



Lakeview Elementary School School Improvement Plan 2022-2023

School Improvement Plan 2022-2023

Name of Stakeholder	Title
Patrick Neuman	Principal
Francine White	Assistant Principal
Sarah Vogt	Title I Reading Teacher
Emily McNulty	Title I Math Teacher
Corinne LeReche	School Counselor
Ellen Burnett	CHPS Instructional Specialist - Math
Marlena Smith	CHPS Instructional Specialist - Reading
Melissa Paiz	LES Parent

School Improvement Plan 2022-2023

Component I: *A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for targeted students.*

Narrative:

Lakeview Elementary is a PreK-5 school currently serving 414 students (as of October 1, 2022). Of those 414 students, 411 are attending school in-person, and three are enrolled in Virtual Virginia through Colonial Heights Public Schools or placed in an outside facility. The school's population at the end of the 2021-22 school year was 390 students.

Lakeview Elementary is a feeder school for Colonial Heights Middle School and Colonial Heights High School. There are 206 male students (49.8%) and 208 female students (50.2%). Approximately 12% of students have been found eligible to receive special education services under the following categories: Speech and Language Impairment, Other Health Impaired, Autism, Developmental Delays, Specific Learning Disabilities, Visually Impaired, Orthopedic Impairment and Emotional Disability. Lakeview is the division's center for elementary-aged students with Emotional Disabilities. As a result, students who live in other attendance zones in the division but have been found eligible for the Emotional Disabilities Program, attend school at Lakeview. In the current school year, 7.7% of students are eligible for and receive English Language Learner services. This is an increase of over 2% from the previous school year. The Lakeview student population consists of 45.4% white students, 24.6% black students, 13.0% students of multiple races, 15.7% Hispanic students, and 2.2% Asian students. Approximately 65% of Lakeview students are economically disadvantaged.

Lakeview Elementary offers a preschool program for children that are four years of age. The maximum enrollment for this program is 36 students, split into two classes of up to 18 students. Lakeview Elementary School currently has approximately 70 staff members. Our reading staff consists of one Title I Reading Teacher, one Literacy Extension teacher and one PALS paraprofessional. The school also employs a Title I Math Teacher and one Title I Reading who provide support services in Math and Reading. Our school is currently in the process of implementing a revamped Language Arts curriculum based on the Science of Reading. All students have been provided chromebooks to support instruction. Lakeview Elementary participates in the weekend backpack program provided by Highland Methodist Church. The school provides a full-time school counselor to assist students and parents. As funding allows, Lakeview provides after school tutoring for students needing additional reading and math instruction. Lakeview is a Distinguished Purple Star School in recognition of its support of military families.

School Improvement Plan 2022-2023

Due to Covid-19, Lakeview Elementary was forced to physically close on March 13, 2020 for the remainder of the 2019-2020 school year. To meet student learning needs, learning modules and daily class meetings were provided for students throughout the remainder of the school year. For students who did not complete the learning modules, a summer program was offered to complete unfinished learning modules.

At the opening of the 2020-2021 school year, Colonial Heights Public Schools resumed five day-a-week in-person instruction. Families were able to choose fully in-person or fully virtual instruction. Slightly more than 60% of students finished the year in-person. For the 2021-2022 school year, nearly all students returned in-person. Two students completed the 2021-2022 school year in the Virtual Virginia Academy.

Lakeview Elementary is a Targeted Assistance Title I School. To qualify for Title I supplemental support, students must meet specific criteria. Students are eligible for Title I services based on the data provided on the Referral for Title I Services Matrix which includes the following:

- Teacher recommendations/observations
- PALS performance results
- MAP growth assessment results
- Interview-based assessments
- Retention Record (where applicable)
- Grades and class performance
- Parent recommendations

Title I students are served in two models depending on specific student needs:

- Title I Pull-out- K-8th (reading) and K-5th (math) grade students who have been found eligible for Title I services are served outside of the classroom in small groups by the Title I teacher/paraprofessional. The pull-out instruction is scheduled at a time that does not interfere with direct instruction from the classroom teacher.
- Title I Push-in- K-8th grade students who have been found eligible for Title I services are served in the classroom in small groups by the Title I teacher/paraprofessional.

At-risk students are also served by Literacy Extension teachers, PALS paraprofessionals, school tutors, remediation staff, and other support personnel. Schedules are reviewed to maximize instructional time, core area instruction, and supplemental support. In addition, students participate in exploratory sessions related to the Profile of a Virginia Graduate: content knowledge, workplace skills, career exploration, and community engagement and civic responsibility.

School Improvement Plan 2022-2023

Lakeview has implemented tutoring and recovery programs to assist in closing learning gaps. Additionally, this summer, several Lakeview students attended a robust Summer Learning Academy, hosted by Tussing Elementary, for students in all grades. This program ran for four weeks and supported targeted students. Students were identified through a combination of assessment data, attendance records, and teacher recommendations. Furthermore, Colonial Heights Public Schools belong to the Comprehensive Instructional Program, and will leverage resources and connections from that cohort to serve our students.

Lakeview finds ways to offer support to our students and families, and offer enrichment opportunities as well. Lakeview partners with the High School for the "SODA" program, giving students opportunities to interact with high school students and learn about positive behaviors (this program was suspended at the end of 2020 and will be returning in fall of 2022). The Colonial Heights police department is actively involved at LES. Not only does our school have a full-time School Resource Officer, but the department serves our students through the DARE program for fifth graders and informational programs for our kindergarteners. Our English Learners work with licensed ESL staff and the division sponsors "ESL Family Nights" to connect families with their schools. A local dental office partners with our school to provide in-school cleanings and assessments for second grade students. Second grade students additionally participate in the SwimRVA learn-to-swim program. Students participate in Library, Art, Physical Education, Music and Exploratory courses.

A review of the SOL data from the 2022 Spring administration was conducted and compared to data from the past three testing windows. In 2022, students passed or showed growth on English SOL exams at a 89.47% rate and Math SOL exams at 92.00%, which were 4.83% and 8.22%, respectively, above three-year averages (statistics based on state accreditation reports). Over the three-year period (excluding the Spring 2021 administration), black students passed or showed growth on English SOL exams at a rate of 78.17%, which is 7.05% lower than that of white students. Hispanic students passed or showed growth on 100% of English SOL exams, a rate that is 14.78% higher than white students. Students with disabilities passed English SOLs at a rate 11.25% lower than the overall school average over the three-year period. For economically disadvantaged students, the rate of passing English SOLs in that period was 1.81% lower than the school average.

The student achievement data listed in the figures below give a snapshot of student performance and growth at Lakeview Elementary.

Core	School Name	AVG Fall "TSS"	Fall "Pass"	Spring 22 Pass	Pass Diff	AVG Spring TSS	Spring 22 Accred.*
Math	LAKEVIEW ES	373.46	25.81%	64.95%	39.14%	401.16	92.00%
Reading	LAKEVIEW ES	401.98	53.76%	69.89%	16.13%	414.59	89.47%

Fig. 1. Through-Year Growth Assessment data 2021-2022, compiled by the Comprehensive Instructional Program.

School Improvement Plan 2022-2023

Colonial Heights Public Schools	2017-18	2018-19	2021-22	Cumulative 3-Year Average
Lakeview Elementary				
Academic Achievement - English	84.70	79.31	89.47	84.64
Academic Achievement - Math	80.23	78.26	92.00	83.78
Academic Achievement - Science	78.18	75.47	51.16	69.54
Achievement Gap - English				
Asian				
Black	80.39	69.77	83.33	78.17
Economically Disadvantaged	81.36	77.78	87.90	82.83
English Learners	100.00	100.00	100.00	100.00
Hispanic	100.00	100.00	100.00	100.00
Students w/Disabilities	79.49	65.12	77.78	73.39
White	85.29	80.41	90.22	85.22
Achievement Gap - Math				
Asian				93.33
Black	70.21	72.34	90.00	77.78
Economically Disadvantaged	79.31	76.53	92.42	83.53
English Learners			100.00	96.15
Hispanic			94.12	79.31
Students w/Disabilities	73.68	71.74	81.25	75.00
White	83.33	86.67	92.71	87.46

Fig. 2. SOL data from the past three testing cycles.

PALS EOY Identified Students

LES	Fall '21	Spring '22	Decrease in identified students
K	44%	41%	-3%
1st*	46%	34%	-12%
2nd*	61%	41%	-20%
3rd	45%	39%	-6%

*Made the biggest decrease in grade level identified students division wide.

Fig. 3. PALS growth data, 2021-2022 School Year

School Improvement Plan 2022-2023

Entity	Grade	Total Administration: In-Person or Remote			In-Person Administration			Remote Administration (RA)		
		# assessed	# ID or RA	%	# assessed	# ID	%	# assessed	# RA	%
Lakeview Elem.	K	72	32	44 %	72	32	44 %	0	0	0 %
	1	59	27	46 %	59	27	46 %	0	0	0 %
	2	57	35	61 %	56	34	61 %	1	1	100 %
	3	76	34	45 %	76	34	45 %	0	0	0 %

Fig. 4. PALS below benchmark Fall 2021.

Entity	Grade	Total Administration: In-Person or Remote			In-Person Administration			Remote Administration (RA)		
		# assessed	# ID or RA	%	# assessed	# ID	%	# assessed	# RA	%
Lakeview Elem.	K	70	29	41 %	69	28	41 %	1	1	100 %
	1	59	20	34 %	59	20	34 %	0	0	0 %
	2	54	22	41 %	54	22	41 %	0	0	0 %
	3	76	30	39 %	76	30	39 %	0	0	0 %

Fig. 5. PALS below benchmark Spring 2022.

School Improvement Plan 2022-2023

Division	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018
K		38.58%	47.31%	23.00%	15.91%
1	32.14%	32.34%	35.91%	9.82%	9.91%
2	38.58%	51.09%	43.09%	21.74%	27.23%
3	42.02%	36.84%	37.84%	19.21%	21.67%
Lakeview	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018
K		44.44%	42.86%	12.00%	10.39%
1	38.46%	45.76%	31.11%	10.81%	8.96%
2	32.26%	60.71%	55.26%	14.29%	37.50%
3	45.45%	44.74%	41.38%	25.00%	27.12%

Fig. 6. PALS longitudinal PALS data for LES and CHPS.

Additional division and school-specific data may be accessed on the Virginia Department of Education Website: [VA School Quality Profiles Home Page](#). Virginia's School Quality Profiles provide information about student achievement, college and career readiness, program completion, school safety, teacher quality, and other topics of interest to parents and the general public. Report cards are available for schools, school divisions, and for the commonwealth.

A Comprehensive Needs Assessment was completed by instructional staff in the second semester of the 2021-2022 school year and a parent survey was completed as well. Data collected from instructional staff highlighted several areas of success and a few areas of need. The main stressors on teachers related to teaching and working with the constraints caused by the pandemic. Learning and executing virtual teaching was a challenge, as was adjusting classroom routines to meet necessary health protocols. However, teaching staff celebrated how smoothly the

School Improvement Plan 2022-2023

division was able to transition to the new environment, how well parents and students responded to changes, and how new instructional programs were working. Parents were mostly very positive about how the school had handled changes brought on by the pandemic and were appreciative of the options presented to them. There was some physical connection lost between parents and schools due to required health protocols, but parents felt supported, heard, and engaged with the school program.

Additionally, each quarter school administration, central office staff, and instructional leadership staff participate in learning walk-throughs in classrooms and hold data meetings to analyze data trends and make recommendations for instructional adjustments.

Budget Implications:

Supplemental instructional materials and programs utilized to monitor student progress and establish interventions are purchased through Title I, Part A funds. General materials, supplies, and programs are purchased through instructional funds provided to each school by the school division. Funds for programs are also purchased through the general school account.

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act ESSER II and American Rescue Plan (ARP) Act ESSER III funds will be used to support summer programming, during school hours remediation, and unfinished learning activities. The CHPS Continued Learning Plan is posted on the CHPS division website with more information.

Benchmark/Evaluation:

Performance Matters Assessments, PALS, DSA, SOL tests, and other assessments as applicable.

School Improvement Plan 2022-2023

Component II: *Scientifically-based research strategies based on identified needs and designed to raise the achievement level of students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.*

Narrative:

The Lakeview student population consists of 45.4% white students, 24.6% black students, 13.0% students of multiple races, 15.7% Hispanic students, and 2.2% Asian students, for a total of 414 students. Teachers use SOL data, PALS data, DSA tracking sheets, running records and anecdotal data collected in reading groups, classroom formative and summative assessments, and teacher observation to identify students who need interventions. Title I tutoring, PALS services, pull-out or push-in small groups with Title I staff, classroom small group instruction, 1:1 remediation, and/or after-school tutoring are possible interventions that may be implemented to address student weaknesses.

Grade level teams meet weekly to discuss class progress, pacing, and to address learning needs. In the 2022-2023 school year, Lakeview will implement PLC+ teams for each grade level. PLC+, which is being utilized division-wide, will place grade-level teachers and special education teachers in Professional Learning Communities to collaborate in efforts to improve professional practice and student achievement. These teams will be supported by administration and division instructional coaches. Each team will meet once a week, focusing on a new subject area each meeting.

Additionally, SOL test data is disaggregated using Student Performance by Question (SPBQ) to determine areas of strength and weakness by core subject area, as well as, VDOE Powerpoint with commonly missed SOL questions. New strategies for teaching these skills are determined and put into practice. This information is also incorporated into lesson plans, remediation groups, and after school tutoring. Tutoring will be provided during the school day whenever possible, utilizing tutors to target students with high individual needs. Tutoring before or after the school day will be delivered to strategically selected students to close learning gaps or prepare for upcoming state assessments. In reading, students in K-3 who do not meet a specified benchmark score on the PALS assessment receive 30 additional minutes of reading instruction each day. Students in grades 4-5 identified through formative and summative assessments also receive 30 additional minutes of reading instruction each day.

Strategy 1: Grade level planning and PLC+: Grade level teams will meet weekly to plan instruction and analyze student needs. Professional learning communities will provide opportunities for instructional analysis and continuous improvement.

Strategy 2: Data disaggregation: SOL data from the past three cycles has been shared with teachers and staff. Division curriculum and data administrators met with teachers to discuss correlations and next steps. Data analysis and review will be an ongoing part of the PLC+ process.

School Improvement Plan 2022-2023

Strategy 3: Professional development: PD is being provided for teachers based on areas of weakness noted from data, classroom observations and walkthroughs. Development is built-in on the school level, as content specialists provide observation and modeling opportunities for peers and the Assistant Principal is modeling lessons and strategies for teachers in Math. Structured literacy, differentiated instruction, and digital literacy are subjects of recent professional development.

Strategy 4: Tutoring and remediation: LES provides tutoring for students identified as needing additional support in Math and/or Reading. Tutoring is currently being offered during the school day in small group or individual sessions and morning and after school sessions will be offered for identified, high-risk students. Colonial Heights will additionally offer a Summer Learning Academy to address learning gaps that remain at the end of the school year.

Strategy 5: Math Workshop: Lakeview and the other schools in Colonial Heights are working with consultants and the division Math Coach to improve Math instruction. A “Math Workshop” philosophy is being developed to maximize instructional time and improve number sense and math fluency. An emphasis on reasoning strategies and number talks is the first piece of Math Workshop implementation.

Budget Implications:

Many programs utilized to monitor student progress and establish interventions are purchased through Title I funds. Other programs are purchased through Instructional funds provided to each school by the school division. Funds for programs are also purchased through the general school account.

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act ESSER II and American Rescue Plan (ARP) Act ESSER III funds will be used to support summer programming, before/during/after school programming, and unfinished learning activities. The CHPS Continued Learning Plan is posted on the CHPS division website with more information.

Benchmark/Evaluation:

Performance Matters Assessments, VDOE growth assessments, PALs, DSA, SOL tests, and other assessments as applicable.

School Improvement Plan 2022-2023

Component III: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose and prepares students for success at the next level. Expectations are also high in each course/class and learning activities are individualized for each student in a way that supports achievement of expectations. There are ample opportunities for students to explore, gather, and retain essential knowledge across the curriculum as indicated in the activity examples (technology, field trips, reading and math supplemental materials) that align with the SOLs and teacher/school goals.

Based on SOL data, teacher observation, PALS data, DSA, VDOE growth assessment data, and anecdotal data gathered from classroom work, students showing deficiencies are provided evidence based interventions daily. Teachers and administration review student growth, strengths, and weaknesses on a regular basis. A collection of data is monitored by teachers and administration to ensure proficient levels of student growth achievement using the following:

Data Collection Method	Frequency
PALS	Fall, Spring
DSA	Fall, Mid-Year, Spring
VDOE Growth Assessments (Grades 3-5)	Fall, Winter, Spring
Attendance	Daily
Small Group reading data	Daily

Instructional strategies that strengthen the academic program in the school:

* Administration and Instructional Coach providing continuous feedback to teachers.

School Improvement Plan 2022-2023

- * Weekly PLC+ and instructional planning meetings by grade level.
- * Member of CIP Consortium (41 divisions)
- * Several dedicated Professional Development days for staff and teachers.
- * Continuously available funding for teachers to participate in professional development.
- * Implement and differentiate Science of Reading-based curriculum in Language Arts instruction
- * Use of Title I, EL and SPED teachers and tutors for small group instruction
- * PALS remediation (30 minutes daily) for identified students
- * Reading A-Z online supplement for leveled readers
- * Use of Dreambox, IXL, and Reading Eggs to provide individualized instructional support.
- * Provide interventions and progress monitoring for identified students with fidelity.
- * Utilize VDOE curriculum framework and division pacing guide to guide daily instruction.
- * The school counselor supports individual students or groups of students based on identified needs.
- * Therapeutic Day Treatment Program through *Intercept* to address high-need students.
- * “Family Night” events to help bridge connections between families and the school.
- * Reading Intervention/Enrichment and Math Intervention blocks built into the master schedule for one-hour of support each day.
- * In school, morning, and after school tutoring programs for identified students.
- * Differentiated instruction and ongoing staff development in the *Science of Reading*.
- * Math Workshop lesson plan structure, reasoning strategies, and number talks.
- * Collaboration and consultation with special education staff to serve the needs of identified students.

School Improvement Plan 2022-2023

Budget Implications:

Many programs utilized to monitor student progress and establish interventions are purchased through Title I funds. Other programs are purchased through instructional funds provided to each school by the school division. Funds for programs are also purchased through the general school account.

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act ESSER II and American Rescue Plan (ARP) Act ESSER III funds will be used to support summer programming, before/during/after school programming, and unfinished learning activities. The CHPS Continued Learning Plan is posted on the CHPS division website with more information.

Benchmark/Evaluation:

Performance Matters Assessments, VDOE growth assessments, PALs, DSA, SOL tests, and other assessments as applicable.

School Improvement Plan 2022-2023

Component IV: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Lakeview Elementary School has a full time school counselor employed through Colonial Heights Public Schools. Colonial Heights also provides family support and case management through two full-time school social workers. Lakeview is able to provide Therapeutic Day Treatment services through Intercept. Although the program has been limited since the 2019-2020 school year due to the pandemic. Lakeview also partners with Fort Lee's "Adopt-a-School" program which provides positive adult connections with U.S. Army soldiers.

In the 2020-2021 school year, Colonial Heights Public Schools brought social-emotional curriculum into our instructional day. All classes, PreK-5, participate in a daily lesson and class meeting to target social-emotional learning. School counselors, school social workers, and the division's school psychologist provide support and lessons for classes and teachers to use.

Lakeview Elementary is the home for the school division's program for students with Emotional Disabilities. Two special education teachers and four paraprofessionals are assigned to support this program. Students are provided with educational support as well as social-emotional support to meet specific, individual needs.

Ongoing professional development includes administrators, teachers, paraprofessionals, and guidance counselors. Conferences, trainings, and workshops are determined based on staff needs and overall needs of students. Improving instructional methods and strategies are always at the core of professional development. Additional professional development is being provided in areas of needed growth throughout the 2022-2023 school year as determined by teacher self-assessments, administrative observations/evaluations, and walkthroughs.

The Pre-K program at Lakeview Elementary prepares not only students but parents for academic success. Parents are an integral part of the Pre-K program, participating in periodical teacher conferences, meetings, and educational events. Throughout the year, these parent conferences and programs prepare students and families for the transition to kindergarten.

School Improvement Plan 2022-2023

Budget Implications:

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Benchmark/Evaluation:

Professional development attendance logs, discipline data analysis, teacher and student survey, data from school counselor and TDT caseloads and referrals, Positive Action lesson plans, and school counselor lesson and group schedule and lesson plans.