

SCHOOL NAME
School Improvement Plan
Annual Update: 2023-24

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Lakeview Elementary is situated in central Kirkland and serves portions of Bellevue and Kirkland. We are enriched by a diverse student body, strong parent partnership, and supportive local businesses. Lakeview currently serves students from kindergarten through fifth grade. Students then move on to Kirkland Middle School and Lake Washington High School.

As a high-performing elementary school, we are committed to ensuring that every student achieves their full potential. As a staff, we believe all students can be successful. Our ongoing work in Multi-Tiered Systems of Support (MTSS) and implementation of Universal Design for Learning (UDL) strategies has been instrumental in meeting the academic and behavioral needs of each student. We believe that improvement of student learning is a continuous process, and we strive to serve all students as they are to improve outcomes for each student.

Our Learning Enhancement and Academic Planning (LEAP) days are dedicated to analyzing student work, reflecting on data, making plans for improvement, reviewing best instructional practices, and collaborating with grade level colleagues and vertical teams. 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 committed to building trusting family partnerships through individual Family Connection conferences at the beginning of the school year, parent membership on our Equity and PBIS Teams, 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. Lakeview is proud to welcome students from five schools across the district as one of the newest sites for students receiving highly capable services in the Full Time Quest Program for the 2023-2024 school year. We are committed to providing an inclusive and supportive environment that fosters academic and personal growth for all students.

Based on October 2023 enrollment, 534 students attend Lakeview for the 2023-2024 school year; 8.6% of our students qualify for Special Education Services, 12.7% meet the qualification for Low Income, and 14.2% meet the qualification criteria for Multilingual Learners. Our PTSA continues to be pivotal in our outreach to families, support for students by removing barriers to access learning and support enrichment opportunities and creating community partnerships.

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

2023-24 PRIORITIES AT A GLANCE

¹ LWSD School Board Approval on <insert date>

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	K-5 low income students	Close proficiency gap that currently exists between K/1 st and 2-5 low income students as measured by Fastbridge assessment (early reading for K-1 and aReading for 2-5).
2	Mathematics	K-5 low income students	Close proficiency gap that currently exists between K/1 st and 2-5 low income students as measured by Fastbridge assessment (early reading for K-1 and aReading for 2-5).
3	Social and Emotional	K-5	All students will improve their relationships with teachers from 67% to 85% as measured by panorama data, student screener data, student interview data, and classroom observations.

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	Reading and Literacy									
Focus Grade Level(s) and/or Student Group(s)	K-5									
Desired Outcome	Close proficiency gap that currently exists between K/1 st and 2-5 low income students as measured by Fastbridge assessment (early reading for K-1 and aReading for 2-5).									
Alignment with District Strategic Initiatives	MTSS									
Data and Rationale Supporting Focus Area	According to Fall 2023 Fastbridge screener data: 50% of low income students scored proficiently (low or minimal risk) on the earlyReading assessment with kindergarten and first grade students in comparison to 80% of students categorized as non low-income. 51% of low income students scored proficiently (low or minimal risk) on the aReading assessment with 2nd-5th grade students in comparison to 90% of students categorized as non low income. 13% of our total student population is low income. There is a disproportionate number of students identified as low income who are in the some or high risk categories.									
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Tier 1: - Daily use of explicit Wonders instruction and use of Wonders resources (Instructional Routines Handbook, MAPs and 6 steps). - Daily use of explicit Heggerty instruction (K-2). </td><td>Instruction aligns with teacher planning and observable during informal and formal observation.</td></tr><tr><td>Tier 1: Assess all students three times a year using Fastbridge.</td><td>Data gathered from assessments</td></tr><tr><td>Implement Tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness, phonics, and fluency.</td><td> - Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 handbooks, small group </td></tr></table>		Action	Measure of Fidelity of Implementation	Tier 1: - Daily use of explicit Wonders instruction and use of Wonders resources (Instructional Routines Handbook, MAPs and 6 steps). - Daily use of explicit Heggerty instruction (K-2).	Instruction aligns with teacher planning and observable during informal and formal observation.	Tier 1: Assess all students three times a year using Fastbridge.	Data gathered from assessments	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
Action	Measure of Fidelity of Implementation									
Tier 1: - Daily use of explicit Wonders instruction and use of Wonders resources (Instructional Routines Handbook, MAPs and 6 steps). - Daily use of explicit Heggerty instruction (K-2).	Instruction aligns with teacher planning and observable during informal and formal observation.									
Tier 1: Assess all students three times a year using Fastbridge.	Data gathered from assessments									
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.). • Stations, small groups, and/or intervention routines in class that differentiate learning for students in classroom observations and lesson design. • Collaboration, consulting, and co-teaching with intervention staff. • Engaging in cycles of inquiry through PLCs.
	Tier 1: Provide Lexia 2-3 times a week for 15-20 minutes.	Teacher monitors student data for completion and for areas needing teacher intervention.
	Tier 2 and 3: small group targeted, differentiated instruction for students with identified need for SDI in reading.	Utilizing Heggerty, SIPPS, or Wonders to support instruction. Instruction present in formal and informal observations and teacher planning documents.
	Literacy focused professional development with staff during staff meetings and LEAP.	Staff learning provided by administrators and measured for implementation, fidelity and effectiveness across informal and formal classroom observations in addition to the development of focus strategies and learning to deepen staff ability to emphasize learning literacy instruction and student learning.
	MTSS Intervention Team Meetings	Grade levels rotate through 6 week cycles. Notes and interventions documented. Progress shared at meetings.
Timeline for Focus	Fall, 2023 - Spring, 2025	
Method(s) to Monitor Progress	Fastbridge Data, SBA data, MTSS-Intervention Team notes, Fastbridge progress reports, Wonders assessments.	

Priority #2

Priority Area	Mathematics	
Focus Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	Close proficiency gap that currently exists between K/1 st and 2-5 low income students as measured by Fastbridge assessment (early math for K-1 and aReading for 2-5).	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	According to Fall 2023 Fastbridge screener data: 67% of low-income students scored proficiently (low or minimal risk) on the earlyMath assessment with kindergarten and 1st grade students in comparison to 91% of students categorized as non-low income. 42% of low-income students scored proficiently (low or minimal risk) on the aMath assessment with 2nd-5th grade students in comparison to 90% of students categorized as non low-income. 13% of our total student population is low income. There is a disproportionate number of students identified as low income who are in the some or high risk categories	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Tier 1: Assess all students three times a year using Fastbridge.	Data gathered from assessments.
	Tier 1: Daily use of IM routines and use of support materials.	Instruction present during formal and informal admin observation and walkthroughs.
	Tier 1: Provide opportunities for Dreambox 2-3 days per week.	Teacher monitors student data for completion and for areas needing teacher intervention.
	Tier 1: review IM pacing guide, lesson pacing, essential lessons, and dependency chart two times per year, winter and spring.	PLC grade level team collaboration includes analysis of regular use of IM assessments- quick checks, exit tickets, and unit assessments. PLCs engage in cycles of inquiry.
	Identify focus strategies and routines for differentiating learning for complex learners as informed by Fastbridge and PLCs.	Stations, small group and/or intervention routines in class that differentiate learning for students evident in classroom observations and lesson designs
	Math focused professional development with staff at staff meetings and LEAP.	Staff learning provided by administrators and measured for implementation, fidelity and effectiveness across informal and formal classroom observations in

		addition to the development of focus strategies and learning to deepen staff ability to emphasize learning and content vocabulary in math instruction and student learning
	MTSS Intervention Team Meetings	Grade levels rotate through 6 week cycles. Notes and interventions documented. Progress shared at meetings.
Timeline for Focus	Fall, 2023 - Spring, 2025	
Method(s) to Monitor Progress	SBA, Fastbridge data, LWSD created IM assessments, IM quick checks, exit tickets, MTSS-Intervention Team meeting notes.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	MTSS and SEL	
Focus Grade Level(s) and/or Student Group(s)	K-5 students	
Desired Outcome	All students will improve their relationships with teachers from 67% to 85% as measured by panorama data, student screener data, student interview data, and classroom observations.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	According to Fall 2023 Panorama data: 67% of 3rd-5th grade students responded favorably about their relationship with their teacher. When looking specifically at question number 2, there was only a 64% favorable response. Question number 2 asks “When your teacher asks ‘How are you?’, how often do you feel that your teacher really wants to know your answer?”	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement Character Strong and PBIS team created student screeners for an additional assessment tool twice a year K-5	Implementation of screeners.
	Tier 1: dedicated time in schedule for SEL and explicit daily instruction using district adopted curriculum (Purposefull People and/or Second Step).	Master scheduling, observation from administration and counselor in classrooms.
	Tier 1 and Tier 2: implementation of additional SEL check ins from classroom teacher.	Formal and informal observations from administration and counselor in classrooms.
	Tier 1: all classroom teachers implement district provided equity lessons.	Resources shared by Equity team to all teachers. Classroom formal and information admin observation.
	Tier 1: all classroom teachers implement equity and PBIS team building created lessons aligned with equity and inclusion.	Resources shared with staff from Equity and PBIS team members through professional development. Classroom formal and informal admin observation.
	Teachers engage in professional development around sense of belonging and inclusionary practices such as EMR, UDL	LEAP agendas, implementation in classrooms, formal and informal observations in classrooms by administration.
	Tier 2: Targeted small groups with counselor based on student needs as identified by Panorama, student	Observation from administration in small groups. Student voice and

	screeners, teacher and parent referral. Student interviews and informal student lunches with administration.	data collected after groups showing measure of success.
	Tier 2: Identity circles in grades 4 and 5 based on identified needs as measured by Panorama, Character Strong	Observation during circles, student voice gathered during circles.
	MTSS Intervention Team Meetings	Grade levels rotate through 6 week cycles. Notes and interventions documented. Progress shared at meetings.
Timeline for Focus	Fall, 2023 - Spring, 2025	
Method(s) to Monitor Progress	Panorama data, Character Strong Student Screener, student interview notes, PBIS team created student screener, MTSS-I team notes, PBIS team, staff, and LEAP meetings to share implementation.	

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.² 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 SIP via in person meeting and partner with action items.	Winter 2024-Spring 2025
	Families will participate in development and deliverables related to SEL and Equity.	2023-2025 Equity Team 2023-2025 PBIS Team PTSA Community Engagement Liaison 2023-2025
	PTSA General Membership Meeting	Fall 2023-Spring 2025
	PBIS, MTSS, and Equity Team member input	Fall 2023-Spring 2025

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

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal or AP will give school updates during PTSA general membership and board meetings	Fall 2023-Spring 2025
	Teacher and Principal newsletters	Fall 2023-Spring 2025
	PTSA General Membership Meetings	Fall 2023-Spring 2025