

Planning Year 2022-2023

Implementation September 2023-June 2026



Arthur Jacobsen Elementary School

School Improvement Plan



School Improvement Plan Adopted by the Auburn School Board of Directors on
insert school board approval date here.

September 2023-June 2026
Auburn School District Strategic Plan 2022 - 2027

Auburn School District Mission Statement: Our Common Work on Behalf of Students and Families

In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.

Auburn School District Vision: Our Aspirations Each student will have an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

Focused Foundational Priorities Key to SIP

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards.

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Foundation 3:

Skilled, Diverse Staff that Represent the Community

Priorities:

- Professional development to achieve the strategic priorities.

Foundation 4:

Innovative Systems & Structures

Priorities:

- Revamp and streamline systems to support students, families and staff.

Date Plan Reviewed by District Team	
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School Improvement Team Signatures 2022-2026			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Eric Daniel	Principal		
Brian Kemp	Assistant Principal		
Tracy Blumenthal	Parent/Guardian*		
Kamal Warfa	Student*		
Taran Kuman Das Mitalic Das	Community Members*		
Erica Covey	Instructional Specialist		
Holly Coates	Librarian		
Naomi Elliott	ML Teacher		
Kelsey Heyer	Third Grade		
Kathleen Mooney	Fourth Grade		
Michelle Nelson	Title/LAP		
Jackie Stone	Fifth Grade		
Joy Tamondong	Second Grade		
Angela Welker	First Grade		
*Each team must include staff, students, families/parents/guardians and community members.			

Stakeholder Input

Members of the team were selected to represent the breadth of our staff across grade levels. The team began meeting in October and continued to meet as needed throughout the year, both at district level training/ work sessions and in the building. Several meetings were held using building hours or staff meeting times to report progress and get input from staff. At these meetings we shared data that are the basis for our goals. We also elicited input from staff members about the action plans to be implemented over the duration of the plan.

Signatures for Approval

District Leadership		
Alan Spicciati	Superintendent	
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Louanne Decker	Assistant Superintendent Technology	
Heidi Harris	Assistant Superintendent Student Learning	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Dave Halford	Executive Director Principal Leadership and School Programs	
School Board		
Sheilia McLaughlin	District Director 1	
Arlista Holman	District Director 2	
Valorie Gonzales	District Director 3	
Laura Theimer	District Director 4	
Tracy Arnold	District Director 5	

School Mission

The mission of AJ is to provide a welcoming, safe, inclusive learning community focused on positive relationships and academic excellence.

School Vision

AJ's vision is to collaboratively forge a powerful model of education by utilizing equitable, engaging, and effective teaching practices to accelerate learning for all students.

Parent Engagement – SWT 2/LAP

At Arthur Jacobsen, we have many opportunities and levels of involvement for parents. Communication occurs regularly through classroom newsletters, teacher websites, google classroom, and the school newsletter. We have fall conferences with an option to meet with teachers in the spring. We have an art docent program in which each classroom has a parent volunteer. Our school is building back our PTSA which includes a variety of parents who coordinate and help with book fairs, ice cream socials, assemblies, and before and after school programs. All parent volunteers are welcome by classrooms and office personnel, and many offer their time to further promote clubs and activities here at AJ.

Arthur Jacobsen Elementary and the Title/LAP program recognize that children have successful educational experiences when families and teachers work together to assist and support the children in their academic endeavors. The following are ways that Title/LAP works in partnership with parents to promote the educational success of the students.

Communication/School Climate: Communication is a key element in the building of the parent/school partnership. All students at AJ benefit from our school-wide Title/LAP reading and math support. All students may have the opportunity to use quality math and reading materials purchased with Title/LAP funds. Title/LAP allows for smaller class size during Walk to Read Groups at all grade levels.

A Title/LAP Student Learning Plan and Compact is sent home each fall with all students. At this time, parents are asked to commit to ways they will be able to help their children at home. Throughout the course of the year newsletters, telephone calls, email, Title/LAP progress reports, availability at Open House, and conferences are provided to ensure school/parent communication.

Parent Education: Parenting requires continuing support to assist children's educational needs. Open House and Parent Nights are offered throughout the course of the year. These programs offer many suggestions of ways parents can help their children at home. Newsletters contain suggestions for assisting their children in a variety of ways. Parent conferences also allow the time for parents to receive assistance in how to support their children's learning.

Involvement in School: Parent involvement is encouraged. The Arthur Jacobsen Elementary Title/LAP program has an open-door policy. Parents are welcome to come and observe their children during Walk to Read instruction for all grades. To help enhance this involvement, the reading room is open for visitation

during parent conference week. Feel free to stop by and see first- hand what kinds of things your children are learning at school and how you can support this at home.

Learning at Home: The Title/LAP program encourages students to practice their skills at home with the help of their parents. Students are encouraged to participate in the Accelerated Reading and school wide reading programs. Teachers send homework that supports the reading curriculum.

Parent Input: Parents will have an opportunity to indicate activities that they feel would be helpful to them in helping their children at home. At the end of the year, parents are surveyed to evaluate Title/LAP support for reading and plan for the next school year.

Extended Learning Opportunities: All extended learning opportunities are dependent on Title/LAP funding. Opportunities may include before or after school programs. Summer School programs for students at selected grades may be offered. You will receive information on such opportunities as funds are made available.

Student Transitions – SWT 2 & 3/LAP

Student transitions start occurring as early as the month of January. We have our ECE program staff working with our Special Education Teacher and our Kindergarten teachers to coordinate individualized transition plans for all ECE students that will enter kindergarten in the fall. These plans are developed to accommodate each student's specific needs with timelines that will allow for introductions to their future kindergarten teacher and time for familiarizing themselves with the classroom change and new classroom procedures. These plans are developed to meet the needs of our incoming kindergarteners and adapted as needed. During this time we also schedule welcoming events for our families in the community to come learn about kindergarten and to schedule kindergarten testing.

For our fifth grade students, our fifth grade teachers, the school counselor, and school administrators work collaboratively with the counseling and administrative staff at Rainier Middle school to coordinate transition activities/conversations to support our fifth graders. This includes sharing information about students strengths and growth opportunities for classroom placement, AVID recommendations and general information about students to better equip staff at Rainier Middle School for the transition. We also coordinate visitations for our parents to attend Rainier Middle School for an informational/tour night and for our students with special needs to visit Rainier Middle School and get a tour. Additionally, all 5th grade students meet with the middle school counselors to go over the transition and answer any questions they may have.

We have a June “Move-Up Day” for Kindergarten through grade four to allow students to meet their new teachers and classmates for the next school year. During this time the teacher shares information about the upcoming school year and allows for the teacher to start building relationships with each student and family.

Assessment Decisions – SWT 3/LAP

Assessments are administered according to the district assessment calendar. We use formative assessments from district curriculum and classroom based assessments to meet standards. Data from these assessments are utilized during PLC meetings for instructional groupings and instruction. Three times per year

we hold data carrousel meetings with all certificated staff. Annually, we analyze SBA and ELPA data for decision making. Assessments administered include: SBA, DIBELS, iReady Math, iReady Reading, ICA, IBA, Math Fact Fluency and Teacher Rating Scales K-4.

Effective, Timely Assistance – SWT 2 &3/LAP

Our building conducts a Title/LAP program that addresses reading, writing, and/or mathematics, as well as readiness skills associated with these content areas. Students are identified for Title/LAP as those students in kindergarten through grade 5 who score below standard for their grade level using multiple measures of performance, including the statewide student assessments or other assessments and performance tools administered by the school.

Multiple Measures of Performance Include:

- “Dynamic Indicators of Basic Early Literacy (DIBELS) screener Grades K-5
- “Measurement of iReady Reading and Math Grades K-5
- “Smarter Balanced Assessment Grades 3 & 4
- “Teacher Rating Scale Grades K-4

Students with greatest academic need in basic skills as identified by statewide, school and/or district assessments or other performance measures are served in Title/LAP.

Prioritized Challenges

Staff were involved in creating these prioritized challenges in multiple ways. Initially the SIP team looked at the data and started creating challenge narratives. Once the team had a list of narratives created the staff was then asked to review the narratives while looking at the data and see if they agreed with the challenges found or if they wanted to create any other challenge narratives. This process took place over multiple months during building hours and staff meetings.

Goal 1 Literacy:

- Less than half of all students are meeting benchmark ELA standards according to SBA Reading data in 2021-22: 3rd grade 44%, 4th grade 44.2%, 5th grade 45%.
- Demographic subgroups with the lowest pass rates in 2021-22: White 45%, Black/African American 43%, Hispanic/Latino 26%, Native Hawaiian/Pacific Islander 0%.
- Gender subgroups show significant disparities in pass rates in 2021-22 at two grade levels: 4th grade: 41% female 47% male and 5th grade 33% female 56% male.
- Low percentage of ML students are meeting benchmark ELA standards according to SBA Reading data in 2021-22: 3rd grade 16%, 4th grade 7%, 5th grade 23%.

Goal 2 Math:

- Less than half of all students are meeting benchmark Math standards according to SBA Math data in 2021-22: 3rd grade 51.3%, 4th grade 43.4%, 5th grade 31.3%.
- Demographic subgroups with the lowest pass rates in 2021-22: White 44%, Black/African American 33%, Hispanic/Latino 23% and Native Hawaiian/Pacific Islander 33%.
- Gender subgroups show significant disparities in pass rates in 2021-22 at all three grade levels: 3rd grade: 45% female 56% male, 4th grade: 24% female 60% male, and 5th grade 18% female 44% male.
- Low percentage of ML students are meeting benchmark Math standards according to SBA Math data in 2021-22: 3rd grade 28%, 4th grade 7%, 5th grade 18%.

Goal 3 Culturally Responsive Practices/Equitable Actions:

- In the 2022 CEE survey students positive perception of “I want to talk with my teacher(s), they are available to me” was 51%
- In the 2022 CEE survey 67% of students responded positively that they enjoyed coming to this school.
- In the 2022 CEE survey staff, students and parents all indicated that intervention for struggling students was a concern with 50% of staff saying struggling students receive early intervention and remediation to acquire skills, 70% of students say my teacher find other ways for me to learn things I find difficult, and 73% of families say struggling students receive early intervention and additional help at this school.
- In the 2022 CEE survey, only 50% of staff highly ranked that struggling students receive early intervention and remediation to acquire skills and only 45.5% of staff highly ranked that instruction is personalized to meet the needs of each student.

SMART(IE) Goal

SMARTIE Goal 1 - Literacy

The percent of all students in grades 3, 4, and 5 scoring at levels 1 and 2 as measured by the ELA SBA assessment will decrease from 56% in 2022 to 20% in 2026 with the percent of ML students at levels 1 and 2 decreasing from 85% in 2022 to 50% in 2026 as measured by the ELA SBA.

The SMARTIE Goal for ELA was developed to meet the needs in foundation one culturally responsive and inclusive practices for teaching, support and leadership of our strategic plan. This goal captures students meeting and exceeding grade level and content area standards. The SMARTIE Goal also addresses family, student and staff partnerships in foundation two which addresses students learning life-ready skills and preparing each student for college, career and beyond graduation.

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities:

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards.

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

SMARTIE Goal 2 - Math:

The percent of all students in grades 3, 4, and 5 scoring at levels 1 and 2 as measured by the Math SBA assessment will decrease from 58% in 2022 to 20% in 2026 with the percent of ML students at levels 1 and 2 decreasing from 82% in 2022 to 50% in 2026 as measured by the Math SBA.

The SMARTIE Goal for Math was developed to meet the needs in foundation one culturally responsive and inclusive practices for teaching, support and leadership of our strategic plan. This goal captures students meeting and exceeding grade level and content area standards. The SMARTIE Goal also addresses family, student and staff partnerships in foundation two which addresses students learning life-ready skills and preparing each student for college, career and beyond graduation.

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support and Leadership

Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

SMARTIE Goal 3:

The percentage of students that report they perceive enjoying coming to school will increase from 67% on the 2022 CEE to 80% on the 2024 CEE and 95% on the 2026 CEE.

The SMARTIE Goal 3 was developed to meet the needs in foundation one culturally responsive and inclusive practices for teaching, support and leadership of our strategic plan. This goal captures a welcoming environment for families, students and staff along with culturally responsive practices. The SMARTIE Goal also addresses family, student and staff partnerships in foundation two which addresses students learning life-ready skills and preparing each student for college, career and beyond graduation.

Foundation 1:**Culturally Responsive & Inclusive Practices for Teaching, Support and Leadership****Priorities**

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards

Foundation 2:**Family, Student and Staff Partnerships****Priorities:**

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Describe alignment to District Strategic Plan Foundational Priorities: see above

SMARTIE Goal 1(Literacy): The percent of all students in grades 3, 4, and 5 scoring at levels 1 and 2 according to the ELA SBA assessment will decrease from 56% in 2022 to 20% in 2026 with the percent of ML students at levels 1 and 2 decreasing from 85% in 2022 to 50% in 2026 as measured by the ELA SBA.

Action Plan

Action Step 1 SWT 2 & 3/LAP

Implement an effective MTSS system with a focus on strengthening K-5 CORE instruction.

Evidence of Implementation (Teacher Practice)

Specific actions to be taken by teachers
Scaffold across the year

Evidence of Impact (Student Data)

What student data is analyzed to
measure the impact on learning?

Systems to Monitor

How will you measure the degree of implementation?
What are the measures of teacher practices that show levels of
implementation?
What processes are you using to measure the impact on learning?

August

- Professional development on backwards planning for common understanding
 - Professional development on ELA Standards
 - Analyze standards and progressions of learning: keywords that identify the concepts and skills
 - What are the progressions pertaining to the standard
 - Use district resources and instructional calendar and follow 5 day plan
 - Taking the assessment with the team.
 - Identifying the standard being assessed
 - Identifying key words/vocabulary that will need to be addressed
 - Identifying the progressions of skill that is associated with standard
 - Pre-assessment data analysis

- K-5th use Spring benchmark DIBELS and iReady to identify student strengths/challenges
- Use 3rd-5th SBA to identify strengths /challenges for students and the school.
 - Staff identify ML and other subgroup categories
- K-5th use trimester 3 progress monitoring data

Monitoring will begin in September.

<ul style="list-style-type: none">○ <i>Create a scope and sequence utilizing the curriculum to address what students needs are.</i>○ <i>Inclusion of target review</i>○ <i>Post-assessment data analysis</i>● <i>Professional development in implementing systematic and explicit instruction with high levels of student participation</i>○ <i>How to implement engagement strategies</i>○ <i>Small group instruction tights</i>○ <i>Large group instruction tights</i>○ <i>What is high rigor questioning</i>		
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September-Mid-November

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| <ul style="list-style-type: none"> ● <i>Focus on ELA standards as outlined through the district provided curriculum</i> ● <i>2nd -5th grade teachers consistently use pre-test to identify where students are currently at</i> ● <i>Backwards planning as a team</i> <ul style="list-style-type: none"> ○ <i>Taking the assessment with the team</i> ○ <i>Identifying the standard being assessed</i> ○ <i>Identifying key words/vocabulary that will need to be addressed</i> ○ <i>Identifying the progressions of skill that is associated with standard</i> ○ <i>Create a scope and sequence utilizing the curriculum to address what students needs are</i> ● <i>Implementing explicit instruction with high levels of student participation.</i> ● <i>Teachers consistently build review/reteaching into daily instruction</i> ● <i>Teachers consistently use post-test to identify student needs or strengths to plan next steps in instruction</i> | <ul style="list-style-type: none"> ● <i>K-5th uses Fall Benchmark DIBELs to identify strengths/challenges and subgroups.</i> ● <i>1st-5th uses the Fall iReady Assessment to identify strengths/challenges and subgroups.</i> ● <i>K uses WA-Kids and Tri-Skills to identify strengths/challenges and subgroups.</i> ● <i>K-5th teachers analyze pre/post assessment data to monitor individual student growth and adjust instruction.</i> ● <i>Teachers analyze progress monitoring data to monitor individual student growth, grouping, and instruction.</i> ● <i>Teacher modifies instruction based on post assessment</i> ● <i>Teachers and students reevaluate goals based on pre/post assessments.</i> ● <i>Staff identify ML and other subgroup categories</i> | <ul style="list-style-type: none"> ● <i>Grade level teams share data through PLC+ for collaboration to identify instructional strategies for students not getting it yet.</i> ● <i>Building leadership team meets with teachers 3x a year to analyze benchmark data.</i> ● <i>Progress monitoring data for DIBELs imputed into platform for staff analyzing monthly</i> ● <i>Goal tracking sheet for students shared with parents</i> ● <i>Administration and instructional specialist meet with all teachers to help determine an area of need that will benefit from professional development</i> ● <i>Backwards planning will occur with an administrator or instructional specialist once a month.</i> ● <i>Walk through data collection collected by administration or instructional specialist and shared with staff.</i> |
|---|---|--|

<p><i>Mid-November - January</i></p> <p>Maintain Practices Outlined above and add:</p> <ul style="list-style-type: none"> ● Teachers scaffold using deliberate practice <ul style="list-style-type: none"> ○ What is deliberate practice ○ Getting Learners Engaged ○ Motivating Learners <ul style="list-style-type: none"> ■ Orientation ■ Supportive of autonomy ■ Developmentally appropriate ○ Productive Failure and Success 	<ul style="list-style-type: none"> ● 2nd-5th teachers analyze pre/post assessment data to monitor individual student growth and adjust instruction. ● Teachers analyze progress monitoring data to monitor individual student growth, grouping, and instruction. ● Teacher modifies instruction based on post assessment ● Teacher and students reevaluate goals based on pre/post assessments ● Staff self-assessment on deliberate practice. ● Walkthrough data ● Staff identify ML and other subgroup categories 	<p>Maintain Practices Outlined above</p>
<p><i>February-April</i></p> <p>Maintain Practices Outlined above and add:</p> <ul style="list-style-type: none"> ● Development with the team front end scaffolds. <ul style="list-style-type: none"> ○ What is front end scaffolds ○ Exceeding Student Cognitive Load ○ Engagement ○ Representation ○ Action and Expression ○ Vocabulary 	<p>Maintain Practices Outlined above and add:</p> <ul style="list-style-type: none"> ● K-5th uses Winter Benchmark DIBELS to identify strengths/challenges and subgroups. ● K-5th uses the Winter iReady Assessment to identify 	<p>Maintain Practices Outlined above</p>

	<i>strengths/challenges and subgroups.</i> <ul style="list-style-type: none"> • <i>Tri-Skills assessment to identify strengths/challenges and subgroups.</i> 	
April-June <i>Maintain Practices Outlined above and add:</i> <ul style="list-style-type: none"> • <i>Develop with the team back-end scaffolds</i> <ul style="list-style-type: none"> ○ <i>What is Back-end Scaffolds</i> ○ <i>Graphic Organizers</i> ○ <i>Study Skills</i> ○ <i>Feedback</i> 	<i>Maintain Practices Outlined above and add:</i> <ul style="list-style-type: none"> • <i>Spring iReady Data</i> 	<i>Maintain Practices Outlined above and add:</i> <ul style="list-style-type: none"> • <i>Student data collection about instruction and engagement collected by the instructional specialist, administrator or classroom teacher.</i>
Action Step 2 SWT 2 & 3/LAP	Implementation of the “O-organization” component of WICOR in literacy instruction for AVID.	
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
August <ul style="list-style-type: none"> • <i>Whole school common understanding of WICOR</i> • <i>School Focus (organization)</i> • <i>Teachers develop organization protocol for the school</i> • <i>Teachers develop organization protocol for the classroom</i> • <i>Teachers understanding of goal setting</i> • <i>Teaching teams meet to set up example binders to make sure the grade level is consistent.</i> 	<i>Student data will be collected in September.</i>	<i>Monitoring will begin in September.</i>

<p>September-Mid-November</p> <ul style="list-style-type: none"> Teachers help students set up their binders/folders. Teachers in their teams go over how they would like students to organize their notes for lessons being taught. Professional development K-5 in note taking process Teachers come up with which note taking format works best for which lessons/skills/goals 	<ul style="list-style-type: none"> Student binders/folder checks Student notebooks Student goals 	<ul style="list-style-type: none"> Walk through tool collects data regarding student organization and data is shared with staff. Administration team analyzes organization data from and determines the need for professional development. Teachers check binders/folders throughout the month
<p>Mid-November- January</p> <ul style="list-style-type: none"> Teachers implement note taking format decided upon by the team Professional development in note taking process 	<p>Maintain Practices Outlined above and add:</p> <ul style="list-style-type: none"> Walk through data Staff identify ML and other subgroup categories 	<p>Maintain Practices Outlined above and add:</p> <ul style="list-style-type: none"> Walk through collection of implementation of notetaking method/strategies Teacher feedback on student progression in implementing note taking. Student feedback on using note taking strategy
<p>February-April</p> <p>Maintain Practices Outlined above</p>	<p>Maintain Practices Outlined above and add:</p> <ul style="list-style-type: none"> Teacher and student feedback on note taking 	<p>Maintain Practices Outlined above</p>
<p>April-June</p> <ul style="list-style-type: none"> Maintain Practices Outlined above 	<p>Maintain Practices Outlined above</p>	<p>Maintain Practices Outlined above</p>

SMARTIE Goal 2 (Math): The percent of all students in grades 3, 4, and 5 scoring at levels 1 and 2 according to the Math SBA assessment will decrease from 58% in 2022 to 20% in 2026 with the percent of ML students at levels 1 and 2 decreasing from 82% in 2022 to 50% in 2026 as measured by the Math SBA.

Action Plan

Action Step 1

SWT 2 & 3/LAP

Implement an effective MTSS system with a focus on strengthening K-5 CORE instruction.

Evidence of Implementation (Teacher Practice)	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
<p>August</p> <ul style="list-style-type: none"> Professional development on MATH standards Understanding of district resources and instructional calendar Professional development on backwards planning for common understanding Professional development in implementing explicit instruction with high levels of student participation Teachers develop conceptual skills to implement foundational fact practice 	<ul style="list-style-type: none"> K-5th use Spring benchmark iReady to identify student strengths/challenges Use 3rd-5th SBA to identify strengths/challenges for students and the school. K-5th use trimester 3 progress monitoring data 	
<p>September-Mid-November</p> <ul style="list-style-type: none"> Focus on MATH standards as outlined through the district provided curriculum. K-5th grade teachers consistently use pre-test to 	<ul style="list-style-type: none"> 1st-5th uses the Fall iReady Assessment to identify strengths/challenges and subgroups. K uses WA-Kids and Tri-Skills to identify strengths/challenges and subgroups. 	<ul style="list-style-type: none"> Grade level teams share data through PLC+ for collaboration to identify instructional strategies for students not getting it yet. Building leadership team meets with teachers 3x a year to analyze benchmark data.

<p><i>identify where students are currently at.</i></p> <ul style="list-style-type: none"> ● <i>Backwards planning as a team</i> ● <i>Systematic and explicit instruction of foundational fact fluency</i> ● <i>Implementing explicit instruction with high levels of student participation.</i> ● <i>Teachers consistently build review/reteaching into daily instruction</i> ● <i>Teachers consistently use post-test to identify student needs or strengths to plan next steps in instruction</i> 	<ul style="list-style-type: none"> ● <i>K-5th teachers analyze pre/post assessment data to monitor individual student growth and adjust instruction.</i> ● <i>Teachers analyze progress monitoring data to monitor individual student growth, grouping, and instruction.</i> ● <i>Teacher modifies instruction based on post assessment</i> ● <i>Teachers and students reevaluate goals based on pre/post assessments.</i> ● <i>Staff identify ML and other subgroup categories</i> ● <i>1-5 Reflex Math student data</i> 	<ul style="list-style-type: none"> ○ <i>Creation of next steps with groupings, professional development, and communication with parents</i> ● <i>Progress monitoring data for DIBELs imputed into platform for staff analyzing monthly</i> <ul style="list-style-type: none"> ○ <i>student placement</i> ○ <i>reteaching indicators</i> ○ <i>professional development opportunities</i> ● <i>Goal tracking sheet for students shared with parents</i> ● <i>Administration and instructional specialist meet with all teachers to help determine an area of need that will benefit from professional development</i> ● <i>Backwards planning will occur with an administrator or instructional specialist once a month.</i> ● <i>Walk through data collection collected by administration or instructional specialist and shared with staff.</i>
<p><i>Mid-November - January</i></p> <p><i>Maintain Practices Outlined above and add:</i></p> <ul style="list-style-type: none"> ● <i>Teachers scaffold using deliberate practice</i> <ul style="list-style-type: none"> ○ <i>What is deliberate practice</i> ○ <i>Getting Learners Engaged</i> ○ <i>Motivating Learners</i> <ul style="list-style-type: none"> ■ <i>Orientation</i> ■ <i>Supportive of autonomy</i> ■ <i>Developmentally appropriate</i> ○ <i>Productive Failure and Success</i> 	<ul style="list-style-type: none"> ● <i>2nd-5th teachers analyze pre/post assessment data to monitor individual student growth and adjust instruction.</i> ● <i>Teachers analyze progress monitoring data to monitor individual student growth, grouping, and instruction.</i> ● <i>Teacher modifies instruction based on post assessment</i> ● <i>Teacher and students reevaluate goals based on pre/post assessments</i> ● <i>Staff self-assessment on deliberate practice.</i> 	<p><i>Maintain Practices Outlined above</i></p>

	<ul style="list-style-type: none"> • Walkthrough data • 1-5 Reflex Math student data • Staff identify ML and other subgroup categories 	
February-April Maintain Practices Outlined above and add: <ul style="list-style-type: none"> • Development with the team front end scaffolds. <ul style="list-style-type: none"> ○ What is front end scaffolds ○ Exceeding Student Cognitive Load ○ Engagement ○ Representation ○ Action and Expression ○ Vocabulary 	Maintain Practices Outlined above and add: <ul style="list-style-type: none"> • K-5th uses the Winter iReady Benchmark Assessment to identify strengths/challenges and subgroups. • Tri-Skills assessment to identify strengths/challenges and subgroups. 	Maintain Practices Outlined above
April-June Maintain Practices Outlined above and add: <ul style="list-style-type: none"> • Develop with the team back-end scaffolds <ul style="list-style-type: none"> ○ What is Back-end Scaffolds ○ Graphic Organizers ○ Study Skills ○ Feedback 	Maintain Practices Outlined above and add: <ul style="list-style-type: none"> • Spring iReady Data 	Maintain Practices Outlined above and add: <ul style="list-style-type: none"> • Student data collection about instruction and engagement collected by the instructional specialist, administrator or classroom teacher.
Action Step 2 SWT 2 & 3/LAP	Implementation of the “O-organization” component of WICOR in mathematical instruction for AVID.	
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?

August <ul style="list-style-type: none"> • Whole school common understanding of WICOR • School Focus (organization) • Teachers develop organization protocol for the school • Teachers develop organization protocol for the classroom • Teachers understanding of goal setting • Teacher teams get together with their team to set up example binders to make sure the grade level is consistent. 	<i>Student data will be collected in September.</i>	<ul style="list-style-type: none"> • AVID team will provide professional leadership training in August to launch organization
September-Mid-November <ul style="list-style-type: none"> • Teachers help students set up their binders/folders. • Teachers in their teams go over how they would like students to organize their notes for lessons being taught. • Professional development K-5 in note taking process • Teachers come up with which note taking format works best for which lessons/skills/goals 	<ul style="list-style-type: none"> • Student binders/folder checks • Student notebooks • Student goals 	<ul style="list-style-type: none"> • Walk through tool collects data regarding student organization and data is shared with staff. • Administration team analyzes organization data from and determines the need for professional development. • Teachers check binders/folders throughout
Mid-November- January <ul style="list-style-type: none"> • Teachers implement note taking format decided upon by the team • Professional development in note taking process 	Maintain Practices Outlined above and add: <ul style="list-style-type: none"> • Walk through data • Staff identify ML and other subgroup categories 	Maintain Practices Outlined above and add: <ul style="list-style-type: none"> • Walk through collection of implementation of notetaking method/strategies • Teacher feedback on student progression in implementing note taking. • Student feedback on using note taking strategy

February-April <i>Maintain Practices Outlined above</i>	<i>Maintain Practices Outlined above and add:</i> <ul style="list-style-type: none"> Teacher and student feedback on note taking Staff identify ML and other subgroup categories 	<i>Maintain Practices Outlined above</i>
April-June <i>Maintain Practices Outlined above</i>	<i>Maintain Practices Outlined above</i>	<i>Maintain Practices Outlined above</i>

SMARTIE Goal 3 The percentage of students that report they perceive enjoying coming to school will increase from 67% on the 2022 CEE to 80% on the 2024 CEE and 100% on the 2026 CEE.

☐ Elementary & Middle School: Culturally Responsive Practices/Equitable Actions
☐ High School: Credit Attainment/Graduation Rate):

Action Plan

Action Step 1 SWT 2 & 3/LAP	Implement the seven principles of culturally responsive teaching practices.	
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
August <ul style="list-style-type: none"> Professional development: 7 principles of Culturally Responsive Practice & Perception Survey for students and staff 	<i>Student data will be collected in September.</i>	<ul style="list-style-type: none"> School climate survey - google forms School communication survey - google forms Culturally responsive practices indicators walk through tool. Collects data on 7 principles and data is then shared with staff.

<ul style="list-style-type: none"> • <i>Expectations and procedures in regards to connecting with families</i> • <i>Expectations and procedures in regards to attendance</i> 		
<p><i>September-Mid-November (CRT 6) Classroom is managed with firm, consistent, caring guidance.</i></p> <ul style="list-style-type: none"> • <i>Routines and expectations are clearly communicated to students</i> • <i>Student misbehaviors are addressed in a way that maintain the students dignity and respect</i> <p><i>(CRT 1) Students are affirmed in their cultural connections</i></p> <ul style="list-style-type: none"> • <i>Integrate text/writing & projects that are relevant to the student</i> <p><i>(CRT 2) Teacher is personally inviting</i></p> <ul style="list-style-type: none"> • <i>Including everyone by visually scanning room to see who isn't there</i> • <i>Modeling how to acknowledge your own mistakes.</i> <p><i>(CRT 3) Learning environments are physically and culturally inviting.</i></p> <ul style="list-style-type: none"> • <i>Child-created work displayed</i> • <i>Child-friendly layout of classroom & supplies</i> 	<p><i>Seven principles of culturally responsive practices:</i></p> <ul style="list-style-type: none"> • <i>Monthly school climate survey</i> <ul style="list-style-type: none"> ○ <i>Students</i> • <i>Monthly attendance data shared with all staff, students and families</i> • <i>Trimester school communication survey</i> <ul style="list-style-type: none"> ○ <i>staff</i> ○ <i>families</i> 	<p><i>Seven principles of culturally responsive practices</i></p> <ul style="list-style-type: none"> • <i>walk through data (CRT 1, 2, 3, and 6)</i>

<p><i>Mid-November- January</i> Maintain Practices Outlined above and add: (CRT 4) Students are reinforced for academic development</p> <ul style="list-style-type: none"> • students receive written and verbal praise for their work • System for student self-management of goal 	<p><i>Seven principles of culturally responsive practices:</i></p> <ul style="list-style-type: none"> • Monthly school climate survey <ul style="list-style-type: none"> ○ Students • Monthly attendance data shared with all staff, students and families <ul style="list-style-type: none"> ○ Staff identify ML and other subgroup categories 	<p><i>Seven principles of culturally responsive practices</i></p> <ul style="list-style-type: none"> • walk through data (CRT 1, 2, 3, 4, and 6) • School climate survey - google forms • School communication survey - google forms
<p><i>February-April</i> Maintain Practices Outlined above and add: (CRT 5) Instructional changes are made to accommodate differences in learners.</p> <ul style="list-style-type: none"> • students are provided choices in demonstrating their understanding of a concept • teacher addresses a variety of learning styles in lesson delivery 	<p><i>Seven principles of culturally responsive practices:</i></p> <ul style="list-style-type: none"> • Monthly school climate survey <ul style="list-style-type: none"> ○ Students • Monthly attendance data shared with all staff, students and families • Trimester school communication survey <ul style="list-style-type: none"> ○ staff ○ families • Staff identify ML and other subgroup categories for data collected 	<p><i>Seven principles of culturally responsive practices</i></p> <ul style="list-style-type: none"> • walk through data (CRT 1-7) • School climate survey - google forms • School communication survey - google forms
<p><i>April-June</i> Maintain Practices Outlined above and add: (CRT 7) Interactions stress collectivity as well as individuality</p> <ul style="list-style-type: none"> • taking time to teach students how to work with a partner • non-threatening groups, using a variety of teaching styles, hit on a concept in several ways 	<p><i>Seven principles of culturally responsive practices:</i></p> <ul style="list-style-type: none"> • Monthly school climate survey <ul style="list-style-type: none"> ○ Students • Monthly attendance data shared with all staff, students and families • Trimester school communication survey <ul style="list-style-type: none"> ○ staff ○ families • Staff identify ML and other subgroup categories 	<p><i>Seven principles of culturally responsive practices</i></p> <ul style="list-style-type: none"> • walk through data (CRT 1-7) • School climate survey - google forms • School communication survey - google forms

Implementation and PD Calendar for 2023 - 24 - **SWT 2 & 3/LAP**

Note dates and focus of PD/support, Staff Meetings, PLC+, BLT

Month	Building 28+6 principal's hours	Staff Meetings 30 min	PLC+ 1 hr	BLT Meetings 30 min	Title/LAP Resources to Support PD
June		CRP Classrooms Environment w/Angie			
August	<p>- Aug. 28th - <i>School Improvement Strategies (Principal 6 hrs)</i></p> <ul style="list-style-type: none"> • CRP 1-3 & 6 • AVID: Organization, Student Goals <p>- STEAM Training</p> <p>- Aug. 31 - <i>Backwards planning (3 hrs)</i></p> <ul style="list-style-type: none"> • Math: Fluency, Core, Conceptual Understanding • Reading: Foundations, Comprehension, Core <p>- Reflex Training</p>			<p>Aug. 21st - AVID Organization Focus</p> <p>PD Opportunities</p> <p>Grade level share out</p>	<p>PD Books</p> <ul style="list-style-type: none"> - What Really Works w/Universal Design for Learning - Learning that Transfers <p>Playbook</p> <ul style="list-style-type: none"> - How Scaffolding Works
September	<p>Sep. 11 & 25 - K-2 Core Instruction / Backwards Planning - Reading and Math (1 hour total)</p> <p>Sep. 18 - Fall Dibels Data Analysis (30 min)</p>	<p>Sep. 14 & 28 (CRP 6) <i>Classroom is managed with firm, consistent, caring guidance.</i></p> <ul style="list-style-type: none"> • Routines and expectations are clearly communicated to students • Student misbehaviors are addressed in a way that maintain the students dignity and respect <p>(CRP 1) <i>Students are affirmed in their cultural connections</i></p> <ul style="list-style-type: none"> • Integrate text/writing & projects that are relevant to the student <p>(CRP 2) <i>Teacher is personally inviting</i></p> <ul style="list-style-type: none"> • Including everyone by visually scanning room to see who isn't there 	<p>Sep. 18 & 25- Backwards planning with administrator or instructional specialist (included Title and ML staff)</p> <p>Sep. 18 & 25 - Targeted review</p>	<p>Sep. 26- AVID and Reading/Math</p> <ul style="list-style-type: none"> - Organization of desks, notebooks, and lockers - Standards breakdown, grade level pacing 	

		<ul style="list-style-type: none"> • <i>Modeling how to acknowledge your own mistakes.</i> <p><i>(CRP 3) Learning environments are physically and culturally inviting.</i></p> <ul style="list-style-type: none"> • <i>Child-created work displayed</i> • <i>Child-friendly layout of classroom & supplies</i> 			
October	<p>Oct. 2, 9, 23, & 30 - K-2 Core Instruction / Backwards Planning - Reading and Math (2 hours total)</p> <p>Oct. 5 - Curriculum Night (3 hr)</p> <p>Oct. 16 - Progress Monitoring Data (30 minutes)</p> <p>Oct. 19 - STEAM (1 hr)</p>	<p>Oct. 12 & 26</p> <p>Feedback data</p> <ul style="list-style-type: none"> - SWISS - Attendance - Walk through <p>Binder Checks</p>	Oct. 9, 16, & 30 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review	Oct. 24- AVID and Reading/Math	<ul style="list-style-type: none"> - Notetaking strategies
November	<p>Nov. 6, 13, & 27 - K-2 Core Instruction / Backwards Planning - Reading and Math (1.5 hour total)</p> <p>Nov. 20 - Progress Monitoring Data (30 minutes)</p> <p>Nov. 30 - STEAM (1 hour)</p>	<p>Nov. 2 & 16</p> <p>Note Taking Strategies</p>	Nov. 6 & 20 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review	Nov. 28 - AVID and Reading/Math	<ul style="list-style-type: none"> - Notetaking Strategies - CRP 4 Planning
December	<p>Dec. 11 - K-2 Core Instruction / Backwards Planning - Reading and Math (30 minutes)</p> <p>Dec. 14 - STEAM (1 hr)</p> <p>Dec. 18 - Progress Monitoring Data (30 minutes)</p>	<p>Dec. 14</p> <p>Note Taking Strategies</p> <p><i>(CRP 4) Students are reinforced for academic development</i></p> <ul style="list-style-type: none"> • <i>students hearing positive praise for their work</i> • <i>System for student self-management of goal</i> 	Dec. 11 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review		
January	<p>Jan 8 & 29 - K-2 Core Instruction / Backwards Planning - Reading and Math (1 hour total)</p> <p>Jan. 11 & 25 - STEAM (2 hr)</p>	<p>Jan. 4 & 18</p> <p>Feedback data</p> <ul style="list-style-type: none"> - SWISS - Attendance - Walk through 	Jan. 22 - Backwards planning with administrator or instructional specialist (included Title and ML	Jan. 30 - AVID and Reading/Math	<ul style="list-style-type: none"> - Notetaking Strategies

	Jan. 22 - Dibels Data Analyzation (30 minutes)		staff) and Targeted Review		
February	Feb. 5 & 12 - K-2 Core Instruction / Backwards Planning - Reading and Math (1 hour) Feb. 26 - Progress Monitoring (30 minutes)	Feb. 8 & 29 Note Taking Strategies	Feb. 5 & 12 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review	Feb. 27 - AVID and Reading/Math - CRP 5 Planning	
March	March 4, 11, & 18 - K-2 Core Instruction / Backwards Planning - Reading and Math (1.5 hours total) March 25 - Progress Monitoring (30 minutes)	<i>March 14 & 28 (CRP 5) Instructional changes are made to accommodate differences in learners.</i> <ul style="list-style-type: none"> <i>students are provided choices in demonstrating their understanding of a concept</i> <i>teacher addresses a variety of learning styles in lesson delivery</i> 	March 4 & 18 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review	March 26 - AVID and Reading/Math - Standards breakdown, grade level pacing	
April	April 1, 15, & 22 - K-2 Core Instruction / Backwards Planning - Reading and Math (1.5 hours total) April 29 - Progress Monitoring (30 minutes)	April 4 & 18 Feedback data <ul style="list-style-type: none"> - SWISS - Attendance - Walk through 	April 1, 22, & 29 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review	April 30 - AVID and Reading/Math - CRP 7 Planning	
May	May 6, 13, & 20 - K-2 Core Instruction / Backwards Planning - Reading and Math (1.5 hours total)	<i>May 2, 16, & 30 (CRP 7) Interactions stress collectivity as well as individuality</i> <ul style="list-style-type: none"> <i>taking time to teach students how to work with a partner</i> <i>non-threatening groups, using a variety of teaching styles, hit on a concept in several ways</i> 	May 13 & 20 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review	May 28 - AVID and Reading/Math - Year Review Planning for 2024-2025	

June	June 6 - STEAM Fair (2 hr) June 10 - Dibels Data Analyzation (30 minutes)	June 13 Feedback data - SWISS - Attendance - Walk through	June 10 - Backwards planning with administrator or instructional specialist (included Title and ML staff) and Targeted Review	June 4 - AVID and Reading/Math - Planning for 2024-2025	
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COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Executive Summary

Demographic data ([Data Link](#))

Demographics by ethnicity, gender, multilingual, and household income for the years 2015-2023 were included in the staff comprehensive data review.

- Our ML population has increased from 27.8% in 2017-18 to 41% in 2022-23.
- Our Asian population increased the most; from 14% in 2017-18 to 25% in 2022-23.
- The percent of special education students has declined from 10.6% in 2017-18 to 7.3% in 2022-23.
- The percent of household income has declined from 51.9% in 2017-18 to 44.8% in 2022-23.

Discipline ([Data Link](#))

Discipline by gender, multilingual, and special education for the year 2017-2023 were included in the staff comprehensive data review.

- The total incidents by year in 2018 was 9 and has decreased to 5 in 2022.
- In 2017 there were 0 SPED incidents reported on and in 2022 it increased to 4 SPED incidents reported.
- In 2022 80% of incidents reported were male which is a decrease from 2017 in which 100% of students were male who had incidents reported.
- In 2022 20% (1/5) of students with incidents reported qualified for FRL. This is a decline from 2017 where 100% (4/4) of incidents reported qualified for FRL.

- In 2022 33% of students who identify as African American/Black were recorded as having a disciplinary action as in 2018 only 11% were recorded as having a disciplinary action.
- In 2018 students who identify as Hispanic were referred for discipline 33% of the time and in 2023 Hispanic students were referenced 50% of the time.

Attendance [\(Data Link\)](#)

Attendance by ethnicity, gender, multilingual, and household income for the years 2015-2022 were included in the staff comprehensive data review.. The percent of students K-5 in the “At Risk” section increased from 16.9% in 2015 to 41.2% in 2022. The percent of students in the “Moderately at Risk” section decreased over the same time period from 36.2% in 2015 to 32.3% in 2022.

- Students identifying as Asian in 2016 made up about 13% of the student population. Of these students 10% were “At Risk” compared to 30% of students during the 2022 school year that made up 22% of the population. Students identifying as Hispanic or Latino made up 21% of the student population in 2016 and 24% of students were “At Risk” compared to students in 2022 where 28% of students made up the population of the school and were 49% “At Risk”.
- Students who are identified as female in 2022 47% were “At Risk” for attendance compared to 18% in 2016. Students who identified as male in 2022 37% were “At Risk” for attendance compared to 18% in 2016.
- Students who are identified as ML students in 2022 45% were “At Risk” for attendance compared to 19% in 2016.
- Students who are identified under HouseHold Income students in 2022 44% were “At Risk” for attendance compared to 22% in 2016.

DIBELS [\(Data Link\)](#)

The staff reviewed Winter DIBELS data for the years 2020 and 2022-2023 (Winter 2021 is omitted due to remote learning). This data was disaggregated by low income, SWD, EL, race, gender, and ethnicity. The overall trend indicates a downward passing benchmark rate from 2020 (preCOVID) to 2023 (post COVID) with decreases ranging from a 5% decrease in Nonsense Word Fluency CLS in Kindergarten to 32% decrease in Oral Reading Fluency in 5th grade. The trends most notable in the data are:

- Low percentage of students met benchmark in key DIBELS subtests during Winter testing period of the 2022-23 school year: Kinder PSF 52%, NWF-CLS 56%, 2021-22: Kinder PSF 42%, NWF-CLS 54% and 2019-20: PSF 51% NWF-CLS 61%.
- Low percentage of first grade students met benchmark in key DIBELS subtests during the Winter testing period of the 2022-23 school year: PSF 47% NWF-CLS 53% NWF WRC 59%, 2021-22: PSF 45% NWF - CLS 46% NWF - WRC 46% and Winter of 2019-20 PSF 60% NWF - CLS 64% NWF - WRC 53%
- Low percentage of second grade students met benchmark in key DIBELS subtests during the Winter testing period of 2022-23 school year: NWF-CLS 53% NWF-WRC 50% ORF 51%, 2021-22 school year: NWF - CLS 52% NWF - WRC 47% - ORF WC 47% and winter of 2019-20 NWF - CLS 77% NWF - WRC 72% - ORF WC 51%
- Low percentage of third grade students met benchmark in key DIBELS subtests during the Winter testing period of the 2022-23 school year: NWF -CLS 51% NWF-WRC 50% ORF WC 50% ORF AC 67%, 2021-22: NWF - CLS 60% NWF - WRC 56% - ORF WC 57% ORF AC 65% and Winter of 2019-20 NWF - CLS 65% NWF - WRC 56% - ORF WC 60% ORF AC 82%
- Low percentage of fourth grade students met benchmark in key DIBELS subtests during the Winter testing period of the 2022-23 school year: ORF WC 46% ORF AC 79%, 2021-22 ORF WC 66% ORF AC 85% and Winter of 2019-20 ORF WC 70% ORF AC 93%

- Low percentage of fifth grade students met benchmark in key DIBELS subtests during the Winter testing period of the 2022-23 school year: ORF WC 42% ORF AC 86%, 2021-22: ORF WC 48% ORF AC 80%, and Winter of 2019-20 ORF WC 74% ORF AC 95%

iReady (Reading [Data Link](#) and Math [Data Link](#))

The staff reviewed Winter iReady data for the years 2018, 2019, 2020 and 2022 (Winter 2021 is omitted due to remote learning). This data was disaggregated by SWD and EL. The overall trend indicates a downward passing benchmark rate from 2020 (preCOVID) to 2023 (post COVID).

The trends most notable in the data are:

- For the years 2020 and 2022 (winter reading diagnostic), 2nd through 5th grade, the at-risk students increased by at least 5% and at most 29%.
- For the ML students (winter reading diagnostic), 5th grade went from having 63% in 2020 being at risk based on the assessment to 83% in 2022.
- For the ML students (winter reading diagnostic), 2nd grade went from 0% (2020) being on level to 22% in 2022.
- For the years 2018, 2019, and 2020, 5th grade at risk (winter math diagnostic) was between 16-26%. In 2022, the amount of 5th graders at risk (winter math diagnostic) rose to 45%.
- For the years 2018 and 2019, 1st graders at risk (winter math diagnostic) were between 21-26%. In 2020 and 2022, the amount of at risk 1st graders increased to 32-34% (winter math diagnostic).
- For years 2018, 2019, and 2020, the at risk 2nd graders (winter math diagnostic) was between 26-32%. In 2022, the amount of at risk 2nd graders (winter math diagnostic) increased to 48%.
- The at risk ML 4th grade students (winter math diagnostic), went from 44% in 2018 to 93% in 2019.
- In 2019, 2020, and 2022, there is a difference in the at risk ML students (winter math diagnostic) in 4th grade compared to the at risk students in 5th. In 2019, the amount of 4th ML at risk was at 93% compared to the 57% of 5th grade at risk ML students. In 2020, 100% of the ML students were at risk on the winter math diagnostic, while the 5th grade at risk ML students was only 63%. In 2022, the at risk 4th grade ML students was at 83%, while the at risk 5th grade ML students was at 72%.

SBA ELA ([Data Link](#))

SBA ELA data of gender, ethnicity, multilingual, student with disabilities, and household income for the 2022 school year was shared with staff in the comprehensive data review.

- For third grade male students performed 1% better than female students, in fourth grade male students performed 6% better than female students, and in fifth grade male students performed 23% better than female students.
- Hispanic/Latino students across 3rd-5th grade passed with a 27% passing rate or lower and for Native Hawaiian/Pacific Islander students 0% of students in all three grade levels passed.
- Students who identify as two or more races in third (67%) and fourth grade (86%) scored higher than all other ethnicities in those grade levels but in 5th grade only 38% of students passed which was one of the least.
- In third grade, students who identified as non english learners met standard 42% more than students who identified as an english learner. In fourth grade students who identified as non english learners met standard 46% more than students who identify as an english learner. In fifth, students who identified as non english learners met standard 30% more than students who identified as an english learner.

- Students with disabilities declined in achievement for each grade level from 50% in third grade to 43% in fourth and 33% in fifth grade.
- Students who identify as non low-income scored 24.3% higher than students who identify as low-income.

SBA Math [*\(Data Link\)*](#)

SBA Math data of gender, ethnicity, multilingual, student with disabilities, and household income for the 2022 school year was shared with staff in the comprehensive data review.

- For third grade male students performed 11% better than female students, in fourth grade male students performed 36% better than female students, and in fifth grade male students performed 26% better than female students.
- Students who identified as Asian in third grade 71% and fourth grade 75% met standard where in fifth grade 29% met standard.
- Students who identify as Hispanic/Latino in third grade 36% met standard but in fourth grade only 15% and in fifth grade only 17% of students met standard.
- In third grade students who identified as non english learners met standard 35% more than students who identified as an english learner. In fourth grade students who identified as non-English learners met standard 45% more than students who identified as an English learner. In fifth students who identified as non english learner met standard 18% more than students who identify as an english learner
- Students with disabilities increased in achievement from third grade with 50% met standard to 57% met standard in fourth grade. Students in fifth grade 50% met standard.
- Students who identify as non low-income scored 25.8% higher than students who identify as low-income.

WCAS (Washington Comprehensive Assessment of Science) [*\(Data Link\)*](#)

WCAS data of gender, ethnicity, multilingual, student with disabilities, and household income for the 2022 school year was shared with staff in the comprehensive data review.

- For fifth grade male students performed 10% better than female students.
- Students who identified as Asian in fifth grade 71% met standard.
- Students who identify as Hispanic/Latino in fifth grade 9% met standard
- Students who identify as Native Hawaiian/Other Pacific Islander in fifth grade 0% met standard
- In fifth grade students who identified as non english learners met standard 30% more than students who identified as an english learner.

Multilingual Learner Data (include WIDA) [*\(Data Link\)*](#)

ML data of demographic, attendance, SBA, and iReady for the years 2018-2022 were shared with the staff in the comprehensive data review.

- A low percentage of ML students are meeting benchmark ELA standards according to SBA Reading data in 2021-22: 3rd grade 16%, 4th grade 7%, 5th grade 23%.
- A low percentage of ML students are meeting benchmark Math standards according to SBA Math data in 2021-22: 3rd grade 28%, 4th grade 7%, 5th grade 18%.
- From 2018-2022 the percent of students in the ML program went from 26% in 2018 to 41% in 2022.

- In iReady Math 22% of our ML student population in 2018 were on target or at or near benchmark, in 2020 9% of our ML population was on target or at or near benchmark, and in 2022 22% of our ML students were at or near benchmark.

Students with Disabilities [\(Data Link\)](#)

SWD achievement for 21-22

- SBA SWD meeting standards in ELA showed steady declines year-to-year from third (50%), to fourth(43%) and fifth grade (33%).
- SBA SWD Math at 50% or higher performing better than students without disabilities in 4th 42% and fifth grades 30%
- SBA SWD Science at 17%, students without disabilities 38%, SWD 21% negative difference.
- 21-22 review of special education data , our black students have a risk factor of 2.87 with 9 of 44 in need, qualifying for special education. A smaller risk factor of 1.23 for 2 or more races, 5 out of 50 students qualifying for special education.

AVID, Accelerated, Honors/AP Enrollment - Middle & High School [\(Data Link\)](#)

Write a summary of the analysis of students enrolled in accelerated, honors, and AP courses. Disaggregate your data by ethnicity, ELL, low income. Include multiple years to look for trends over time.

CEE Perceptual Survey [\(Data Link\)](#)

Cee data shared with staff for the 2021-2022 school year.

- In the 2022 CEE survey, staff (42.9%), students (29.2%), and families (53.6%) all ranked low in how our community engages in difficult conversations about race, gender, oppression, and discrimination.
- In the 2022 CEE survey, both students (37.3%) and families (54.8%) ranked low student access to rigorous coursework at our school.
- In the 2022 CEE survey, students ranked lower (50%) than staff (78%) and families (87%) that all students are held to the same behavior rules and expectations
- In the 2022 CEE survey, students ranked lower (50%) than staff (90%) and families(85%) that student success is celebrated at this school.
- In the 2022 CEE survey, only 65% of staff highly ranked teacher's believe that all students can meet state standards.
- In the 2022 CEE survey, only 50% of staff highly ranked that struggling students receive early intervention and remediation to acquire skills and only 45.5% of staff highly ranked that instruction is personalized to meet the needs of each student.

Budget (Combined Funding Matics) – SWT- 4/LAP *Insert Budget Table here.*