

Planning Year 2015-2016
Implementation September 2016-June 2019

Ilalko Elementary School

School Improvement Plan Elementary (LAP)



September 2016-June 2019
Auburn School District Strategic Plan

Aspiration:

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, & for life in the twenty-first century.

District Goal 1: Student Achievement

All staff in the Auburn School District provide support, leadership, & guidance to ensure each student meets or exceeds state & district standards, graduates on time, & is prepared for career & college.

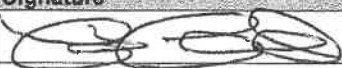
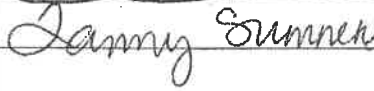

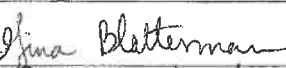
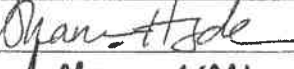
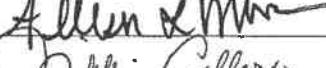
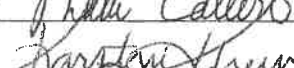
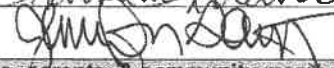

District Goal 2: Community Engagements

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support & sustain a world-class education system.







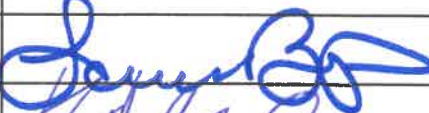
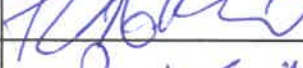

District Goal 3: Policies & Resource Management

Auburn School District policies & resources are aligned to the strategic plan.

School:			
Ilalko Elementary			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Tim Carstens	Jennifer Siegrist		
Shannon Hyde	Tammy Summers		
Gina Lindberg			
Karstin Kliwer			
Allison McKeever			
Nikki Callero			
Heidi Abbott			

Date Submitted:		Date of School Board Approval:
Name	Title/Position	Signature
Tim Carstens	Principal	
Tammy Summers	Parent	
	Student	
	Community Member	
Heidi Abbott	Staff	
Gina Lindberg	Staff	
Shannon Hyde	Staff	
Allison McKeever	Staff	
Nikki Callero	Staff	
Karstin Kliever	Staff	
Jennifer Siegrist	Staff	
Each team must include staff, students, families, parents, & community members.		

Signatures for Approval

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post-Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership & School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement & Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Laura Theimer	School Board	
Robyn Mulenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

Executive Summary

Auburn School District Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers & lifelong learners.

Auburn School District Vision

The vision of Auburn School District is to develop in students the skills & attitudes that will maximize their potential for lifelong learning & ethically responsible decision making.

School Mission

At Ilalko, we inspire students to become lifelong learners & productive citizens by teaming together to meet their needs

School Vision

The vision of Ilalko Elementary school is to develop in students the skills & attitudes that will maximize their potential for lifelong learning & ethically responsible decision making.

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 & “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, & includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, & 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, & MSP or HSPE.

Stakeholder Input

In the spring of 2015, as part of the fully revised process, Ilalko Elementary principal, Tim Carstens, solicited volunteers to serve on a team that would meet with district consultants to facilitate the review & SIP rewrite process. This executive advisory group included representation from primary, intermediate, & specialist teachers, classified staff members, & parents. This team met regularly throughout the year to review relevant student data, current methods for monitoring student growth, systems in place that foster a supportive learning environment, & to determine appropriate & ambitious goals for the next SIP cycle (2016-2019). The executive team utilized a variety of methods to share information & gather feedback from colleagues. Collectively the entire staff participated in grade level data carousels to review data on reading & math. Based on feedback collected from the staff, the executive advisory group

determined the levels of priority to be reflected in the final SIP document & on which the SMART goals would be based.

Highly Qualified Staff Learning Assistance Program (LAP) #5

LAP Component #5-Provide Instruction by Highly Qualified Teachers & Paraprofessionals

Systems Connections:

AWSP Framework Criterion 6; Managing Resources

* Highly Qualified Certificated staff funded by LAP ___1___

* Highly Qualified Classified staff funded by LAP ___5___

* Not Highly Qualified ___0___

Needs Assessment LAP #1

Systems Connections:

RCW 28A.165.005

CEL5D Assessments for Student Learning; Assessments & Adjustments

AWSP Framework Criterion 3; Planning with Data

a. Data was used when developing programs to assist underachieving students:

*DIBELS

*MAP Reading

*SBA Reading

Needs assessment was conducted on (date) ___Friday September 25th, 2015___

Ongoing Data review (3x per year min) ___Sept. 30th, Dec. 15th, Feb. 10th___

Participants in our needs assessment included (per our building SIP process):

*Principal

*Teachers

*Other School Staff

b. The LAP plan focuses first on addressing the needs of students in grades kindergarten through 4 who are deficient in reading or reading readiness skills to improve reading literacy.

Grade Level	Readiness (# of Students)	Reading (# of Students)	Math Extended Day (# of Students)
K	22		
1		20	11
2		23	23
3		23	18
4		21	16
5			12

Demographic data

The trends in student demographics since the last SIP rewrite in 2012 show an increase in student population which has impacted building decisions in the course of the last 3 years. The

percentage of students identified as English Language learners grew from 18.4% in 2012-2013 to 22.3% in 2014-2015. This growth is also reflected in the analysis of growth of ethnic groups represented & reported at Ilalko (see table). The result of this growth in ethnic groups at Ilalko has resulted in our school providing a second teacher to support the ELL program. This allows for smaller groups, consistent opportunity, 3:1 student to teacher ratio for those in greatest need of English acquisition support. The free & reduced rate has seen slight growth from 55.2% in 2012-2013 to 57.0% in 2014-2015. Prior to the district boundary change in 2015, the student body at Ilalko reflected a population of 647 students; as of May 1, 2016 the student body totals 593 students.

Race/Ethnicity	2012-2013	2013-2014	2015-2016
Hispanic/Latino	28.4%	28.2%	29.7%
American Indian/Alaskan Native	.5%	.5%	1.1%
Asian	6.1%	7.9%	8%
Black/African American	4.4%	3.3%	3.2%
Native Hawaiian/Other Pacific Island	2.4%	3.0%	3.2%
White	47.3%	46%	42.3%
Two or More Races	10.8%	11.1%	12.5%
Special Programs	2012-2013	2013-2014	2015-2016
Free or Reduced – Price Meals	55.2%	57.2%	57.0%
Special Education	10.8%	10.5%	9%
Transitional Bilingual	18.4%	23.8%	22.3%
Migrant	0%	0%	0%
Section 504	.3%	.5%	.2%
Foster Care	<10	<10	<10

Discipline Analysis

Baseline data for student discipline was established starting with the 2012-2013 school year upon the arrival of our current administrator. Behavior data recorded for the '12-'13 school year only included referrals for extreme situations and upon review of the data sample; the building leadership team (BLT) and administration made instructional changes to impact student performance. In the 2013-2014, as advised by the BLT, we implemented a 'recess room' as a system to curtail behaviors seen throughout the common areas of the school including but not limited to; classrooms, hallways, specialist classroom, playground, etc... This effort in addition to the change in data collection methods, shows significant increase in the reported referrals throughout the year as well as an increase in referrals as disaggregated by gender. The implementation of the 'recess room' impacted student behaviors coincides to data collected regarding student achievement; 2013-2014 End of year DIBELS Core Support scores & MAPS projected student growth rates (in Math) were higher than the previous and following years. While we are consistently seeing a decrease in student behaviors, staff has indicated interest in

Discipline Analysis Cont'd.

revisiting school wide PBS systems to inform new staff & maintain focus on positive behaviors to impact learning. Staff has also indicated interest in revisiting referral forms, behavior

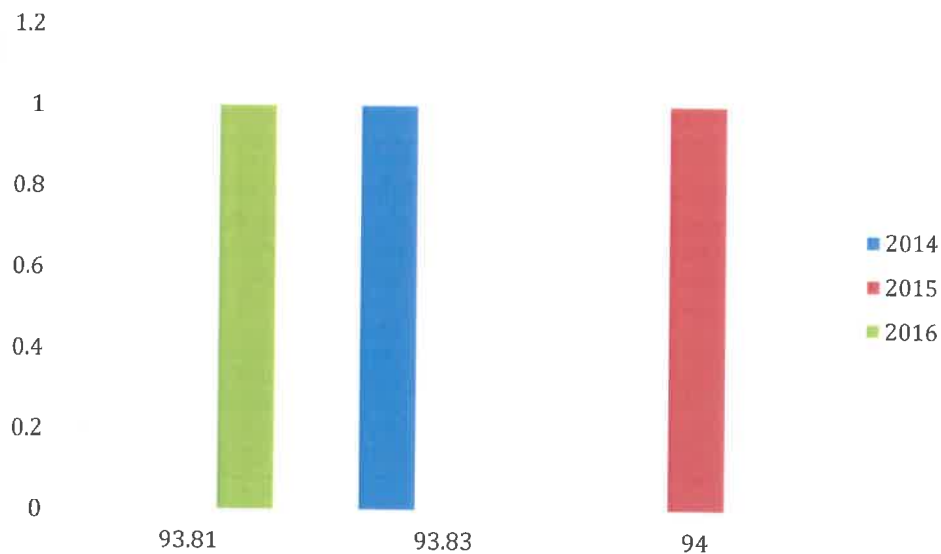
language, & discipline expectations to ensure consistency as we continue to report and track student behaviors.

School Year	Total Referrals reported by Trimester			Gender		Highest Discipline Offense Type
	1 st	2 nd	3 rd	Boys	Girls	
2012-2013	195	201	40	330	83	Physical Aggression
2013-2014	166	354	275	614	181	Inappropriate Behavior
2014-2015	178	178	114	351	119	Inappropriate Behavior

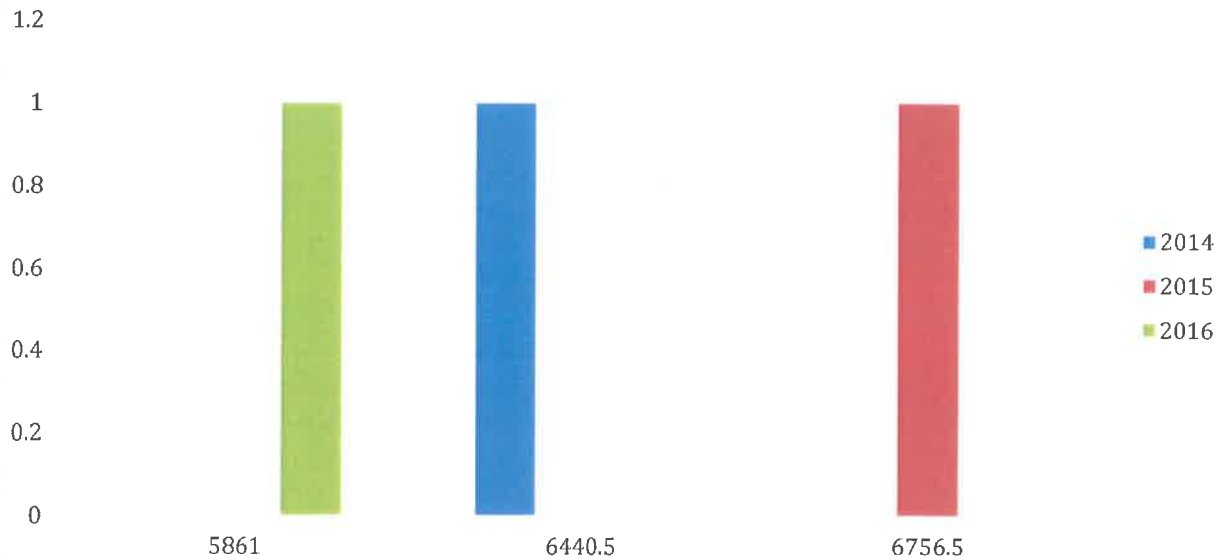
Attendance Analysis

YEAR	DAYS ABS	DAYS PRESENT	DAYS POSSIBLE	PRCNT ATTEND	DAYS EXCUSED	DAYS UNEXCUSED
2016	6525	98851	105376	93.81	5861	664
2015	6780.5	106315.5	113096	94	6756.5	24
2014	6500.5	98788.5	105289	93.83	6440.5	60

Attendance percentages



Excused Absence Count



Data Analysis- DIBELS

Ilalko Elementary staff examined the DIBELS summary reports for each grade level as part of the reading data carousel. Action steps & SMART goals are measured & monitored using trends as shown through DIBELS data; instructional decisions are based on the percentages of students' performing at all levels.

DIBELS Fall - Spring Benchmark Instructional Recommendations by Student Count

Grade Level	2012-2013						2013-2014						2014-2015					
	Intensive		Strategic		Benchmark		Intensive		Strategic		Benchmark		Intensive		Strategic		Benchmark	
Kindergarten	27	15	36	11	34	66	60	51	13	19	17	28	77	34	11	14	19	57
1 st Grade	14	11	25	18	57	62	50	21	21	39	23	35	60	30	17	27	27	49
2 nd Grade	16	22	31	24	49	50	18	21	24	18	51	52	21	36	14	15	71	54
3 rd Grade	18	14	21	35	68	59	22	16	28	32	54	58	22	27	13	17	67	60
4 th Grade	17	13	15	14	52	52	17	15	23	25	64	67	22	21	25	25	68	62
5 th Grade	12	12	9	13	77	71	11	16	13	10	56	63	17	10	15	24	82	80

Data Analysis- MAPS

Students in 2nd – 5th grade at Ilalko Elementary are assessed three times each year in mathematics & reading using the NWEA Measure of Academic Progress. This data is used to make instructional decisions regarding Walk to Read ability groupings. It also provides baseline evidence to identify students that may be considered for additional intervention support & services including but not limited LAP, Resource (SPED), & high school mentors/tutoring.

MAPS Fall to Spring Growth by Grade Level Mean RIT* scores - READING

Grade Level	2012-2013		2013-2014		2014-2015	
	Fall	Spring	Fall	Spring	Fall	Spring
3 rd Grade	186	192.3	185.4	191.8	186.4	193.9
4 th Grade	195.7	200.1	194.0	199.8	192.3	201
5 th Grade	203.6	211.0	202.5	207.5	202.4	211.2

* Rasch unit, (RIT) is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal-interval scale

MAPS Observed vs. Projected Growth by Grade Level READING

Grade Level	2012-2013			2013-2014			2014-2015		
	Observed Growth	Projected Growth	% St. Met Projected	Observed Growth	Projected Growth	% St. Met Projected	Observed Growth	Projected Growth	% St. Met Projected
3 rd Grade	6.3	10.5	35	6.4	10.5	38	8.0	10.4	41
4 th Grade	4.4	7.8	44	5.8	7.9	46	8.7	8.0	52
5 th Grade	7.4	6.2	52	5.0	6.2	47	8.6	6.2	57

* Highlighted boxes indicate observed student growth outperformed projected growth.

MAPS Fall to Spring Growth by Grade Level Mean RIT* scores - Mathematics

Grade Level	2012-2013		2013-2014		2014-2015	
	Fall	Spring	Fall	Spring	Fall	Spring
3 rd Grade	186.8	196.5	186.5	198.5	189.6	199.3
4 th Grade	199	209.1	196	208.2	196.5	205
5 th Grade	209.4	216.7	206.1	215.2	208.2	216.4

* Rasch unit, (RIT) is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal-interval scale

MAPS Observed vs. Projected Growth by Grade Level - Mathematics

Grade Level	2012-2013			2013-2014			2014-2015		
	Observed Growth	Projected Growth	% St. Met Projected	Observed Growth	Projected Growth	% St. Met Projected	Observed Growth	Projected Growth	% St. Met Projected
3 rd Grade	9.7	12.9	43	11.9	12.9	44	10.0	13.0	34
4 th Grade	10.1	11.3	39	12.2	11.0	56	8.8	11.0	40
5 th Grade	7.3	9.7	35	9.1	9.4	51	8.3	9.6	44

* Highlighted boxes indicate observed student growth outperformed projected growth.

Data Analysis- WELPA

Students identified and serviced as English Language Learners between 2012-2013 and 2014-2015 school years consistently met targets for AMAO 1 and 2.

Annual Measurable Achievement Objectives Summary

School Year	AMAO 1			AMAO 2							AMAO 3		
	St. Matched	% Making Progress	Met Target	Unscored	Lev. 1	Lev. 2	Lev. 3	Lev. 4	% Transitioning	Met Target	Met Reading Proficiency	Met Math Proficiency	Met AMAO 3
12-13	68	67.7%	Yes (67.5)	0	5	40	55	11	9.9%	Yes (7.4%)	No	No	No
13-14	96	85.4%	Yes (67.8%)	0	5	43	66	26	18.5%	Yes (7.7%)	No	Yes	No
14-15	102	79.4%	Yes (68.1%)	1	1	41	76	24	16.3%	Yes (8.0%)	No	No	No

Data Analysis- CEE Perceptual Survey

Ilako Elementary staff, students (5th graders) & parents participated in the educational effectiveness survey from the Center for Educational Effectiveness in the 2012 & 2014 school years. The staff additionally participated in interim surveys through online services such as Survey Monkey to monitor the targeted goals of the 2010-2013 & 2013-2016 SIP cycles. The building leadership team interpreted the data gathered as staffing & administrative changes were made. This survey is confidential & optional. In 2012, 33 staff members completed the survey; in 2014, only 21 staff members completed the survey. As a result of this low turnout in staff participation, the principal & building leadership team created & distributed a mirrored survey that would more accurately represent the current staffing sample at the beginning of the 2015 school year. The mirrored reissue survey collected 38 responses from staff members and assisted the SIP leadership team in generating actions and goal suggestions for Goal #3. The chart below summarizes the percentages of staff members responding “almost always true” & “often true” for each of the 9 Characteristics of Highly Effective Schools according to the CEE survey cycles in 2012 & 2014 (actual), & the mirrored reissue survey in 2015.

Characteristics of Highly Effective Schools	2012 (33 Staff Reporting)	2014 Actual (21 Staff Reporting)	2015 Mirrored Reissue (38 Staff Reporting)
High Levels of Collaboration & Communication	63%	63%	66%
Clear & Shared Focus	71%	74%	75%
High Standards & Expectations	62%	67%	73%
Effective Leadership	73%	75%	71%
Supportive Learning Environment	76%*	82%	92%
Focused Professional Development	58%	75%	65%
Parent & Community Involvement	58%	76%	65%
Frequent Monitoring of Teaching & Learning	56%	65%**	61%
High Quality, Instruction, & Assessment	70%	69%	N/A ***

* Targeted in SIP 2010-2013

** Targeted in SIP 2013-2016

*** Data collected did not accurately reflect staff perceptions due to inaccurate mirroring of original CEE Survey.

The CEE survey collects and monitors perceptions of cultural responsiveness, district support of school improvement, readiness & willingness to benefit student learning. Significant strengths as measured by increase of the percentage of staff responding “almost always true” and “often true”

from the 2012 survey to the 2015 mirrored reissue include:

- Staff perception of urgency around the need to improve has increased by 5%.
- 10% increase in self-willingness to welcome new ideas
- 5% increase in belief that colleagues welcome new ideas
- 25% increase in self-willingness to be held accountable for student learning.
- 30% increase in the perception that colleagues are willing to be held accountable

Finally, the CEE collects perceptions of parents & students (4th & 5th grades) regarding the 9 Characteristics of Highly Effective Schools. Significant responses as measured by changes in the percentage responding “almost always true” and/or “often true” from the 2012 & 2014 survey cycles that impacted the leadership teams’ suggestions for Goal #3 include:

- The percentage of parents indicating “almost always true” of the Supportive Learning Environment portion of the CEE increased 8% from 2012 to 2014; representing positive impact of actions as accomplished by the goals & actions our staff determined and monitored between 2010 - 2013.
- The percentage of parents indicating “almost always true” and “often true” of the Frequent Monitoring of Teaching & Learning portion of the CEE decrease 6% from 2012 to 2014.
- The percentage of 4th & 5th grade students indicating “almost always true” & “often true” of the Supportive Learning Environment portion of the CEE increased 1% from 81% in 2012 to 82% in 2014; representing positive impact of actions as accomplished by the goals & actions our staff determined and monitored between 2010 - 2013.
- The percentage of 4th & 5th grade students indicating “almost always true” & “often true” of the Frequent Monitoring of Teaching & Learning portion of the CEE decreased 4% from 77% in 2012 to 73% in 2014.

SBA ELA

Third Grade: 63.1% of third grade students met or exceeded standard on the ELA portion of the 2015 SBA. The percentage of our 3rd grade students meeting standard on the state assessments is consistent with or outperforms the state averages based on data collected from assessments over the last 3 assessment cycles (2013-2015).

Fourth Grade: 51.4% of fourth grade students met or exceeded standard on the ELA portion of the 2015 SBA. The percentage of our 4th grade students meeting standard on the ELA SBA underperformed as compared to the state average (54.6%) by 3.3% in the 2014-2015 assessment & the district average (56.9%) by 3.2%.

Fifth Grade: 58.9% of fifth grade students met or exceeded standard on the ELA portion of the 2015 SBA. The percentage of our 5th graders meeting standard on the ELA SBA outperformed the state averages by 1.3% in ‘14-15 but underperformed compared to the district average (64.7%) by 5.8%.

3 Year Assessment Trends: Reading (ELA)

Grade Level	2012-2013 MSP			2013-2014 MSP			2014-2015 SBA		
	Ilalko	ASD	WA State	Ilalko	ASD	WA State	Ilalko	ASD	WA State
3 rd Grade	74.7	80.6	73.0	71.6	78.2	72	63.1	66.4	52.1
4 th Grade	83.9	80.9	72.5	80.5	79.6	70	51.4	56.9	54.6
5 th Grade	80.4	79	72.7	70.7	75.7	72.4	58.9	64.7	57.6

Boxes highlighted green indicate Ilalko students outperformed both the state and district assessment averages.

Yellow box indicates Ilalko students outperformed either state or district assessment averages.

SBA Math

Third Grade: 63.1% of third grade students met or exceeded standard on the ELA portion of the 2015 SBA. The percentage of our 3rd grade students meeting standard on the state assessments consistently outperforms the state averages based on data collected from assessments over the last 3 assessment cycles (2013-2015)

Fourth Grade: 51.4% of third grade students met or exceeded standard on the ELA portion of the 2015 SBA. The percentage of our 4th grade students meeting standard on the ELA SBA underperformed as compared to the state average (54.9%) by 3.5% in the 2014-2015 assessment & the district average (56.9%).

Fifth Grade: 58.9% of third grade students met or exceeded standard on the ELA portion of the 2015 SBA. The percentage of our 5th graders meeting standard on the ELA SBA outperformed the state averages by 1.3% in '14-15 but underperformed compared to the district average (64.7%).

3 Year Assessment Trends: Math

Grade Level	2012-2013 MSP			2013-2014 MSP			2014-2015 SBA		
	Ilalko	ASD	WA State	Ilalko	ASD	WA State	Ilalko	ASD	WA State
3 rd Grade	65.4	73	65.2	69.1	73.7	63	61.7	67.3	56.7
4 th Grade	70.3	72.1	62.5	82.4	77.4	60.8	60	64.4	54
5 th Grade	65.9	74.2	62.6	69.6	78.5	63.5	53	60	48.1

Boxes highlighted green indicate Ilalko students outperformed both the state and district assessment averages.

Yellow box indicates Ilalko students outperformed either state or district assessment averages.

MSP Science

Fifth Grade: 49.5% of fifth grade students met or exceeded standard on the Science portion of the 2015 SBA. The percentage of our 5th graders meeting standard on the Science SBA outperformed the district & state scores by an average of 4.4% in '12-13 but underperformed compared to the state score by 4.5% in the '13-'14 assessment, & by an average of 10.6% in '14-'15.

3 Year Assessment Trend: 5th Grade Science

Grade Level	2012-2013 MSP			2013-2014 MSP			2014-2015 MSP		
	Ilalko	ASD	WA State	Ilalko	ASD	WA State	Ilalko	ASD	WA State
5 th Grade	70.1	64.8	66.6	62.9	62.3	66.8	49.5	56.8	63.4

Disaggregated SBA Results

3rd Grade 2015-2016

	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4
Smarter Balanced ELA	94	2	47.9	20.8	25.0	52.1	0.0	24.0	28.1
African-American/Black	3	0	66.7	33.3	33.3	33.3	0.0	0.0	33.3
American Indian/Alaskan Native	1	0	0.0	0.0	0.0	100.0	0.0	100.0	0.0
Asian	7	0	42.9	0.0	42.9	57.1	0.0	42.9	14.3
Hispanic or Latino of any race(s)	33	1	67.6	38.2	26.5	32.4	0.0	11.8	20.6
Native Hawaiian/Other Pacific Islander	3	0	66.7	33.3	33.3	33.3	0.0	33.3	0.0
Two or More Races	15	0	46.7	26.7	20.0	53.3	0.0	33.3	20.0
White	32	1	27.3	3.0	21.2	72.7	0.0	27.3	45.5
Smarter Balanced Math	95	1	32.3	17.7	13.5	67.7	0.0	38.5	29.2
African-American/Black	3	0	33.3	33.3	0.0	66.7	0.0	33.3	33.3
American Indian/Alaskan Native	1	0	0.0	0.0	0.0	100.0	0.0	100.0	0.0
Asian	7	0	0.0	0.0	0.0	100.0	0.0	71.4	28.6
Hispanic or Latino of any race(s)	34	0	50.0	32.4	17.6	50.0	0.0	35.3	14.7
Native Hawaiian/Other Pacific Islander	3	0	66.7	33.3	33.3	33.3	0.0	33.3	0.0
Two or More Races	15	0	46.7	26.7	20.0	53.3	0.0	46.7	6.7
White	32	1	12.1	0.0	9.1	87.9	0.0	30.3	57.6

4th Grade 2015-2016

2015-2016 Spring Test Administration									
Roster Default ▾	Download to Excel								
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4
Smarter Balanced ELA	95	0	47.4	26.3	21.1	52.6	1.1	20.0	31.6
African-American/Black	2	0	100.0	50.0	50.0	0.0	0.0	0.0	0.0
American Indian/Alaskan Native	2	0	100.0	100.0	0.0	0.0	0.0	0.0	0.0
Asian	11	0	27.3	0.0	27.3	72.7	0.0	45.5	27.3
Hispanic or Latino of any race(s)	27	0	70.4	44.4	25.9	29.6	0.0	11.1	18.5
Native Hawaiian/Other Pacific Islander	4	0	50.0	25.0	25.0	50.0	0.0	50.0	0.0
Two or More Races	16	0	43.8	25.0	18.8	56.3	0.0	12.5	43.8
White	33	0	30.3	15.2	15.2	69.7	3.0	21.2	45.5
Smarter Balanced Math	95	0	35.8	12.6	23.2	64.2	1.1	30.5	32.6
African-American/Black	2	0	50.0	0.0	50.0	50.0	0.0	50.0	0.0
American Indian/Alaskan Native	2	0	100.0	50.0	50.0	0.0	0.0	0.0	0.0
Asian	11	0	9.1	0.0	9.1	90.9	0.0	63.6	27.3
Hispanic or Latino of any race(s)	27	0	51.9	14.8	37.0	48.1	0.0	29.6	18.5
Native Hawaiian/Other Pacific Islander	4	0	50.0	0.0	50.0	50.0	0.0	25.0	25.0
Two or More Races	16	0	31.3	18.8	12.5	68.8	6.3	25.0	37.5
White	33	0	27.3	12.1	15.2	72.7	0.0	24.2	48.5

5th Grade 2015-2016

2015-2016 Spring Test Administration									
Roster Default ▾	Download to Excel								
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4
Smarter Balanced ELA	101	2	36.9	18.4	16.5	63.1	1.0	35.9	26.2
African-American/Black	3	0	66.7	33.3	33.3	33.3	0.0	0.0	33.3
American Indian/Alaskan Native	1	1	100.0	50.0	0.0	0.0	0.0	0.0	0.0
Asian	13	0	30.8	15.4	15.4	69.2	0.0	30.8	38.5
Hispanic or Latino of any race(s)	28	0	50.0	25.0	25.0	50.0	0.0	32.1	17.9
Native Hawaiian/Other Pacific Islander	3	0	66.7	66.7	0.0	33.3	0.0	33.3	0.0
Two or More Races	12	1	38.5	23.1	7.7	61.5	0.0	53.8	7.7
White	41	0	22.0	7.3	14.6	78.0	2.4	39.0	36.6
Smarter Balanced Math	100	3	48.5	24.3	21.4	51.5	0.0	25.2	26.2
African-American/Black	3	0	66.7	66.7	0.0	33.3	0.0	0.0	33.3
American Indian/Alaskan Native	1	1	100.0	50.0	0.0	0.0	0.0	0.0	0.0
Asian	13	0	30.8	15.4	15.4	69.2	0.0	15.4	53.8
Hispanic or Latino of any race(s)	28	0	50.0	32.1	17.9	50.0	0.0	32.1	17.9
Native Hawaiian/Other Pacific Islander	3	0	100.0	66.7	33.3	0.0	0.0	0.0	0.0
Two or More Races	12	1	69.2	23.1	38.5	30.8	0.0	15.4	15.4
White	40	1	39.0	14.6	22.0	61.0	0.0	31.7	29.3
Science	98	5	44.7	13.6	26.2	55.3	0.0	29.1	26.2
African-American/Black	2	1	66.7	33.3	0.0	33.3	0.0	0.0	33.3
American Indian/Alaskan Native	1	1	100.0	0.0	50.0	0.0	0.0	0.0	0.0
Asian	13	0	38.5	7.7	30.8	61.5	0.0	15.4	46.2
Hispanic or Latino of any race(s)	27	1	57.1	21.4	32.1	42.9	0.0	35.7	7.1
Native Hawaiian/Other Pacific Islander	3	0	100.0	33.3	66.7	0.0	0.0	0.0	0.0
Two or More Races	12	1	53.8	23.1	23.1	46.2	0.0	30.8	15.4
White	40	1	26.8	4.9	19.5	73.2	0.0	34.1	39.0

3rd Grade 2014-2015

2014-2015 Spring Test Administration									
Roster	Default ▾	Download to Excel							
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4
Smarter Balanced ELA	103	0	36.9	16.5	20.4	63.1	3.9	29.1	30.1
African-American/Black	1	0	100.0	0.0	100.0	0.0	0.0	0.0	0.0
American Indian/Alaskan Native	2	0	0.0	0.0	0.0	100.0	100.0	0.0	0.0
Asian	12	0	8.3	0.0	8.3	91.7	0.0	50.0	41.7
Hispanic or Latino of any race(s)	33	0	54.5	33.3	21.2	45.5	3.0	27.3	15.2
Native Hawaiian/Other Pacific Islander	4	0	75.0	0.0	75.0	25.0	0.0	0.0	25.0
Two or More Races	17	0	29.4	17.6	11.8	70.6	5.9	17.6	47.1
White	34	0	29.4	8.8	20.6	70.6	0.0	35.3	35.3
Smarter Balanced Math	102	0	38.2	16.7	21.6	61.8	1.0	37.3	23.5
African-American/Black	1	0	0.0	0.0	0.0	100.0	0.0	100.0	0.0
American Indian/Alaskan Native	2	0	50.0	0.0	50.0	50.0	50.0	0.0	0.0
Asian	12	0	16.7	0.0	16.7	83.3	0.0	41.7	41.7
Hispanic or Latino of any race(s)	32	0	53.1	31.3	21.9	46.9	0.0	25.0	21.9
Native Hawaiian/Other Pacific Islander	4	0	50.0	0.0	50.0	50.0	0.0	50.0	0.0
Two or More Races	17	0	47.1	17.6	29.4	52.9	0.0	41.2	11.8
White	34	0	26.5	11.8	14.7	73.5	0.0	44.1	29.4

4th Grade 2014-2015

2014-2015 Spring Test Administration									
Roster	Default ▾	Download to Excel							
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4
Smarter Balanced ELA	103	2	48.6	31.4	15.2	51.4	0.0	24.8	26.7
African-American/Black	4	0	75.0	50.0	25.0	25.0	0.0	0.0	25.0
American Indian/Alaskan Native	1	0	100.0	100.0	0.0	0.0	0.0	0.0	0.0
Asian	10	0	20.0	20.0	0.0	80.0	0.0	20.0	60.0
Hispanic or Latino of any race(s)	25	0	84.0	52.0	32.0	16.0	0.0	4.0	12.0
Native Hawaiian/Other Pacific Islander	3	0	100.0	100.0	0.0	0.0	0.0	0.0	0.0
Two or More Races	11	1	41.7	33.3	0.0	58.3	0.0	50.0	8.3
White	49	1	32.0	16.0	14.0	68.0	0.0	34.0	34.0
Smarter Balanced Math	103	2	40.0	10.5	27.6	60.0	1.0	24.8	34.3
African-American/Black	4	0	75.0	75.0	0.0	25.0	0.0	0.0	25.0
American Indian/Alaskan Native	1	0	0.0	0.0	0.0	100.0	0.0	100.0	0.0
Asian	10	0	10.0	0.0	10.0	90.0	10.0	0.0	80.0
Hispanic or Latino of any race(s)	25	0	68.0	20.0	48.0	32.0	0.0	20.0	12.0
Native Hawaiian/Other Pacific Islander	3	0	100.0	33.3	66.7	0.0	0.0	0.0	0.0
Two or More Races	11	1	50.0	8.3	33.3	50.0	0.0	33.3	16.7
White	49	1	24.0	2.0	20.0	76.0	0.0	32.0	44.0

5th Grade 2014-2015

2014-2015 Spring Test Administration										
Roster Default ▾	Download to Excel									
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4	
Smarter Balanced ELA	112	0	41.1	14.3	26.8	58.9	0.9	32.1	25.9	
African-American/Black	5	0	60.0	0.0	60.0	40.0	0.0	40.0	0.0	
Asian	9	0	33.3	11.1	22.2	66.7	0.0	44.4	22.2	
Hispanic or Latino of any race(s)	38	0	50.0	18.4	31.6	50.0	0.0	28.9	21.1	
Native Hawaiian/Other Pacific Islander	4	0	50.0	0.0	50.0	50.0	0.0	50.0	0.0	
Two or More Races	11	0	36.4	0.0	36.4	63.6	0.0	36.4	27.3	
White	45	0	33.3	17.8	15.6	66.7	2.2	28.9	35.6	
Smarter Balanced Math	113	0	46.9	16.8	30.1	53.1	1.8	29.2	22.1	
African-American/Black	6	0	50.0	33.3	16.7	50.0	0.0	50.0	0.0	
Asian	9	0	33.3	11.1	22.2	66.7	0.0	44.4	22.2	
Hispanic or Latino of any race(s)	38	0	60.5	26.3	34.2	39.5	2.6	21.1	15.8	
Native Hawaiian/Other Pacific Islander	4	0	50.0	25.0	25.0	50.0	0.0	50.0	0.0	
Two or More Races	11	0	45.5	9.1	36.4	54.5	0.0	27.3	27.3	
White	45	0	37.8	8.9	28.9	62.2	2.2	28.9	31.1	
Science	113	0	50.4	18.6	31.9	49.6	2.7	38.1	8.8	
African-American/Black	6	0	100.0	16.7	83.3	0.0	0.0	0.0	0.0	
Asian	9	0	55.6	0.0	55.6	44.4	0.0	44.4	0.0	
Hispanic or Latino of any race(s)	38	0	57.9	39.5	18.4	42.1	0.0	36.8	5.3	
Native Hawaiian/Other Pacific Islander	4	0	75.0	25.0	50.0	25.0	0.0	25.0	0.0	
Two or More Races	11	0	45.5	0.0	45.5	54.5	0.0	36.4	18.2	
White	45	0	35.6	8.9	26.7	64.4	6.7	44.4	13.3	

3rd Grade 2013-2014

2013-2014 Spring Test Administration										
Roster Default ▾	Download to Excel									
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4	
Reading	106	0	28.3	9.4	18.9	71.7	0.0	29.2	42.5	
African-American/Black	4	0	75.0	25.0	50.0	25.0	0.0	0.0	25.0	
American Indian/Alaskan Native	1	0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	
Asian	9	0	11.1	0.0	11.1	88.9	0.0	11.1	77.8	
Hispanic or Latino of any race(s)	26	0	53.8	19.2	34.6	46.2	0.0	23.1	23.1	
Native Hawaiian/Other Pacific Islander	3	0	33.3	33.3	0.0	66.7	0.0	66.7	0.0	
Two or More Races	11	0	18.2	0.0	18.2	81.8	0.0	63.6	18.2	
White	52	0	15.4	5.8	9.6	84.6	0.0	28.8	55.8	
Math	106	1	30.8	14.0	15.9	69.2	1.9	36.4	30.8	
African-American/Black	3	1	75.0	25.0	25.0	25.0	0.0	25.0	0.0	
American Indian/Alaskan Native	1	0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	
Asian	9	0	0.0	0.0	0.0	100.0	11.1	11.1	77.8	
Hispanic or Latino of any race(s)	26	0	57.7	26.9	30.8	42.3	0.0	30.8	11.5	
Native Hawaiian/Other Pacific Islander	3	0	66.7	66.7	0.0	33.3	0.0	33.3	0.0	
Two or More Races	11	0	36.4	18.2	18.2	63.6	0.0	27.3	36.4	
White	53	0	15.1	5.7	9.4	84.9	1.9	47.2	35.8	

4th Grade 2013-2014

2013-2014 Spring Test Administration										
Roster <input type="button" value="Default"/>		Download to Excel								
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4	
Reading	108	0	19.4	0.9	18.5	80.6	5.6	31.5	43.5	
African-American/Black	4	0	0.0	0.0	0.0	100.0	0.0	100.0	0.0	
Asian	9	0	11.1	0.0	11.1	88.9	0.0	44.4	44.4	
Hispanic or Latino of any race(s)	36	0	33.3	0.0	33.3	66.7	5.6	33.3	27.8	
Native Hawaiian/Other Pacific Islander	3	0	33.3	0.0	33.3	66.7	0.0	66.7	0.0	
Two or More Races	8	0	12.5	0.0	12.5	87.5	0.0	25.0	62.5	
White	48	0	12.5	2.1	10.4	87.5	8.3	20.8	58.3	
Writing	108	0	30.6	9.3	21.3	69.4	1.9	50.0	17.6	
African-American/Black	4	0	25.0	0.0	25.0	75.0	0.0	75.0	0.0	
Asian	9	0	33.3	11.1	22.2	66.7	11.1	55.6	0.0	
Hispanic or Latino of any race(s)	36	0	38.9	11.1	27.8	61.1	2.8	38.9	19.4	
Native Hawaiian/Other Pacific Islander	3	0	0.0	0.0	0.0	100.0	0.0	100.0	0.0	
Two or More Races	8	0	37.5	0.0	37.5	62.5	0.0	50.0	12.5	
White	48	0	25.0	10.4	14.6	75.0	0.0	52.1	22.9	
Math	107	1	17.6	7.4	9.3	82.4	0.0	25.9	56.5	
African-American/Black	4	0	25.0	0.0	25.0	75.0	0.0	25.0	50.0	
Asian	9	0	0.0	0.0	0.0	100.0	0.0	22.2	77.8	
Hispanic or Latino of any race(s)	35	1	27.8	16.7	8.3	72.2	0.0	30.6	41.7	
Native Hawaiian/Other Pacific Islander	3	0	33.3	0.0	33.3	66.7	0.0	33.3	33.3	
Two or More Races	8	0	0.0	0.0	0.0	100.0	0.0	25.0	75.0	
White	48	0	14.6	4.2	10.4	85.4	0.0	22.9	62.5	

5th Grade 2013-2014

2013-2014 Spring Test Administration										
Roster <input type="button" value="Default"/>		Download to Excel								
	Tested	Not Tested	Does Not Meet Std.	Level 1	Level 2	Does Meet Std.	Level Basic	Level 3	Level 4	
Reading	89	0	29.2	11.2	18.0	70.8	2.2	32.6	36.0	
African-American/Black	5	0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	
Asian	8	0	12.5	0.0	12.5	87.5	25.0	37.5	25.0	
Hispanic or Latino of any race(s)	29	0	34.5	13.8	20.7	65.5	0.0	37.9	27.6	
Two or More Races	9	0	44.4	33.3	11.1	55.6	0.0	33.3	22.2	
White	38	0	15.8	7.9	7.9	84.2	0.0	31.6	52.6	
Math	88	1	30.3	15.7	13.5	69.7	0.0	43.8	25.8	
African-American/Black	5	0	60.0	20.0	40.0	40.0	0.0	40.0	0.0	
Asian	8	0	0.0	0.0	0.0	100.0	0.0	75.0	25.0	
Hispanic or Latino of any race(s)	29	0	41.4	27.6	13.8	58.6	0.0	51.7	6.9	
Two or More Races	8	1	55.6	11.1	33.3	44.4	0.0	22.2	22.2	
White	38	0	18.4	10.5	7.9	81.6	0.0	36.8	44.7	
Science	89	0	37.1	19.1	18.0	62.9	0.0	33.7	29.2	
African-American/Black	5	0	80.0	40.0	40.0	20.0	0.0	20.0	0.0	
Asian	8	0	25.0	0.0	25.0	75.0	0.0	62.5	12.5	
Hispanic or Latino of any race(s)	29	0	44.8	27.6	17.2	55.2	0.0	34.5	20.7	
Two or More Races	9	0	66.7	22.2	44.4	33.3	0.0	11.1	22.2	
White	38	0	21.1	13.2	7.9	78.9	0.0	34.2	44.7	

Assessment Decisions - LAP#2 & #4

Instructional decisions using assessment data is reviewed and discussed during PLC meetings throughout the year. Grade levels use this time to make adjustments to student placement in flexible leveled reading groups. Assessments are also reviewed to analyze effectiveness of instruction; teachers will initiate enrichment and intervention opportunities based on common assessments. Further details of assessment use include:

Kindergarten: DIBELS, Trimester Skills, iReady

1st Grade: DIBELS, District CBAs, iReady

2nd Grade: DIBELS, District CBAs, iReady

3rd Grade: DIBELS, District CBAs, MAPs, iReady

4th Grade: DIBELS, District CBAs, MAPs, iReady

5th Grade: DIBELS, District CBAs, MAPs, iReady

Student Selection-

LAP Component #2-Plan Incorporated in SIP

LAP Component #4-Coordination & Support to General Program

System Connections

RCW 28A.165.015

CEL5D Assessments for Student Learning; Assessments & Adjustments

AWSP Framework Criterion 3; Planning with Data

- a. Our building conducts a LAP program that addresses reading, writing, &/or mathematics, as well as readiness skills associated with these content areas.
- b. Students are identified for LAP as those students in kindergarten through grade 4 who score below standard for his/her grade level using multiple measures of performance, including the statewide student assessments or other assessments & performance tools administered by the school or district & who is identified by the district to receive LAP services.

Multiple Measures of Performance Include:

- *Dynamic Indicators of Basic Early Literacy (DIBELS) screener Grades K-4
- *Measurement of Academic Progress (MAP) Grades 3 & 4
- *Smarter Balanced Assessment Grades 3 & 4
- *Teacher Rating Scale Grades K-4

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

Prioritized Challenges

Goal 1

Challenges:

- The number of students meeting Core Support as determined by DIBELS Fluency decreased at each grade level except Kindergarten and 1st Grade in 2014-2015.
- 3rd Graders at Ilalko have consistently underperformed on reading assessments from 2012-2015.
 - Underperforms District averages on state assessments for last 3 years.
 - Does not meet projected growth according to MAPS assessment data for last 3 years.
- According to ELA SBA Bubble data from 2014-2015
 - 3rd grade, Level 2 students struggled most with writing.
 - Both L2 & L3 students in this data set struggled to meet standards on research/inquiry.
 - 4th grade, L2 & L3 struggled most with both writing & research/inquiry.

Goal 2

Challenges:

- Students in grades 3-5 consistently underperform the district averages on state assessments from 2012-2015; with the exception of 4th grade in 2013-2014.
- Students in grades 3-5 consistently do not meet projected growth according to MAPS assessment data for last 3 years; with the exception of 4th grade in 2013-2014.
- According to Math SBA Bubble data from 2014-2015
 - 3rd grade, L2 students mostly struggled with Concepts & Procedures, and Problem Solving & Modeling, & Data Analysis
 - 4th grade, L2 & L3 students struggled to meet standard on communicating reasoning

Goal 3

Challenges:

- Staff at Ilalko consistently report a decreased perception of being informed about incremental SIP Progress from 64% in 2012 to 42% in the 2015 Mirror survey (67% in 2014 Actual).
- Sample size of parents participating in the CEE Survey has consistently only a small percentage of parent/guardians for the last 2 survey cycles.

SMART Goal 1:

The average percentage of students in grades 3-5 meeting or exceeding standard on the English Language Arts – Smarter Balanced Assessment will increase from 57.8% in '14-15 to 75.8% in '18-19. This is a yearly increment of 6%.

SMART Goal 2:

The average percentage of students in grades 3-5 meeting or exceeding standard on the Math - Smarter Balanced Assessment will increase from 58.23% in '14-15 to 76.23% in '18-19. This is a yearly increment of 6%.

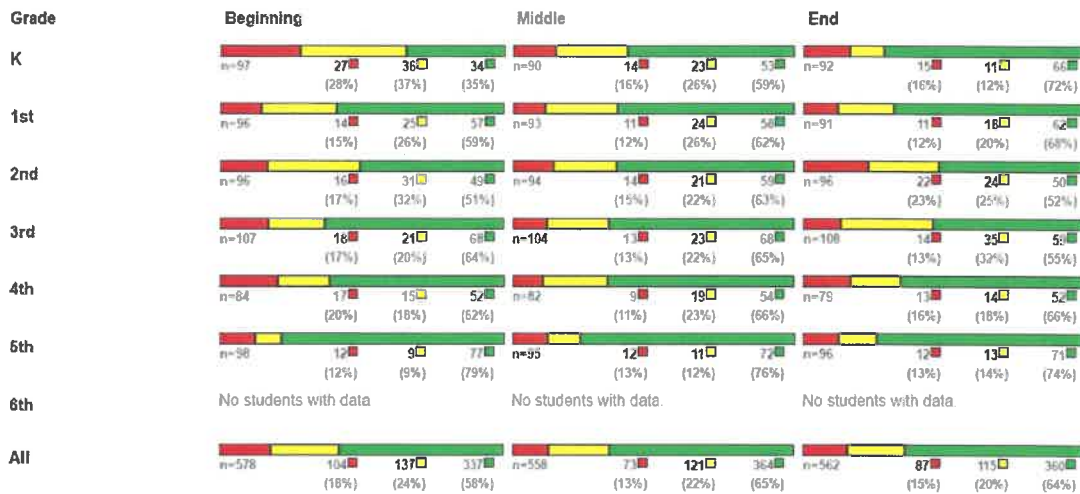
SMART Goal 3:

The average percentage of staff indicating “almost always” or “often true” on the Frequent Monitoring of Teaching & Learning (FMTL) score of the Center for Educational Effectiveness (CEE) survey will increase from 61% in 2014 to 80% by June 2018.

The number of parents participating in the bi-annual CEE Survey will increase from 93 as measured by the representative sample number & the average perception of staff, students (4th & 5th grades), & parent indicating “almost always true” or “often true” on the Parent & Community Involvement score of the CEE in 2018.

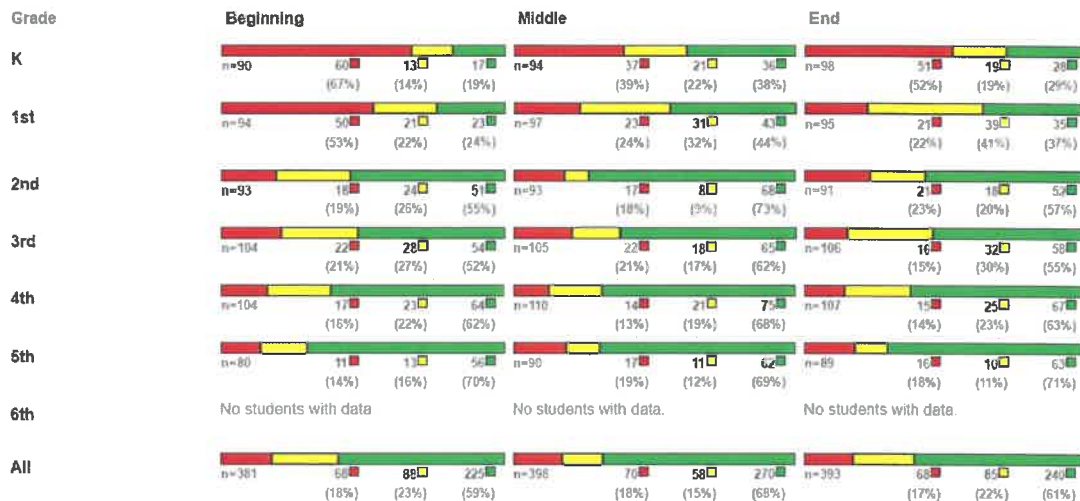
Needs Assessment Data Documents

DIBELS Dashboard 2012-2013



Legend n = Number of Students Intensive Support Strategic Support Core Support

2013-2014



Legend n = Number of Students Intensive Support Strategic Support Core Support

Results Based On Instructional Recommendation

DIBELS Dashboard Cont. 2014-2015



Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support

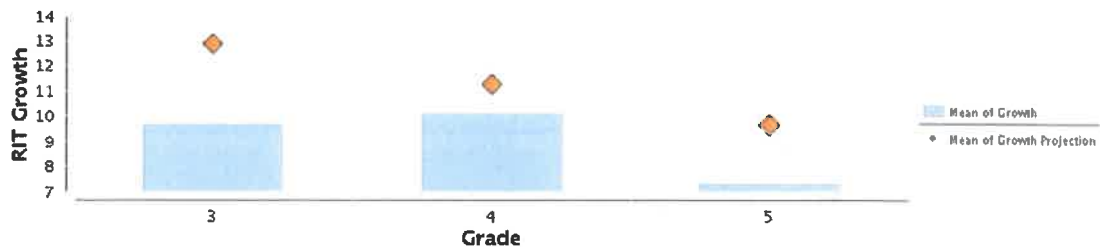
Results Based On: K-Beginning: LNF K-Middle: 1st-Beginning: NWF-CLS 1st-Middle - 6th-End: DORF-Words Correct

MAP Data Dashboard 2012-2013 by Grade Level & Projected Growth

Mathematics

Grade (Spring 2013)	Growth Count	Achievement Status						Growth					Comparative	
		Fall 2012			Spring 2013			Grade Level					School	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	96	186.8	11.4	27	196.5	14.4	14	9.7	1.9	12.9	41	43	-1.40	7
4	67	199.6	13.8	32	208.1	14.6	27	10.1	2.4	11.3	28	39	-0.60	30
5	94	209.4	14.5	39	216.7	14.6	28	7.3	2.1	9.7	33	35	-0.90	18

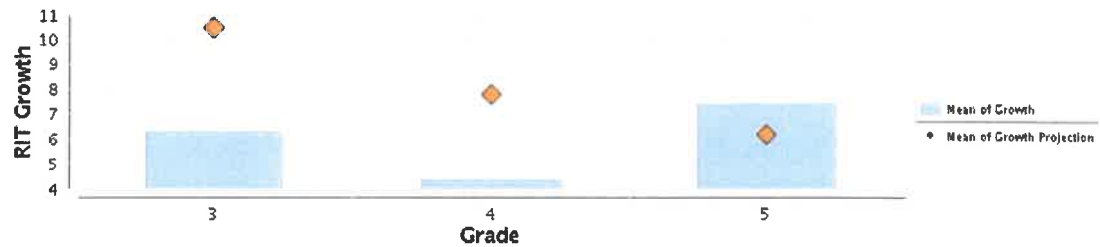
Mathematics



Reading

Grade (Spring 2013)		Growth Count‡	Achievement Status						Growth						Comparative	
			Fall 2012			Spring 2013			Grade Level			Comparative				
			Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	
3	95	186.0	15.3	37	192.3	16.2	17	6.3	2.3	10.5	34	35	-2.10	2		
4	73	195.7	15.8	35	200.1	18.6	18	4.4	2.8	7.8	32	44	-2.10	2		
5	98	203.6	14.7	37	211.0	13.0	45	7.4	2.0	6.2	50	52	0.70	75		

Reading

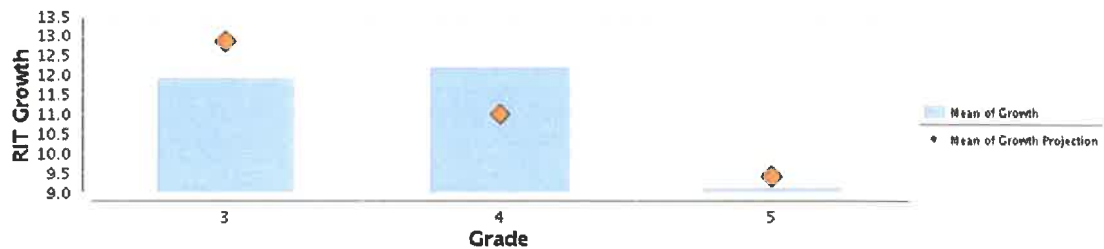


2013-2014

Mathematics

Thematics		Achievement Status						Growth						
		Fall 2013			Spring 2014			Grade Level			Comparative			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
Grade (Spring 2014)	Growth Count†													
3	94	186.5	14.1	25	195.4	14.6	22	11.9	2.1	12.9	41	44	-0.40	33
4	89	195.0	14.9	17	209.2	15.2	23	12.2	2.3	11.0	50	56	0.50	71
5	83	205.1	15.7	22	215.3	15.3	23	9.1	2.8	8.4	32	51	-0.10	46

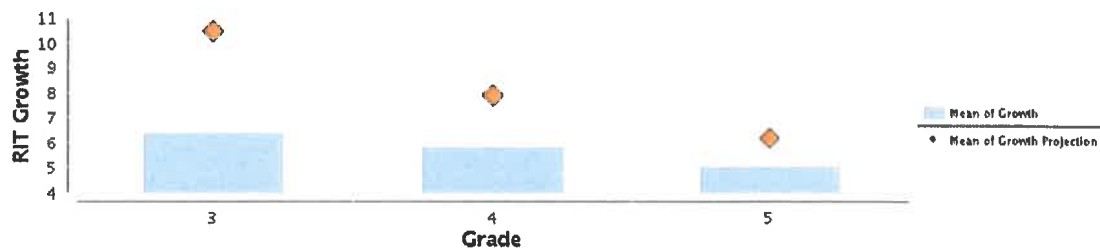
Mathematics



Reading

Grade (Spring 2014)		Growth Count‡	Achievement Status						Growth						Comparative	
			Fall 2013			Spring 2014			Grade Level			Comparative				
			Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	
3	91	185.4	17.2	33	191.8	15.8	15	6.4	2.4	10.5	35	38	-2.00	2		
4	85	194.0	16.0	26	199.6	15.2	17	6.8	2.2	7.9	44	46	-1.30	10		
5	75	202.5	15.8	31	207.5	15.9	26	5.0	2.6	6.2	35	47	-0.70	24		

Reading

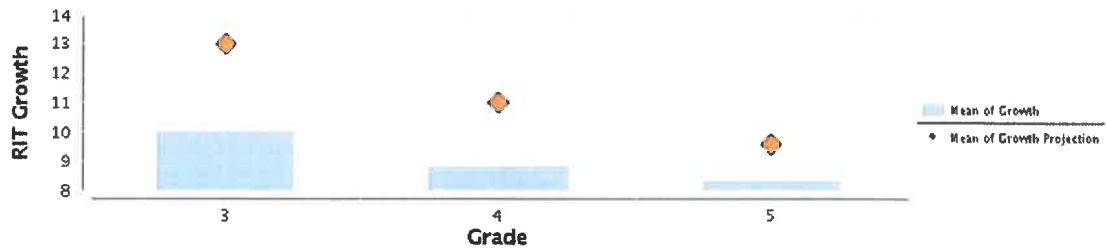


2014-2015

Mathematics

		Achievement Status						Growth						
		Fall 2014			Spring 2015			Grade Level			Comparative			
Grade (Spring 2015)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	92	189.9	13.3	47	195.9	12.9	29	10.0	2.0	13.0	31	34	-1.40	9
4	100	196.2	14.8	17	205.0	16.4	11	8.8	2.2	11.0	40	40	-1.00	18
5	105	208.2	13.8	32	216.5	14.9	28	8.3	2.0	9.5	45	44	-0.50	31

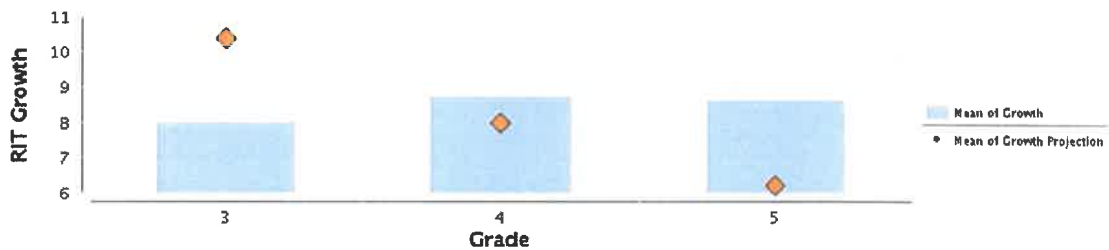
Mathematics



Reading

		Achievement Status						Growth						
		Fall 2014			Spring 2015			Grade Level				Comparative		
Grade (Spring 2015)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	95	186.4	16.8	30	194.4	15.5	26	8.0	2.4	10.4	35	41	-1.20	11
4	100	192.1	15.3	17	200.8	16.2	21	8.7	2.2	8.8	52	52	0.40	67
5	105	201.7	15.7	32	211.3	15.0	47	5.6	2.1	6.2	62	57	1.30	91

Reading



WELPA Results

2012-2013

District/School	AMAO-1 Making Progress				AMAO-2 Attainment of English Proficiency								AMAO-3		
	Met All 3 AMAOs	Students matched	Making progress	Met AMAO1 target (67.8%)	Unscored	Level 1	Level 2	Level 3	Level 4	Total students	% Transitioning	Met AMAO2 Target (7.7%)	Met Reading Proficiency/ Participation	Met Math Proficiency/ Participation	Met AMAO3
State Total	No	78,266	72.1%	Yes	1,211	4,032	30,353	56,917	12,909	105,422	12.2%	Yes	No	No	No
Auburn Consortium	No	1,655	75.2%	Yes	10	74	641	1,216	259	2,200	11.7%	Yes	No	No	No
Auburn School District	No	1,641	75.2%	Yes	10	72	632	1,205	255	2,174	11.7%	Yes	No	No	No
Elko Elementary School	No	96	85.4%	Yes	0	5	43	66	26	140	18.5%	Yes	No	Yes	No

Notes:

No* indicates district failed to meet all three AMAOs due to consortium total
 Yes* indicates district met all three AMAOs due to consortium total
 Results may be suppressed (Info).

2013-2014

District/School	AMAO-1 Making Progress				AMAO-2 Attainment of English Proficiency								AMAO-3		
	Met All 3 AMAOs	Students matched	Making progress	Met AMAO1 target (67.8%)	Unscored	Level 1	Level 2	Level 3	Level 4	Total students	% Transitioning	Met AMAO2 Target (7.7%)	Met Reading Proficiency/ Participation	Met Math Proficiency/ Participation	Met AMAO3
State Total	No	78,266	72.1%	Yes	1,211	4,092	30,353	56,917	12,909	105,422	12.2%	Yes	No	No	No
Auburn Consortium	No	1,655	75.2%	Yes	10	74	641	1,216	259	2,200	11.7%	Yes	No	No	No
Auburn School District	No	1,641	75.2%	Yes	10	72	632	1,205	255	2,174	11.7%	Yes	No	No	No
Ilalke Elementary School	No	96	85.4%	Yes	0	5	43	66	26	140	18.5%	Yes	No	Yes	No

Notes:

No* indicates district failed to meet all three AMAOs due to consortium total
 Yes* indicates district met all three AMAOs due to consortium total
 Results may be suppressed (Info).

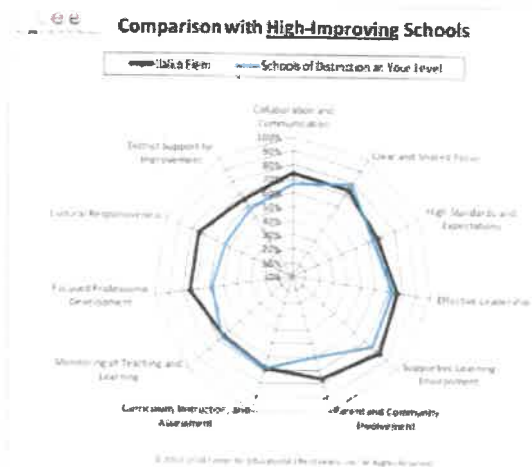
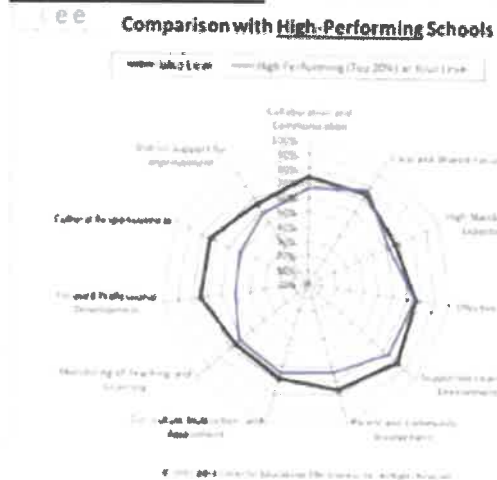
2014-2015

District/School	AMAO-1 Making Progress				AMAO-2 Attainment of English Proficiency								AMAO-3		
	Met All 3 AMAOs	Students matched	Making progress	Met AMAO1 target (68.1%)	Unscored	Level 1	Level 2	Level 3	Level 4	Total students	% Transitioning	Met AMAO2 Target (8.0%)	Met Reading Proficiency/ Participation	Met Math Proficiency/ Participation	Met AMAO3
State Total	No	84,421	77.9%	Yes	1,918	4,118	29,724	58,804	19,020	113,584	16.7%	Yes	No	No	No
Auburn Consortium	No	1,763	76.0%	Yes	75	79	650	1,256	377	2,437	15.4%	Yes	No	No	No
Auburn School District	No	1,737	75.7%	Yes	75	79	645	1,229	372	2,400	15.5%	Yes	No	No	No
Ilalke Elementary School	No	102	79.4%	Yes	1	1	41	76	24	143	16.7%	Yes	No	No	No

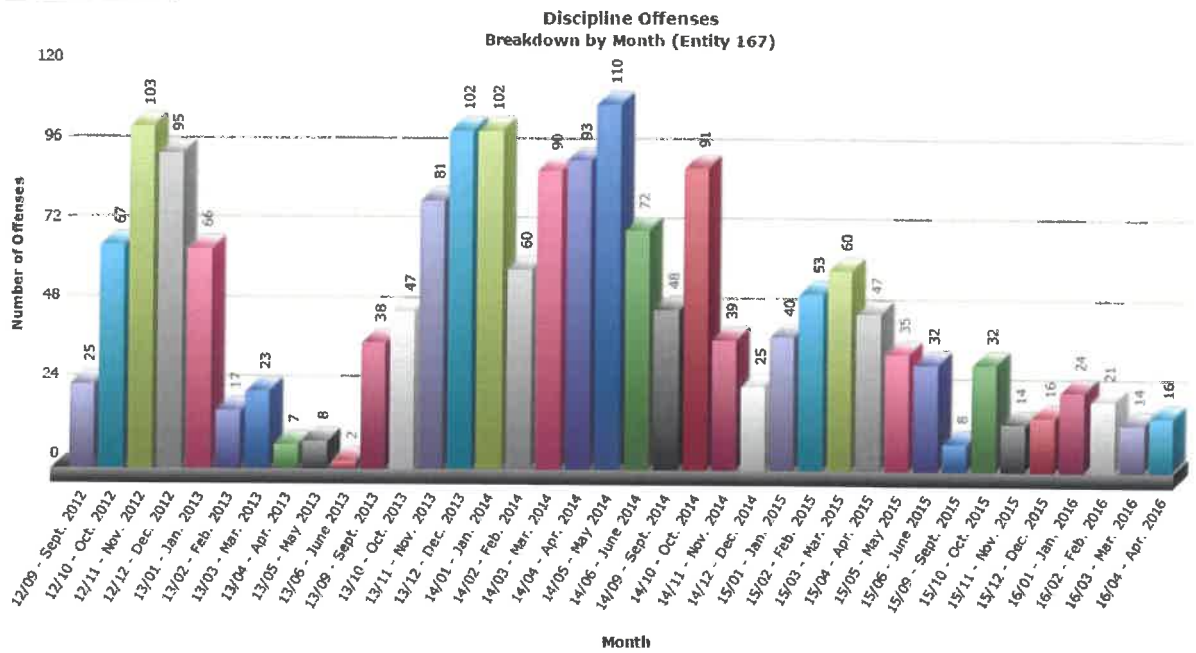
Notes:

No* indicates district failed to meet all three AMAOs due to consortium total
 Yes* indicates district met all three AMAOs due to consortium total
 Results may be suppressed (Info).

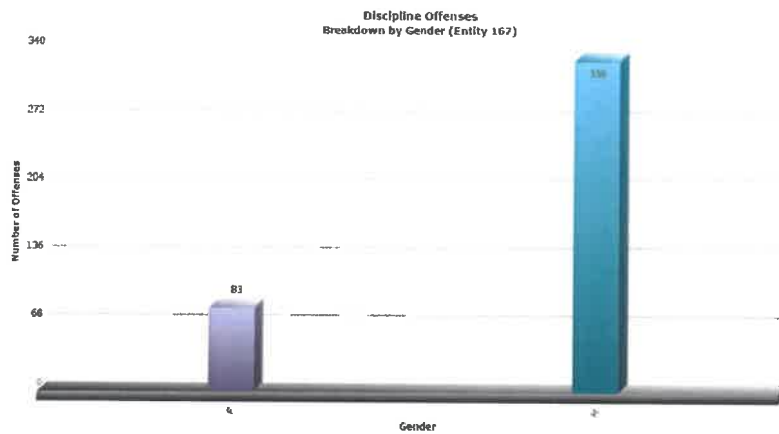
CEE Spider Chart



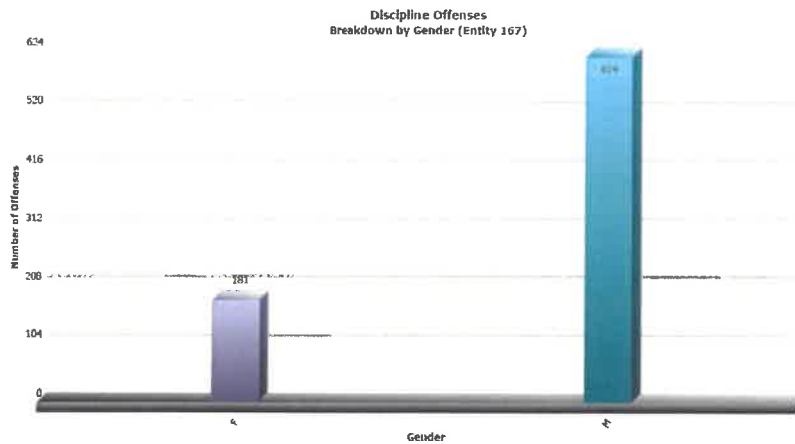
Discipline Data



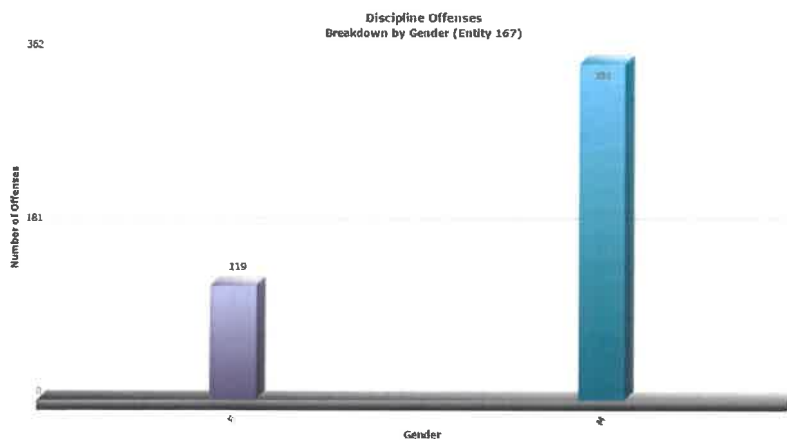
Discipline by Gender 2012-2013



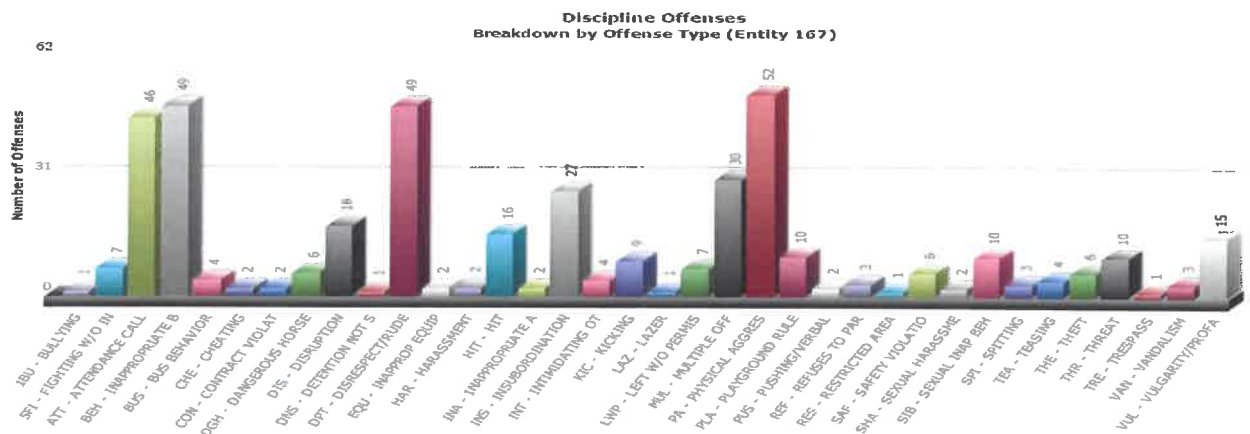
2013-2014



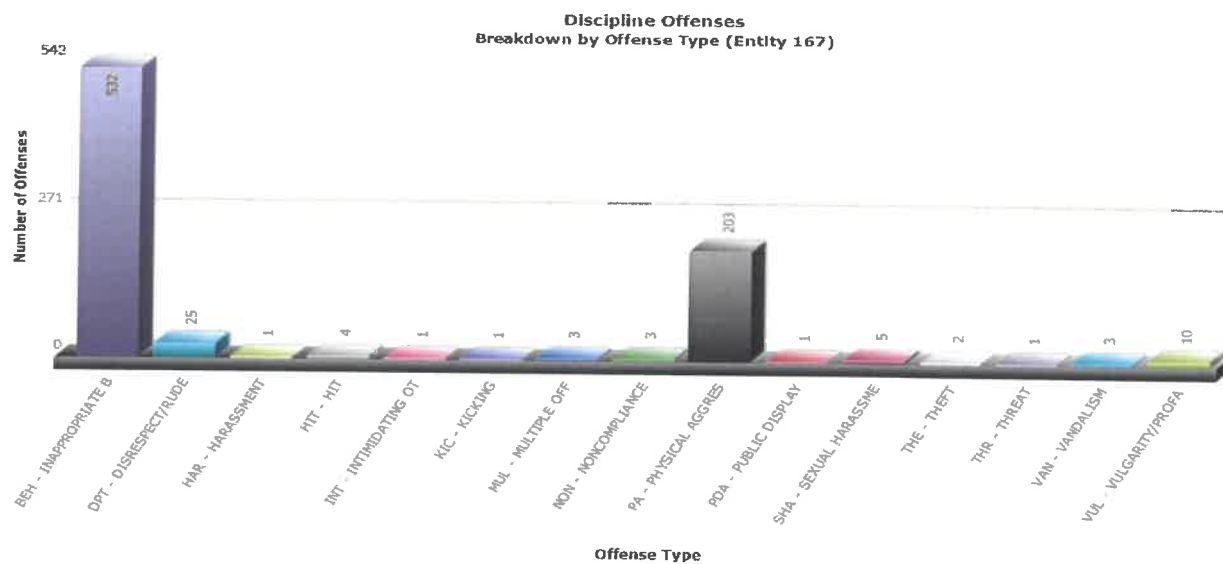
2014-2015



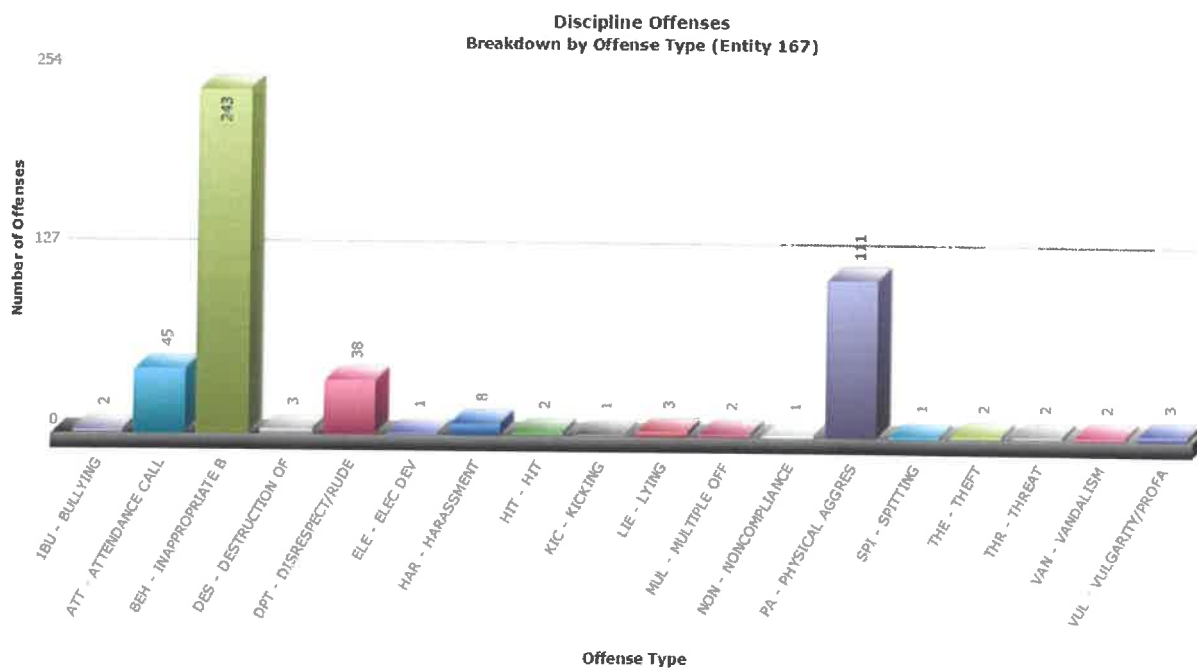
Discipline by Offense 2012-2013



2013-2014



2014-2015



Attendance & Demographic Data

2012-2013

Student Demographics	
Enrollment	
October 2012 Student Count	573
May 2013 Student Count	582
Gender (October 2012)	
Male	284 49.6%
Female	289 50.4%
Race/Ethnicity (October 2012)	
Hispanic / Latino of any race(s)	163 28.4%
American Indian / Alaskan Native	3 0.5%
Asian	35 6.1%
Black / African American	25 4.4%
Native Hawaiian / Other Pacific Islander	14 2.4%
White	271 47.3%
Two or More Races	62 10.8%
Special Programs	
Free or Reduced-Price Meals (May 2013)	321 55.2%
Special Education (May 2013)	63 10.8%
Transitional Bilingual (May 2013)	107 18.4%
Migrant (May 2013)	0 0.0%
Section 504 (May 2013)	2 0.3%
Foster Care (May 2013)	N=10
Other Information (more info)	
Unexcused Absence Rate (2012-13)	42 0.1%

2013-2014

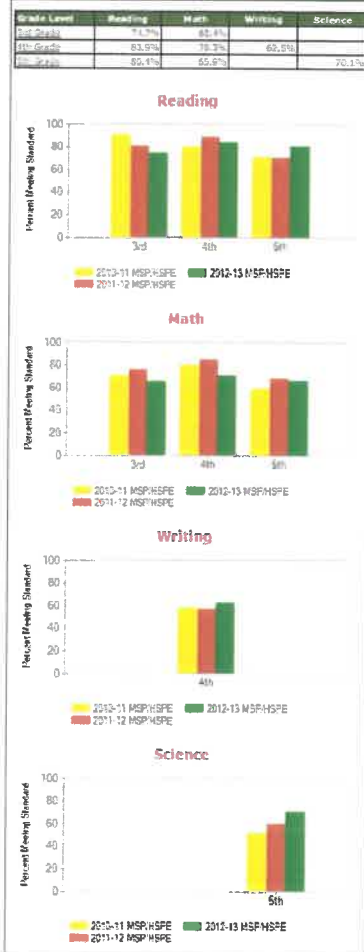
Student Demographics	
Enrollment	
October 2013 Student Count	570
May 2014 Student Count	608
Gender (October 2013)	
Male	286 50.3%
Female	284 49.8%
Race/Ethnicity (October 2013)	
Hispanic / Latino of any race(s)	161 28.2%
American Indian / Alaskan Native	3 0.5%
Asian	45 7.9%
Black / African American	19 3.3%
Native Hawaiian / Other Pacific Islander	17 3.0%
White	262 46.0%
Two or More Races	63 11.1%
Special Programs	
Free or Reduced-Price Meals (May 2014)	348 57.2%
Special Education (May 2014)	64 10.5%
Transitional Bilingual (May 2014)	145 23.8%
Migrant (May 2014)	0 0.0%
Section 504 (May 2014)	3 0.5%
Foster Care (May 2014)	N=10
Other Information (more info)	
Unexcused Absence Rate (2013-14)	47 0.1%

2014-2015

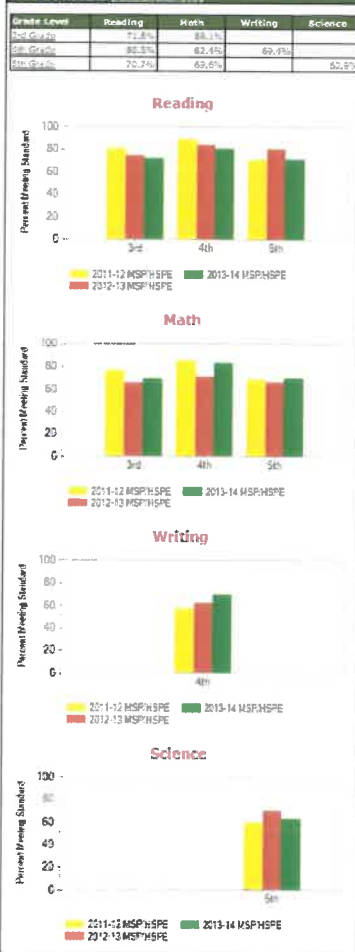
Student Demographics	
Enrollment	
October 2014 Student Count	626
May 2015 Student Count	647
Gender (October 2014)	
Male	307 49.0%
Female	319 51.0%
Race/Ethnicity (October 2014)	
Hispanic / Latino of any race(s)	186 29.7%
American Indian / Alaskan Native	7 1.1%
Asian	50 8.0%
Black / African American	20 3.2%
Native Hawaiian / Other Pacific Islander	20 3.2%
White	265 42.3%
Two or More Races	78 12.5%
Special Programs	
Free or Reduced-Price Meals (May 2015)	369 57.0%
Special Education (May 2015)	58 9.0%
Transitional Bilingual (May 2015)	144 22.3%
Migrant (May 2015)	0 0.0%
Section 504 (May 2015)	1 0.2%
Foster Care (May 2015)	N=10
Other Information (more info)	
Unexcused Absence Rate (2014-15)	16 0.0%

SBA Results & Trend Charts

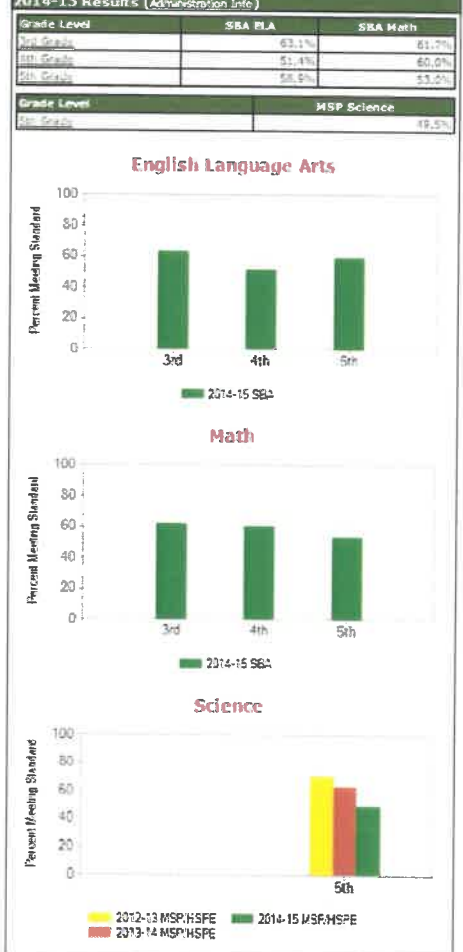
2012-13 Results (Administration Info)



2013-14 Results (Administration Info)



2014-15 Results (Administration Info)



Professional Development & Implementation Calendar

Professional Development LAP #6

LAP Component #6- Provide Opportunities for Professional Development

System Connections

AWSP Framework Criterion # 5; Improving Instruction
6: Managing Resources

*** Targeted Professional Learning:** Professional Development that is an on-going systematic process informed by evaluation of student, teacher & school needs embedded in School Improvement Plan (SIP).

*PDTIP Form (see attached)

*SIP- PD implementation calendar plan & calendar with specificity (see attached)

***Professional Learning Communities:** Teachers meet on a regular, planned basis to analyze data & student work that will guide their instructional strategies & planning to support struggling learners in meeting K-4 ELA standards.

Building Leadership meetings Monitoring Implementation & Impact Program Effectiveness

System Connections

RCW 28A.165.100

CEL5D Assessment for Student Learning; Assessment & Adjustments

AWSP Framework Criterion#8 Closing the Gap

*LAP students' entrance & exit performance data & LAP program will be evaluated.

*Dynamic Indicators of Basic Early Learning (DIBELS) K-4: pre/post

*Measure of Academic Progress (MAP Test) Grades 3-5 pre/post

*Smarter Balanced Assessment (SBA) Gr. 3-5

*Other assessment : < Identify assessment used & grade level>

* End of the Year Summary Report

Data Reviews – Whole Staff & BLT & PLCs

Program Effectiveness-

System Connections

RCW 28A.165.100

CEL5D Assessment for Student Learning; Assessment & Adjustments

AWSP Framework Criterion#8 Closing the Gap

*LAP students' entrance & exit performance data & LAP program will be evaluated.

*Dynamic Indicators of Basic Early Learning (DIBELS) K-4: pre/post

*Measure of Academic Progress (MAP Test) Grades 3-5 pre/post

*Smarter Balanced Assessment (SBA) Gr. 3-5

*Other assessment : < Identify assessment used & grade level>

* End of the Year Summary Report

Month	Building 28+6 principal's hours	Staff Meetings		BLT Meetings	District/Waiver Days	Title extra hours
June						
August	26-PBIS retreat 29-SIP 31-Alignment	26-Opening staff meeting			30-District Development 31-Superintendent	
September	1-Alignment	14, 28		13	6-class prep	
October	TBD-Data	12,26		5		
November		9		2	Report card prep	
December		14		7		
January		11,25		4		
February	TBD-Data	15		8		
March		8,22		1		
April		19		5		
May		10,24		3		
June	TBD-Data TBD-class placement					