

Continuous Improvement Process Plan

Lakeview Elementary School

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2015-16



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Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

2014-15 was a significant year at Lakeview Elementary with SBA testing beginning, our growth as PLCs (Professional Learning Communities), and the arrival of a new principal in April. It was a year of learning as we prepped for the new SBA exams in English Language Arts and Mathematics. We maintained our roughly 20-point lead on the state average in each test, as has been our track record as a school with state testing on the years. Over half of our students scored at a level 4 on both ELA and Mathematics, which means not just proficiency but, an advanced understanding of the skills that are being tested.

A team of Lakeview teachers attending specialized training around the PLC process, which involves the use of frequent, timely assessments across a grade level or specialist group to monitor and intervene in students' learning. This team of teachers worked with our PLCs (grade level teams or specialist groups) to begin to implement the PLC model by analyzing a math unit and develop common formative assessments.

We are fortunate to have a PTSA that provides the funds and support for during and after school programs that provide enrichment, as well as classroom support.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	93%						
		1 st	92%						
		2 nd	91%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	70.7%							
	% of 3 rd graders meeting or exceeding state standards in Math	81.8%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	74.3%							
	% of 4 th graders meeting or exceeding state standards in Math	75.6%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	87.6%							
	% of 5 th graders meeting or exceeding state standards in Science	90.5%							
	% of 5 th graders meeting or exceeding state standards in Math	71.2%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	ELA 85% at or above standard	ELA: 72% met or exceeded standard
3rd Grade Math	80% at or above standard	82% met or exceeded standard
4th Grade ELA	80% met or exceeded standard	74.3% met or exceeded standard
4th Grade Math	82% met or exceeded standard	75.6% met or exceeded standard
5th Grade ELA	85% met or exceeded standard	87.6% met or exceeded standard
5th Grade Math	90% met or exceeded standard	71.2% met or exceeded standard
5th Grade Science	88% met or exceeded standard	90.5% met or exceeded standard
Sub-Group	We are focusing on our English Language Learners this year. We are measuring our ELL students in the area of reading and writing. We want to see our ELL students improve to more than 50% at standard on the ELA SBA.	26.68%
Challenge:	The goal is to increase the percentage of students exceeding standard (3's to 4's) on the 2015 SBAC in grade 5 in math. 50% -> 60%	71.2%
Perception:	<p>Goal: In answer to the question, "Teachers provide feedback to each other to help improve instructional practices" 53% of staff will respond that they agree completely with this statement. From 33 -> 53%</p> <p>Goal: In the area of "Students receive detailed information about the quality of work they do" 28.7% said that they strongly agreed. We would like to increase that to 50%.</p>	<p>Goal #1 – 23.08% Completely Agree; Mostly Agree 41.03%</p> <p>Goal #2 – 36.59% Strongly Agree; 30.49% Agree</p>

Narrative Reflection

ELA

3rd Grade

We met as a PLC to set our reading goal for the year based on our 2014 MSP scores. We progress monitored through common formative and summative assessments which we graded and shared as a PLC. We then determined next steps in instruction and intervention for our tier 1 and tier 2 students. Additionally, we provided challenge to those students above standard. We were proud of how many students achieved a level 4 on the SBA. We have identified an area we want to see growth in, “Analysis within or across informational texts” including cause and effect and comparing texts. This year we will be using this an area of focus by revisiting and re-teaching these concepts often. We will use formative assessments and student data to track their progress toward the standard.

4th Grade

Each time we met as a team and had new data entered, we looked at the data and determined next steps to support student growth. We also looked at trends and specific deficit areas. Then we discussed strategies for addressing concerns as well as providing challenges for students at or above standard. We collected data on Wonders’ Story Assessments End of Unit assessments and specific focus on performance tasks. Our challenge this year was lack of modeling and resources for guiding the students on the SBA since it was a new form of assessment and we had little to no training or guidance on what the “aim” was. There were not even student samples of leveled work available for our grade level. One thing we are proud of is that all the students who did not pass have been targeted for interventions by the team prior to the SBA both for academic and work ethic concerns. We feel we can improve by having a better understanding of how to integrate SBA style assessment while maintaining students’ love of reading. We had more students “below” or “at/near” in the area of reading vs listening or writing. We would like more specific information on how the SBA was scored and what the break out looks like to help us better understand what the numbers can really tell us.

5th Grade

We collected data throughout the year from the Wonders ELA program. We had specific guided writing units. We used district summative CDSA’s, writing prompts, oral reading fluency, independent reading, and more to collect and analyze data throughout the year. Our students did very well on the ELA SBA, and approximately 90% of our 5th graders passed the ELA SBA last spring. This is a major success since we are new to the writing and reading CCSS.

Math

3rd Grade

We met as a PLC to set our math goal for the year based on our 2014 MSP scores. We progress monitored through common formative and

summative assessments which we graded and shared as a PLC. We then determined next steps in instruction and intervention for our tier 1 and tier 2 students. Additionally, we provided challenge to those students above standard. We were proud of how many students achieved a level 4 on the SBA and we were very proud that we exceeded our goal. We attribute this success to our use of math Safety Net for our tier 2 students. We also worked closely with our SPED department to target key instruction to our 7 math IEP students. Additionally, we set our PGE goal in “Represent and Solve Problems Using Multiplication and Division” and this was our strongest area on the SBA. We will continue to focus on that this year with the goal of even greater success. We have identified fractions as an area we want to see growth. We will use formative assessments and student data to track their progress toward the standard.

4th Grade

We are pleasantly surprised at the number of students who achieved L4. Many students who were on the cusp were able to achieve L3. This year’s group of students will require emphasis in different areas. We will need to increase the focus of basic computation and fact recall. Continue to work as a team to support growth for all 4th graders in math by bringing in additional parent coaches to support this academic area. The overall number of students who were L3 and L4 we believe is a result of our teaming and fluid communication about student growth as well as struggles across the content areas. All the students who scored a one or two (17/73) had already been identified as struggling math students and were all invited to a weekly, before school math group taught by Ms. Adams. There were 56/73 students at or above standard. Four students scored a level four that consistently performed at a 2.5-3.5 level in class. We are proud of their performance on this new assessment and feel that we did everything we knew how to do to prepare them for an assessment we were not familiar with ourselves.

5th Grade

Math was the area we focused on last year for our PGE. We gave a geometry and measurement baseline test and mid year test, which showed marked improvement for our students. Less than half of our kids met standards on our baseline, and over 85% of students met standards in these areas by the end of the year. We collected data from Quick Checks, District Topic Tests, and classwork. Students had a big jump to meet the new CCSS in math, especially in operations with decimals and fractions. We also used reflex, IXL, interventions and extensions, math Olympiad, and integrated challenge as well. We were disappointed by only 71% of students met standard on that Math SBA.

Science

Our goal was for 88% of our students to meet standards on the Science MSP. 90% of our student did.

Sub-Group

We are clearly below where we hoped to be with our ELL students’ proficiency on SBA ELA measures. The previous year’s MSP reading

	<p>scores (writing was only directly measured during 4th grade on the MSP) was also 25%, or two out of eight students, whereas last year two of out seven passed for 28%. This year we have brought a new ELL teacher on board and are working towards an increasingly mainstream instructional setting for our ELL students.</p>
Challenge:	<p>We are proud of the success in meeting our challenge goal in 5th grade mathematics scores. Exceeding our goal by ten percentage points speaks to the depth and skill of instruction these fifth graders received in their classrooms, leading up and including 5th grade.</p>
Perception:	<p>Our perception goal outcomes were mixed, with our first goal actually moving backward from 33% of teachers agreeing completely that teachers provide feedback to each other to help improve instructional practices. This seems strange with the emphasis we had as a school on Professional Learning Communities and rich teaming around instructional data and practices. Perhaps we need to better connect PLC work to this purpose, as well as explore learning walk and other options needed to increase opportunity for teachers to observe one another instructing students. We have also started a learning-community-wide PLC in which teachers are able to collaborate and provide feedback to one another about instruction, which will helpfully help more the needle on this indicator.</p> <p>Our second goal, which was measuring parent perception, did show 8 points of growth, but fell short of the goal of having 50% or more of parents indicate they strongly agree that student receive detailed information about the quality of work they do. We clearly have work to do to provide detailed feedback to students, but to communicate to parents how this feedback is provided.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	Move from 100 students (39%) currently at DIBELs benchmark, to 217 students (82%) at DIBELS EOY benchmark by June.
Literacy: 3-5 ELA	Move ELA from 73% of students meeting or exceeding proficiency to 78% meeting or exceeding proficiency as measured by the 2015-2016 SBA.
Math: 3-5 Math	Move Math from 80% of students meeting or exceeding proficiency to 85% meeting or exceeding proficiency as measured by the 2015-2016 SBA.
Science: 5th Science	Move Science from 89% of students meeting or exceeding proficiency to 82% meeting or exceeding proficiency as measured by the 2015-2016 MSP.

Achievement Gap	<p>Grades K-2: Move from 7 ELL students (21%) currently at DIBELS benchmark, to 20 students (60%) at DIBELS EOY benchmark by June.</p> <p>Grades 3-5: Move ELA from 39% of students with IEPs meeting or exceeding proficiency to 50% meeting or exceeding proficiency as measured by the 2015-2016 SBA.</p>
School Effectiveness:	<p>Community: Move “Students receive detailed information about the quality of work they do” from 30.49% completely agreeing to 50% completely agreeing as measured by the annual parent/community survey.</p> <p>Staff: Move “Teachers provide feedback to each other to help improve instructional practices” from 41.03% completely agreeing to 53% completely agreeing as measured by the 9 Characteristics survey.</p> <p>Student: Move “My teachers often tell me how I am doing on my school work” from 20% agreeing completely to 30% agreeing completely as measured by the annual student survey.</p>
Attendance and Discipline:	<p>Attendance: We will reduce our absence/tardy rate by 10% (from 6513 total absences/tardies to 5800 or fewer) as compared to the 2014-15 school year.</p> <p>Discipline: 100% of our certificated and classified staff will be trained in restorative justice practices by the spring of 2016.</p>

Annual School Goals: Academic

Use this section to:

1. Describe the process the school used to determine the annual school goals

We analyzed our current student data, and anticipated our use of interventions and specific strategies will enable us to increase student levels of performance.

2. Describe why these goals were selected

Goals were selected by analyzing 2015 SBA and DIEBLs data and our current cohort performance. In addition, grades K-2 and grades 3-5 met and discussed potential growth opportunities for each grade level.

3. How are you ensuring all students are receiving challenge and rigor

- Extra credit challenge
- Individual goals
- Integrated challenge
- Leveled readers for wonders
- Response to intervention
- Book reports

- Exposure to level 4 anchor papers in writing
- Vertical Articulation

4. How are you ensuring students receive necessary intervention

- Response to Intervention
- Communication Home
- PLC
- Safety Net
- Guidance Team
- Small Groups
- One-on-one
- Volunteers/Links
- Parent Coaches
- Homework Club

5. Describe how you will progress monitor your Academic Annual School Goals

- ELA Performance Assessments
- a. Wonders Assessments
- b. Writing prompts
- DIBELs benchmark and progress monitoring

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals

We believe that our efforts are best focused on a few, focused areas of growth, and therefore used the academic goals we set for all of our students to measure the progress of our students with IEPs or in need of ELL support.

2. Describe why you selected this sub group/s

Students with IEPs are our lowest performing subgroup of students on a consistent basis, and we have a growing ELL population.

3. How are you ensuring students receive necessary intervention

We have worked to build service schedules for students with IEPs and ELL needs that maximizes their access to general education curriculum with SDI and ELL services as a compliment. We have trained staff on the 5-year plan for ELL services at LWSD and Lakeview, with an increasingly 60/40 model of ELL service delivery. One of the first steps is ensuring that all classrooms are using Wonders ELA curriculum on a commonly paced schedule so that Wonder Works materials dovetail and pre-teach concepts in the general education classroom.

4. Describe how you will progress monitor this sub group/s

Refer to #5 above, students with IEPs and ELL needs will be measured using the same progress monitoring tools as their general education peers.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal

We wanted to continue our focus in the community and staff goal areas that we focused on last year as we still have growth we want to make around teacher-to-teacher feedback and teacher-to-student feedback. We have added a student goal that dovetails nicely with these two goals as it focuses on student perception of teacher feedback to students on their learning.

2. Describe how you will progress monitor your goals throughout the school year

We will use the PLC process as a regular measurement of progress towards teacher-to-teacher feedback. Our community feedback will be measured through PTSA meetings and informal survey data requests through our school newsletter. Our student goal will be progress measured by an informal survey midyear.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline

Discipline: This school year the district has been providing training to administration on restorative justice practices. As a school, we chose to provide this same training to the teachers as well as classified staff. There is often comorbidity between discipline, academic achievement, and attendance and we want to make sure that every staff member is aware of the discipline disparity between certain subgroups (boys, students with IEPs, etc.) and how simple choices at staff and result in different outcomes for students.

Attendance: We analyzed three years of attendance data to establish the general absence and tardy trends at Lakeview over a given school year. We believe there is low-hanging fruit around parent notification and that has not occurred consistently in the past that can make a dent in class time missed by students.

2. Describe how you will progress monitor each goal

Discipline: We will provide several opportunities for staff, both classified and certificated, to review restorative justice principles during staff meetings.

Attendance: We will run attendance checks every two months and generate attendance notices to families of student who have reached a 5% or 10% absence/tardy threshold. We will much datasets comparing our attendance data to similar points in previous school years to measure a 10% decrease.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Discipline
<i>Strategy to support goals</i>	Discipline – Staff will receive regular opportunities to revisit the school-wide behavior matrix, how to connect with our focus on restorative justice (affective statements, positive behavior expectations, enforceable limits, etc.). Major areas of focus will include the lunchroom environment, lineup before school, and specialist class. We will send a team to visit other schools to observe other schools successes in these areas of focus.
<i>Professional Learning needed</i>	District-wide training for administration on restorative justice practices, district-wide training for para educators and instructional assistants on restorative justice practices, LWLC principal-created training for classified staff on restorative justice practices and Lakeview positive behavior matrix, LEAP and staff meeting development for teachers on restorative justice and Lakeview positive behavior matrix.
<i>Resources needed</i>	Projector, LEAP time, staff meeting time, student conference days (for classified staff), and substitutes to free up staff for school visitations.
<i>Responsible individual or team</i>	Lakeview Administrative Team, Director of Student Support

Goal Area	Literacy
<i>Strategy to support goals</i>	Literacy – Lakeview will capitalize on district-provided training for two writing lead teachers (1 from K-2; 1 from 3-5) who will develop and deliver high-quality professional training and collaboration opportunities for staff. In addition, LWLC elementary principals will create three learning-community-wide collaborative opportunities for grade level and department teams to share best practices in writing and other instructional areas.
<i>Professional Learning needed</i>	Two writing teacher leaders will receive 6 full days of professional development on writer’s workshop and other writing best practices. These teachers will develop in-house professional training and opportunities for Lakeview staff. PLC teams will regularly collaborate using student data.
<i>Resources needed</i>	Regular, structured collaboration time for teams to share best instructional practices and review student data. Instructional Routine Handbooks for all teachers.
<i>Responsible individual or team</i>	Classroom teachers (K-5); SPED/ELL/SN teachers, classified staff supporting SPED/ELL/SN students and general education classrooms, Principal.

Goal Area	Attendance
<i>Strategy to support goals</i>	Attendance – We will increase the frequency of student attendance letters to families at 5% and 10% tardies and absences. All families will receive attendance letters regardless of circumstances to ensure equitable treatment and understanding of school and district attendance policy. The building leadership team will look at potential interventions to reduce excessive excuses absences.

<i>Professional Learning needed</i>	Training from BECCA specialist on attendance intervention best practices, information for building leadership team on effective interventions for excessive excused absences.
<i>Resources needed</i>	Attendance reports
<i>Responsible individual or team</i>	Secretary/Registrar; Principal; Classroom Teachers, BECCA Specialist

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	School Effectiveness – Aligning ELA curriculum through tighter collaboration of Wonder and Wonder Works materials. We kicked off the year with a presentation from the Director of Intervention outlining a 60/40 model of ELL service delivery and the need to more tightly team around the use of Wonders and Wonder Works curriculum. PLCs will collaborate to commonly pace to provide opportunities for pre-teaching in the ELL and resource classrooms.
<i>Professional Learning needed</i>	Training for staff on SIOP and best practices in the classroom for language learners and students with disabilities. School-wide staff professional development on literacy (see above). PLC collaboration time.
<i>Resources needed</i>	LEAP and staff meeting training time
<i>Responsible individual or team</i>	SPED/ELL teachers and classified staff; Classroom teachers; Principal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Our school effectiveness data draws directly from the 2014-15 parent and community survey.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Lakeview parents, families, and community will be informed through the school newsletter and website of the Continuous Improvement Plan as it is reviewed and published by the school board. The CIP will be reviewed with the Lakeview PTSA board. Our parents were previously provided a narrated training when individual student SBA reports were mailed home which are vital to understanding the CIP. We have also worked to increase our partnering with parents around student attendance through more regular parental notification of their student's attendance and through school-wide attendance information in the school newsletter.