Lakeview Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.[1]

SCHOOL OVERVIEW

Description: Lakeview Elementary is a vibrant school community situated in central Kirkland. We are enriched by a diverse student body, strong parent partnership, and supportive local businesses. After completing their K-5 career at Lakeview, our students matriculate forward to Kirkland Middle School and Lake Washington High School.

As a high performing elementary school, we strive for high growth for every student and are proud that a high percentage of our students exceed standard. In our 4th year of focused work to become a school anchored in Multi-Tiered Systems of Support (MTSS), we are beginning to realize the benefits of systems that are proactive in meeting the academic and behavioral needs of each student. Our growth in inclusive academic and behavior/social emotional instruction is evidenced by our use of universal screeners to provide timely and targeted instruction to each student and our school-wide daily instruction in social emotional learning. We are deepening trusting family partnerships through individual Family Connection conferences at the beginning of the school year, parent membership on our Equity Team, and creating opportunities for families to contribute to classroom learning. To ensure that every student thrives in our classrooms, our teachers are deepening their understanding and expanding their implementation of Universal Design for Learning (UDL), a proactive method of planning instruction to meet the diverse learners in every classroom. We are celebrating the adoption and implementation of Illustrative Math for all K-5 students. Lakeview staff have been well represented in the curriculum review, adoption, and pilot program. We believe this math curriculum engages students in deep conceptual understanding, ensures coherent math instruction is provided at all levels, and will promote positive math dispositions.

Based upon May 2020-21 enrollment, 484 students attended Lakeview during the school year; 9;9% of our students qualified for Special Education Services, 12% met the qualification for Low Income, and 15.9% met the qualification criteria that describes English Language/Multi-Language Learners. Our PTSA continues to be pivotal in our outreach to families and support for students. This fall our PTSA removed barriers to learning by providing school supplies for all students. They are our partners in enrichment, nutrition programs, and student safety and well-being.

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

Demographics:[2]

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		565	547	549	484
Racial Diversity (%)	American Indian/Alaskan Native	0.7%	0.0%	0.0%	0.0%
	Asian	15.0%	17.4%	17.9%	22.9%
	Black/African American	3.0%	3.7%	3.1%	3.7%
	Hispanic/Latino of any race(s)	12.6%	10.6%	11.3%	8.7%
	Native Hawaiian/Other Pacific Islander	0.4%	0.2%	0.2%	0.2%
	Two or more races	9.9%	11.9%	11.5%	10.5%
	White	58.4%	56.3%	56.1%	53.9%
Students Eligible for Free/Reduced Price Meals (%)		14.2%	13.0%	14.8%	12.0%
Students Receiving Special Education Services (%)		9.9%	10.6%	10.9%	9.9%
English Language Learners (%)		14.2%	14.4%	15.8%	15.9%

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	English Language Arts/Literacy
Focus Area	Foundational Literacy Skills
Focus Grade Level(s)	K-2nd Grade
Desired Outcome	80% or more of kindergarten, 1st and 2nd grade students will demonstrate proficiency in the Phonics and Fluency component as measured by the Screening-to-Intervention (s2i) Report.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment
Data and Rationale Supporting Focus Area	A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the fall FastBridge universal screener data; kindergarten, 1st grade, and 2nd grade level data had less than 80% of students demonstrating proficiency. K: 72% at or above grade level in Phonics and Fluency 1: 73% at or above grade level in Phonics and Fluency 2: 78% at or above grade level in Phonics and Fluency *(e.g. Kindergarten was at 66% on track and 1st grade was at 47% on track when reviewing the 'Phonemic Awareness' component of the grade-level s2i Report.)*

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Tier 1: dedicate 20% of reading instruction to phonemic awareness, 40% to phonics/fluency, 40% to vocabulary and comprehension using UDL principles.	Instruction aligns with teacher planning and observable during informal and formal observation.
	Implement whole-class Heggerty in collaboration with Safety Net teachers K-1.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.
	Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching	Instruction present during admin formal and informal observations; Safety Net collaboration and

	Wonders whole group and/or small groups.	planning to support/co-teach/consult Wonders.
	Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness, phonics, and fluency.	Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 handbooks, small group instruction "yellow pages", etc.).
	Implement tier 2-3, small group targeted, differentiated instruction for students with identified need for SDI in reading.	Utilizing Heggerty, SIPPS, or Wonders to support instruction.
Timeline for Focus	Winter, 2021 - Spring, 2023	
Method(s) to Monitor Progress	- FastBridge universal screener benchmarks (Fall, Winter, Spring). - Ongoing progress monitoring in FastBridge for students with risk indicators in phonemic awareness. - Use of LWSD Foundational Skills Mini-Assessments found on grade-level Curriculum Cloud (link to Kinder; link to 1st Grade) as needed. - Wonders assessments for phonics, phonemic awareness, and fluency. - Heggerty Form A, Form B, Form C Assessments (by grade level).	

Priority #2	
Priority Area	Mathematics
Focus Area	Math fact fluency (modify)
Focus Grade Level(s)	3rd – 5th Grade
Desired Outcome	80% or more of 3rd, 4th, and 5th Grade students will demonstrate proficiency in the CBMath Automaticity component as measured by Math on the Screening-to-Intervention (s2i) Report.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment
Data and Rationale Supporting Focus Area	A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the Fall FastBridge universal screener data, both 4th and 5th grade level data had less than 80% of students demonstrating proficiency. 4th- 75% Math Automaticity 5th- 74% Math Automaticity 3rd grade students reached 85% proficiency. Math Automaticity focus area was selected due to several instances of unusual data for individual students and the foundational skill this represents for deep conceptual understanding.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Tier 1: Provide whole group instruction using Illustrative Math with fidelity.	Instruction aligns with teacher planning and observable during informal and formal observation.
	Tier 1 and 2: Provide IM centers activities 2-3 days per week for extension and enrichment as informed by the IM dependency chart and pre-assessment of student skills.	Instruction aligns with use of IM assessments- exit tickets, lesson quick checks, and unit assessments- to select, assign, and implement centers based on student skills.
	Tier 1: Review IM pacing guide, essential lessons, and dependency chart 2x per year; winter and spring.	PGE Grade level team collaboration includes analysis of regular use of IM assessments- exit tickets, lesson quick checks, and unit assessments.
	Tier 1: Provide Dreambox 20 minutes 2-3 days per week.	Teacher monitors student data for completion and for areas needing teacher intervention.

	Tier 1: Teachers deepen understanding of UDL in IM units during professional learning.	Identify opportunities to capitalize on embedded UDL practices within lessons.
Timeline for Focus	Winter, 2021 - Spring, 2023	
Method(s) to Monitor Progress	- FastBridge universal screener benchmarks (Fall, Winter, Spring). - Students at high or some risk on FastBridge benchmark assessments will complete weekly skills check teacher selected differentiated diagnostic practice problems.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Social and Emotional Learning
Focus Grade Level(s)	K-5
Desired Outcome	Sense of belonging
Alignment with District Strategic Initiatives	Inclusion
Alignment with Characteristics of Effective Schools	Supportive Learning Environment
Data and Rationale Supporting Focus Area	Spring 2021 Panorama survey data reveals 70% of 3rd-5th grade students feel a sense of belonging at school. This is 13% favorable growth since the Spring 2019 survey of 3rd-5th graders. Students report feeling more supported by adults at school and a feeling of belonging at Lakeview since Spring 2019. A deeper look at the data reveals two sub-categories for focus to continue to develop a sense of belonging among students. Only 68% of students experience respect from peers and only 62% believe people at school understand them as a person. Students report most favorably in 3rd grade and trend toward less favorable sense of belonging in each of the subsequent grade levels. Students in 5th grade, participating in gifted programs, and multilanguage learners reported less of a sense of belonging than their peers.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Tier 1: Consistently hold Morning Meeting and adhere to components that support inclusion.	100% of teachers holding Morning Meeting 4 or more days per week as measured by teacher report and random classroom visits.
	Tier 1: (K-5) teachers teach the critical lessons from either/or Second Step and Purposeful People.	100% of teachers present 80-100% of counselor identified lessons from either/or Second Step and Purposeful People as measured by counselor survey.
	Tier 2: Select staff (classified and certificated) and students will participate in CICO process with identified/referred students.	100% of participating CICO staff will complete the daily goal sheets with identified students. Participating mentor students will receive an initial training and check-in bi-weekly with counselor or other identified staff member.
	5th Grade Equity Team (Leaders of Lakeview, and other student leadership teams) will be led by the counselor and other staff.	Counselor data regarding topics and attendance. Complete Forms surveys pre and post. Groups short term 5-8 weeks

	Students participate in grade-level focus groups centered on sense of belonging and campus culture. Focus group participation will include diverse student perspectives (separate initially and then bring together various perspectives).	two times (Winter 2022 and Spring 2022).
Timeline for Focus	Winter, 2021 - Spring, 2023	
Method(s) to Monitor Progress	Counselor/teacher created student survey and Panorama Survey data.	

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 instruction.
   Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

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

☒Digital Citizenship
☐Integrating core instructional technologies within instruction
☒Utilizing digital tools to enhance learning and ensure student access to content
☐Applying Ed Tech Learning Standards across content areas

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.

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.[3] 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
	PTSA Board will review the SIP via a Teams meeting and contribute to development of strategies to co-create opportunities for family engagement.	July 2021- January 2022
	Families will participate in the development of the Community Engagement goal.	Fall 2021 Equity Team Spring-Fall 2022 Parent Meeting
	Students will contribute to the development of the SIP SEL goal via monthly Purposeful People student meetings with the counselor.	School Year 2021-22
Strategy to Inform Students, Families, Parents and Community Members of the SIP	**Action**	**Timeline**
	The administrative team will present the SIP to families via a Teams meeting.	January 2022 and 2023
	The SIP will be posted on the school website.	January 2022 and 2023
	Progress toward SIP goals will be presented via a Teams meeting.	May-October 2022 and 2023

---

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