

Lakeview Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: 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 for three consecutive years indicate overall performance remains steady with an upward trend in both Math and ELA for 5th grade. Among our 3rd graders, 76% met or exceeded standard in ELA and 77% met or exceeded standard in Math. Our 4th grade students' performance is 75% performing at or above standard in ELA and performance in Math is 76% meeting or exceeding standard. Our 5th graders improved in all areas with 87% at or above standard in ELA; 76% of our 5th grade students at standard in Math. The change in the Science test standards resulted in some adjustments in instruction, in advance of a new curriculum for 2019-20. We found that our students maintained performance as in prior years with 80% at or above standard.

As the Lakeview Elementary population has stabilized at about 550 students over three years, our community demographics have also remained relatively stable. Our free and reduced population has increased to 13.9% and Special Education is 10%. Lakeview students represent diverse cultural backgrounds, including 10% Hispanic/Latinx, 57% White, 17% Asian, 3.7% Black/African American, and 12% two or more races.

Despite a history of high achievement, we recognize that our students of color are less likely to meet standard. We continue to make shifts in our thinking, our practice, and our systems that are showing a positive shift. More of our English language learners met standard and our special education referrals and qualifications in 2018-19 were representative of our racial demographic. We intend to move from a data point to a trend, and from a trend to a sustained practice that ensures our vision is realized for every student. To create an equitable foundation for instruction, we established coordinated core instructional times K-5. This resulted in every student having access to core instruction and able to receive targeted instruction during common small group instruction on a daily basis. As a result, we celebrate new data points: Special Education improved from 25% to 33% at or above standard on the ELA SBA, and Hispanic/Latinx students improved from 38% to 44% at or above standard on the Math SBA. We look at our K-2 performance on the DIBELS as precursors for continued achievement for all students.

During the 2018-19 school year, we continued a distributed leadership model that included all Certificated and Classified 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 continues their exemplary work as partners in education, providing significant support to enhance the learning of every student. In partnership with the Lake Washington School

District, our families and PTSA funded a major construction project to regrade the playground and install new play equipment. Before school math club, for grades 2-5, provides small group pre-teaching and reteaching, 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.

Mission Statement: Together we empower and inspire each student to thrive and fulfill their unique potential.

Demographics:¹

	2016-17	2017-18	2018-19	
Student Enrollment (count)	556	564	547	
Racial Diversity (%)	American Indian/Alaskan Native	0.7	0.0	0.0
	Asian	12.6	15.3	17.2
	Black/African American	2.0	3.0	3.7
	Hispanic/Latino of any race(s)	11.9	12.6	10.6
	Native Hawaiian/Other Pacific Islander	0.2	0.9	0.2
	Two or more races	9.4	9.4	11.2
	White	63.3	58.9	57.2
Students Eligible for Free/Reduced Price Meals (%)	14.1	11.5	13.9	
Students Receiving Special Education Services (%)	9.5	9.4	10.0	
English Language Learners (%)	14.3	13.5	14.9	
Students with a First Language Other Than English (%)	21.7	23.1	27.9	
Mobility Rate (%) ²	14.2	12.2	16.5	

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	87	90	94
1 st Grade	94	86	85
2 nd Grade	88	87	89

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	76	77	76
4 th Grade	79	85	75
5 th Grade	76	77	87

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	92	86
Black/African American	-	-	70
Hispanic/Latino	76	73	80
Two or more races	91	97	97
White	92	88	91
English Learner	81	71	71
Low Income	63	73	59
Special Education	68	48	65

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	96	84
Black/African American	50	40	-
Hispanic/Latino	41	48	47
Two or more races	83	83	82
White	82	85	85
English Learner	24	30	30
Low Income	33	33	39
Special Education	28	25	33

**ACADEMIC PERFORMANCE DATA:
MATH**

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	80	75	77
4 th Grade	76	81	76
5 th Grade	68	75	76

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	80	80

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	92	96	90
Black/African American	40	50	-
Hispanic/Latino	34	38	44
Two or more races	83	91	74
White	82	82	82
English Learner	38	29	42
Low Income	30	28	32
Special Education	24	21	23

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	64	-
Two or more races	n/a	-	100
White	n/a	84	80
English Learner	n/a	-	-
Low Income	n/a	38	-
Special Education	n/a	-	-

 = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	85	83	86
1 st Grade	89	91	93
2 nd Grade	88	91	85
3 rd Grade	95	85	93
4 th Grade	86	94	91
5 th Grade	94	86	95

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	96	89	90
Black/African American	79-	72	94
Hispanic/Latino	85	79	83
Two or more races	88	91	91
White	90	90	92
English Learner	85	80	84
Low Income	70	72	80
Special Education	81	77	85

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	79	-	-	45	84	84	28	41	30
Math Proficiency Rate (%)	76	-	-	40	88	81	36	35	26
ELA Median Student Growth Percentile ⁹	59	76	-	36	63	63	51	54	35
Math Median Student Growth Percentile	50	62	-	35	69	51	46	38	29.5
EL Progress Rate (%)	84	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	94	-	89	95	94	87	77	85

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1													
Priority Area	Mathematics												
Focus Area	Concepts and Procedures: Fractions												
Focus Grade Level(s)	Grades 3 rd -5 th												
Desired Outcome	85% of grade 3-5 students will score a 3 (at standard) or 4 (above standard) on the Smarter Balanced Performance Task for Mathematical Concepts and Procedures.												
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)												
Data and Rationale Supporting Focus Area	<p>Concepts and Procedures represents a priority area of mathematical understanding. Problem Solving, Modeling and Data Analysis, and Communicating Reasoning measure how students answered their questions in Concepts and Procedures. A review of trend data across three years at 3rd, 4th, and 5th grade revealed relative weakness in cluster scores associated with understanding fractions.</p> <p>Data from the 2019 Math Claims level on the SBA was as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Percentage of 3rd-5th students on the claim Concepts and Procedures</th> </tr> <tr> <th style="width: 25%;">Level 1</th> <th style="width: 25%;">Level 2</th> <th style="width: 25%;">Level 3</th> <th style="width: 25%;">Level 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">9.8%</td> <td style="text-align: center;">14.3%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">55.8%</td> </tr> </tbody> </table>	Percentage of 3 rd -5 th students on the claim Concepts and Procedures				Level 1	Level 2	Level 3	Level 4	9.8%	14.3%	20%	55.8%
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Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Action</th> <th style="width: 50%; text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>All grade levels (K-5) will identify critical lessons and assessments in Envision regarding math concepts supporting the progression of understanding fractions.</td> <td>Lesson components and assessments identified for all grade levels.</td> </tr> <tr> <td>All grade levels (K-5) will identify areas of need for supplemental lessons and assessments to support understanding of fractions.</td> <td>Lessons and assessments identified for all grade levels.</td> </tr> <tr> <td>All grade levels (K-5) will modify or create supplemental lessons and assessments as identified to support understanding of fractions.</td> <td>Lessons and assessments created for all grade levels.</td> </tr> <tr> <td>After instruction and assessment, K-5 teachers analyze student work and identify areas of need.</td> <td>Percentage of teachers will complete analysis of student work.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	All grade levels (K-5) will identify critical lessons and assessments in Envision regarding math concepts supporting the progression of understanding fractions.	Lesson components and assessments identified for all grade levels.	All grade levels (K-5) will identify areas of need for supplemental lessons and assessments to support understanding of fractions.	Lessons and assessments identified for all grade levels.	All grade levels (K-5) will modify or create supplemental lessons and assessments as identified to support understanding of fractions.	Lessons and assessments created for all grade levels.	After instruction and assessment, K-5 teachers analyze student work and identify areas of need.	Percentage of teachers will complete analysis of student work.		
Action	Measure of Fidelity of Implementation												
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	<p>All grade levels (K-5) develop plan for pre-assessment (baseline) and post-assessment.</p> <p>After instruction and assessment, teachers analyze student work in comparison to annotated student.</p> <p>(3rd grade) Transition students from physical visual fraction strip models to visual written number lines.</p> <p>(2nd grade) teachers will develop lessons to teach halves, thirds, quarters, using shapes.</p> <p>(1st grade) team reviews and analyzes student work samples for lessons in Topic 16 (Fractions of Shapes).</p> <p>(K) teachers will review and analyze student work decomposing numbers and in geometry using pattern blocks.</p> <p>Quarterly, the PCC team will review assessment outcomes for K-5 units that align with the progression of learning for math fractions.</p>	<p>Percentage of teachers that have completed rubric/exemplar for identified lessons.</p> <p>Percentage of teachers completing student work analysis.</p> <p>Percentage of teachers that are using fraction strips and fraction number lines</p> <p>Create pre/post assessment reviewing arrays with equal rows throughout the year.</p> <p>Percentage of first grade team reviews and analyzes student work samples for lessons in Topic 16 (Fractions of Shapes).</p> <p>Percentage of kindergarten teachers sharing common lessons including the use of manipulatives.</p> <p>Percentage of grade levels providing aligned data for review.</p>
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	<p>5th Grade: After the fraction unit, students will be given the Fractions SBA Interim tests and demonstrate performance above standard. They will also be given the self-created baseline assessment three times during the year.</p> <p>4th Grade: Multiplication/division SBA Interim tests in addition to fractions as part of our pre- and post- assessments (as well as ongoing assessments throughout the year).</p> <p>3rd Grade: Questions and Quick Checks from Envision, common district assessments and the Fractions SBA Interim Tests.</p>	

Priority #2

Priority Area	English Language Arts/Literacy
Focus Area	Informational Reading
Focus Grade Level(s)	3 rd -5 th Grade
Desired Outcome	85% of Grade 3-5 students will score a 3 (at standard) or 4 (above standard) on the Smarter Balanced Performance Task for Reading.

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
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Data and Rationale Supporting Focus Area	Informational Reading represents an area of relative low performance for Lakeview 3 rd -5 th grade students. A review of trend data across three years at 3 rd , 4 th , and 5 th grade revealed relative weakness in cluster scores associated with informational reading. Growth in Informational Reading will also impact Writing, Research & Inquiry.			
	Data from the 2019 Reading Claims level on the SBA was as follows:			
	Percentage of 3 rd -5 th students on the claim, Informational Reading			
	Level 1	Level 2	Level 3	Level 4
	8%	8%	30%	54%

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	(3 rd -5 th) All teacher teams review and implement components of RACE; restate, answer question, cite, evidence, and teach.	Percentage of units that teachers include a RACE model rubric.
	All grade levels (K-5) will collaborate to create rubrics and assessments and analyze data from student work samples. Rubrics will be shared with students.	Percentage of teachers by grade level collaborating about tests, rubrics and data analysis.
	All grade levels (K-5) will administer pre/post assessments using the Wonders End of Unit assessments or teacher designed curriculum-based assessments.	Percentage of teachers sharing data at Team meetings.
	(2 nd grade) Teachers will provide students with two stories and compare and contrast the stories both orally and written.	Percentage of teachers obtain a base line, do weekly formative checks and multiple written assessments.
	(1 st grade) Teachers will explicitly teach and practice identifying main idea and key details with students once a week.	100% of first grade teachers will teach and practice identifying main idea and key details with students once a week.

	(K) teachers will explicitly teach and practice describing the relationship between illustrations and the story in which they appear.	Percentage of teachers obtain oral or written evidence of student understanding quarterly.
	Quarterly, the PCC team will review assessment outcomes for K-5 units that align with the progression of learning for informational reading.	Percentage of grade level teams providing aligned data for review.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	3 rd -5 th : use pre- and post- assessments (modified as needed) from Wonders, SBA Interim Tests.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Social and Emotional Learning	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	Using Panorama survey data, “Sense of Belonging,” improving from 57% of 3 rd -5 th students reporting a favorable response to 85% of 3 rd -5 th students reporting a favorable response.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Spring 2019 Panorama survey data reveals 57% of students completing the survey identified as having a sense of belonging.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Consistently hold Morning Meeting and adhere to components that support inclusion.	Percentage of teachers holding Morning Meeting 4 or more days per week.
	(K-5) teachers teach the critical lessons from Second Step.	100% of teachers present 80-100% of counselor identified lessons from Second Step.
	Select staff (Classified and Certificated) will participate in CICO (check-in check-out) process with identified students.	Percentage of teachers completing the CICO support sessions with their student.
	(K-5) teachers will support student understanding of the question prior to administration of the Panorama survey.	Percentage of teachers providing students an explanation of the Panorama survey questions.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Through survey responses in the Fall and Spring, using the response for “sense of belonging” in the Panorama survey.	

Priority #4

Priority Area	Effective School Leadership	
Focus Area	Community Engagement	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	Increase staff responses from 91% agreeing completely or mostly to 100% on “high levels of family and community involvement”.	
Alignment with District Strategic Initiatives	Family and Community Feedback Processes	
Data and Rationale Supporting Focus Area	10% of the respondents “slightly agree” to the question “high levels of family and community involvement. Increasing family and community involvement is essential to improve the sense of belonging for all students by building relationships between student, families, and school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	(K-5) teachers will meet with every family (in-person or on the phone) three or more times per year to share positive information about family culture & interests, student learning, or goal setting.	Percentage of teachers meeting three times yearly with all families.
	(K-5) teacher will host or co-host three family events.	Percentage of teachers attending at least one family centered event.
	(K-5) teachers will reach out to parents of color, inviting them to share about their own experience in school.	Percentage of teachers inviting one or more parents of color to share about their own experience in school (sharing with students or with the school Equity Team.)
	(K-5) teachers will reach out to parents, inviting them to read a book in their first language or a favorite book during the Read-a-thon activities or Family Reading Night.	Percentage of teachers inviting one or more parents to participate.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Parent surveys at mid-year and end of year.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.¹⁰ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Invite parents to participate in a review of spring SBA data in September.	August-October 2020
	Invite parents to participate in development of the Community Engagement goal.	August-October 2020
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Present the SIP in a meeting with parents.	November-December 2019
	Post the SIP on the school website.	January 2020
	Present SIP results in a meeting with parents.	August-September 2020

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>