregated data, we noted that our subgroup of SPED is significantly lower than the grade level (33% as opposed to 90%). Our biggest gaps in achievement are among students who are SPED, Black African-American students, ELL students

Among our 1st Graders. 85.5% (84 students) were at Benchmark on the EOY DIBELS. All the students who scored below benchmark (14 students) were provided targeted supported by Safety Net, ELL, or Special Ed. This was a decrease from the previous year, but we did notice that this cohort also had the lowest score in the kindergarten data for the previous year. - 85.5% were at or above standard. We celebrated four students that scored below standard on the EOY DIBELS in kindergarten moved to standard or above on the EOY DIBELS in first grade. Student high achievement was a result of focus on reading in first grade, PGE goal focus, implementation of RTI time, progress monitoring, and team collaboration.

Based on the data from 2017-2018 we noted lower scores in student accuracy in reading fluency. This will be our area of focus for 2018-19. We believe that the decrease in achievement in reading fluency is partially due to a high number of ELL students. We also noticed that the same cohort had lower scores in kindergarten. The most compelling data revealing our achievement gap points to our ELL, low-income and SPED students. Furthermore, the achievement gap for SPED students is large. We also have a gap along ethnicity. 93% of bi-racial students scored at or above standard. 90% of Asian students were at or above standard. 89% of Caucasian students were at or above standard. 67% of African American students were at or above standard. 62% of Hispanic-Latino students were at or above standard. We also noticed that only 33% of students who are both low-income and Hispanic-Latino scored at or above standard. Our largest achievement gaps are for our Hispanic-Latino, low-income and SPED students.

Our EOY DIBELS score reveals 86.5% of second graders were at benchmark in June and 13.5% were not. Out of 93 students, 80 were at benchmark and 13 were not. In comparison to last year, we have about 1% less students at benchmark, 5% less than 2015-2016. and 4% less than in the 2014-2015 year. 2nd graders' quality of their retells was very high- 96% of our students were at benchmark for the quality of retell, meaning they could tell about what they read, including finding a main idea, and sharing many details in order.

Our PGE goal was all about reading for details and finding text evidence. The students really had to focus on the text and be able to retell with detail. This work definitely helped to improved retell of the stories they read for DIBELS. We will continue to focus on reading fluency (both wpm and accuracy). Of our 15 students not at benchmark, 14 of them received services (Safety Net, ELL, special ed.)

Of all the students NOT at benchmark for Fluency, only 1 student received no extra services.

Language is a huge gap for second grade, and our classroom reading program does not strongly support students receiving EL services. While students receiving Safety Net services make growth throughout the year, it is not significant enough to move them to benchmark in June.

Literacy: 3-5 ELA Goal:
86% of students will meet or exceed proficiency as measured by the 2017-18 SBA

Outcome:
79.5% of students met or exceeded proficiency as measured by the 2017-18 SBA

Narrative Reflection:

Our 3rd, 4th, and 5th grade level teams worked independently to analyze cohort and trend data. In 2017-2018, 76.7% or 64 students of 3rd grade passed the ELA SBA. 23.3% of 3rd grade did not pass the ELA SBA or 21 students. We had a net gain of .9% from 2016-2017. In 2017-2018, 76.7% or 64 students of 3rd grade passed the ELA SBA. 23.3% of 3rd grade did not pass the ELA SBA or 21 students. We had a net gain of .9% from 2016-2017.

From 2016-2017 to 2017-2018 we improved in Reading Literature. We were below proficiency and in 2017-2018 we were at proficiency. We also were below proficiency in Informational Texts. This growth is cause for great celebration because we focused on citing text evidence and using key details to answer questions. We recognize that we can make improvements on Informational Text: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view. Another area we can focus on is helping students understand and identify the author's point of view.

Our subgroup performance is 46.1% of Low Income students passed, 18.1% SPED students passed, 33.3% ELL students passed. 80% female students passed, and 73.3% male students passed. Females did significantly better than male students. Low Income was significantly better than SPED. The racial and ethnic sub-groups show significant inequalities. Our biggest gaps are for Black-African American and SPED students. As a team we are learning how we can address the inequalities we see according to race. We think there are students that make gains but may not show it on the SBA. We wonder if home support makes a difference for students, if there is a cultural component and how we can help students who may not have support at home for education.

Among our 4th graders, 84.5% passed and 15.5% did not pass. This was an increase of 8.7% passing for students moving from 3rd to 4th grade. We celebrate 98% of students were at or above standard in Listening. We are also pleased to note that 60% of students are above standard in Writing and 61% in Reading. We credit the use of SBA Interim Assessments to allow students to feel prepared and comfortable. An analysis of our subgroup data revealed that only 50% of our Hispanic-Latino students and 67% of our Black-African American students met or exceeded standard.

Our 5th grade student SBA outcome was 79.5% of students met or exceeded proficiency, not meeting our goal. There were 78 total students and 23% (18 students) did not meet standard; 77% (60 students) met or exceeded standard. Over a 4-year period there has been a decrease of 10% meeting or exceeding standard. Research/Inquiry was highest strand with 92% of students at standard or above. For example, students were above the

proficiency standard and performance was greater than on the rest of the test in Target 1 (literary text) key details: use details and implicit information from the text to support inference or conclusion. Another area of strength was Target 11 (informational text) reasoning and evidence: make an inference or draw a conclusion. These were higher than anticipated because it is a skill that requires the ability to connect schema and make connections to text. This was an area that we focused on last year—students were given opportunities to practice this skill throughout multiple units and used graphic organizer to support responses. Lower scores in Literary Text: Language Use and Word Meanings could be due to ELL students not yet having the schema for understanding. Also, there was not an emphasis on figurative language outside of the Wonders curriculum, such as in their writing. This would be a good way to solidify and monitor their understanding. Our greatest performance discrepancy was between ELL and Special Education. Almost one fourth of ELL and Sped students are not at standard.

Math: 3-5 Math Goal:
85% of students will meet or exceed proficiency as measured by the 2017-18 SBA

Outcome:
76.8% of students will meet or exceed proficiency as measured by the 2017-18 SBA

Narrative Reflection:

In 2017-2018, 74.7% or 63 students of 3rd grade passed the Math SBA. 25.3% of 3rd grade did not pass the ELA SBA or 23 students. We had a net loss of 5.3% from 2016-2017. From 2016-2017 to 2017-2018 we improved in Target E Use place value understanding and properties of operations to perform multi-digit arithmetic and Target F Develop understanding of fractions as numbers. We improved to be beyond proficiency in both areas from the previous year. We believe we performed well on the fraction problems because we spent more time reviewing fractions based on the 2016-2017 data. We also supplemented Envision lessons in fractions such as showing fractions on a number line. With the pacing of math we were able to spend extra time reviewing on fractions since we had a later testing time.

We have noticed that students are entering 3rd grade with stronger place value and regrouping sense. We can spend more time focusing on deconstructing word problems rather than focusing on completing computational algorithms correctly. We can improve on Represent and solve problems involving multiplication and division., Reason with shapes and their attributes, and Represent and interpret data. Many of the learnings from Represent and interpret data were taught after the SBA so we believe that students when evaluated on this target did not show adequate learning at that time. When looking at the SBA interim we noticed that the test question types are not aligned with our curriculum, questions in some of the other targets are ambiguous. 28.5% of 7 ELL students passed, 16.6% of 12 SPED students passed, and 28.5% of 14 Low Income students passed. These are significantly lower than the passing percentage. 0% of 2 Black-African American students passed, 30.7% of the 13 Hispanic and Latino students passed.

Our 4th grade students passed the SBA at a rate of 80.9%. We were pleased to note that Concepts and procedures, communicating reasoning both had very high percentages of

above standard (67% and 68% respectively). All areas of math had between 10-13% of students below standard.

Our learning outcome among 5th graders was 74% met or exceeded proficiency, so we did not meet our goal. There were 78 students and 20 students did not meet standard, whereas 58 students met or exceeded standard. Over a 4-year period there has been an increase of 3% meeting or exceeding standard. We noted progress in Analyze Patterns and relationships. This skill is related to algebra and we spent time outside the curriculum in the form of enrichment and applying to a variety of different topic areas. Convert like measurement units within a unit measurement system: we used visual aides to engage students and found resources/extensions/enrichment that support this topic. For areas of focus, Represent and interpret data. One way to increase this area would be to connect to other curriculum (science) and work on how to anticipate and interpret the data, as well as the purpose of data and graphs. Dreambox also supports this area and we anticipate this will increase student engagement and skills. Our demographic data revealed that only 45% of Hispanic-Latino and 40% Black-African American students met or exceeded standard, in contrast to 80% of White and 100% of Asian students.

Science: 5th Science Goal:
70% of students will meet or exceed proficiency as measured by the 2017-18 WCAS.

Outcome:
79.7% of students met or exceeded proficiency as measured by the 2017-18 WCAS.

Narrative Reflection:

The goal for 2017-2018 was for 70% of students to meet or exceed proficiency and the outcome was that 79.7% met or exceeded proficiency as measured by the 2017-2018 WCAS. There were 16 students, or 20% of students, below standard; 63 students, or 80% of students, were at or above standard. To improve outcomes, we will develop strategies and reach out to our LWLC for ideas. Similar to our findings in math, our demographic data by ethnicity revealed achievement gaps with 40% of Black-African American students and 64% Hispanic-Latino students meeting or exceeding standard.

Achievement Gap Goal:
3rd – 5th grade students with low SES will improve from 33% to 50% at or above standard in ELA as measured by the SBA.

Outcome:
30.3% of 3rd – 5th grade students with low SES performed at or above standard in ELA as measured by the SBA.

Narrative Reflection:

The steps taken in 2017-18 were not sufficiently comprehensive to achieve an improved outcome for our students in 3rd-5th grade with low SES. We recognized that students in this category are at risk to miss core instruction, and benefit from specific instructional routines and strategies.

We adjusted the master schedule to decrease the amount of time students might miss core instruction; continued the after-school Homework Club providing small group support to complete school work; provided Dreambox math software as a supplement to Envision curriculum; reduced the frequency and length of recess interventions by learning positive behavior support and restorative practices with our classified staff.

Teaching staff professional development included SIOP, Making Thinking Visible (cognitive routines), and Culturally Responsive Teaching. Our PTSA and local community continued the nutrition program, providing weekend food, students are able to prepare independently, after school snacks, and paid the balance for all students qualifying for reduced-cost meals.

Because our focus is supported as effective in eliminating the achievement gap, and recognizing that implementation and learning are a progression, we will remain on path with the strategies and systems we have initiated. We will reformat the Homework Club to math targeted instruction. Because it is not possible to track student specific data for low SES, and the gap is also evident when we look at racial differences, the goal in 2018-19 will be written in terms of race instead of low SES.

School Effectiveness Goal:
100% of staff will agree slightly or higher that student discipline problems are managed well as measured by the 9 Characteristics of School Effectiveness Survey.

Outcome:
100% of staff agree slightly or higher than student discipline problems are managed well as measured by the 9 Characteristics of School Effectiveness Survey.

We met our goal to have 100% of staff slightly or higher agree that student discipline problems are managed well. Despite turn over in Resource Room staff and a deferment of our PBSES review, perception data indicates momentum is going in the right direction. Administrative response to students with significant interfering behaviors met with positive views from staff. Classified staff met weekly to reflect on current procedures, learn the needs of specific students, and study restorative practice using Better Than Carrots and Sticks. Classified staff were scheduled to work predominantly with a grade band, allowing them to develop rapport and monitor behavior plans.

Attendance Goal:
100% of (9) students currently identified as chronically absent (5 or more excused and unexcused absences per month) will fall below the chronically absent rate (5 or more excused and unexcused) for two or more consecutive months by end of year as measured by attendance data.

Outcome:
100% of (9) students currently identified as chronically absent (5 or more excused and unexcused absences per month) fell below the chronically absent rate (5 or more excused and unexcused) for two or more consecutive months by end of year as measured by attendance data.

Narrative Reflection:

We had two sets of data we collected as part of the attendance CIP goals. One focused on September/October attendance data from 17-18 and another with attendance data for the calendar year for 16-17.

We identified 9 students that were chronically absent (5 or more excused or unexcused absences in a month) in the months of September and October. Our goal was to have two or more consecutive months under 5 absences by the end of the year. All 9 students met that goal. One student barely met the goal and continued to have months throughout the year above 5 absences. That student will continue to be on the watch list for 18-19. Two

of the students were found to be living outside of the school boundaries which was leading them to be absent. They moved to their home schools in November.

Overall it was effective to concentrate on these 9 students and gain information about each family to improve attendance and eliminate barriers to attending school. We discussed attendance concerns at conferences and worked with the district to find ways to improve communication with the transportation department.

We identified 17 students who exceeded 20+ excused or unexcused absences from the 16-17 school year. We made phone calls in November with each family to discuss their absences from the previous year. The registrar and associate principal monitored this list with utilizing the Becca specialist at times. Out of the 17 students on the list, 11 students did not appear on the 17-18 school year list and 5 were represented again. We were disappointed we had anyone that carried over and again had 20+ absences. Of the 5 that appeared on the list again, one had a Becca petition filed, two moved mid-way through the year, and the other two we will continue to work with families to improve attendance. The 17-18 list had 18 names which shows a neutral pattern of attendance in the building.

Overall our trend remained flat from year to year. We made some gains with some families and then new families popped up. We will continue to monitor our list of 18 names and repeat some of our procedures from last year including making phone calls, e-mails and setting up meetings with our Becca specialist.

Discipline Goal:
16 identified students receiving repeated office referrals for unsafe or unkind behavior in Sept./Oct. will have 1 or fewer office referrals for two or more consecutive months as measured by behavior communication slips.

Outcome:
9 of 16 identified students receiving repeated office referrals for unsafe or unkind behavior in Sept./Oct. had one or fewer office referrals for two or more consecutive months as measured by behavior communication slips.

Narrative Reflection:
Students meeting the goal were responsive to principal/associate principal problem solving conversations, instruction in self-regulation at the principal and classroom level, follow up meetings to monitor behavior, parents as partners in discipline, and teacher led curriculum using Second Steps and/or Kelso's Choices. Students who continued to have referrals for discipline include (3) students who qualify for special education in the area of behavior and are in the process of learning self-regulation skills, (1) student with a high ACES score with seasonal increases in unsafe behavior, (3) kindergarten students in the same class with insufficient data to indicate an evaluation for special education but an established pattern of interdependent escalation. For these students we focused on providing positive attention, teacher coaching, adding both classified and certificated staff to the classroom, and behavioral coaches. Those students were placed in separate classes this fall and are making good progress.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:
The CIP plan was shared with parents during a principal monthly gathering, Coffee and Conversation, held immediately prior to the fall PTSA general membership meeting. Parents were invited to ask questions and were guided through the general process of reflection and goal setting. A summary of the CIP outcomes was shared in August during a community gathering and PTSA general membership meeting.

Reflection on Outcome: Parents showed marginal interest in detail but appreciated knowing the focus for teacher professional growth and the needs and strengths of our students.

2017-18 Strategies to inform parents, families and the community in the CIP process:
The CIP plan was shared with parents during a principal monthly gathering, Coffee and Conversation, held immediately prior to the fall PTSA general membership meeting. During the school year focus areas were shared in the monthly newsletter. A summary of the CIP outcomes was shared in August during a community gathering and PTSA general membership meeting.

Reflection on Outcome: Parent participation is greatest when a specific need is identified. For example, we have PTSA and some broader community interest in joining our Equity team. This is something we are planning for late spring, after the staff become more comfortable with having 'Courageous Conversations' and engage in self-reflection. Parents are also very interested and supportive of steps we are taking to close the achievement gap.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal: 90% of K-2 students will be at or above benchmark on the End-of-Year Literacy assessment.

By grade level, 88% of kindergartners will meet or exceed benchmark, 90% of first graders will meet or exceed benchmark, and 90% of second grade students will meet or exceed benchmark as measured by the End-of-Year DIBELS Literacy assessment.

Process used to determine goal:

Each grade level team determined baseline performance using either the WaKIDS data and BOY DIBELS for kindergarten, or EOY DIBELS and DIBELS trend data for grades 1 and 2.

Responsible individual or team:

Classroom teachers are responsible for reading growth for all learners. Classroom teachers receive support for emerging readers through EL services, Safety Net Tier 2 reading support, and specially designed instruction IEP support. Classroom teachers also receive support for advanced learners through the HiCap Quest program and by utilizing parent volunteers.

Strategies that will be implemented to support goal:

In addition to the services listed above, students will use Head Sprout or Lexia literacy software, Home Connections school to home strategies including nonsense word cards, optional homework ideas, fluency sentences, and differentiated teaching and reteaching in teacher-led instructional small groups using Wonders, Wonder Works, or SIPPS curriculum. Grade level teams will teach daily the essential elements of phonics-based reading. SIOP strategies will be included daily.

How challenge and rigor will be ensured for all students:

Students achieving "approaching grade level" or "well below grade level", particularly our target group of ELL students, will be supported with differentiated reading groups, high frequency word practice, targeted phonics instruction, frequent progress monitoring, reading decoding strategies, and team collaboration about instruction and student data.

SMART goal for target group: 17 out of 20 ELL students (85%) will be at or above standard in reading fluency.

Interventions: EL class (uses Wonderworks to pre-teach, three different EL classes to support a variety of students' needs), EL teacher push-in, Read Naturally, SIOP strategies for vocabulary and comprehension.

Support in Place:

- Safety Net

- ELL
- Parent volunteers
- Head Sprout
- Home connections (send home nonsense words, optional homework ideas, fluency sentences, etc.)
- Reading groups/small group instructions
- On level books OR high interest books within read-to-self time

Additional:

- IA in the classroom: running small reading groups of 3-5 students
- 1-1 support with struggling students
- Sending home additional resources based on student need

Literacy: 3-5 ELA SMART Goal:

87% of students will meet or exceed proficiency as measured by the 2018-19 SBA.

Process used to determine goal:

A review of trend and cohort data from DIBELS and SBA were used to develop grade level goals of 80% of 3rd graders, 94% of 4th graders, and 90% of 5th graders expected to meet or exceed proficiency as measured by the 2018-19 SBA.

Responsible individual or team:

Classroom teachers are responsible for reading growth for all learners. Classroom teachers receive support for emerging readers through EL services, Safety Net Tier 2 reading support, and specially designed instruction IEP support. Classroom teachers also receive support for advanced learners through the HiCap Quest program and by utilizing parent volunteers.

Strategies that will be implemented to support goal:

3rd grade teachers will continue Read Naturally, STAR tests, Accelerated Reader, Daily Oral Language, ACE, Wonders, Book Reviewers, Safety Net and ELL, Vocabulary as well as word work and differentiated groups.

4th grade teachers will continue intentionally teaching ACE/RACE questions (critical thinking/reasoning), using interim assessments to inform instruction. They will discontinue grade level ability grouped rotations and pre-made Wonders assessments (selective/intentionally focused).

5th grade teachers will continue to work on instruction that includes a focus on how to respond to comprehension questions using tools such as RACE, highlighting evidence to support responses, and using strategies to identify what multi-step responses are asking students to respond to. They will also continue to instruct students to use graphic organizers to provide scaffolding in the form of visual representations for skills such as responding to inferential questions that require schema. We will continue to use SIOP strategies: Sentence stems, Directed Reading-Thinking Activities, metacognitive strategies to support comprehension (predicting, questioning, clarifying, summarizing), and using a generate interactions between schema and texts to support summarization.

How challenge and rigor will be ensured for all students:

Our EL students are under performing. Interventions to support their learning include EL class and Wonderworks to pre-teach vocabulary, content, and grammar strategies. We will also use SIOP strategies during instruction. We will use formative assessments and summative assessments. 4th grade teachers also noted that a group of students failed to meet standard on the particular strand of Research/Inquiry. This strand will improve given engaging activities on the SMART board and monitored by AR comprehension tests and interim assessments.

5th grade teachers will work with the ELL teacher and give her advance notice of the Wonders lessons so she can pre-teach. They will continue to use proven methods, as well as try new SIOP strategies connected to vocabulary and reading comprehension. This will include ideas to increase vocabulary, such as extended discussion during and after readings, have students restate, explain, and give an example in their own words, and provide visual representations of words.

Timelines and Progress Monitoring Plans:

We will use formative assessments and summative assessments. 4th will commit to administering at least 1 interim assessment per month for the duration of this intervention. Using the data feedback, we will reteach/adjust future instruction as needed.

5th grade teachers will monitor progress using reading comprehension weekly tests and unit assessments, review ELL test data throughout the year. They will also use Easy CBM test at the beginning, middle, and end of year to assess literal, inferential, and evaluative questions and include Interim Practice tests for SBA throughout year.

Math: 3-5 Math SMART Goal:

88% of students will meet or exceed proficiency as measured by the 2018-19 Math SBA.

Process used to determine goal:

A review of trend and cohort data from the SBA and report card data were used to develop grade level goals of 3rd grade 87%, 4th grade to 91% by moving 8 students to at/near or above on the Communication Reasoning math strand for the 2018-19 SBA, and 5th grade moving from 81% to 86% proficient or above on the Math SBA. These goals were combined to set a grade band goal of 88% of students will meet or exceed standard on the Math SBA.

Responsible individual or team:

Classroom teachers are responsible for math growth for all learners. Classroom teachers receive support for our mathematicians through EL services and specially designed instruction IEP support. Classroom teachers also receive support for advanced learners through the HiCap Quest program and by utilizing parent volunteers.

Strategies that will be implemented to support goal:

Teachers will use Envision, differentiated learning groups, Dreambox math adaptive computer software, SBA interim assessments, Problem of the Day, Timed Tests, Early Work, Homework extra credit, Zeno math, Banking and Student Market. We also will provide before school math club for at risk students, math enrichment, and math games. 4th graders will also learn ACE short answer format and discontinue ability grouped

rotations. 5th grade will also continue to offer Math Olympiad Club, enrichment homework, option to participate in challenge packets, SMART Board math lessons, Number Talks, Exit tickets.

How challenge and rigor will be ensured for all students:
Our EL students are under performing.

Interventions: Manipulatives, math game, differentiated groups during win, small groups or one on one support. Students will also receive targeted practice via Dreambox. Focus on interventions for story problems and vocabulary by offering access to math club before school, offer small group instruction with IA's, work with ELL teacher to build background for vocabulary. We will support student's expansion of vocabulary by using graphic organizers (semantic mapping, Venn Diagrams) and having students restate, explain, and give an example in their own words, as well as provide visual representations of words.

Timelines and Progress Monitoring Plans:

Grade level teachers will use formative and summative assessments to include Quick Checks, exit tickets, daily independent work, and Dreambox data to monitor and adjust interventions. They will also administer at least 1 interim assessment per month. Using the data feedback, teachers will reteach/adjust future instruction as indicated. We will use formative assessments and summative assessments.

Science: 5 Science SMART Goal:

80% of 5th grade students will meet or exceed proficiency as measured by the 2018-19 WCAS.

Process used to determine goal:

Last year's student group was 77% proficient. We have a better understanding of the new test expectations and the transition to NGSS standards and an aligned curriculum. Given this information, we expect to move 80% of students to meet or exceed standard on the WCAS.

Responsible individual or team:

5th grade teachers will work closely with our school NGSS representative to align learning to the new standards. We recognize that our K-4th teachers will also be making the transition to the new standards and this will support a trend in high achievement for our students.

Strategies that will be implemented to support goal:

Last year we started to find resources for NGSS to teach to the class. We used extension activities that connected to the current curriculum, such as the Science Doodle Book (science concepts review), support for the Science Fair, and cross-cutting concepts not just between science domains, but between curriculum by connecting ideas in ELA and math to science (data, cause/effect etc.).

How challenge and rigor will be ensured for all students:

Last year's ELL group had 44% at standard or above, so we will increase that to 55%. Interventions will include SIOP strategies for vocabulary and working with ELL to pre-teach before we begin science units. To support student growth, we will continue to incorporate more NGSS lessons and cross-cutting concepts, and we will continue to search for more resources during team time on LWLC meeting days. We are also planning to teach a comprehensive NGSS unit found on TPT.

Timelines and Progress Monitoring Plans:

We will use CDSA's, weekly Science journal checks, and tri-annual science unit tests to progress monitor our students' learning.

Achievement Gap SMART Goal:

English Language Learners will improve from 28% of EL students (21 students total) in grades 3-5 at or above standard in math to 36% of EL students (5/14) in grades 3-5 at or above standard in math. We had a decrease in EL students from 17-18 to 18-19 which reflects the change in total number of students.

Process used to determine goal:

Grade level teams reviewed 2017-18 SBA data for subgroups of students. We identified a significant achievement gap for Black/African American, Brown/Hispanic/Latinx students, Special Education students, and students living in poverty. The strategies we will implement are designed to improve learning outcomes for all these students, but the progress monitoring data for ELL students will give us a clear picture of progress.

Responsible individual or team:

K-5 teachers, EL and SN teacher are most directly responsible for the improved learning outcomes for this group of students, but effective strategies are expected to be included in all instruction with greater fidelity as teacher skills progress.

Strategies that will be implemented to support goal:

Teachers will integrate SIOP strategies as part of Culturally Responsive Teaching with greater fidelity and skill over time. Math is the first content area of focus. Several grade levels have agreed to pilot new math assessment software and all grade levels have committed to supplementing math instruction with Dreambox adaptive software. LEAP meetings will include 'teacher and student learning celebrations'.

How challenge and rigor will be ensured for all students:

All students will have guaranteed access to core curriculum. Any pull-out services are provided during scheduled grade-level designated small group instruction.

Any professional learning needed:

Our MTSS focus includes piloting 3 math assessment tools and interventions. SIOP learning is part of our district wide focus for LEAP learning.

Timelines and Progress Monitoring Plans:

Use Dreambox data to report on a) increased access and b) identification of needs and growth. Progress monitoring is the same as grade level math goal.

School Effectiveness SMART Goal:

90% of staff will agree slightly or higher that they receive regular feedback on how they are doing as measured by the Characteristics of School Effectiveness Survey.

Process used to determine goal:

A review of the 9 Characteristics Survey results showed two connected questions related to teacher feedback that had a percentage of teachers perceiving that they only slightly agreed. Because timely, specific feedback improves student achievement, this area of school effectiveness was selected as our focus. Our baseline is 82% of teachers agree mostly or completely that they receive feedback and 64% of teachers agree mostly or completely that they provide feedback to each other to help improve instructional practices.

Responsible individual or team:

The PCC team will work with the BLT to use building resources and time to promote feedback among colleagues. The principal and associate principal will also create and implement systems that facilitate feedback to all teachers.

Strategies that will be implemented to support goal:

Professional Learning Coaches, Learning Walks, collaborative practices, and focused ICED feedback will be implemented.

Timelines and Progress Monitoring Plans:

Progress will be monitored through the use of teacher surveys. Results will be shared with the PCC leadership team and distributed to all staff.

Attendance SMART Goal: We will reduce by 40% the number of students who have 15+ absences in a year from 32 in the 17-18 school year to 19 students in the 18-19 school year.

In addition, we will work with the families of the 21 students that remain at LVE from the previous year's list to reduce that number by 50%.

Process used to determine goal:

We looked at the number of students in the 17-18 school year that had 15 or more total absences. In particular we are looking at unexcused and medical absences that did not have medical notes to accompany the absence.

Strategies that will be implemented to support goal:

We will be monitoring the 21 students from the 17-18 list as well as all students at the start of each month to locate students who may fall over the 15+ goal we have set. We will contact and meet with families to set attendance plans for students who are at risk. We will work with the district attendance specialists to create some of the plans.

Timelines and Progress Monitoring Plans:

We will check attendance at the start of each month to determine progress of families on both lists.

Discipline SMART Goal: We will reduce the number of non-IEP/504 students receiving consistent office referrals from 10 to 5 from BOY to EOY.

Process used to determine goal:

We wanted to select students that sometimes fly under the radar because they pop up semi-regularly, but not weekly. We looked at the office referrals for September/October to determine our list of 10 students.

Responsible individual or team:

Administration and teachers of the selected students.

Strategies that will be implemented to support goal:

We will track office visits on a chart each month that tracks the behavior and day. We will meet with students each month to check in and reinforce expectations, give kudos etc. We will try to schedule meeting times to be with the teacher as well if possible.

How necessary interventions will be determined:

We will increase meeting times if students are continuing to have consistent referrals to the office for unexpected behaviors.

Timelines and Progress Monitoring Plans:

We will monitor at the start of each month and have our scheduled meetings.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process: In lieu of monthly “Coffee and Conversation” open forum meetings with parents, specific focus groups will be formed. Parents will be invited to participate in the focus group to review the current goals, ask clarification regarding programs and strategies, and suggest steps to improve the home/school connection.

Timelines and Progress Monitoring Plans:

An invitation to participate in the CIP Focus Group will be sent in December. The team will be invited to meet in January and reconvene in June. Some members of the group may wish to continue into the 2019-20 school year as we analyze EOY data and prepare for the CIP review.

2018-19 Strategies to inform parents, families and the community in the CIP process:

The CIP is posted on the school website. Reference to the CIP goals and steps are included in August (review) and in the spring.