

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

Phases III & IV will be developed and executed at the school as described below:

In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.

Mid-Year Readiness Data and Systems Review should directly inform the Quarter 3 and 4 Implementation Steps.

- ***A Data Review:** is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.*
- ***Systems Review:** is a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.*

Phase III: Mid-Year Review

January 4 – January 29, 2021

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name and position of the person responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

Mid-Year Data Map

For the 2020-2021 school year the Data Maps will be accessible via the SIP (School Improvement Process) Dashboard on Power BI. Schools will be notified of availability via a Weekly Briefing.

Access the SIP Dashboard:

Administrators, members of the School Leadership Team, and Synergy participants all have access to the SIP Dashboard via www.powerbi.com using your MDCPS Office 365 Credentials. Launch the SIP Dashboard from "Shared with me," adding this report to "Favorites" is a recommendation for ease and future reference. Once on the SIP Dashboard, the reports are separated into several tabs navigated at the bottom of the screen. To further disaggregate the data, use the following functions: buttons, filters, slicers, and drill down (availability varies from tab to tab). In each report, examine the titles and descriptions for each visual. Additional text will be provided to describe any features that might be available to you.

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

The School Leadership Team (SLT) met to analyze and develop a common interpretation and understanding of the school's data map. Thereafter, the SLT collaborated to calibrate the findings and create a common trend for each subject area moving forward. The team connected the data trends to our school grade goals to determine if we were close to reaching the percentages defined. Lastly, the SLT created strategic next steps to guide our focus for the remainder of the school year.

2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

One of our goals for school culture is providing opportunities in collaborative spaces to increase teacher collegiality and student attendance. Our data show that our teachers feel that they have opportunities to participate, collaborate, meet with each other both formally and informally across grade levels. It is encouraging to notice that according to the 20-21 Mid-Year staff Data Map, 53% of our current staff strongly agrees that this practice is taking place consistently. Reflectively, this informs the SLT that we are moving in the right direction in terms of building a teamwork environment.

3. In relation to your 2021 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

One of our goals in Academic Programs is to provide Differentiated Instruction strategies during instruction. Based on the i-Ready Reading AP2 Diagnostic, the percentage of Tier 1 students in 3rd grade increased from 38% to 55%. This data point shows that we are moving in the right direction in terms of monitoring students by checking for understanding, reaching our school grade goal of 50% proficiency in reading. However, in 4th grade, Tier 1 percentage grew from 9 to 15 making this the lowest and most concerning data. The 4th grade data trend shows the unlikely possibility of Lakeview reaching that same goal; thus the need to align DI resources to student's data and continue to check for understanding frequently during instruction.

4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?

In both reading and mathematics, the i-Ready AP2 diagnostic reveals a consistent decline in the number of Tier 3 students from 2nd through 5th grade. This trend confirms that Tier 3 intervention is not only on the track, but it is gradually producing the intended outcomes of moving students from Tier 3 to Tier 2 and ensuring that they demonstrate learning gains.

5. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction?

During the 20-21 school year, 28% of the Tier 2/3 students in 3rd, 4th, and 5th grades who are receiving Reading intervention are performing at proficiency levels in ELA grade level Biweekly Assessments. This group of students continues to demonstrate serious deficiencies in reading; thus the need to continue provide rigorous instruction and closely monitor their i-Ready time on task and lesson passing on a weekly basis. The pacing and quality of instruction in the Intervention i-Ready curriculum, such as Toolbox Lessons and Tools for Instruction will continue to be implemented and monitored.

6. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for students participating in extended learning opportunities?

In the 20-21 school year, the L25-L35 students in 4th and 5th grades are currently performing at 18% proficiency in ELA on grade level Biweekly Assessments in Performance Matters as compared to the 19-20 school year, L25-L35 students in 4th and 5th grades which were at 20%. This data

demonstrate that the L25-L35 students continue to struggle with grade-level curriculum. However, the L25-L35 students are currently participating and monitored in extended learning opportunities, such as after-school GEER and Title 3 ESOL Tutoring in order to meet their needs and close their academic gap.

MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

School Culture

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.

The action that led to data surpassing expectations as evident in the staff survey is the fact that the administration is purposely providing the opportunity for staff members to collaborate through a digital platform, such as Teams and ZOOM. The SLT believes that this action step has had a tremendous impact in terms of facilitating cohesion among the staff and connecting them on a more collective level to share best practices.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

The action that led to the data falling short of expectation is that our attendance initiatives have not produced the intended outcomes with our MSO students. When Lakeview's attendance is compared to Tier 1 schools, 19% of our students have 11 or more absences while the average for Tier I school is 9%. The continuation of this situation will have a tremendously negative impact on student learning. In order to close this attendance gap with MSO students, our CIS will make daily phone calls to the parents of the students in questions.

Academic Programs

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.

The action that led to data surpassing our ability to utilize collaborative planning to align student's data to specific DI lessons, data chats, data-driven instruction, review student work in class notebook and journals. According the i-Ready Reading AP2 Diagnostic, show that 51% of 3rd grade students are reading on grade level. The SLT believes that this action step had a positive impact in terms of allowing teachers and academic coaches to have meaningful conversations about student progress. These practices also allow teachers to be reflective about their delivery and outcomes based on student's data.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

The action that led to data falling short of our expectations might lie in teachers not consistently checking for understanding during lesson delivery and monitor students' progress and holding data chats. The SLT need to be more proactive in providing specific feedback and opportunity to analyze

student's data more consistently. Additionally, collaborative planning should focus more on creating lessons with opportunities to check for understanding to monitor students' progress impacting the delivery of instruction to reach the maximum number of students and attain grade-level standards.

3. As a result of the data review, will you be changing your school grade goals?

No

If yes, what school grade goals need to be revised and why?

NA

Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, shared via Weekly Briefing.

School Leadership Core Competencies

Competency 1: Commitment to Students

Lakeview's Leadership Team will use Commitment to Students in the School Improvement Process to identify additional assistance needed through the Response to Intervention (RtI) process and/or referred to the Student Support Team (SST) as needed. Referrals to student services may include guidance counseling, mentoring, academic, and/or behavioral strategies. Additionally, the following sustainable Essential Practices will be implemented to enhance school culture and academics: Data-driven instruction, effective questioning/response techniques, job-embedded professional development, team building activities, leadership visibility, and accessibility, and response to Early Warning Systems (EWS).

Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The SLT will continue to be committed to students, which is our main goal. The team is vigorously involved in the ongoing process of referring students to the SST procedure for those who are demonstrating a large learning gap through data review and progress monitoring. Therefore, systems and routines that are in place will continue to be implemented to ensure this process is continuous. Our teachers are familiar with the process, as they monitor student's progress to remediate and support their needs to maximize their achievement levels.

Competency 2: Focusing on Sustainable Results

Lakeview's Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Plan by prioritizing and tracking students' progress of goals and actions and by aligning students' data with iReady Tool Box lessons and Foundational Skills to provide remediation.

Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The leadership team consistently monitors students' progress by analyzing student's iReady Growth Monitoring, lessons passed, and time on task to provide incentives. This process has been facilitated through walkthroughs, data chat discussions, and monitoring iReady instructional learning. This goal may be refined by ensuring that all teachers participate and find value in tracking students by integrating a visual data wall, in-class competitions, and incentives to increase engagement and academic success through DI, intervention, after-school extended learning opportunities, and Spring Break Academy.

Competency 3: Developing Others

Lakeview's Leadership Team will use the Developing Others Competency in the School Improvement Plan by ensuring that teachers take lead roles during common planning, present their student's data, and collaborate to make sound instructional decisions to ensure students' academic success.

Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The SLT informs teachers through emails, faculty meetings, and weekly bulletin announcements of opportunities for leadership roles, such as STEM committee teacher's engagement and roles. This process can be refined and improved by encouraging more teachers and delegating specific duties to participate. However, the SLT needs to create more opportunities and be deliberate about seeking more teachers to take the lead in leadership roles.

Competency 4: Engages the Team

Lakeview's Leadership Team will use the Engaging the Team competency in the School Improvement Plan by involving the team in defining specific goals that will ensure the academic growth of all students by asking them to pull and analyze their data to align resources to instruct students, thus, closing the academic gap.

Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The SLT will continue to empower and involve teachers in data chats to guide them in identifying specific student's academic needs, assisting students in setting attainable goals, and promoting academic growth by monitoring progress, reviewing-analyzing data, sharing best practices, and aligning resources. Conversations to engage the team spans from collaboration with other organizations to explore the possibility of adding programs that would benefit the students. We need to improve in being more strategic in addressing the needs of possible proficient subgroups, such as the L25, ELL, and ESE student population. The evidence of this implementation consists of teacher's collaborative planning- data chat agendas, and goal setting goals in i-Ready AP1 and AP2 student's data chat forms.

MID-YEAR REVIEW COMMUNICATION

How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?

This information will be presented to teachers during faculty meetings and shared with other stakeholders in a digital format using Zoom at EESAC meetings or data chats throughout the school year.

SCHOOL CULTURE Quarter 3/4 Implementation (February 1 – June 9, 2021)

School Culture Outcome Statement

If the Leadership Team empowers teachers and students with collaborative spaces, attendance initiatives, rewards, and incentives, school-wide teacher collegiality and student attendance are likely to increase.

Sustained Essential Practice

Collaborative Spaces

Priority Actions for the Sustained Essential Practice

The leadership team will provide spaces and opportunities for teachers and staff to collaborate on instructional ideas virtually.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Wed, Jun 9	As teachers become more comfortable with the concept of collaborative spaces, they will in turn provide virtual collaboration opportunities to their students to develop their learning capacity.	Onaidy Moran, Reading Coach	Teachers will be able to create collaborative spaces for their students as a result of coaching guidance during collaborative planning.	Observation of Coaching sessions Dr. Bleus, Mr. Hughes
Start: Mon, Feb 1 End: Wed, Jun 9	Subject and content-specific teachers will be given the opportunity to plan both vertically and horizontally through Breakout Rooms	Dr. Marie R. Bleus, Principal	Reading and math teachers will be given the opportunity to produce a blueprint for vertical alignment of skills acquisition through collaborative spaces.	The instructional blue print, Dr. Bleus, Mr. Hughes
Start: Mon, Feb 1 End: Wed, Jun 9	Beginning teachers will continue to work with their mentor teachers to ensure sustained progress and provide collegial support.	Mr. Jabari R. Hughes, Assistant Principal	Beginning teacher's performance will indicate the extent of this implementation step success.	Conversations with both mentor and mentee will serve as gauge. Dr. Bleus, Mr. Hughes
Start: Mon, Feb 1 End: Wed, Jun 9	Our weekly bulletins will continue to disseminate information until the end of the school year.	Mr. Jabari R. Hughes, Assistant Principal	The Weekly Bulletin is emailed to the staff every Sunday afternoon.	Email, Dr. Marie R. Bleus, Principal

Primary Essential Practice

Rewards/Incentives

Priority Actions for the Primary Essential Practice

The Leadership Team will ensure that rewards and incentives are provided to both staff members and students.

Implementation	Implementation Steps	Person(s)	Expected Evidence	Monitoring
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Date(s)	(Include the action, the frequency of the action, and the purpose of the action.)	Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Students who have made it to Tier 1 according to i-Ready AP2 and students who are maintaining a passing score in ELA Unit Tests or Math's Topic Assessments will be initiated in the 70's club.	Mr. Jabari R. Hughes, Assistant Principal	Students will proudly wear their green wrist bands as a way to incentivize others to try harder.	Wrist bands, Mr. Jabari R. Hughes, Assistant Principal
Start: Mon, Feb 1 End: Wed, Jun 9	Incorporating Growth Mindset quotes will continue with affirmations during Morning Announcements and in Weekly Bulletins to support positive staff morale.	Dr. Marie R. Bleus, Principal	A growth mindset quote is read over the Morning Announcements daily	Morning Announcements, Dr. Marie R. Bleus,
Start: Mon, Feb 1 End: Wed, Jun 9	The School Leadership Team intends to continue to boost staff morale with an occasional breakfast or lunch on a quarterly basis.	Dr. Marie R. Bleus, Principal	The administration will continue to offer an occasional breakfast, lunch, or snack as a way to sustain collegiality and boost morale.	Occasional incentives, Dr. Marie R. Bleus,
Start: Mon, Feb 1 End: Wed, Jun 9	Celebrate and acknowledge student success by selecting one student per class as "Student of the Month" will continue.	Sandra Blemur, Counselor	Powerpoint presentations of monthly honorees	Dr. Marie R. Bleus,

Secondary Essential Practice

Attendance Initiatives

Priority Actions for the Secondary Essential Practice

The Leadership Team will create attendance initiative systems to improve the attendance rate of both teachers and students.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Maintain the practice of "Are You Here Today?" as a means of encouraging students to report to school daily both physically and virtually.	Sandra Blemur, Counselor	A list of awardees will be logged as evidence and hopefully, student attendance will stabilize	Attendance reports, Dr. Marie R. Bleus
Start: Mon, Feb	Teachers will keep implementing the use of the Class	Mr. Jabari R.	The accumulation of Do-Jo points	Mr. Jabari R.

1 End: Wed, Jun 9	Dojo Point System and other teacher created rewards to motivate students.	Hughes, Assistant Principal	will serve as evidence	Hughes, Assistant Principal
Start: Mon, Feb 1 End: Wed, Jun 9	The School Leadership Team will collaborate and share attendance incentive programs with parents will continue virtually.	Mr. Jabari R. Hughes, Assistant Principal	Teachers will maintain a log of their communications with parents regarding student attendance.	Logs, Mr. Jabari R. Hughes, Assistant Principal
Start: Mon, Feb 1 End: Wed, Jun 9	Administration will preserve the practice of identifying and rewarding teachers with perfect attendance every month.	Dr. Marie R. Bleus, Principal	A decrease in staff absenteeism will serve as evidence.	Attendance log Dr. Marie R. Bleus, Principal

**Academic Programs
Quarter 3/4 Implementation
(February 1 – June 9, 2021)**

Academic Programs Outcome Statement

If the teachers continue to implement differentiated instruction, systematically deliver standards-aligned instruction, and periodically check for student understanding, then students' academic achievement will increase.

Sustained Essential Practice

Differentiated Instruction

Priority Actions for the Sustained Essential Practice

The teachers will utilize data to plan for and deliver Differentiated Instruction to meet the needs of all students.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Wed, Jun 9	The Reading Coach will meet with teachers to redesign their Differentiated Instruction grouping post i-Ready AP 2 during collaborative planning.	Dr. Onaidy Moran, Reading Coach	Teachers will reconfigure their DI groupings to better respond to their students' academic deficiencies	Revamped DI groupings, Marie R. Bleus, Principal
Start: Mon, Feb 1 End: Wed, Jun 9	During collaborative planning, teachers will continue to use student data to incorporate Daily Learning Targets and Daily End Products in their lesson plans.	Dr. Onaidy Moran, Reading Coach	Teachers' lesson plans will have targeted DLTs and DEPs.	Lesson Plans, Marie R. Bleus, Principal

Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will continue to identify resources that are aligned to the academic needs of Tier 3 students during collaborative planning.	Dr. Onaidy Moran, Reading Coach	Teachers' lesson plans with targeted questions and activities for Tier 3	Lesson Plans, Marie R. Bleus, Principal
Start: Mon, Feb 1 End: Wed, Jun 9	The leadership team will conduct periodic students' data chats as habitual to increase students' understanding of their own academic growth.	Dr. Marie R. Bleus, Principal Mr. Jabari Hughes, AP	Data chats and Tracking logs	Completion of Tracking logs, Dr. Marie R. Bleus, Principal

Primary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Primary Essential Practice

The teachers will be provided on-going professional development opportunities to improve their delivery of standard-based instruction.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Continue supporting teachers with DEP/DLT and standard-aligned instructional lesson plans.	Dr. Onaidy Moran, Reading Coach	Teachers' lesson plans will have targeted DLTs and DEPs.	Lesson Plans, Marie R. Bleus, Principal
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will identify one standard to monitor student progress to ensure alignment progression .	Dr. Onaidy Moran, Reading Coach	Teachers' lesson plans with targeted standards.	Lesson Plans, Marie R. Bleus, Principal
Start: Mon, Feb 1 End: Wed, Jun 9	During collaborative planning, the Literacy Coach will continue to guide teachers on how to align resources with the instructional standards.	Dr. Onaidy Moran, Reading Coach	Before reporting to collaborative planning, the teachers will select and aligned their instructional activities to the targeted standards.	Lesson Plans, Marie R. Bleus, Principal
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will continue to plan for effective standards-aligned instruction for all learners.	Dr. Onaidy Moran, Reading Coach	Teachers' lesson plans aligned with targeted standards.	Lesson Plans, Marie R. Bleus, Principal

Secondary Essential Practice

Checks for Understanding

Priority Actions for the Secondary Essential Practice

The teachers will utilize proven academic strategies, incorporate HOT questions in lesson plans, and reteach for mastery as necessary.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Check for understanding throughout the instructional block should become common practice.	Dr. Onaidy Moran, Reading Coach	During classroom visits, the Principal should see evidence of Check for Understanding during the delivery.	Q & Rs, Marie R. Bleus, Principal
Start: Mon, Feb 1 End: Wed, Jun 9	See Step 1	See Step 1	See Step 1	See Step 1
Start: Mon, Feb 1 End: Wed, Jun 9	See Step 1	See Step 1	See Step 1	See Step 1
Start: Mon, Feb 1 End: Wed, Jun 9	See Step 1	See Step 1	See Step 1	See Step 1

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

On a weekly basis, the Literacy Coach will meet with ELA teachers to plan high-quality grade level instruction in grades KG through 5. Using the Standards and skills outlined in the Pacing Guides, the administrative team will conduct classrooms visits to ensure the implementation of the instructional plan. These visits, both virtual and physical are to ensure that high-quality instruction is being provided to all students.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

All students who remain in Tier 2/3 according i-Ready AP2 are required to participate in either the GEER or the Title III tutoring as appropriate. Additionally, Tier 2 students who on cusp of reaching proficiency status have been shifted to receive intervention from the Reading teacher. Intense intervention continues for all Tier 3 students to ensure their steady progress.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

To date, Lakeview Elementary has provided extended learning opportunities to all Tier 2 and Tier 3 students in grades 2nd through 5th. These opportunities are provided through the GEER and Title III programs. Moving forward, it is our intent to offer Spring Break Academy to that same group.