

# Lakeview Elementary

## School Improvement Plan

### Annual Update: 2022-23

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### 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 5<sup>th</sup> year of focused work to become a school anchored in Multi-Tiered Systems of Support (MTSS), we 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.

Based upon October 2022 enrollment, 434 students attend Lakeview for the 2022-2023 school year; 9.7% of our students qualify for Special Education Services, 18% meet the qualification for Low Income, and 15.9% meet the qualification criteria for Multilingual 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, funding scholarships for field trips, while partnering to strengthen the sense of belonging at Lakeview by providing Lakeview spirit wear for each student. To ensure families feel a part of our community, PTSA hosts family connection meetings once a month to welcome new and existing families at Lakeview. Lakeview PTSA are our partners in enrichment, nutrition programs, connecting families to resources, and student safety and well-being.

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

#### 2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
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<sup>1</sup> LWSD School Board Approval on <insert date>

1	English Language Arts/Literacy	K-2 <sup>nd</sup> grade	80% or more of Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade students will demonstrate proficiency in the Phonics and Fluency component as measured by the Screening-to-Intervention (s2i) Report.
2	Mathematics	3 <sup>rd</sup> -5 <sup>th</sup> grade	80% or more of 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students will demonstrate proficiency in the CBM Automaticity component as measured by the Math Screening-to-Intervention (s2I) report.
3	Social and Emotional	K-5	<p>All students will improve in their ability to regulate their emotions and identify challenging feelings as measured by classroom observations and results from panorama survey.</p> <p>We will continue to strengthen all students' sense of belonging as measured by panorama data this spring.</p>

**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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Foundational Literacy Skills	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-2 <sup>nd</sup> grade	
<b>Desired Outcome</b>	80% or more of kindergarten, 1 <sup>st</sup> and 2 <sup>nd</sup> grade students will demonstrate proficiency in the Phonics and Fluency component as measured by the Screening-to-Intervention (s2i) Report, increasing the number of students categorized as low risk.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>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, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade level data had less than 80% of students demonstrating proficiency.</p> <p>K: 62% at or above grade level in Phonics and Fluency            1: 70% at or above grade level in Phonics and Fluency            2: 76% at or above grade level in Phonics and Fluency  <i>(e.g., Kindergarten was at 66% on track and 1<sup>st</sup> grade was at 62% on track when reviewing the 'Phonemic Awareness' component of the grade-level s2i Report.)</i></p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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.
	Tier 1: Implement whole-class Heggerty in collaboration with Safety Net teachers K-2.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.
	Tier 1 and 2: Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group and/or small groups.	Instruction present during admin formal and informal observations; Safety Net collaboration and planning to support/co-teach/consult Wonders.

	<p>Implement Tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness, phonics, and fluency.</p> <p>Implement Tier 2-3, small group targeted, differentiated instruction for students with identified need for SDI in reading.</p> <p>Teachers will engage in professional learning on Lexia and balanced literacy components in collaboration with intervention staff and district curriculum specialists</p> <p>Implement Tier 1: Provide Lexia 2-3 times a week for 15-20 minutes.</p>	<p>Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 handbooks, small group instruction “yellow pages”, etc.).</p> <p>Utilizing Heggerty, SIPPS, or Wonders to support instruction. Instruction present in formal and informal observations and teacher planning documents.</p> <p>Utilizing Wonders, Fastbridge, Heggerty, and Lexia data to collaboratively plan for Tier 1 and 2 instruction; instruction present in formal and informal observations</p> <p>Teacher monitors student data for completion and for areas needing teacher intervention.</p>
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring).</li> <li>• Ongoing progress monitoring in FastBridge for students with risk indicators in phonemic awareness.</li> <li>• Ongoing Lexia progress monitoring for students with risk indicators</li> <li>• Use of LWSD Foundational Skills Mini-Assessments found on grade-level Curriculum Cloud (<a href="#">link to Kinder</a>; <a href="#">link to 1<sup>st</sup> Grade</a>) as needed.</li> <li>• Wonders assessments for phonics, phonemic awareness, and fluency. Heggerty Form A, Form B, Form C Assessments (by grade level).</li> </ul>	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	General Math	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	3 <sup>rd</sup> -5 <sup>th</sup> grade	
<b>Desired Outcome</b>	All students identified as low risk as measured by the Screening-to-Intervention (s2i) Report will maintain proficiency on the aMath Fastbridge assessment. Students who were identified as some or high risk as measured by Fastbridge aMath will demonstrate growth, increasing the number of students categorized low risk.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>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, 3<sup>rd</sup>-5<sup>th</sup> grade data had 80% or above proficiency. Therefore, we want to focus on supporting students maintaining proficiency over time while also supporting students who are not at 80% proficiency.</p> <p>3<sup>rd</sup>- 80% aMath            4<sup>th</sup>- 88% aMath            5<sup>th</sup>- 86% aMath</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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. Visible during informal and formal observations.
	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. Data shared by PGE teams.
	Tier 2: Plan for and implement targeted small group instruction during intervention block based on student needs informed by formal and informal assessment data.	In collaboration with PGE team and intervention teachers, teachers use formative and summative assessment data including IM assessments and Dreambox data.

	<p>Tier 1: Provide Dreambox 20 minutes 2-3 days per week.</p> <p>Tier 1: Teachers deepen understanding of UDL in IM units during professional learning.</p> <p>Teachers engage in district provided/building directed professional learning to support ongoing implementation of IM</p>	<p>Teacher monitors student data for completion and for areas needing teacher intervention.</p> <p>Teacher participation and attendance at LEAP; teachers identify opportunities to capitalize on embedded UDL practices within lessons; UDL practices observable during formal and informal observation.</p> <p>Teacher participation and attendance at LEAP; collaboration with PGE team, vertical teams, and intervention teams; learning imbedded and observable during formal and informal observation.</p>
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring).</li> <li>• Students at high or some risk on FastBridge benchmark assessments will complete weekly skills check teacher selected differentiated diagnostic practice problems.</li> <li>• Ongoing formal and informal progress monitoring through IM assessments: quick checks, cool downs, end of unit assessments.</li> </ul>	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Social and Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Desired Outcome</b>	<p>All students will improve in their ability to regulate their emotions and identify challenging feelings as measured by classroom observations and results from panorama survey.</p> <p>We will continue to strengthen all students' sense of belonging as measured by panorama data this spring.</p>	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	<p>Fall 2022 Panorama survey data reveals 67% of 3<sup>rd</sup>-5<sup>th</sup> grade students feel a sense of belonging at school. This is 7% favorable growth since the Spring 2022 survey of 3<sup>rd</sup>-5<sup>th</sup> graders. In addition, 77% of 3<sup>rd</sup>-5<sup>th</sup> grade students report feeling a strong relationship with their teacher and adults at Lakeview. This is a 10% growth area since the Spring 2022 survey. Looking deeper at Panorama data presents two sub-categories to target that lend themselves to a sense of belonging at Lakeview: self-regulation, how well students regulate their emotions; and challenging feelings, how frequently students feel challenging emotions. Fall 2022 Panorama data shares 49% of 3<sup>rd</sup>-5<sup>th</sup> graders feel they can regulate their emotions. Previous Panorama survey data for this subtopic are as follows: Fall 2021- 49%, Spring 2022- 54%. 63% of 3<sup>rd</sup>-5<sup>th</sup> grade students report feeling challenging feelings, and while this percentage is down from Spring 2021 of 68%, it highlights opportunities to support students social emotional learning as it relates to sense of belonging.</p> <p>Students report most favorably in 3<sup>rd</sup> grade and trend toward less favorable sense of belonging in each of the subsequent grade levels. Students in 5<sup>th</sup> grade, participating in gifted programs, and students qualifying for special education services reported less of a sense of belonging than their peers.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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	100% of participating CICO staff will complete the daily goal sheets with identified students.

	<p>participate in CICO process with identified/referred students.</p> <p>5<sup>th</sup> grade leadership teams (service team, Kelso’s Coaches, assembly team, other leadership teams) will be led by counselor and other staff.</p> <p>Tier 2: counselor run small groups based on counselor survey and teacher reported need,</p> <p>Teachers engage in professional development around inclusionary practices, such as EMR, UDL, and specific practices to support emotional regulation, such as Zones of Regulation.</p> <p>Teachers engage in professional development and implement sensory tools and peace corners in classrooms and common spaces.</p>	<p>Participating mentor students will receive an initial training and check-in bi-weekly with counselor or other identified staff member.</p> <p>Counselor data regarding topics, student selection, attendance.</p> <p>Complete formative and summative assessments.</p> <p>Pre-post assessment data gathered before and after group. Groups run 6-8 weeks. Counselor gathers formative assessment from multiple stakeholders.</p> <p>Teacher participation and attendance during LEAP; teacher report of implementation; practices observable during formal and informal classroom observations and visits.</p> <p>Implementation of peace corners and sensory tools visible in classrooms and during informal and formal observations; students able to utilize strategies to self-regulate as measured by teacher and student report.</p>
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	Formal and informational observation data; collaboration between teachers, counselor, and admin; and Panorama Survey Data.	



## 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.

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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	PTSA board will review the SIP via in person meeting	December 2022-June 2023
	Families will participate in development and deliverables of the Sense of Belonging goal.	2022-2023 Equity Team PTSA Family Engagement liaison 2022-2023
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	The administrative team will present the SIP to families at in person event.	January 2023-June 2023
	The SIP will be posted on the school website.	January 2022-2023

<sup>2</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

	Progress towards SIP goals will be presented to families at in person event.	March-June 2023