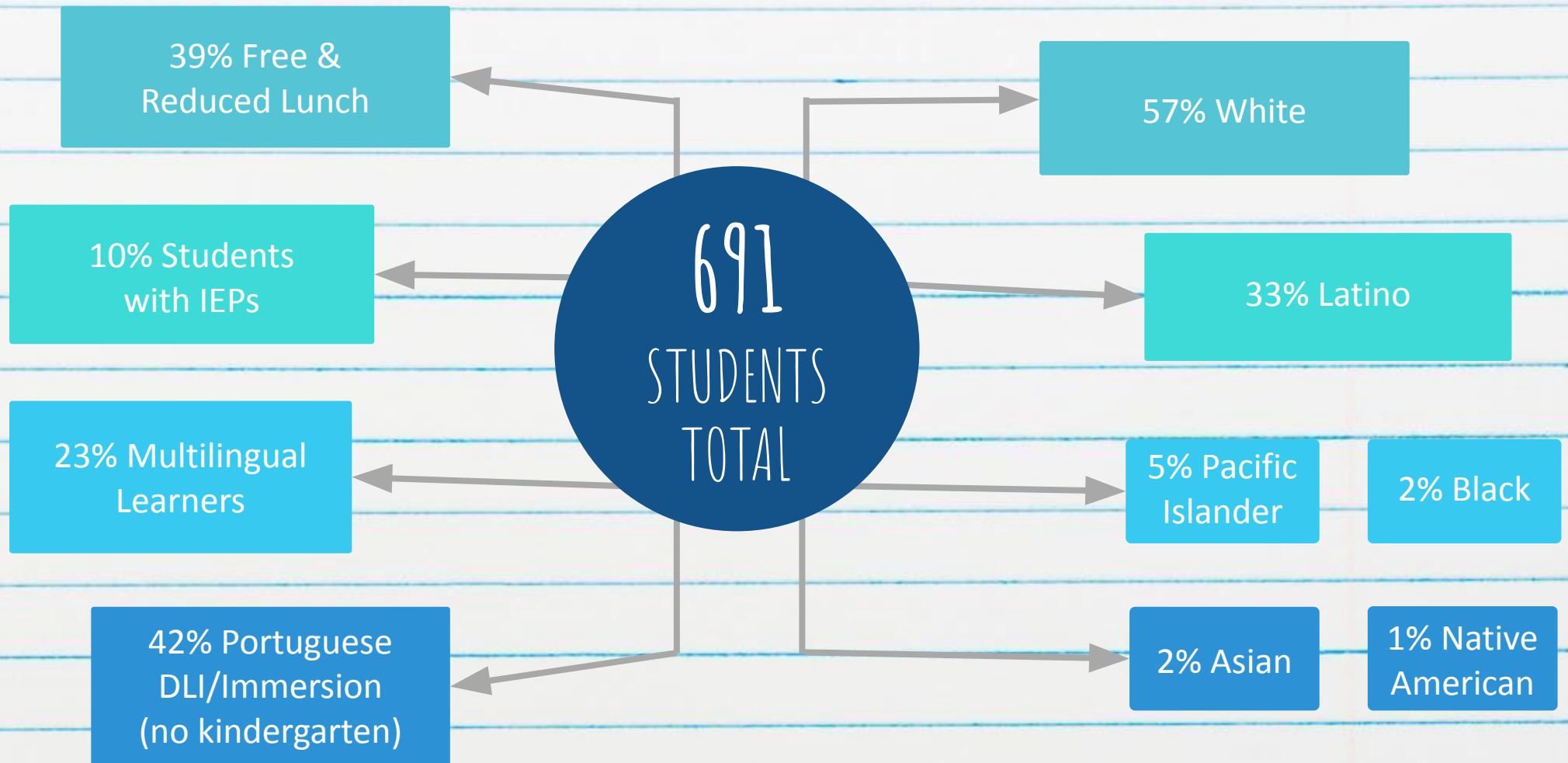# Lakeview Elementary Report
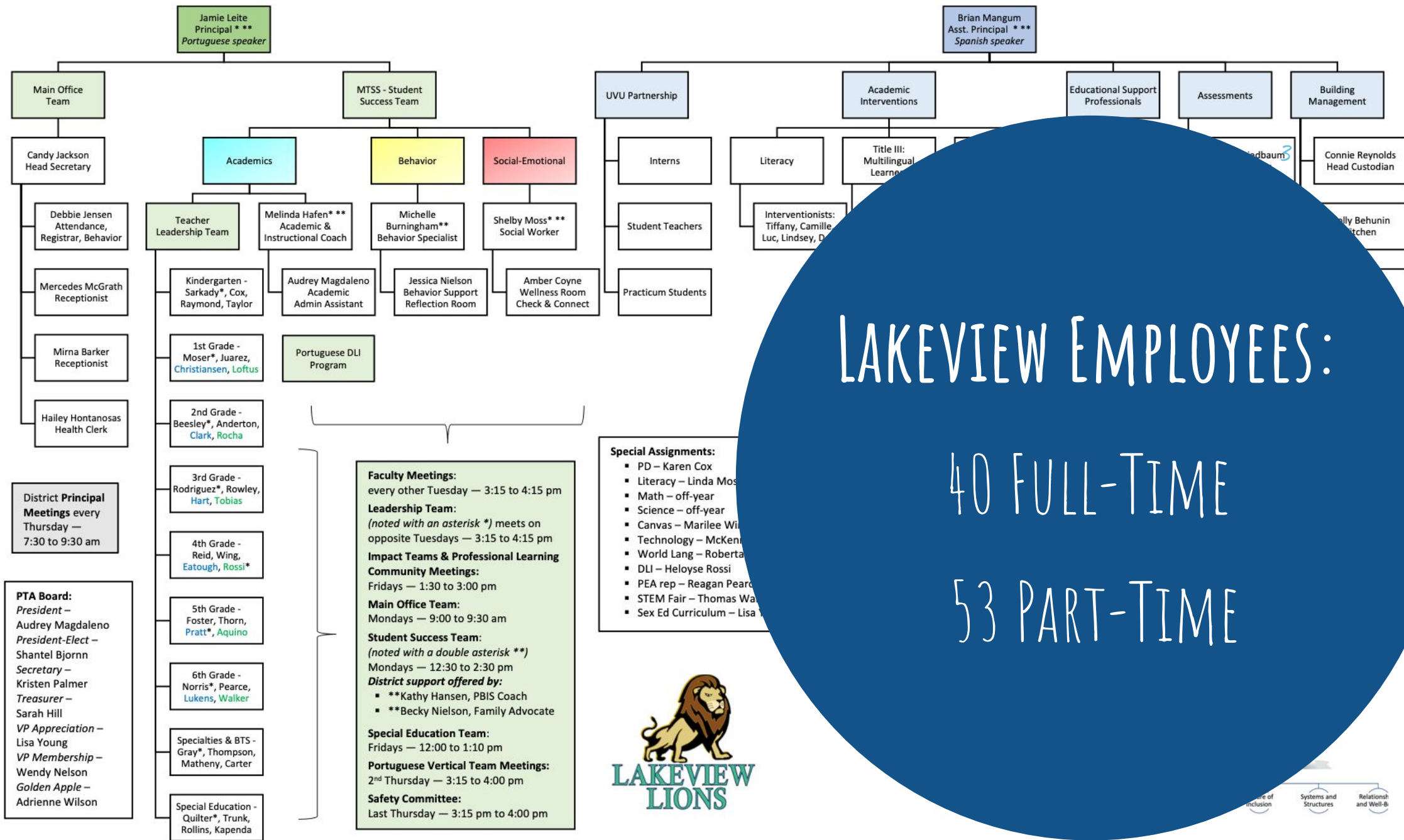
to PCSD School Board – 1.9.24

Dr. Jamie Davis-Leite
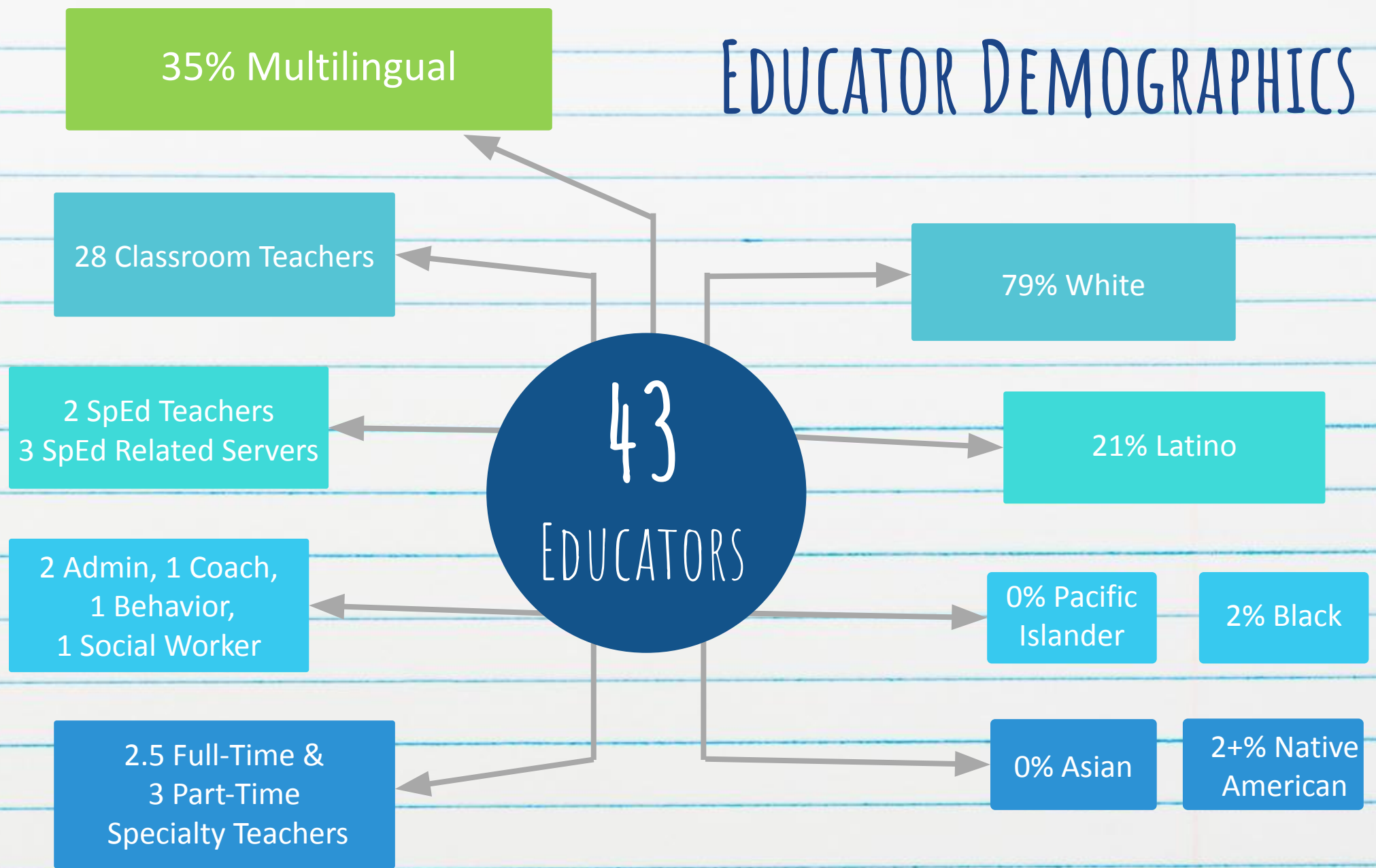
Lakeview Student Demographics

691 STUDENTS TOTAL

39% Free & Reduced Lunch

10% Students with IEPs

23% Multilingual Learners

42% Portuguese DLI/Immersion (no kindergarten)

57% White

33% Latino

5% Pacific Islander

2% Black

2% Asian

1% Native American

Lakeview Employees:
40 Full-Time
53 Part-Time

Jamie Leite Principal * **
Portuguese speaker

Brian Mangum Asst. Principal * **
Spanish speaker

Main Office Team

MTSS - Student Success Team

UVU Partnership

Academic Interventions

Educational Support Professionals

Assessments

Building Management

Candy Jackson Head Secretary

Academics

Behavior

Social-Emotional

Interns

Literacy

Title III: Multilingual Learners

Connie Reynolds Head Custodian

Debbie Jensen Attendance, Registrar, Behavior

Teacher Leadership Team

**Melinda Hafen* ** Academic & Instructional Coach

Michelle Burningham ** Behavior Specialist

**Shelby Moss* ** Social Worker

Student Teachers

Interventionists: Tiffany, Camille, Luc, Lindsey, D...

...ly Behunin ...tchen

Mercedes McGrath Receptionist

Kindergarten - Sarkady*, Cox, Raymond, Taylor

Audrey Magdaleno Academic Admin Assistant

Jessica Nielson Behavior Support Reflection Room

Amber Coyne Wellness Room Check & Connect

Practicum Students

Mirna Barker Receptionist

1st Grade - Moser*, Juarez, Christiansen, Loftus

Portuguese DLI Program

Hailey Hontanosas Health Clerk

2nd Grade - Beesley*, Anderton, Clark, Rocha

District **Principal Meetings** every Thursday — 7:30 to 9:30 am

3rd Grade - Rodriguez*, Rowley, Hart, Tobias

Special Assignments:
- PD – Karen Cox
- Literacy – Linda Mos...
- Math – off-year
- Science – off-year
- Canvas – Marilee Wi...
- Technology – McKen...
- World Lang – Roberta...
- DLI – Heloyse Rossi
- PEA rep – Reagan Pear...
- STEM Fair – Thomas Wa...
- Sex Ed Curriculum – Lisa ...

Faculty Meetings: every other Tuesday — 3:15 to 4:15 pm

Leadership Team: *(noted with an asterisk *)* meets on opposite Tuesdays — 3:15 to 4:15 pm

Impact Teams & Professional Learning Community Meetings: Fridays — 1:30 to 3:00 pm

Main Office Team: Mondays — 9:00 to 9:30 am

Student Success Team: *(noted with a double asterisk **)* Mondays — 12:30 to 2:30 pm
District support offered by:
- **Kathy Hansen, PBIS Coach
- **Becky Nielson, Family Advocate

Special Education Team: Fridays — 12:00 to 1:10 pm

Portuguese Vertical Team Meetings: 2nd Thursday — 3:15 to 4:00 pm

Safety Committee: Last Thursday — 3:15 pm to 4:00 pm

4th Grade - Reid, Wing, Eatough, Rossi*

5th Grade - Foster, Thorn, Pratt*, Aquino

6th Grade - Norris*, Pearce, Lukens, Walker

PTA Board:
President – Audrey Magdaleno
President-Elect – Shantel Bjornn
Secretary – Kristen Palmer
Treasurer – Sarah Hill
VP Appreciation – Lisa Young
VP Membership – Wendy Nelson
Golden Apple – Adrienne Wilson

Specialties & BTS - Gray*, Thompson, Matheny, Carter

Special Education - Quilter*, Trunk, Rollins, Kapenda

LAKEVIEW LIONS

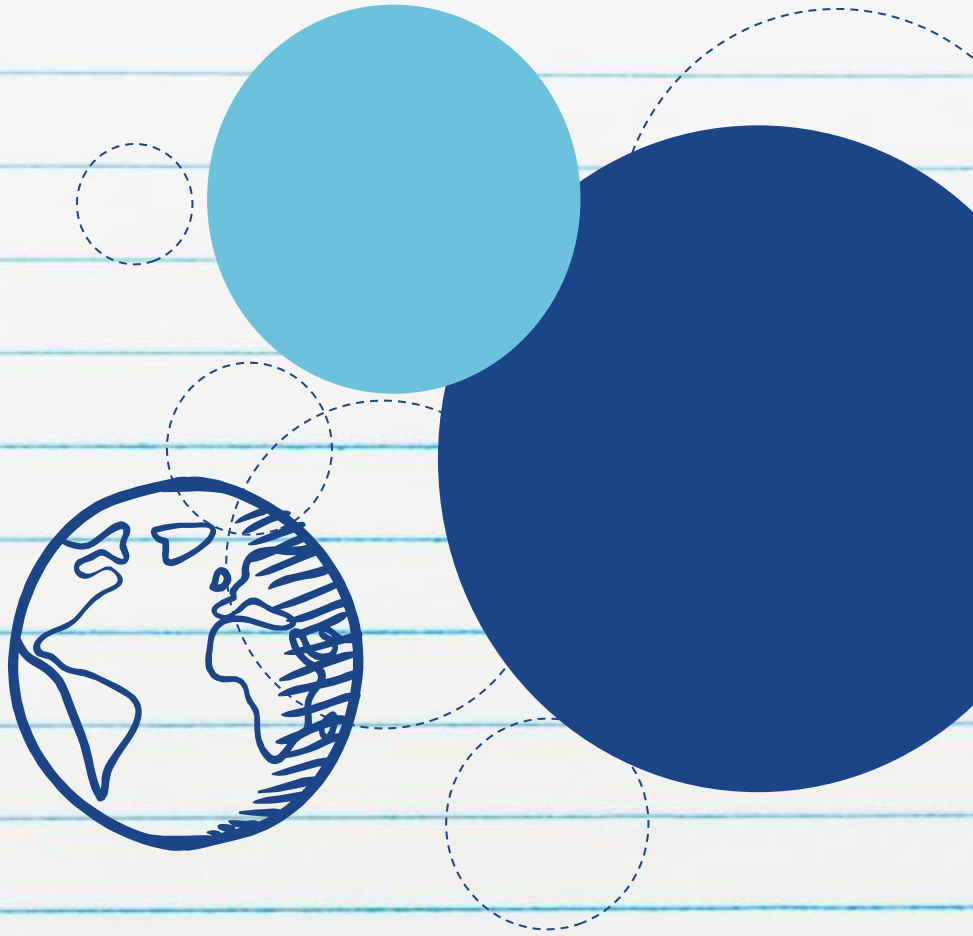...ure of ...clusion

Systems and Structures

Relationsh and Well-B...

Our Mission Statement
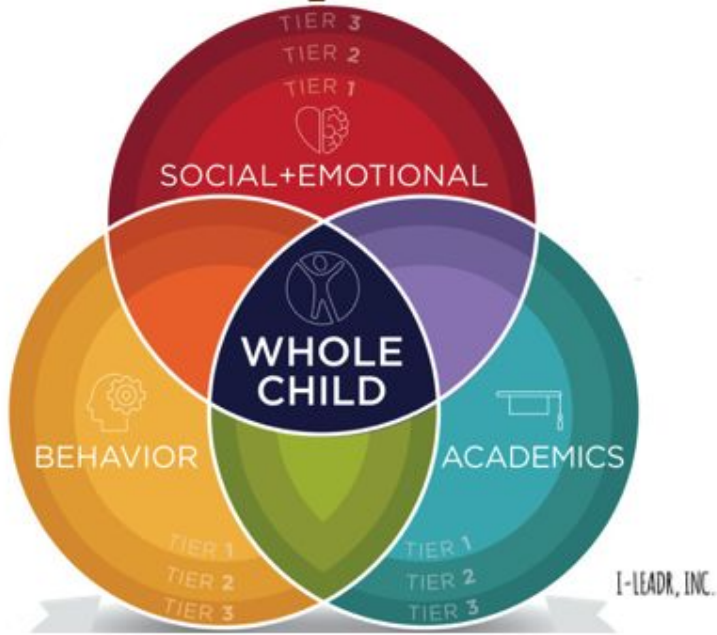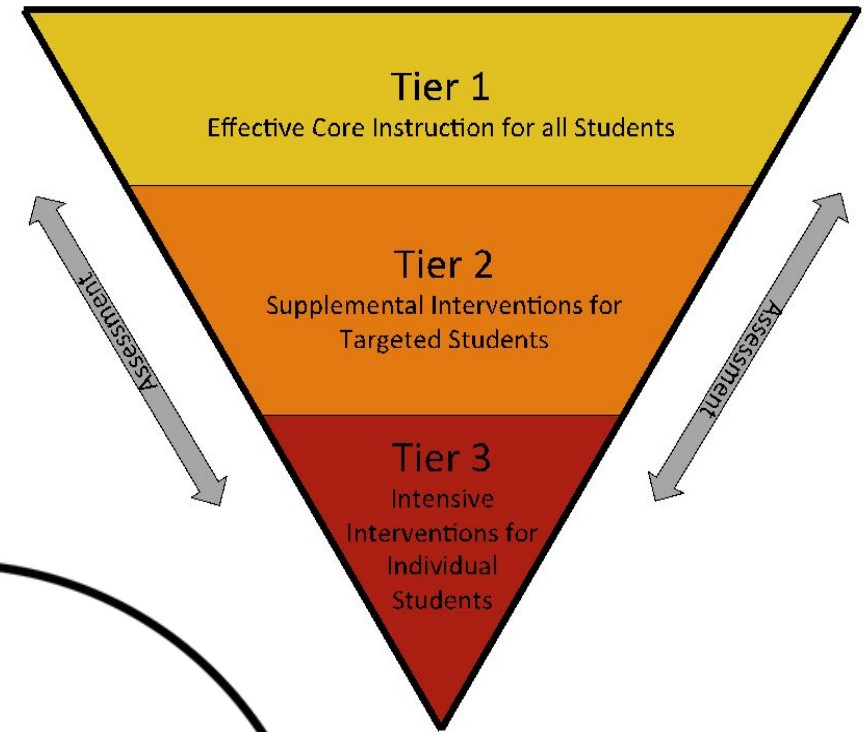
Lakeview Elementary
Mission Statement

The mission of Lakeview Elementary School is to ensure every student's intellectual and emotional growth and to promote effective social behavior.

This will be accomplished through continued cooperation between school, community, parents, and students.

We will foster a school climate that is *safe and supportive* of individual students, enabling them to *succeed* in our ever-changing world.

MTSS
Multi-Tiered System of Supports

SOCIAL+EMOTIONAL

TIER 3
TIER 2
TIER 1

WHOLE CHILD

BEHAVIOR

TIER 1
TIER 2
TIER 3

ACADEMICS

TIER 1
TIER 2
TIER 3

I-LEADR, INC.

Shared Vision for Leadership

Evidence-Based Practices

Culture of Inclusion

Systems and Structures

Relationships and Well-Being

Vision Framework

Tier 1
Effective Core Instruction for all Students

Tier 2
Supplemental Interventions for Targeted Students

Tier 3
Intensive Interventions for Individual Students

Assessment

Assessment

YOU DO NOT RISE TO THE LEVEL OF YOUR GOALS. YOU FALL TO THE LEVEL OF YOUR SYSTEMS.
-JAMES CLEAR

BMC

Social-Emotional

LAKEVIEW LIONS

Social-Emotional Support:
- Jamie Davis-Leite, *Principal* **1905** or (801) 362-5907
- Brian Mangum, *AP* **1906** or (801) 787-3252
- Shelby Moss, *Social Worker* **1980** or (801) 897-9779
- Misty Bellis, *School Psych* **1961** or (801) 244-0741
- Amber Coyne, *Wellness* **1974** or (801) 616-0440

MTSS
Multi-Tiered System of Supports

SOCIAL+EMOTIONAL
WHOLE CHILD
BEHAVIOR
ACADEMICS

Tier 1 Minor

Minor Incident Referral
Location: Classroom

Tier 1 Behaviors:
- nervous or worried
- sad and down
- infrequent crying
- emotional
- irritability
- inability to concentrate/complete work
- lack of social skills
- lack of engagement (head down/sleeping)

Menu of Interventions: Track in Handbook
- build a trusting relationship
- use of simple and clear routines to establish predictability and safety
- review rules
- use of precision commands
- increase praise
- classroom reward system
- provide accommodations (breaks, calming tools, calm corner or safe spot)
- classroom presentation
- use of Second Step curriculum
- restorative questions/trauma-informed
- **if behavior occurs three times – teacher must contact parents to collaborate**

If Behavior Continues:
- document in Handbook as "other"
- use the wellness room
- provide access to snacks
- consult grade-level team
- **--- after three interventions - office referral**

Tier 2 Major

Office Referral
Location: Small Group

Tier 2 Behaviors:
- chronic anxiety
- frequent crying
- chronic depression
- self-harm
- irritability and verbal aggression
- prolonged emotional outbursts
- significant inability to complete work
- significant social struggles
- chronic disengagement
- lack of hygiene & appropriate clothing
- lack of resources at home/homelessness
- 5+ absences in a month

Menu of Interventions: Track in Handbook
- document behavior to alert admin
- use of wellness room
- restorative practices
- involve the school social worker (SW)
- if student has an IEP, involve the school psychologist
- **contact parents (admin will contact after teacher has established initial contact)**

If Behavior Continues:
- complete SST referral/implement suggestions
- develop Student Success/Behavior Plan (track progress, document incidences, run 7-10 days); review and revise plan as needed
- SST may add student for Check & Connect
- ask for student to receive group counseling
- home visit and/or family assessment (SW)

Tier 3

Major Incident Referral
Location: Individual

Tier 3 Behaviors: * = alert admin/SW ASAP
- **expressions of suicidal ideation***
- **concerns of bodily harm to self/others***
- **concerns of abuse or neglect***
- **assignments/drawings that depict violence or express violent ideas***
- age-inappropriate sexual behaviors
- high-intensity emotional outbursts
- unresolved Tier 1 or Tier 2 behaviors with a lack of improvement despite interventions

Menu of Interventions: (w/admin support)
- continue to document in Handbook
- admin involves district personnel
- school team implements interventions provided by district
- individual counseling
- DCFS phone calls (teacher calls with admin or SW; only admin documents call)
- crisis response/threat assessment
- involve Wasatch Behavioral Health
- **parents are kept apprised by team**

If Behavior Continues:
- complete district problem-solving protocol and send to district personnel
- consider 504 plan or SpEd referral
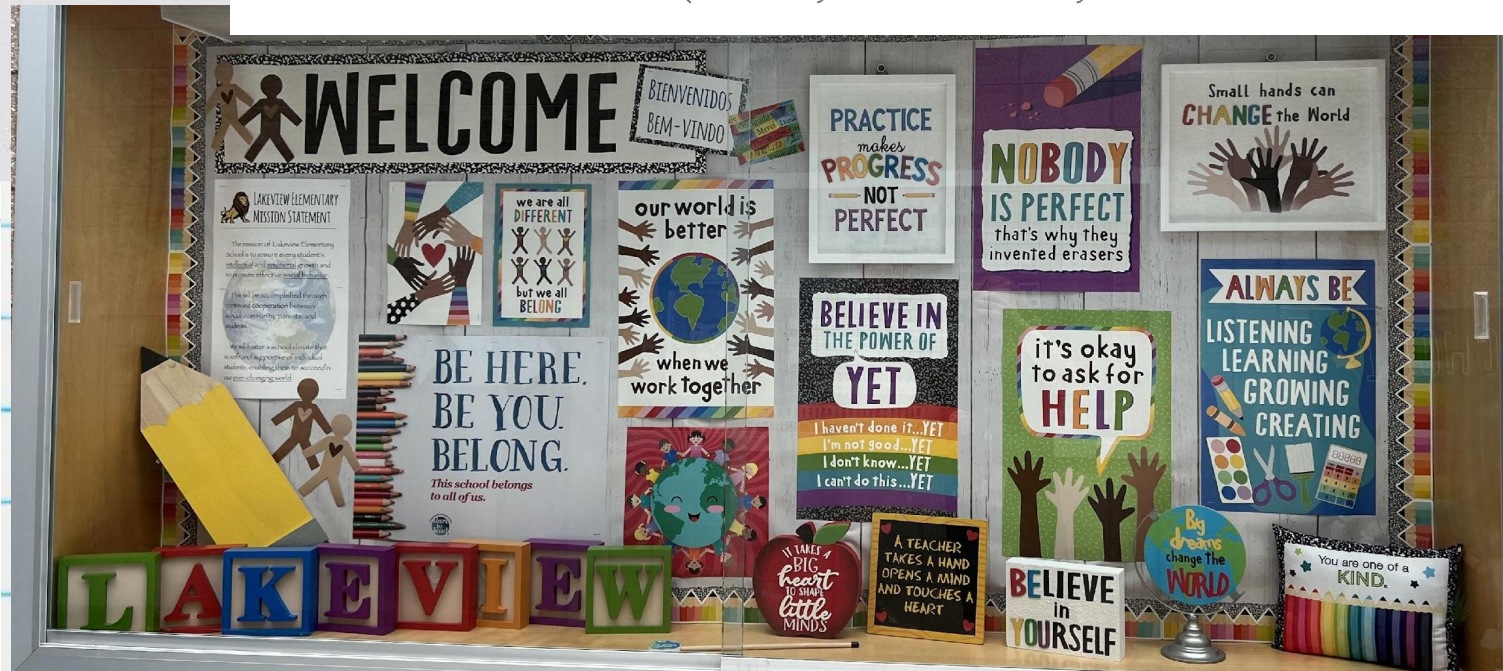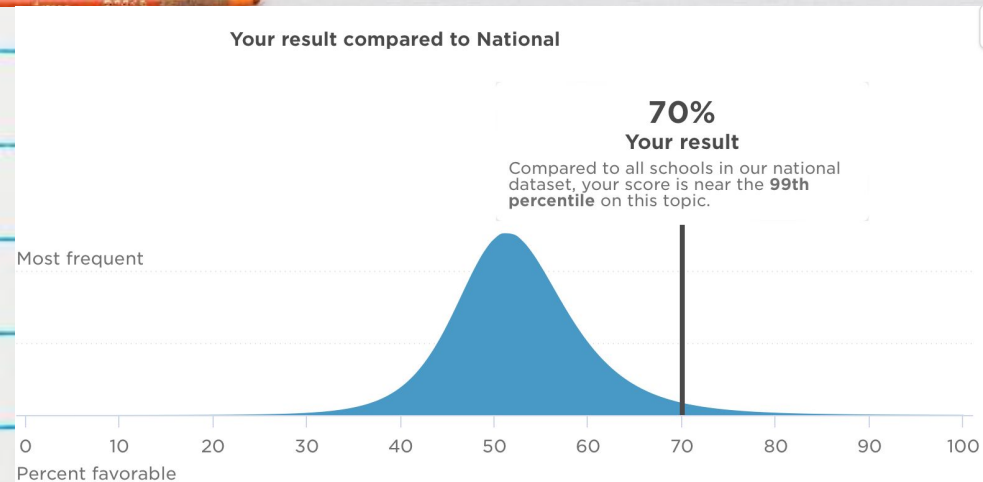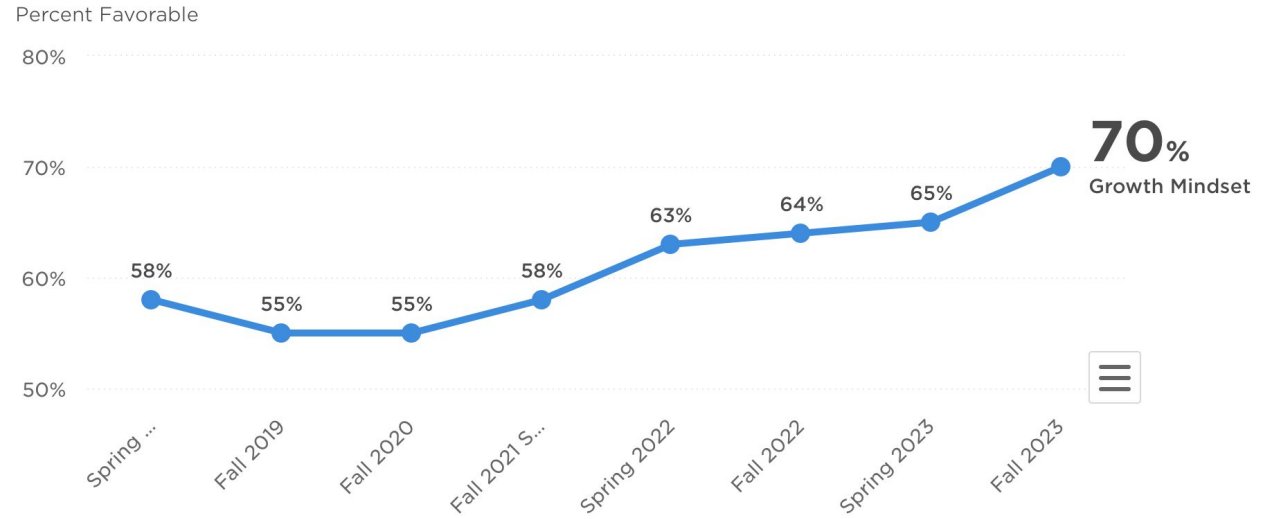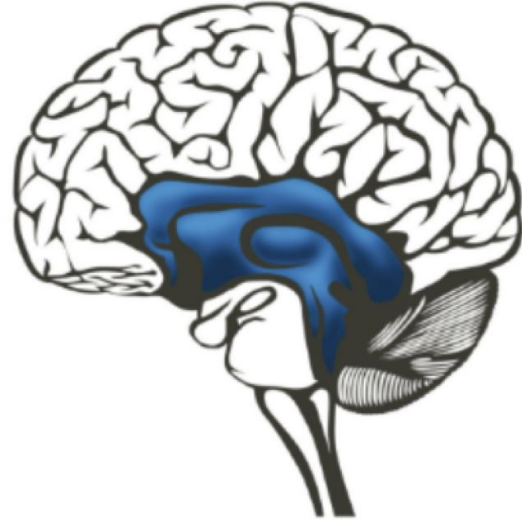- request district intervention meeting and consider alternate resources and options

Growth Mindset

Based on **176** responses

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

How have results changed over time?

Percent Favorable

70% Growth Mindset

Spring ...	Fall 2019	Fall 2020	Fall 2021 S...	Spring 2022	Fall 2022	Spring 2023	Fall 2023
58%	55%	55%	58%	63%	64%	65%	70%

BE HERE. BE YOU. BELONG.

This school belongs to all of us.

Your result compared to National

70%
Your result

Compared to all schools in our national dataset, your score is near the **99th percentile** on this topic.

Most frequent

Percent favorable

WELCOME BIENVENIDOS BEM-VINDO

we are all DIFFERENT but we all BELONG

our world is better when we work together

PRACTICE makes PROGRESS NOT PERFECT

NOBODY IS PERFECT that's why they invented erasers

Small hands can CHANGE the World

BELIEVE IN THE POWER OF YET
I haven't done it...YET
I'm not good...YET
I don't know...YET
I can't do this...YET

it's okay to ask for HELP

ALWAYS BE LISTENING LEARNING GROWING CREATING

IT TAKES A BIG heart to shape little MINDS

A TEACHER TAKES A HAND OPENS A MIND AND TOUCHES A HEART

BELIEVE in YOURSELF

Big dreams change the WORLD

You are one of a KIND.

LAKEVIEW

Survival State

BRAIN STEM

Survival State represents the base level of Brain State, and asks the question, *"Am I safe?"* The only way to sooth the Survival State is through the creation of *Safety*.

Emotional State

LIMBIC SYSTEM

This Brain State represents mid-level functionality and asks the question, *"Am I loved?"* The only way to sooth an upset emotional state is through *Connection*.

Executive State

PREFRONTAL LOBES

The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, *"What can I learn from this?"*

I belong at Lakeview & Lakeview belongs to me

LIONS

standing of the
unity.
eversed by abuse
n voices and fac
s cues for stayir
owed a series of
eir responses wi
g at this spectr

pressions, the abused kids were hyperalert to the sl
ger.[11]

WHAT HAPPENED TO YOU?

CONVERSATIONS ON TRAUMA, RESILIENCE, AND HEALING

BRUCE D. PERRY, MD, PhD
OPRAH WINFREY

TRAUMA

GHT © 2000, AMERICAN PSYCHOLOGICAL ASSOCIATION
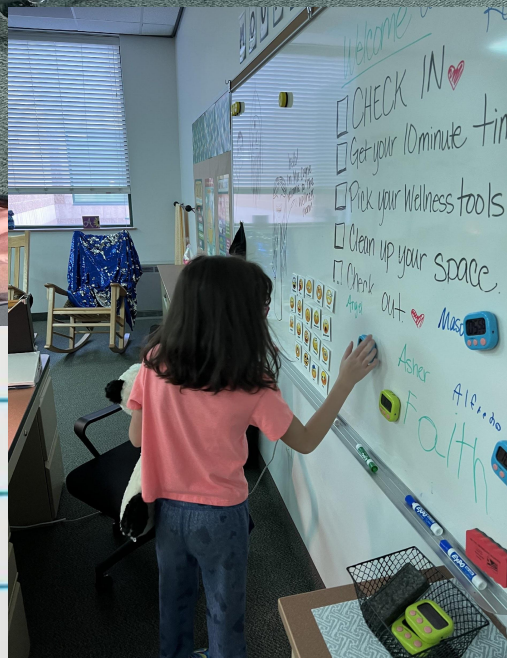
Wellness Room

Behavior

LAKEVIEW LIONS

Behavioral Support:
- Jamie Davis-Leite, *Prin.* **1905** or (801) 362-5907
- Brian Mangum, *AP* **1906** or (801) 787-3252
- Michelle Burningham, *Behavior Interventions* **1939** or (801) 362-4637
- Jessica Nielson, *LSR* **1922** or (801) 836-5076
- Amber Coyne, *Wellness* **1974** or (801) 616-0440

MTSS
Multi-Tiered System of Supports

SOCIAL+EMOTIONAL
WHOLE CHILD
BEHAVIOR   ACADEMICS

Tier 1 Minor

Minor Incident Referral
Location: Classroom

Tier 1 Behaviors:
- defiance
- disrespect
- disruption
- cheating
- inappropriate Language
- excessive complaining
- not working/off-task
- physical aggression (inappropriate, non-serious)
- name calling
- phone use
- sleeping
- verbal aggression

Menu of Interventions: Track in Handbook
- redirect behavior
- seat change
- verbal warning
- error correction
- re-teach appropriate behavior
- student conference
- restorative questions
- natural consequences
- student contract and rewards
- **if behavior occurs three times – teacher must contact parents to collaborate**

If Behavior Continues:
- document in Handbook
- LSR/wellness room
- consult grade-level team
- consult w/ behavior intervention coordinator
- **--- after 3 interventions - office referral**

Tier 2 Major

Office Referral
Locations: Office/LSR

Tier 2 Behaviors:
- 3+ incidents of Tier 1 behavior
- property damage
- bullying
- major defiance/disrespect
- profanity/abusive language
- major disruption
- harassment (sexual/non-sexual)
- out of bounds area
- inappropriate tech use/pornography
- intimidation
- threats
- fighting
- theft

Menu of Interventions: Track in Handbook
- document behavior to alert admin
- LSR/wellness room/restorative practices
- ask behavior specialist for an observation
- complete SST referral/implement suggestions
- develop Student Success/Behavior Plan (track progress, document incidences, run 7-10 days)
- in-school/out-of-school suspension
- **contact parents (admin will contact after teacher has established initial contact)**

If Behavior Continues:
- adjust Student Success/Behavior Plan (track progress, document incidences, run 7-10 days) w/ support from behavior specialist
- continue to discuss in SST meetings

Tier 3 District

Involvement
Location: Alternate Placement

Tier 3 Behaviors:
- unresolved Tier 1 or Tier 2 behaviors
- extreme one-time incident of a Tier 2 behavior

Menu of Interventions: Track in Handbook
- continue to document behavior in Handbook
- begin to fill out the district problem-solving protocol
- admin involves district personnel
- school team implements interventions provided by district
- restorative practices
- alternate placement in BASICs Room (**B**ehavior, **A**ttention, **S**afety, **I**nstruction, and **C**are) with Behavior Specialist
- in-school/out-of-school suspension
- **parents are kept apprised by team**

If Behavior Continues:
- complete district problem-solving protocol and send to district personnel
- consider 504 plan or SpEd referral
- consider alternate placement in district such as Brite Star or SpEd behavior units

Behavior Interventions Coordinator, Student Success Team, & BASICS ROOM

516 OFFICE REFERRALS | 16 MINOR INCIDENTS | 4 PENDING INCIDENTS

Actions 2 of 7 >

Action	Days		Assignments
In-School Suspension	130.44		450
Out-of-School Suspension	83.50		47

Referrals per School Day Details >
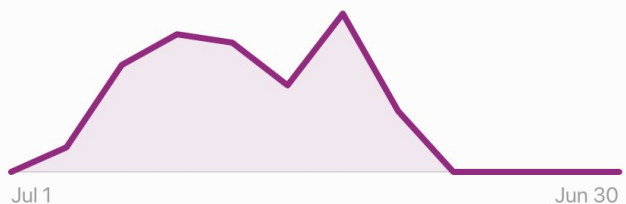
Jul 1   Jun 30

Days Details >
M T W R F

Hours Details >
< 7 8 9 10 11 12 1 2 >

Offenses 4 of 14 >

Class Disruptions

Defiance

Physical Aggression

Fighting

Locations 2 of 11 >

Classroom

Hallway

Subjects 4 of 13 >

Reading

Non-Instructional

Math

Writing
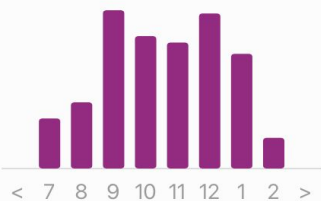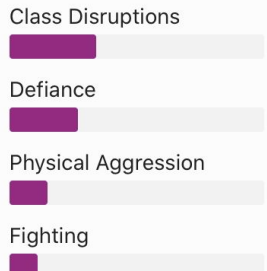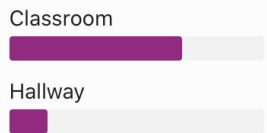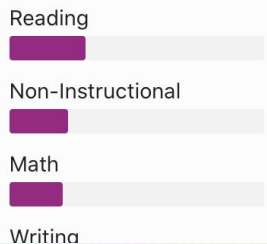
Incidents ⬇ CSV

Class Disruptions Feb 27, 2020
Billy Peterson: After asking Christopher three times to stop tapping his pencil during our math test, he start...
Christopher Arnold: 2-Hour In-School Suspension, 35-Minute Other

Class Disruptions Feb 27, 2020
Thomas Boreland: Kennon refused to wear safety goggles in science lab. I explained this was unsafe and that h...
Kennon Robinson: 2-Hour In-School Suspension

Other Minor Offense Feb 27, 2020
Linda Davis: Keshonda was asked to clean up her work station and refused. She routinely leaves materials at the...
Keshonda Tice: 2-Hour In-School Suspension

Physical Aggression Feb 26, 2020
Linda Davis: In between classes, Travis was messing with another student and became very angry. He...
Travis Tice: 2-Hour In-School...

PANORAMA EDUCATION Lakeview

Whole School - 681 students - 2022-2023 School Year

# of Students	Academics	Attendance	Behavior	SEL
391 above benchmark	57%	38% 260	57% 389	20% 134
	19%	36% 247	29% 198	21% 143
126 at benchmark	9%	19% 131	8% 52	12% 81
60 below benchmark	14%	6% 43	6% 42	4% 28
95 well below benchmark				
	Expand			Expand
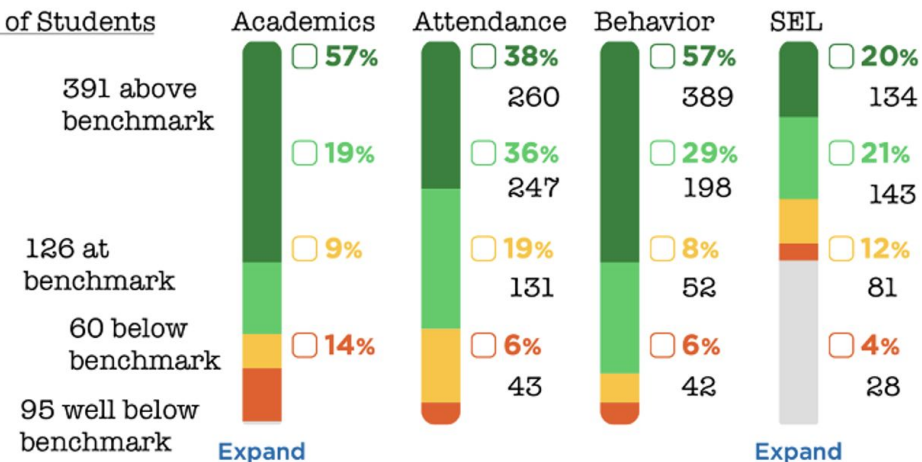
Minority Students (African-American, Asian, Hispanic, Native American, Pacific Islander, Other)
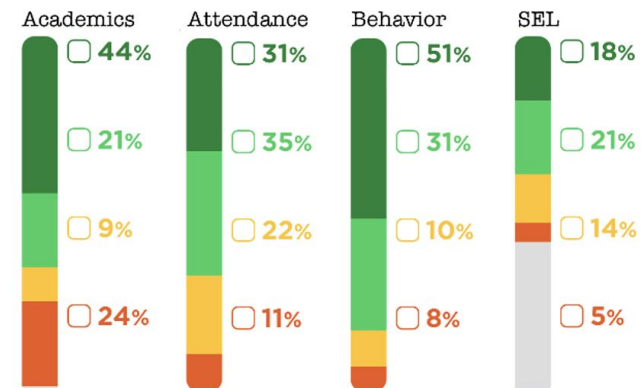
	Academics	Attendance	Behavior	SEL
	44%	31%	51%	18%
	21%	35%	31%	21%
	9%	22%	10%	14%
	24%	11%	8%	5%

Academic - LA

LAKEVIEW LIONS

Academic Support:
- Jamie Davis-Leite, *Principal* **1905** or (801) 362-5907
- Brian Mangum, *AP* **1906** or (801) 787-3252
- Joane Quilter, *SpEd Lead* **1911** or (801) 471-4439
- Jerrie Reader, *Instructional Coach*: (801) 318-1276

MTSS
Multi-Tiered System of Supports

SOCIAL+EMOTIONAL
BEHAVIOR
WHOLE CHILD
ACADEMICS

Tier 1

Whole class in a general ed setting receiving high-quality evidence-based instruction (Wonders, 95%, Lexia)

Tier 1 Behaviors:
- problems with phonemes and/or syllabification
- struggles reading or spelling words
- reading accuracy below 90%
- reading fluency below benchmark
- difficulties with vocabulary
- low reading comprehension
- writing difficulties

Tier 1 Interventions:
- improve teacher/student relationship
- implement Big 8 engagement strategies: expectations, cueing, tasking, attention prompts, signals, voice, time limits, proximity
- use of learning targets & success criteria
- model (I do, we do, you do)
- build self-efficacy and student confidence
- provide explicit corrective feedback
- use of repetition and multiple exposures
- use visuals and manipulatives
- student group work and peer collaboration
- participate in professional development

If Behavior Continues:
- consult grade-level team
- **contact parents to share concerns and collaborate**

Tier 2

Continue with Tier 1 and add small group in the general ed setting or during grade-level literacy intervention groups

Tier 2 Behaviors:
- continued and unresolved Tier 1 behaviors
- new students with significant gaps or delays

Tier 2 Interventions:
- administer LETRS PAST and/or spelling inventory, then determine targeted instruction w/ scope & sequence (ask SpEd Lead for help as needed)
- practice with reading phrases, paying attention to punctuation, reading aloud decodable text
- frontload vocabulary with discussion & activities
- explicitly teach deeper levels of understanding by using graphic organizers
- read to write: improve focus on learning expectations by using writing rubrics with specific expectations and a rating system for students to rate themselves and other students.
- **continue collaboration with parents**

If Behavior Continues:
- complete SST referral and meet with SST
- request Tier 2 EL or literacy interventions
- progress monitor and document progress
- try rewards to see if problem is skill or will
- consult grade-level team
- request support from instructional coach
- continue to communicate with parents

Tier 3

Continue with Tier 1 & Tier 2 instruction; begin a more intensive, individualized approach; begin SpEd referral

Tier 3 Behaviors:
- pervasive and documented Tier 1 behaviors lasting a significant period of time despite repeated and varied interventions

Tier 3 Interventions:
- return to SST to brainstorm other suggestions
- begin filling out the Watchlist Worksheet and turn it in to SpEd teacher, beginning potential referral process which includes further testing
- continue to progress monitor and document progress or lack of progress
- continue evidence-based targeted interventions, making them more intensive and individualized
- **continue collaboration with parents**

Special Education Referral Process:
- teacher discusses SpEd referral with parents
- teacher submits Watchlist Worksheet to SpEd
- if approved, general ed teacher and SpEd teacher fill out the SpEd referral form together
- SpEd sends home permission to test
- 45 school days to complete all testing
- SpEd eligibility meeting held with parents to discuss testing results and make decisions about educational placement
- if eligible, write IEP that is reviewed annually

Academic – Math

LAKEVIEW LIONS

Academic Support:
- Jamie Davis-Leite, *Principal* **1905** or (801) 362-5907
- Brian Mangum, *AP* **1906** or (801) 787-3252
- Joane Quilter, *SpEd Lead* **1911** or (801) 471-4439
- Jerrie Reader, *Instructional Coach*: (801) 318-1276

MTSS
Multi-Tiered System of Supports

SOCIAL+EMOTIONAL
WHOLE CHILD
BEHAVIOR | ACADEMICS

Tier 1

Whole class in a general ed setting receiving high-quality evidence-based instruction (Into MATH)

Tier 1 Behaviors:
- overall skills below grade level
- struggle to remember math facts
- inability to attend to details
- lacks comprehension of word problems
- struggles solving word problems
- slow rate of completion
- difficulty sequencing steps for computation
- can't visualize concepts

Tier 1 Interventions:
- improve teacher/student relationship
- implement Big 8 engagement strategies: expectations, cueing, tasking, attention prompts, signals, voice, time limits, proximity
- use of learning targets & success criteria
- model (I do, we do, you do)
- build self-efficacy and student confidence
- provide explicit corrective feedback
- use of repetition and multiple exposures
- use visuals and manipulatives
- student group work and peer collaboration
- participate in professional development

If Behavior Continues:
- consult grade-level team
- **contact parents to share concerns and collaborate**

Tier 2

Continue with Tier 1 and add small group in the general ed setting or during grade-level math intervention groups

Tier 2 Behaviors:
- continued and unresolved Tier 1 behaviors
- new students with significant gaps or delays

Tier 2 Interventions:
- assess student and gather documentation
- check for understanding before each assignment
- separate facts into sets or fact families
- provide reference materials or guided notes
- have students self-check/correct
- use vertical lines/graph paper for organization
- reduce the number of problems assigned
- use a window to overlay and isolate problems
- review steps and provide acronyms
- allow use of calculator
- explicitly teach terminology
- have students repeat instructions back to you
- **continue collaboration with parents**

If Behavior Continues:
- complete SST referral and meet with SST
- request Tier 2 EL or math interventions
- assess and document progress
- try rewards to see if problem is skill or will
- consult grade-level team
- request support from instructional coach
- continue to communicate with parents

Tier 3

Continue with Tier 1 & Tier 2 instruction; begin a more intensive, individualized approach; begin SpEd referral

Tier 3 Behaviors:
- pervasive and documented Tier 1 behaviors lasting a significant period of time despite repeated and varied interventions

Tier 3 Interventions:
- return to SST to brainstorm other suggestions
- finish filling out the Watchlist Worksheet, turn it in to SpEd teacher, beginning potential referral process which includes further testing
- continue to monitor and document progress or lack of progress
- continue evidence-based targeted interventions, making them more intensive and individualized
- **continue collaboration with parents**

Special Education Referral Process:
- teacher discusses SpEd referral with parents
- teacher submits Watchlist Worksheet to SpEd
- if approved, general ed teacher and SpEd teacher fill out the SpEd referral form together
- SpEd sends home permission to test
- 45 school days to complete all testing
- SpEd eligibility meeting held with parents to discuss testing results and make decisions about educational placement
- if eligible, write IEP that is reviewed annually

LEADING IMPACT TEAMS

BUILDING A CULTURE OF EFFICACY
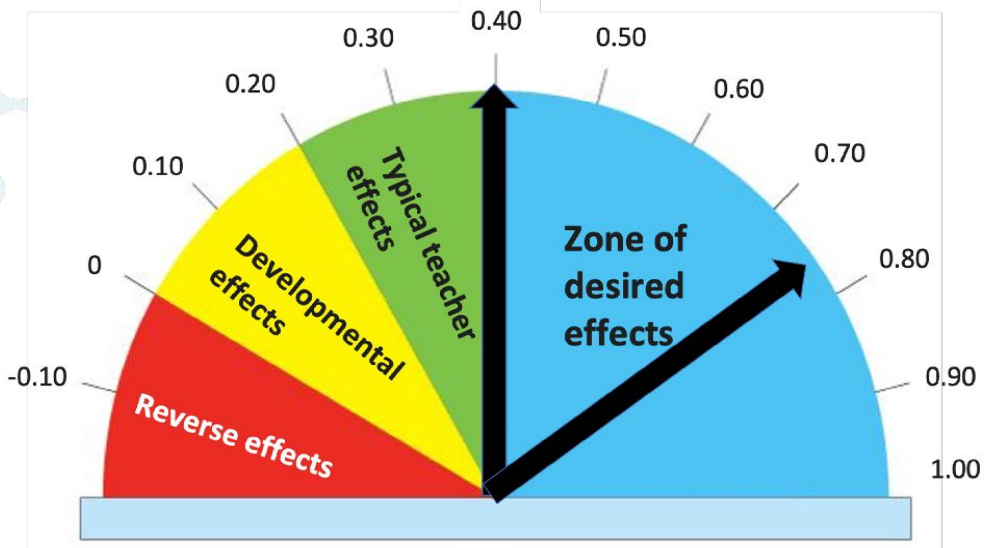
John Hattie, Visible Learning Synthesis 2008; 2023

SCHOOL		ES
Leadership		
Collective teacher efficacy	●	1.39
Principals/school leaders	●	0.37
School climate	●	0.43
School resourcing		
External accountability systems	●	0.20
Finances	●	0.21
Types of school		
Charter schools	●	0.04
Religious schools	●	0.24
...hools	●	0.08
...ol	●	0.19
...tion effect	●	0.02
...ositional effects		
... of residence	●	0.05
...on	●	0.28
...ent body	●	0.10
...ol internventions	●	0.18
...l curricula experiences	●	0.07
...e programs	●	0.12
...600-900 students at	●	0.43
...l factors		
...ffects	●	0.35
...hool calendars/	●	0.09
...rograms	●	0.28
...expelling students	●	-0.20

The Visible Learning™ research synthesises findings from **1,600+** meta-analyses of **95,000+** studies involving **300** million students, into what works best in education.

Key for rating

- ● Potential to considerably accelerate student achievement
- ● Potential to accelerate student achievement
- ● Likely to have positive impact on student achievement
- ● Likely to have small positive impact on student achievement
- ● Likely to have a negative impact on student achievement
- **ES** Effect size calculated using Cohen's *d*

Teacher Self-Efficacy: 0.22 Effect Size

Collective Efficacy: 1.39 Effect Size

LAKEVIEW ELEMENTARY FY24

School Improvement Plan FY24

AIM: Every will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.

TSSA Plan & Goal(s)	Essential Implementation Components	Budget Details
Teachers will be provided with targeted support for academic instruction and behavior interventions, resulting in higher than 85% retention of current teachers. Interns and new teachers will receive more significant support, as measured by a survey given to provisional teachers.	1. ACADEMICS: Admin will select a full-time instructional coach, with two-thirds of the FTE being paid for by the school and the rest paid by Teaching & Learning. Admin will arrange for this individual to participate in district coaching meetings. An instructional assistant will also be paid to support Tier 2 academic interventions at Lakeview for 29 hours per week. 2. BEHAVIOR: Admin will continue to support a full-time (teacher) behavior interventions coordinator, who will run all student behavior plans as well as the BASICs room. An instructional assistant will also be paid to support Tier 2 behavior interventions in the Life Skills Room for 29 hours per week.	TSSA - 5678: $130,000 for - 1.0 FTE - Instructional Coach - Melinda Hafen - 1.0 FTE - Behavior Interventions Coordinator - Michelle Burningham - Instructional Assistant for Academic Interventions - Audrey Magdaleno - Instructional Assistant for Behavior Interventions - Jessica Nielson

Goal Areas *two goals/area	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
Academics - English Language Arts	1. Lakeview students will increase their ELA proficiency by 3%, as shown on the RISE ELA for grades 3-6. (FY23 at 44%; FY24 goal is 47%) 2. 80% of students who are below or well-below benchmark at BOY will make typical or above typical growth by EOY. 80% of the growth scores should be above typical. **also a Trustlands goal*	Action Plan: 1. Before school starts, Jamie will rewrite the PLC agenda to systematize data-driven teaming and embed accountability for Progress Monitoring. 2. Jamie will hold two data dives for each grade level during the school year – one in October and one in February – modeled by admin to address teacher and grade data. 3. Jamie, Brian, and Melinda will provide professional development on Teacher Clarity, specifically Learning Targets and Success Criteria. As Instructional Coach, Melinda will do classroom drop-ins at the beginning and end of the year to assess Teacher Clarity in classrooms. She will follow up with coaching cycles for as many teachers as possible. 4. Brian will arrange for professional development on Acadience proctoring and progress monitoring. Teachers will calibrate to ensure consistency in testing. Teachers will set goals for each student in Pathways of Progress.	Trustlands - 5422: - $60,000 for 4 kinder/ 1st grade classroom instructional assistants Class S. Reduc.- 5231: - $92,000 for 5 literacy interventionists/ instructional assistants - $26,000 for 1 para computer support 0060: - $3000 for substitutes for first data dive - $3000 Principal's Book Club

- Academics – English LA
- Academic - Math
- Students with Disabilities
- Multilingual Learners
- Behavior
- Social-Emotional
- Teacher Professional Development

DATA POOL RULES

DIVING ALLOWED (& ENCOURAGED)

NO FIXED MIND SETS ALLOWED

NO FOCUSING ON THINGS OUT OF YOUR CONTROL ALLOWED

NO FEELING GUILTY OR DISCOURAGED ALLOWED

CONTINUOUS IMPROVEMENT

IMPACT TEAMS

Kindergarten – Action Plan:
Focus on Language Arts & Literacy:
- Posting Learning Target
- Sharing or Co-creating Success Criteria
- Following District Wonders Scope & Sequence:
  - Day 1: Second Step
  - Day 2: Big Book
  - Day 3: Interactive Read-Aloud Cards w/ Vocab
  - Day 4: Paired Selection
  - Day 5: Review
  - Daily: Reading/Writing Companion
- Using 95% Core with Fidelity

Schedule – 6 hours and 40 minutes
- Literacy – 2 hours (w/ Social Studies & Science)
  - 95% Core – 30 minutes
  - Wonders – 30 minutes
  - ___ minutes
  - 30 minutes
  - ___ IXL – 30 minutes

- ___ minutes
  - Activities

- ___ng, breaks, quiet time) – 1 hour
  - ___min., 20 min., 20 min.)

___n January:

- Monday, December 18th; Try to ___sessment before then
- Unit 4 in January on ___uary 3rd to 11th

- ___t Module 11 in January

LAKEVIEW ELEMENTARY SCHOOL • SCHOOLWIDE RUBRIC

NARRATIVE WRITING	1- Beginning	2- Developing	3 - Nearing	4 - Proficient	5 - Beyond
	⭐	⭐⭐	⭐⭐⭐	⭐⭐⭐⭐	⭐⭐⭐⭐⭐
Content	Meets ___ of the ___ success criteria for proficient	Meets ___ of the ___ success criteria for proficient	Meets ___ of the ___ success criteria for proficient	Insert grade-level content writing standards here as student-friendly success criteria	Meets ALL of the proficient PLUS:
Conventions	Meets ___ of the ___ success criteria for proficient	Meets ___ of the ___ success criteria for proficient	Meets ___ of the ___ success criteria for proficient	Insert conventions (CUPS) writing standards here as student-friendly success criteria	Meets ALL of the proficient PLUS:
Learning Progression					

Lakeview – 5th Grade • PLC Agenda – Building Impact Teams

November 3, 2023 | Monthly Theme: *I am responsible for my level of engagement.*

Team Jobs			Team Vision	Team Norms
Facilitator	Elizabeth	✓	As fifth grade teachers, we support our students as they take ownership of their education and discover new ideas in a safe and welcoming classroom environment.	• Come prepared • Follow agenda • Be present and engaged • Encourage all to provide input and be open to that input
Note Taker	Craig	✓		
Data Collector	Eliza	✓		
Time Keeper	Monica	✓		

Celebrations for the Week:
- •
- •
- •
- •

Task Follow-Up from Last Week:
- •
- •
- •
- •

Upcoming Curriculum Planning – 1:40 to 2:00 pm *(please provide information for SpEd team & ML para)*

	Monday, Nov. 6	Tuesday, Nov. 7	Wednesday, Nov. 8	Thursday, Nov. 9	Friday, Nov. 10
Literacy					
Math					
Science					
Social Studies					
Other Calendar Items					
Second Step Lesson					

MATH DATA REVIEW FOR THE LAST TWO WEEKS – 2:00 to 2:40 pm

Previous Common Formative Assessments Questions:
1.
2.
3.
4.
5.

*ML purple *SWD blue	Average Score Goal = 80%	Most Missed Question	Students Below 50%	Students 50% to 80%	Instructional Ideas	Student Ideas
RED (Thorn)						
ORANGE (Foster)						
BLUE DLI (Pratt)						
GREEN DLI (Aquino)						

Questions for Next Common Formative Assessment:
1.
2.
3.
4.
5.

Individual Student Concerns & Problem-Solving *(add updates or new discussion items as needed)*

ACADEMICS		BEHAVIOR	SOCIAL-EMOTIONAL
Literacy	Math		

Behavior & Social Emotional Data – 2:00 to 2:40 pm

Classroom Problem-Solving

*ML purple *SWD blue	LSR Data since last PLC	Wellness Data since last PLC	Missing Skills & Classwide Challenges	Instruction Ideas	Action Plan
RED (Thorn)					
ORANGE (Foster)					
BLUE DLI (Pratt)					
GREEN DLI (Aquino)					

Second Step Topics (for the last two weeks):

Individual Student Concerns & Problem-Solving *(add updates or new discussion items as needed)*

ACADEMICS		BEHAVIOR	SOCIAL-EMOTIONAL
Literacy	Math		

Other Information – 2:40 to 3:00 pm *(only fill out sections that are needed)*

Information from Leadership Team	
Team Reminders	
Communication with Parents	

LITERACY DATA REVIEW FOR THE LAST TWO WEEKS – 2:00 to 2:20 pm

Acadience Progress Monitoring – red tested every 2 weeks, yellow tested every 4 weeks

*ML purple *SWD blue	RED – Well Below Benchmark		YELLOW – Below Benchmark		Who did not get P.M.?
	Who improved?	Who regressed?	Who improved?	Who regressed?	
RED (Thorn)					
ORANGE (Foster)					
BLUE DLI (Pratt)					
GREEN DLI (Aquino)					

Team Problem-Solving: *What could be modified to support students who regressed?*

WRITING SPOTLIGHT – Impact Teams to Support Self-Empowered Learners – 2:20 to 2:40 pm

Writing Assignment Information: *(i.e. narrative paragraph)*

WRITING SPOTLIGHT – Impact Teams to Support Self-Empowered Learners – 2:20 to 2:40 pm

Writing Assignment Information: *(i.e. narrative paragraph)*

1. Where am I headed in my learning?

2. Where am I now?

3. Where to next?

4. How will I get there?

What are we currently working on as a team? *(i.e. unpacking standards, pre-assessing, co-creating success criteria, peer assessment, self-assessment, etc.)*

Individual Student Concerns & Problem-Solving *(add updates or new discussion items as needed)*

ACADEMICS		BEHAVIOR	SOCIAL-EMOTIONAL
Literacy	Math		

LAKEVIEW RISE SCORES 2023

ACHIEVEMENT

Typical

English Language Arts	45.3%
Mathematics	40.6%
Science	51.7%

View Details

GROWTH

Commendable

English Language Arts	65.6%	HIgh
Mathematics	56.8%	Low
Science	51.8%	Low
Growth of Lowest 25%	60.5%	Average

View Details

ENGLISH LEARNER PROGRESS

Developing

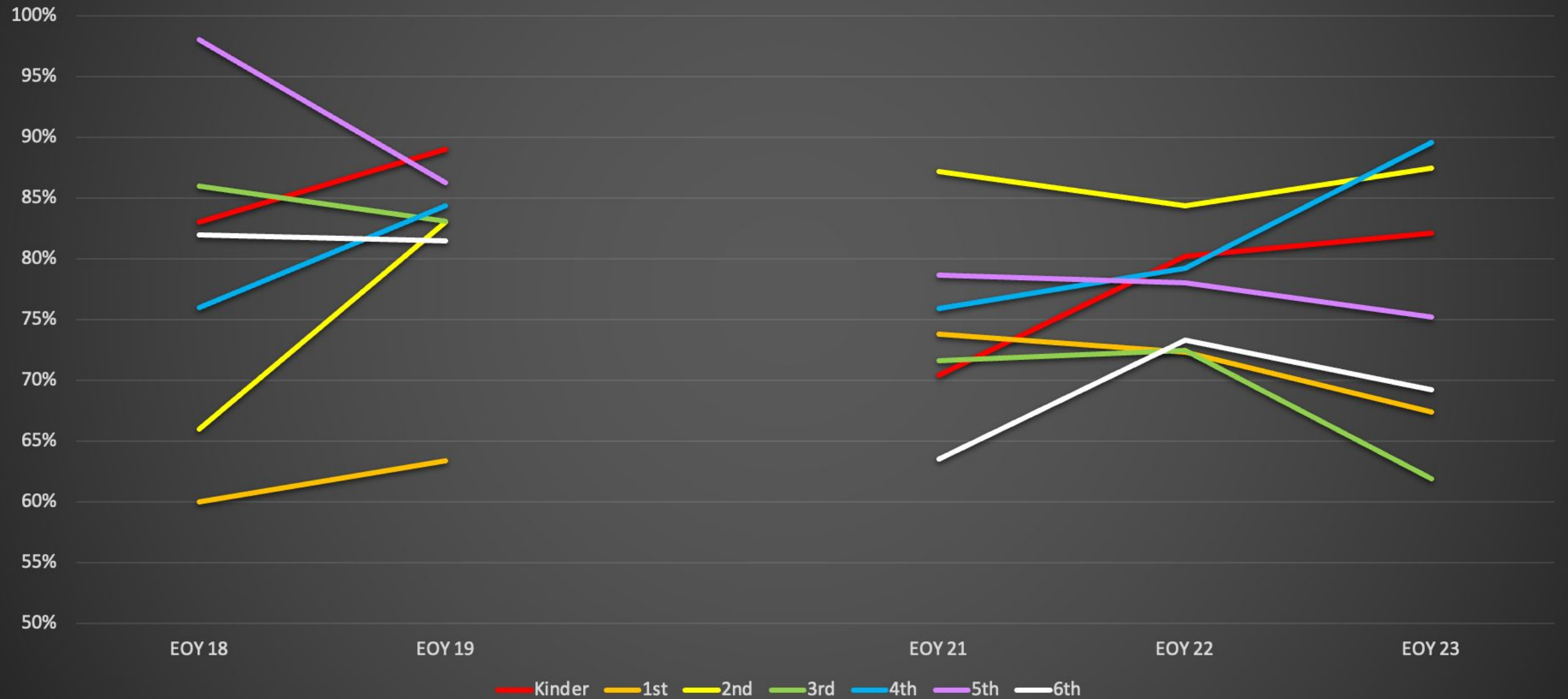|	
English Learners' Adequate Progress	35.7%
English Learners Reaching Proficiency	19.0%

View Details

EARLY LITERACY

Students Reading on Grade Level	57.8%
Students Making Typical or Better Progress	73.0%

View Details

LAKEVIEW RISE SCORES 2022 & 2023

Legend: ELA (red), Math (blue), Science (green)

WHOLE SCHOOL
- Science: 2022 54%, 2023 52%
- ELA: 2022 50%, 2023 45%
- Math: 2022 47%, 2023 41%

3rd GRADE
- Math: 2022 40%, 2023 29%
- ELA: 2022 39%, 2023 36%

4th GRADE
- Science: 2022 63%, 2023 63%
- Math: 2023 60%
- ELA: 2022 60%, 2023 59%

5th GRADE
- ELA: 2022 51%, 2023 50%
- Science: 2022 37%, 2023 53%
- Math: 2022 38%, 2023 46%

6th GRADE
- Science: 2022 60%, 2023 35%
- ELA: 2022 47%, 2023 35%
- Math: 2022 43%, 2023 27%

Significant increase in extreme behaviors since the pandemic, especially in the younger grades

Retaining our best and brightest licensed educators

TSI for Students With Disabilities

Supporting the diverse needs of students in areas of Academics, Behavior, and Social-Emotional

Challenges & Needs

Thank you for your care and continued support!

Questions?

Lakeview Elementary

Teacher Handbook

2023-24

I belong at Lakeview, & Lakeview belongs to me.

Schoolwide Essentials

MTSS

Teacher Expectations

Academics

Teams and Meetings

Behavior

School Schedule

Social-Emotional

Logistics

PCSD & USBE