School Improvement (SI) Plan
Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Lakeview ElementarySchool ; K-5	Phone: 763 504-4100
School Address: 4110 Lake Drive North, Robbinsdale, MN 55422	Fax: 763 504-4109
Principal: Bridget Hall	Email: bridget_hall@rdale.org
School Identification: ☐ N/A ☐X Targeted Support & Improvement (TSI) ☐ Comprehensive Support & Improvement (CSI)	

District Information	District Phone, Fax, Email
District Name and Number: Robbinsdale Area Schools # 281	Superintendent Phone: 763 504-8000
Superintendent: Dr. Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Avenue North, New Hope, MN 55427	District Fax:

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Bridget Hall	Principal	bridget_hall@rdale.org
Jeff Goodwine	Assistant Principal	jeff_goodwine@rdale.org
Teri Greenstein	School Improvement Monitor/IB Resource Coordinator	teri_greenstein@rdale.org
Molly James	IB Coordinator	molly_james@rdale.org
Caroline Doenberg	School Social Worker	caroline_doenberg@rdale.org
Cori Garner	Climate and Culture Specialist	cori_garner@rdale.org
Janet Rein	Grade K teacher	janet_rein@rdale.org
Nancy Martin	Grade K teacher	nancy_martin@rdale.org
Susan Cunningham	Grade 2 teacher	susan_cunningham@rdale.org
Carolyn Carlson	Grade 4 teacher	carolyn_carlson_@rdale.org
*Brenda Rossow	PLAC representative (Professional Learning Advisory Committee)	brenda_rossow@rdale.org

CSI or TSI School Identification Information. Check boxes of identification *Waiting for August official results

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	☐	☐	☐	☐	☐	☐	☐	☐
Hispanic/Latino	☐	☐	☐	☐	☐	☐	☐	☐
American Indian/Alaska Native	☐	☐	☐	☐	☐	☐	☐	☐
Asian	☐	☐	☐	☐	☐	☐	☐	☐
Native Hawaiian/Pacific Islander	☐	☐	☐	☐	☐	☐	☐	☐
Black/African American	☐	☐	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐	☐	☐
Two or more races	☐	☐	☐	☐	☐	☐	☐	☐
FRP (Free/Reduced-Priced meal eligible)	☐	☐	☐	☐	☐	☐	☐	☐
SpEd (Special Education)	☐	☐	☐	☐	☐	☐	☐	☐
ELL (English language Learner)	☐	☐	☐	☐	☐	☐	☐	☐

School Demographic Information (All Schools)
Use the Minnesota Report Card or Secure Reports to complete the following information using the demographic data from the current year (most recent testing year).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	.05%	2
Asian	4%	17
Hawaiian/Pacific Islander	0.0%	0
Hispanic	14.2%	61
Black, not of Hispanic Origin	34.3%	147
White, not of Hispanic Origin	32.6%	140
Two or More Races	14.5%	62
English Learner	14%	60
Special Education	12.1%	52
Free/Reduced-Price Lunch	65%	279
Homeless	.09%	4
Neglected	Enter enrollment percent here	Enter enrollment count here
Delinquent	Enter enrollment percent here	Enter enrollment count here
Foster Care	.002%	1
Military	n/a	n/a
High Mobility	.04%	16

1. Data Review (All Schools)

As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Rows can be added or deleted as needed

Data Teams are expected to review the following data.	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Enrollment Data	- Our Asian students are recognized for being part of the highest 5% of schools in the state for student group reporting (90% or better) - Overall student attendance is 86.94% consistently attending 13% of our students have more than 17 days absent - Our Black students consistently attend 79.94% - Our SPED students consistently attend 76.07% - Our EL students consistently attend 90.34% - Our Hispanic students consistently attend 87.24% - Our Free/Reduced students consistently attend 82.32% - PGM Truancy Letters: 73 - Individual Student Meetings 3-Day Letter = 134 - STAR Referral = 24 - Truancy/ED Neglect filed = 43 87.43 % ADM	- Communicate with families to call the attendance line or send a note every time student is out - We need to emphasize the importance of tardies - SSW inviting families to meet to make a plan on how to support increased attendance - Determining ways in which we can motivate more students to want to come to school - Language specific communication - Onboarding all new students with Student council members and each Wednesday with Engagement Team/also talking with our new families when they come in for registering and setting up the start
MCA/MTAS **Proficiency** and Achievement Level Data at the School Level, by Student Group and Grade	- Proficiency and Achievement Level - Special Ed Math: https://drive.google.com/open?id=1AgMe2YVtMP2rc0TvvZa5m7YP8SpIgo3j - Special Ed Reading: https://drive.google.com/open?id=1ShJXorGS8qdV7cx9PFrBTD9UT5JPcAWU - Special Ed Science: https://drive.google.com/open?id=1mtlXFfZmZwTbOEQlGtLy0I6b5ZvBKCme - EL Math: https://drive.google.com/open?id=1sAeN_p1QbdfWsRarlL0zFTGhK-lCi9ep - EL Reading: https://drive.google.com/open?id=1Sw3J86bISSPbXn7myxkhiIDpKLp6j-2g - EL Science: https://drive.google.com/open?id=1201Ntff75Wf4v7pJTmujPmPm6N3wAY40 - Students of Color Reading: https://drive.google.com/open?id=1gQDGh6nhJIFyrtK	

	g2CjWxm2VtxUAJj9Z ● Students of Color Math: https://drive.google.com/open?id=1eL0KB4ZOPoVSgL0FgdFmqGTA4yW8yfm_	
	● Students of Color Science: https://drive.google.com/open?id=1wR-E0uyS-o8GAUevNfa5zTWHm0a7wY-x	
MCA/MTAS **Growth** Data (focus on <u>**high growth**</u>, not just expected growth)	Data Profile Lakeview	
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade	Not applicable	Not applicable
ACCESS for ELs Proficiency Data	(Gr) K, 1, 2, 3, 4, 5 Proficiency Met: 0 4 5 1 5 5 Not Met: 0 6 2 13 5 1 ● Composite Overall (2) 40.4% (3) 40.4% (4) 14.9% (5) 4.3% ● Comprehension (Reading/Listening) (1) 2.1%; (2) 21.3%; (3) 29.8%; (4) 17%; (5) 12.8%; (6) 17% ● Reading/Writing (1) 6.4%; (2) 34%; (3) 44.7%; (4) 10.6%; (5) 4.3%; (6) n/a ● Oral (Listening/Speaking) (1) n/a; (2) 31.9 %; (3) 34%; (4) 21.3%; (5) 10.6%; (6) 2.1%	● Consistent use of EL strategies throughout the day needs to be followed ● More reciprocal teaching ● EL teachers will be included in WIN time service ● EL teachers will attend grade level collaborations in order to share teaching strategies that will benefit all students with improved academic language ● More focus on reading and writing
MAP Data at a School Level, by Student Group and by Grade (through 2018)	Not available	Not available
FAST Data at School Level, by Student Group and by Grade	Lakeview FAST data	● Schedule data dig meetings to review FAST data and plan for interventions ● Ensure that staff understand how to read and interpret the data and how to determine which students need which type of support(using FAST reports to interpret data)
Diagnostic Data by Student Group and by Grade	DRA https://docs.google.com/spreadsheets/d/1vmpx7u3FKBe6lsPW4_CPucVfyWg_yWG-31L2BTGsd84/edit#gid=2038264994	This year we had winter scores based upon small groups of students on the "bubble"; spring we had all students take it to see if it supported and reinforced what we were seeing in class instruction and on FAST/MCAs. Upcoming Fall, we are only having students who need more drilling down of data to determine best instructional interventions and diagnostics to support student's acceleration.
Progress Monitoring (Intervention) Data by	Reading : all of our students in grades K-5 who were below benchmark and receiving interventions were progress	● All staff need to know what is available for progress monitoring, and when to use which particular

Student Group and by Grade	monitored, either weekly, or every other week, depending on how far below benchmark they were. (Using FAST and/or PRESS skill monitoring tests) Math: minimal use of progress monitoring for math intervention (mostly timed tests)	• method-will require PD for this • Increase our usage of FAST for math intervention monitoring
No Credit (NC) Data by Student Group and by Grade	Not applicable	Not applicable
Office Referral/Suspension Data by Student Group and by Grade	Total Office Referrals (335) Grade K: 15 (G-3/B-12) (B-9/W-4/A-1/H-1) Grade 1: 12 (G-2/B-10) (B-9/W-2/A-1) Grade 2: 15 (G-2/B-13) (B-13/W - 2) Grade 3: 12 (G-1/B-11) (B- 9/W -3) Grade 4: 23 (G -11/B - 12) (B-20/W-1/A-/H-1) Grade 5: 21 (G-9/B-12) (B-18/W-1/H-2) Sped: 19 students EL: 13 students *53 come from Recess Suspensions (In/Out) (38) Grade K: 8 Grade 1: 4 Grade 2: 11 Grade 3: 3 Grade 4: 7 Grade 5: 5 SPED: 12 EL: 5 Black: 20 (G-11 B- 9) Hispanic 4 (G-0/B-4) White 4 (G-0/B 4) Multi- 10 (G-2/B-8) Black students continue to be referred out for incidences almost Three times as much as other races; grade 4 and 5 and SPED have highest referrals/suspension rate. We increased referrals this year with an increase in physical contact on bus and recess.	Continue to administer the SAEBRS and ensure that it is being reflected upon and supporting SEL WIN groups; Onboarding for our new students one a week; Safe and Civil Schools CHAMPS/SIGNAL and engagement plan with differentiation; Implementation of TAB/Buddy Room with more fidelity Morning Meeting - daily with all components Routines and Rituals - First Six weeks Second Step- 1 time a week and follow up Culturally Competent Strategies: Dr. Hollie New Recess Schedule and Rotations; and better check in with transportation
Program Enrollment/Participation Data by Student Group and by Grade	More information needed	More information needed
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)	**Learning Walks for:** Safe and Civil Schools (CHAMPS, Signal) Morning Meeting Components TAB / Buddy Room Procedures Second Step Interactive Read Alouds Students talking about their Reading/Writing Use of Academic Language in Core Areas (Build on Math Talks) Calendar Math Conceptual IB Framework/Deconstructing Standards	Fidelity Check Schedule to be presented to ILT and then the staff

	Agency Opportunities (Voice, Choice, Ownership)	
Perception data collected from staff, students, parents, or other stakeholders	Student Survey Overall students strongly like to attend this school and went up by 6% points to 91% Overall students strongly disliking the school went down by 3% All ethnic groups state that they like attending 85%-97% 12% of our Black and Hispanic students state that they do not like to attend this school https://drive.google.com/drive/u/0/search?q=Student%20Survey%20LVE	Implement Family Surveys Implement Staff Survey (Admin) Continue to push Relationship Building Feedback
Other building specific data	IBPYP Reauthorization Evaluation (Request to see document) *The school should further adapt learning experiences to develop student attitudes and skills that allow for meaningful student action. The school should ensure that unit planners allow for the flexibility and time needed for students to act. *The school ensure that assessments described in the units of inquiry allow students to come to an understanding of concepts and that summative assessments effectively assess the central idea. *The school should ensure that teachers further adapt learning experiences to support students to become actively responsible for their own learning *The school should continue to facilitate ways to enhance teachers' knowledge and skills in approaching teaching and learning through inquiry.	Our focus will be implementing conceptual thinking and patterns with the standards to promote more embedding of transdisciplinary themes/standards EL team will be more involved with the organic delivery of academic language within the units Schedule set building wide for more integration of unit planners within core areas

2. Comprehensive Needs Assessment Summary (Part 2) (All Schools)

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

· Subjects and skills for which teaching and learning need to be improved.

· Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.

· Needs of the school relative to the three pillars (Balanced Literacy, Safe and Civil Schools and MTSS).

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes
After reviewing the data in step 1, what successes have been identified by the team? Successes should be connected to the data in your CNA table

Reading/IBPYP	● All classrooms showed success in implementing interactive read-alouds with their students ● All classrooms provided opportunities for our students to have choice around the book they read successfully ● All classrooms provided opportunities in which students would talk about their reading with another peer successfully

	- CHAMPS were developed for Instructional Learning Routines and Transitions within the instructional rotations - DRA implementation supported guiding instructional teaching and learning - Data Digs - The school for promoting the learner profile throughout the school community and developing classroom essential agreements that help foster a stimulating learning environment and establish a culture of understanding and respect - The school for developing a governance and leadership structure that supports all aspects of the implementation of the programme. The pedagogical team for their commitment to the PYP through provision of resources, support, professional development, training, and leadership. - The school for further developing and implementing strategies to promote open communication based on understanding and respect. The staff for supporting each other and being committed to one another and collaborative teams. - The school has developed strategies to ensure that its governing body, administrative and pedagogical leadership and staff understand the IB philosophy. The pedagogical team has had numerous IB authorized trainings and professional development. The pedagogical team has maintained a PYP focus through a period of significant staffing changes
Mathematics	- We saw an increase in classrooms using Math talks to support math instruction - All classrooms consistently taught Calendar Math - Initial stages of math guided groups implemented with a mini lesson and rotations - Data Digs - CHAMPS for instructional routines and groups
Graduation (if secondary)	Not Applicable
English Language Proficiency	- 8 Students showed gains on MCA Reading with average growth of 11.63 - 2 students made achievement gain on MCA Reading - 6 students showed growth on MCA Math with average growth of 11.33 - 2 students made achievement gain on MCA Math - 20 students met proficiency on WIDA Access - 59% of students scored a 3 or above on the composite - 58% of students scored a 3 or above on the reading/writing - 76% students scored a 3 or above on comprehension - 86% of students scored a 3 or above on oral (listening and speaking)
Attendance	- Lakeview was recognized for attendance for our Asian students 90% or above

Prioritized Concerns

After reviewing the data in step 1, what concerns were noted?

Concern

Reading/IBPYP	- Our students (ALL) need to be exposed to more academic language (explicit teaching) - Our students who are proficient on assessments have not shown any growth beyond their proficiency - There is a need for more effective alignment of lessons and strategies to grade level standards - 53% of our Black students do not meet proficiency on MCA - 72% of our EL students do not meet proficiency on MCA - The school needs to continue to demonstrate a commitment to transdisciplinary learning, ensuring that timetables reflect the

	- transdisciplinary nature of the programme. - The school should review the student schedule or timetable to enable teachers to optimize time for student inquiry to meet the requirements and goals of the school. - The school should further extend the use of the PYP planner for planning in the single subject areas - The school should develop a process that will ensure balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching - The school should continue to facilitate a curriculum review process involving all teachers to ensure the curriculum addresses knowledge, concepts, skills, action and the IB learner profile. - The school should facilitate a curriculum review process involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry - Our Black students, SPED students, EL students continue to show minimal growth - SPED students are out performing our Black students - Our White students are showing little growth- almost flatlining
Mathematics	- Our students (ALL) need to be exposed to more academic language (explicit teaching) - Our students who are proficient on assessments have not shown any growth beyond their proficiency - We need to refocus on full implementation of Math in Focus (back to basics) - There is a need for more effective alignment of lessons and strategies to grade level standards - 69 % of our Black students do not meet proficiency on MCA - 72% of our EL students do not meet proficiency on MCA
Graduation (if secondary)	n/a
English Language Proficiency	- Our EL teaching team needs to collaborate more with classroom teachers, in order to share strategies that will be successful for ALL students - The school further develop practices that are aligned with the language policy. The school should increase the library resources in the languages offered by the school, as well as students' mother tongues - 85% of EL students do not meet proficiency on MCA Science test (language)
Attendance	- Our Black students consistently attend 79.94% - Our SPED students consistently attend 76.07% - Our Free/Reduced students consistently attend 82.32% - PGM Truancy Letters: 73 - Individual Student Meetings 3-Day Letter = 134 - STAR Referral = 24 - Truancy/ED Neglect filed = 43 - 87.43 % ADM
Other	

Hypothesized Root Causes

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Reading Mathematics English Language Prof	**Literacy/Math Curriculum** Understanding/unpacking standards Rigor Grade level expectations Standard/Instructional Resources alignment **Instructional Design** Lesson design Research based Interventions Differentiation Schedule for interventions Time to do it Not all students are in core due to schedule/pull-out Tier 2 and 3 pull out	**Assessments** Common Assessments Diagnostic Assessments Formative Assessments **Equity** High Expectations for all students- mindset that they are all our students Not all working at or on grade level standards and providing access for data point into learning Partnering with Resource Staff Provide more opportunity/access for students **Professional Learning and Development** Training on Research Evidence Based Strategies Identifying Tier 2 Intervention Strategies and Resources Access to resources Teacher Mindset and Agency with conceptual Mathematics Framework How to best utilize academic and social emotional data Training on Trauma Informed Strategies
	• The Instructional Leadership Team met in January to determine root causes using the Fishbone Cause and Effect Tool. The team identified patterns that impact Reading, Mathematics, English Language Proficiency, Climate and Attendance. The Team met again in June 2019 to further actionable steps	
Graduation (if secondary)	Not applicable	
Attendance	Ensuring that students are welcomed and acknowledged each and every day; ensuring that parents know to call in if student is going to be out or tardy; Ensuring that our CHAMPS/ROCK/LEVELS are taught and being met so that students are set up to be successful, staying in the classroom and part of the community-- feeling a sense of belonging and a sense of competence and confidence.	

3. School Improvement Strategies (All Schools)

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, set goals aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools and MTSS) rather than separating Reading, Math, Science, Climate and Graduation)

Strategy #1	Click here ☐**X** if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	Formative Assessment - deconstructing standards
…to address this **Root-Cause(s)**	There is limited rigor within grade level expectations due to not fully understanding what proficiency and mastery looks like, sounds like for each standard and its progression with the learning targets with not going deep enough in deconstructing grade level standards in all core areas.
Which will help us meet this student outcome **Goal***	1.The average percent proficient of All Students in Math will increase from 30.4 in 2018 to 46.2 in 2021 as measured by the MCA/MTAS.

	2.All Students: The average percent proficient of All Students in Reading will increase from 35.3 in 2018 to 49.8 in 2021 as measured by the MCA/MTAS. 3.The percentage of EL students making progress on the ACCESS will increase from 68.57 in 2018 to **78%** in 2021.

SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Stages of Implementation

- **Exploration**: Leadership forms teams, identifies data sources, reviews all identified data, engages staff, hypothesizes root cause for instructional improvement, and identifies a usable intervention. This stage requires inquiry, research, learning, and patience, and the team measures *adult effort*.
- **Installation**: The team makes necessary changes to infrastructure and puts organization supports into place including training procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures *adult effort*.
- **Initial Implementation**: The team measures the fidelity of teachers using the practice, adjusts drivers such as training and coaching, initiates improvement cycles, and manages change. The team measures *adult fidelity* (doing what was intended).
- **Full Implementation**: Over 50 percent of the teachers are implementing the usable intervention with fidelity and the new practice becomes standard. Maintain success and change policies to support work

Plan for Strategy #1

Strategy #1:

Root-Cause: There is limited rigor within grade level expectations due to not fully understanding what proficiency and mastery looks like, sounds like for each standard and its progression with the learning targets with not going deep enough in deconstructing grade level standards in all core areas.

Goal:

1.The average percent proficient of All Students in Math will increase from 30.4 in 2018 to 46.2 in 2021 as measured by the MCA/MTAS.

2.All Students: The average percent proficient of All Students in Reading will increase from 35.3 in 2018 to 49.8 in 2021 as measured by the MCA/MTAS.

3.The percentage of EL students making progress on the ACCESS will increase from 68.57 in 2018 to 83% in 2021.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date

	Who			er											
Reviewing Grade Level Standards (noting new changes)	ILT/PLC	Standards Planning	Year at a Glance Matrix for each grade level	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Deconstructing Grade Level Standards and breaking down to learning targets	ILT/PLC	Standards Planning Posted Learning Targets Communication of Learning Targets	Year at a Glance Matrix for each grade level	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Identifying what proficient looks like for each standard; and what it looks like above and below intentionally	ILT/PLC	Specific outcomes at, below or above identified and where students will receive the target again (WILF)	Year at a Glance Matrix for each grade level; Benchmark Resource; MiF Resources; IBPYP Planners; 6 Effective Elements of Reading	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Designing Rubrics for each standard as formative assessment tool (Academics and Social Emotional)	ILT/PLC	Specific outcomes on Rubric for each level within Learning Target and Formative Assessment; Data Digs; Learning Walks Observations Lesson Planning	Year at a Glance Matrix for each grade level; Benchmark Resource, MiF Resources, IBPYP Planners; 6 Effective Elements of Reading	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #1:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

Identifying grade level standards and being able to deconstruct into learning targets allows for the alignment of the continuum in core area and where students are in the formative assessments to determine next steps in designing lesson and instruction with Balanced Literacy 6 effective elements; CHAMPS created for what transitional and instructional expectations are needed during the meeting of the standard being taught and assessed; Tier 1 core instruction is most critical and from there Tier 2/Tier 3 students receive additional interventions at the high and low end of the tiers (progress monitoring and screening to support the grade level standards).

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

- How has student achievement been impacted? What is the evidence?

- How will implementation be adjusted and/or supported moving into the next year?

Strategy #2	Click here **X** if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities
to address the **Root Cause**	Limited understanding of the academic language that aligns with the grade level standards
Which will help us meet this student outcome **Goal***	1.The average percent proficient of All Students in Math will increase from 30.4 in 2018 to 46.2 in 2021 as measured by the MCA/MTAS. 2.All Students: The average percent proficient of All Students in Reading will increase from 35.3 in 2018 to 49.8 in 2021 as measured by the MCA/MTAS. 3.The percentage of EL students making progress on the ACCESS will increase from 68.57 in 2018 to **78%** in 2021.

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #2

Strategy #2: Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities

Root-Cause: Limited understanding of the academic language that aligns with the grade level standards

Goal: 1.The average percent proficient of All Students in Math will increase from 30.4 in 2018 to 46.2 in 2021 as measured by the MCA/MTAS.

2.All Students: The average percent proficient of All Students in Reading will increase from 35.3 in 2018 to 49.8 in 2021 as measured by the MCA/MTAS.

3.The percentage of EL students making progress on the ACCESS will increase from 68.57 in 2018 to **78%** in 2021

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
Review Student Data from FAST/WIDA	ILT/EL/PLC	Fall Winter Spring Data; WIDA Yearly; Progress Monitoring	WIDA Access DATA FAST DATA Fluency, Comprehension Oral/Listening	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

		Data Digs WIN Time													
Identify academic language required in grade level standards	ILT/EL/PLC/ IB Collab	Standards Vocabulary Lesson Planning Units CFA Learning Walks Observations Data Digs FAST Morning Meeting Second STEP	Year at a Glance Matrix for each grade level; Benchmark Resource; MiF Resources; IBPYP Planners; 6 Effective Elements of Reading	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Provide Students the Opportunity to Develop Academic Oral Language While Simultaneously Teaching Literacy and Other Content Areas	ILT/EL/PLC	Standards Lesson Planning Observations Learning Walks Data Digs WIN Time Responsive Classroom SEcond Step CHAMPS	Resource: http://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf WIDA/We communicate Chart Year at a Glance Matrix for each grade level; Benchmark Resource; MiF Resources; IBPYP Planners; 6 Effective Elements of Reading	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities	ILT/EL/PLC	Standards Lesson Planning Observations Learning Walks Data Digs WIN Time FAST WIDA CHAMPS Responsive Classroom Second Step	Implementing:https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf#page=20 Year at a Glance Matrix for each grade level; Benchmark Resource; MiF Resources; IBPYP Planners; 6 Effective	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

			Elements of Reading															

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #2:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

Identifying grade level standards and being able to deconstruct into learning targets allows for the alignment of the continuum in core area and where students are in the formative assessments to determine next steps in designing lesson and instruction with Balanced Literacy 6 effective elements specifically with the academic language is needed to be successful in the learning and with accountable talk using our stems of communication to support to increase student voice; CHAMPS created for what transitional and instructional expectations are needed during the meeting of the standard being taught and assessed; Tier 1 core instruction is most critical and from there Tier 2/Tier 3 students receive additional interventions at the high and low end of the tiers (progress monitoring and screening to support the grade level standards)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

- How has student achievement been impacted? What is the evidence?

- How will implementation be adjusted and/or supported moving into the next year?

Strategy #3	Click here **X** if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Using Webb's DOK (Depth of Knowledge) to increase levels of questioning within daily lessons for both staff and students.
to address the **Root Cause**	There is a lack of rigor and differentiation in our instructional lessons due to limited knowledge of how to implement varying levels of questioning.
Which will help us meet this student outcome **Goal***	1.The average percent proficient of All Students in Math will increase from 30.4 in 2018 to 46.2 in 2021 as measured by the MCA/MTAS. 2.All Students: The average percent proficient of All Students in Reading will increase from 35.3 in 2018 to 49.8 in 2021 as measured by the MCA/MTAS. 3.The percentage of EL students making progress on the ACCESS will increase from 68.57 in 2018 to **78%** in 2021.

SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #3

Strategy #3: Using Webb's DOK to increase levels of questioning within daily lessons for both staff and students.

Root-Cause: There is a lack of rigor and differentiation in our instructional lessons due to limited knowledge of how to implement varying levels of questioning.

Goal:

1.The average percent proficient of All Students in Math will increase from 30.4 in 2018 to 46.2 in 2021 as measured by the MCA/MTAS.

2.All Students: The average percent proficient of All Students in Reading will increase from 35.3 in 2018 to 49.8 in 2021 as measured by the MCA/MTAS.

3.The percentage of EL students making progress on the ACCESS will increase from 68.57 in 2018 to **78%** in 2021.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date

				er											
Deconstructing Grade Level Standards and breaking down to learning targets	ILT/PLC/Grade Level.	Standards Lesson Planning	Year at a Glance Matrix for each grade level;	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Identifying what proficient looks like for each standard; and what it looks like above and below intentionally with DOK 1-2-3-4	ILT/PLC/IB Collaboration	Artifacts Observations Learning Walks	Year at a Glance Matrix for each grade level; Benchmark Resource; MiF Resources; IBPYP Planners; 6 Effective Elements of Reading DOK CHARTS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Designing DOK 1-2-3-4 Questions for each standard	ILT/PLC/IB Collaboration	Lesson Planning Learning Walks	Year at a Glance Matrix for each grade level; Benchmark Resource; MiF Resources; IBPYP Planners; 6 Effective Elements of Reading DOK CHARTS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Designing Rubrics for the Four key DOK questions in each standard as formative assessment tool	ILT/PLC/IB Collaboration	.	Year at a Glance Matrix for each grade level; Benchmark Resource; MiF Resources; IBPYP Planners; 6 Effective Elements of Reading DOK CHARTS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #3:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

Identifying grade level standards and being able to deconstruct into learning targets allows for the alignment of the continuum in core area and where students are in the formative assessments to determine next steps in designing lesson and instruction with Balanced Literacy 6 effective elements and the level of questions at DOK 1,2,3,4 and aligning the learning target with the DOK levels; CHAMPS created for what transitional and instructional expectations are needed during the meeting of the standard being taught and assessed; Tier 1 core instruction is most critical and from there Tier 2/Tier 3 students receive additional interventions at the high and low end of the tiers (progress monitoring and screening to support the grade level standards)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

- How has student achievement been impacted? What is the evidence?

- How will implementation be adjusted and/or supported moving into the next year?

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.
- A Welcome Back Letter sent in August to all families with upcoming Open House and meeting with teachers.
- A Welcome Back Letter sent in August to all LVE staff with goals and workshop schedule and learning and overview of the year.
- Daily Announcements shared with students and staff on the focus of our IB Learner Profile and our CHAMPS/ROCK for the day; and events happening that evening
- Weekly Family Communication from Admin via email with the updates of each week.
- Weekly Family Communication from each Classroom Teacher to their families with the learning for all core areas and events and activities.

- Weekly Staff ROCK Updates from secretary (shout outs, specific schedule etc for the upcoming week)
- Weekly Bridget's Blurb to all staff and PTO Leadership Team with a weekly message; actionable items; IB Connections; Three Pillars; Celebrations; Getting to Know Lakeview
- Lakeview Family Resource Guide and Calendar lists all events and shares information on the school
- Equity Corner Update from Climate and Culture Specialist Monthly to all staff and PTO Leadership Team
- Specialists Quarterly Newsletter to all families
- Updates sent out for events via Lakeview Families Facebook page; Twitter; and located on website.
- Weekly IBPYP Collaborative Planning Sessions
- Instructional Leadership Team Minutes available to all staff and PTO Leadership Team
- Monthly Staff Meetings with a Three Pillars/Data Update (3rd Monday of each month)

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	**What** is the message	**Who** is the audience	**How** will it be communicated
August 2018 (2019, 2020, 2021)	**Targeted Support Identification** Communicated the data that was shared with admin and just getting initial thoughts and questions around the ESSA data shared. Principal and Learning Leaders (ILT)	Lakeview Instructional Leadership Team (ILT)	Principal meeting with ILT and sharing ESSA documents ILT Meeting
October 2018 (2019, 2020, 2021)	**Targeted Support Identification** and the specific ESSA data and specific to Lakeview and next steps	Lakeview Staff	Principal and ILT Staff Meeting on Professional Learning Day
October and November 2018 (2019, 2020, 2021)	**Targeted Support Identification** and communicating the data to parents and gathering initial questions and thoughts around the ESSA data shared	PTO/Parent Meeting	Principal, ILT members PTO Evening Session Title One Parent Meeting
December and February and May	**Targeted Support Identification** through the Comprehensive Needs	ILT and National Parent Involvement Day..	Principal, ILT members, Parents ILT CNA Retreat

2018-2019 (2019, 2020, 2021)	Assessment Work with ILT and Parents		National Parent Involvement Day Final PTO May Session Update