Lakeview Elementary School

School Improvement Plan

Annual Update: 2020-21

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 students maintained performance as in prior years with 80% at or above standard.

Lakeview Elementary population has stabilized at about 550 students over three years, with a temporary reduction in enrollment during remote learning. Our community demographics have also remained relatively stable. Our free and reduced population has increased to 14.3% and special education is 10%. Lakeview students represent diverse cultural backgrounds, including 11% Hispanic/Latinx, 57% White, 18% Asian, 3 % Black/African American, and 10% identify as 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 impact. 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.

We continue to use a distributed leadership model that includes 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 now 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 continue 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 will resume as students return to in-person learning. During remote learning, we have begun to develop computer science content for K-5 with a kick-off event during December for Hour of Code. 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	2019-20
Student Enrollment (count)		556	565	547	558
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.7	0.0	0.0
	Asian	12.9	15.0	17.4	18.3
	Black/African American	2.0	3.0	3.7	3.2
	Hispanic/Latino of any race(s)	12.4	12.6	10.6	11.3
	Native Hawaiian/Other Pacific Islander	0.2	0.4	0.2	0.2
	Two or more races	9.4	9.9	11.9	10.4
	White	62.6	58.4	56.3	56.6
Students Eligible for Free/Reduced Price Meals (%)		13.8	14.2	13.0	14.3
Students Receiving Special Education Services (%)		10.3	9.9	10.6	9.9
English Language Learners (%)		13.8	14.2	14.4	15.9
Students with a First Language Other Than English (%)		21.7	23.1	27.9	27.4

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[2]

Grade	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	87	90	94	n/a
1st Grade	94	86	85	n/a
2nd Grade	88	87	89	n/a

ELA: By Grade Level, Smarter Balanced Assessment

Grade		*Percent at or above standard*			
		2016-17	2017-18	2018-19	2019-20
3rd Grade		76	77	76	n/a
4th Grade		79	85	75	n/a
5th Grade		76	77	87	n/a

READING: By Group/Program, DIBELS Assessment[3]

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	96	92	86	n/a
Black/African American	-	-	70	n/a
Hispanic/Latino	76	73	80	n/a
Two or more races	91	97	97	n/a
White	92	88	91	n/a
English Learner	81	71	71	n/a
Low Income	63	73	59	n/a
Special Education	68	48	65	n/a

ELA: By Group/Program, Smarter Balanced Assessment[4]

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	91	96	84	n/a
Black/African American	50	40	-	n/a
Hispanic/Latino	41	48	47	n/a
Two or more races	83	83	82	n/a
White	82	85	85	n/a
English Learner	24	30	30	n/a
Low Income	33	33	39	n/a
Special Education	28	25	33	n/a

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
3rd Grade	80	75	77	n/a
4th Grade	76	81	76	n/a
5th Grade	68	75	76	n/a

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	92	96	90	n/a
Black/African American	40	50	-	n/a
Hispanic/Latino	34	38	44	n/a
Two or more races	83	91	74	n/a
White	82	82	82	n/a
English Learner	38	29	42	n/a
Low Income	30	28	32	n/a
Special Education	24	21	23	n/a

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[5]

Grade	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
5th Grade	n/a	80	80	n/a

SCIENCE: By Group/Program, WCAS

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	-	-	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	64	-	n/a
Two or more races	n/a	-	>97	n/a
White	n/a	84	80	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	38	-	n/a
Special Education	n/a	-	-	n/a

↘ = cohort track
n/a = not available

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[2] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[3] 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.

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

[5] 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	2019-20
Kindergarten	85	83	86	n/a
1st Grade	89	91	93	n/a
2nd Grade	88	91	85	n/a
3rd Grade	95	85	93	n/a
4th Grade	86	94	91	n/a
5th Grade	94	86	95	n/a

ATTENDANCE: By Group/Program[6]

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	96	89	90	n/a
Black/African American	79-	72	94	n/a
Hispanic/Latino	85	79	83	n/a
Two or more races	88	91	91	n/a
White	90	90	92	n/a
English Learner	85	80	84	n/a
Low Income	70	72	80	n/a
Special Education	81	77	85	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[7]

	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	89	46	47	84	85	27	34	31
Math Proficiency Rate (%)	77	91	38	42	83	83	34	29	25
ELA Median Student Growth Percentile[8]	55	70.5	-	36	63.5	56	42.5	40.5	42
Math Median Student Growth Percentile	49	65	-	40	48.5	50	47.5	35.5	36.5
EL Progress Rate (%)	81	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	91	92	79	85	91	92	84	74	85

⬊ = cohort track
n/a = not available

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[6] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[7] Washington School Improvement Framework measures compile data across three years (2017-2019) 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.

[8] 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)	3rd-5th
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	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 3 years at 3rd, 4th, and 5th grade revealed relative weakness in cluster scores associated with understanding fractions. Data from the 2019 Math Claims level on the SBA was as follows: (see table below)

Percentage of 3rd-5th students on the claim Concepts and Procedures

Level 1	Level 2	Level 3	Level 4
9.8%	14.3%	20%	55.8%

Strategy to Address Priority

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.	% of teachers will complete analysis of student work.

After instruction and assessment, teachers analyze student work in comparison to annotated student.	% of teachers completing student work analysis.
(3rd grade) Transition students from physical visual fraction strip models to visual written number lines.	% of teachers that are using fraction strips and fraction number lines.
(2nd grade) teachers will develop lessons to teach halves, thirds, quarters, using shapes.	Create pre/post assessment reviewing arrays with equal rows throughout the year.
(1st grade) team reviews and analyzes student work samples for lessons in Topic 16 (Fractions of Shapes).	% of first grade team reviews and analyzes student work samples for lessons in Topic 16 (Fractions of Shapes).
(K) teachers will review and analyze student work decomposing numbers and in geometry using pattern blocks.	% of kindergarten teachers sharing common lessons including the use of manipulatives.
Quarterly, the PCC team will review assessment outcomes for K-5 units that align with the progression of learning for math fractions.	% of grade levels providing aligned data for review.

Timeline for Focus	Fall, 2020 - Spring, 2021
Method(s) to Monitor Progress	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 3 times during the year. 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). 3rd Grade: Questions and Quick Checks from Envision, common district assessments and the Fractions SBA Interim Tests. We will also begin use and analysis of FastBridge Math data.

<table>
<tr><td colspan="2" align="center">**Priority #2**</td></tr>
<tr><td>**Priority Area**</td><td>English Language Arts/Literacy</td></tr>
<tr><td>**Focus Area**</td><td>Informational Reading</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>3rd-5th Grade</td></tr>
<tr><td>**Desired Outcome**</td><td>85% of Grade 3-5 students will score a 3 (at standard) or 4 (above standard) on the Smarter Balanced Performance Task for Reading.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>Informational Reading represents an area of relative low performance for Lakeview 3rd-5th grade students. A review of trend data across 3 years at 3rd, 4th, and 5th 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 3rd-5th students on the claim, Informational Reading			
Level 1	Level 2	Level 3	Level 4
8%	8%	30%	54%
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<tr><td>**Strategy to Address Priority**</td><td>

Action	Measure of Fidelity of Implementation
(3rd-5th) All teacher teams review and implement components of RACE; restate, answer question, cite, evidence, and teach.	% 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.	% 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.	% of teachers sharing data at Team meetings.
(1st 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.	% of teachers obtain oral or written evidence of student understanding quarterly.

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	Quarterly, the PCC team will review assessment outcomes for K-5 units that align with the progression of learning for informational reading.	% of grade level teams providing aligned data for review.
Timeline for Focus	Fall, 2020 - Spring, 2021	
Method(s) to Monitor Progress	3rd-5th: use pre- and post- assessments (modified as needed) from Wonders, SBA Interim Tests. - K-5 will begin to gather and analyze data from FastBridge Reading.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Social and Emotional Learning
Focus Grade Level(s)	K-5
Desired Outcome	Using Panorama spring 2020 survey data, "Student Relationships" will improve from 54% of 3rd-5th students reporting a favorable response to 75% of 3rd-5th 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 2020 Panorama survey data reveals 54% of students completing the survey identified as having multiple, positive relationships at school. The student responses reflected a move to remote learning. Our efforts to create connections during remote, hybrid, and return to in-person learning will vary based on the restrictions and opportunities presented in each model.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Provide virtual recess for remote learners.	Number of students participating in virtual recess.
	Create virtual community events: Assemblies, Multi-Cultural Walk, Read-a-thon.	Number of students participating in virtual events.
	Consistently hold Morning Meeting and adhere to components that support inclusion.	% 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.	% of teachers completing the CICO support sessions with their student.

Timeline for Focus	Fall, 2020 - Spring, 2021
Method(s) to Monitor Progress	Through survey responses in the fall and spring, using the response for "Student Relationships" in the Panorama survey.

Priority #4	
Priority Area	Effective School Leadership
Focus Area	Community Engagement
Focus Grade Level(s)	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. In addition, our work as an MTSS based school identified Family Opportunities to Participate as one of our three priorities.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	(K-5) teachers will meet with every family (in-person or on the phone) 3 or more times per year to share positive information about family culture & interests, student learning, or goal setting.	% of teachers meeting three times yearly with all families.
	(K-5) teacher will host or co-host three family events.	% 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.	% 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.	% of teachers inviting one or more parents to participate.
	Equity Team members will reach out to parents of color, inviting them to participate in Equity Team.	Two or more invited parents will choose to participate.

Timeline for Focus	Winter, 2020 - Spring, 2022
Method(s) to Monitor Progress	Parent end of year survey.

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
☐Teaching digital learning in both traditional and remote learning settings

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 2019. During that year, the participation rate was met.

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.[9] 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 2021
	Invite parents to participate in development of the Community Engagement goal.	August-October 2021
	Return to principal hosted 'coffee chats' when in-person school begins.	Spring-June 2021
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Present the SIP in a meeting with parents.	November-December 2020.
	Post the SIP on the school website.	January 2020.
	Present SIP results in a meeting with parents.	August-September 2021.

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[9] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265