

Implementation September 2024-June 2027

Lake View

School Improvement Planning



School Improvement Plan Adopted by the Auburn School Board of Directors on
August 12, 2024.

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.

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Stakeholder Input

Our SIP team is made up of the principal, and three certificated staff members. All members have their master's degree. All members have been practicing teachers for more than twelve years.

We began this process in October 2023 with the first district SIP team meeting. We created a meeting schedule that allowed for all staff to participate in the creation of our SIP plan, with monthly building hours scheduled to complete the work of collecting and analyzing data. Staff participated in data carousels, team sharing, and prioritizing of success and challenge statements. Additionally, the SIP team met between staff meetings and district meetings with our Inclusion-Equity-Leadership Team to plan and complete work for the SIP document.

Parent Engagement – SWT 2/LAP

The first step towards family engagement is our intentionally welcoming environment, which includes greetings from multiple staff members before school and positive reception from our office professionals. Teachers engage all families in parent-teacher conferences in December, as well as with at risk students' families in March. Additionally, families at Lake View are encouraged to attend our Open House, Family Literacy and Goal Sharing Night, Culture Night, and Community Cafés. Staff attend these nights, students prepare displays to share with their family and the nights are promoted through various mediums. Methods of communication with families include, Parent Square (formerly Remind) communication program, e-mails, phone calls, home visits and in person conferencing. During Family Literacy and Goal Sharing Night, activities for families to increase literacy opportunities at home are shared as well as student academic and social emotional goals. During culture night, the various backgrounds of our families are celebrated.

Student Transitions – SWT 2 & 3/LAP

In the interest of properly placing and preparing students, the ECE teacher and support staff begin meeting with kindergarten, resource room and SLC teachers to plan times for ECE students to push into kindergarten classrooms. At the end of each year, grade levels meet with both the grade above and below to discuss student placements. The data from schoolwide spreadsheets is made available to incoming teachers before the next school year. Before transitioning to 6th grade, the 5th grade teachers, counselor and special education teacher meet with middle school to discuss individual student needs. The middle schools send counselors and representatives to the school to help the 5th graders make registration decisions. The 5th graders visit the middle schools before the end of the year.

Assessment Decisions – SWT 3/LAP

Teachers have access to interim assessment data and data collected from benchmark and progress/growth monitoring assessments on our school wide spreadsheets. This data is used at weekly PLC meetings to guide instruction. After each benchmark, (fall, winter and spring) teachers meet for 2 building hours focused on analyzing data, identifying trends and planning interventions. Weekly assessments are used to help guide the work during our "What I Need" time, Reading Acceleration Groups, and in class intervention times.

Effective, Timely Assistance – SWT 2 &3/LAP

At risk students are identified after each benchmark (Dibels and iReady) assessment. At the beginning of the year, at-risk students in ELA are rank ordered for targeted LAP intervention. Throughout the year, students identified by staff assessments as being at risk are brought to our Care Team committee, where interventions may be suggested. The ML, LAP and Resource Room teachers meet monthly to discuss shared students. They also meet with grade level teams on a rotating schedule. Inclusive Collaboration time is provided each Monday for grade level teams to meet with support staff to develop systems that would support current academic and social emotional needs in the classroom.

Prioritized Challenges

Explain how all staff were included in prioritizing challenge narratives:

The SIP team collected data from OSPI Report Card, i-Ready, and Tableau. The data was synthesized and prioritized based on the needs that were identified in the Washington School Improvement Framework: Hispanic, ML, and Students with Disabilities.

The data slides were divided into demographics, attendance, discipline trends, Dibels assessment, i-Ready and SBA data. The slides were printed and displayed on posters for easy visualization and comparison. Certificated staff were provided with objective narrative statement samples and given the opportunity to analyze the challenges.

The SIP team took the staff's narrative statements and compiled them into a Google form. The staff ranked each statement within each category: demographics, attendance, discipline trends, Dibels assessment, i-Ready and SBA data.

Goal 1 Literacy:

1. In 21-22 on the spring iReady Reading Diagnostic, 19% of ML students scored two or more grade levels below standard. In 22-23, this number increased to 30% scoring two or more grade levels below standard.
2. In 21-22 on the spring iReady Reading Diagnostic, 10% of Hispanic students scored two or more grade levels below standard. In 22-23, this number increased to 15% scoring two or more grade levels below standard.
3. In 21-22 on the DIBELS fluency assessment, the gap between "all" students scoring intensive and students with disabilities scoring intensive was 27.5%. The same gap in 22-23 was 21.7%.
4. In 21-22 on the ELA SBA, the passing gap between Non-ML and ML students was 41%. The same passing gap in 22-23 was 42%.

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5. In 21-22 on the ELA SBA, the passing gap between students with disabilities and students without disabilities was 30%. The same passing gap in 22-23 was 38%.
6. In 21-22 on the DIBELs fluency assessment, the gap between "all" students scoring intensive and ML students scoring intensive was 22.8%. The same gap in 22-23 was 21.2.

Goal 2 Math :

1. In 21-22 on the Math SBA, the passing gap between Non-ML and ML students was 36%. The same passing gap in 22-23 was 43%.
2. In 21-22 on the spring iReady Math Diagnostic, the gap between disabled students versus non-disabled students scoring two or more grade levels below standard was 21%. In 22-23, this number increased to 25% scoring two or more grade levels below standard.
3. In 21-22 on the spring iReady Math Diagnostic, the gap between ML versus non-ML students scoring two or more grade levels below standard was 8%. In 22-23, this number increased to 13% scoring two or more grade levels below standard.
4. In 21-22 on the Math SBA, the passing gap between students with disabilities and students without disabilities was 36%. The same passing gap in 22-23 was 43%.
5. In 21-22 on the Math SBA, the passing gap between Non-Hispanic and Hispanic students was 17%. The same passing gap in 22-23 was 13%.

Goal 3

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

1. From 17-18 to 22-23, "all" students at risk for absenteeism increased from 20% to 42%.
2. In the years 21-22 and 22-23, zero Pacific Islander and Native American students were "on target" for attendance.
3. In 21-22, seven of the eight total suspensions were assigned to students with disabilities. In 22-23, ten of fifteen suspensions were assigned to students with disabilities.
- 4.

SMART(IE) Goal

*Your **SMART(IE) Goals and Action Steps must** address your prioritized Challenge Narratives from your data analysis. **SMART(IE) Goal Definition - OSPI:** Goals for improvement are specific, measurable, attainable, realistic, timebound, inclusive and equitable in describing what will be improved by how much, by when, and for what/whom.*

SMARTIE Goal 1 - Literacy

Describe alignment to District Strategic Plan Foundational Priorities:

- 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.

The percent of all students in Grades 3, 4, and 5 at Lake View Elementary School scoring at Levels 1 in ELA will decrease from 23% in 2023 to 5% in 2027, with the percent of ML at Levels 1 decreasing from 49% in 2023 to 20% in 2027 as measured by the State assessment in ELA.

Baseline by Grade: 3rd 21%, 4th 23%, 5th 25%
Baseline for ML by Grade: 3rd 40%, 4th 44%, 5th 64%

SMARTIE Goal 2 - Math:

Describe alignment to District Strategic Plan Foundational Priorities:

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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.

The percent of all students in Grades 3, 4, and 5 at Lake View Elementary School scoring at Levels 1 in Math will decrease from 19% in 2023 to 5% in 2027, with the percent of ML at Levels 1 decreasing from 40% in 2023 to 20% in 2027 as measured by the State assessment in Math.

Baseline by Grade: 3rd 16%, 4th 15%, 5th 23%

Baseline for ML by Grade: 3rd 36%, 4th 42%, 5th 42%

SMARTIE Goal 3:

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

Describe alignment to District Strategic Plan Foundational Priorities

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Implementation and PD Calendar for 2024 - 25 - **SWT 2 & 3/LAP**

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

Month	Building 28+6 principal's hours	Staff Meetings	PLC+	IEL Meetings	Title/LAP Resources to Support PD
August	August	8/27 - Retreat/SIP launch (6.5) 8/28 - New line training (1)			
September	September	9/17-9/20 Data Meetings (ELA) (1 Hr)	9/12	9/16 9/23	9/11
October	October	10/29 G#1/2 A#1 (1 Hr)	10/3 10/24	10/7 10/14 10/28	10/2
November	November	11/7 SIP G#3, A#1 (1 Hr)	11/13	11/18	11/12
December	December	12/12 G#1/2 A#2 (1 Hr)	12/5 12/19	12/2 12/9	
January	January	1/16 G#1/2 A#1 (1 Hr)	1/9 1/23	1/13 1/27	1/7
February	February	2/13 3/20 G#3 A#2 (1 Hr)	2/6 2/27	2/10	Mid-Year Review make copy & complete 2/4
March	March	3/27 G#1/2 A#2 (1 Hr)	3/13 3/27	3/3 3/10 3/24 3/31	3/11
April	April	4/3 Multicultural Night	4/17	4/21 4/28	4/1
May	May		5/1 5/15 5/29	5/12 5/19	5/6
June	June	6/2-6/6 Initial Class Placement		6/9	6/10 End of Year Review make copy & complete

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

Demographics

The staff reviewed demographic data for the years 2017-2019 and 2021-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates an increase in students qualifying for Multi-lingual and Special Education services. The trend also indicates an enrollment increase of students of races other than white.

The trends most notable in the data are:

- Students qualifying for Multi-lingual services increased from 14.3% in the year 17-18 to 20.2% in the year 22-23.
- Students with disabilities increased from 12.2% in the year 17-18 to 17.8% in the year 22-23.
- White student enrollment decreased from 64.9% in the year 17-18 to 56.6% in the year 22-23.
- Hispanic/Latino student enrollment increased from 19.4% in the year 17-18 to 24.6% in the year 22-23.

Discipline **Discipline**

The staff reviewed discipline data for the years 2017-2019 and 2021-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates a higher trend of exclusionary discipline among students with disabilities compared to students without disabilities.

The trends most notable in the data are:

- Overall, the number of exclusionary discipline incidents were the same in 2016-17 and 2022-23, with 15 incidents.
- The number of exclusions due to fighting/violence increased from 3 incidents in 2016-17 to 13 incidents in 2022-23.
- Of the 15 total exclusionary discipline incidents, 10 involved students with disabilities in both 2016-17 and 2022-23.

Attendance Attendance

The staff reviewed attendance data for the years 2017-2019 and 2021-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates a significant increase in absenteeism among all demographics, and there is a notable gap between Pacific Islander and other demographics.

The trends most notable in the data are:

- Overall, percent of students on target for attendance decreased from 48% in 2017-18 to 23% in 2022-23.
- In the years 21-22 and 22-23, zero Pacific Islander and Native American students were "on target" for attendance.
- The percent of white students on target for attendance decreased from 50% in 2017-18 to 19% in 2022-23.

DIBELS DIBELS

The staff reviewed Dibels data for the years 2021-22 and 2022-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates very consistent proficiency rates from 2021-22 to 1022-23, and there is a performance gap with students with disabilities and multilingual learners.

The trends most notable in the data are:

- In 21-22 on the DIBELs fluency assessment, the gap between "all" students scoring intensive and students with disabilities scoring intensive was 27.5%. The same gap in 22-23 was 21.7%.
- In 21-22 on the DIBELs fluency assessment, the gap between "all" students scoring intensive and ML students scoring intensive was 22.8%. The same gap in 22-23 was 21.2.
- In 21-22 on the DIBELs fluency assessment, the gap between "all" students scoring intensive and Hispanic students scoring intensive was 9.8%. The same gap in 22-23 was 6.7%.

iReady (i-Ready Reading and i-Ready Math)

The staff reviewed i-Ready data for the years 2021-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates a consistency in overall proficiency in reading and math, and there is a performance gap with students with disabilities and multilingual learners.

The trends most notable in the data are:

- In 21-22 on the Spring iReady Reading Diagnostic, 64% of all students met grade level proficiency. In 22-23, this number was also 64%.
- In 21-22 on the spring iReady Reading Diagnostic, 10% of all students scored two or more grade levels below standard. In 22-23, this number was also 10%.
- In 21-22 on the spring iReady Reading Diagnostic, 10% of Hispanic students scored two or more grade levels below standard. In 22-23, this number

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increased to 15% scoring two or more grade levels below standard.

- In 21-22 on the spring iReady Reading Diagnostic, 19% of ML students scored two or more grade levels below standard. In 22-23, this number increased to 30% scoring two or more grade levels below standard.
- In 21-22 on the Spring iReady Math Diagnostic, 63% of all students met grade level proficiency. In 22-23, this number decreased to 59%.
- In 21-22 on the spring iReady Math Diagnostic, 8% of all students scored two or more grade levels below standard. In 22-23, this number was also 8%.
- In 21-22 on the spring iReady Math Diagnostic, the gap between disabled students versus non-disabled students scoring two or more grade levels below standard was 21%. In 22-23, this number increased to 25% scoring two or more grade levels below standard.
- In 21-22 on the spring iReady Math Diagnostic, the gap between ML versus non-ML students scoring two or more grade levels below standard was 8%. In 22-23, this number increased to 13% scoring two or more grade levels below standard.

SBA ELA **SBA ELA**

The staff reviewed ELA SBA data for the years 2021-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates a 5% increase in proficiency rate among all students, and there is a performance gap with students with disabilities and multilingual learners.

The trends most notable in the data are:

- In 21-22 on the ELA SBA, 46.5% of all students demonstrated grade level proficiency. In 22-23, this number increased to 48%.
- In 21-22 on the ELA SBA, the passing gap between Non-ML and ML students was 41%. The same passing gap in 22-23 was 42%.
- In 21-22 on the ELA SBA, the passing gap between Non-Hispanic and Hispanic students was 14%. The same passing gap in 22-23 was 15%.
- In 21-22 on the ELA SBA, the passing gap between students with disabilities and students without disabilities was 30%. The same passing gap in 22-23 was 38%.

SBA Math **SBA Math**

The staff reviewed Math SBA data for the years 2021-2023 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates a 2% increase in proficiency rate among all students, and there is a performance gap with students with disabilities and multilingual learners.

The trends most notable in the data are:

- In 21-22 on the Math SBA, 53% of all students demonstrated grade level proficiency. In 22-23, this number decreased to 52.7%.
- In 21-22 on the Math SBA, the passing gap between Non-ML and ML students was 36%. The same passing gap in 22-23 was 43%.
- In 21-22 on the Math SBA, the passing gap between Non-Hispanic and Hispanic students was 17%. The same passing gap in 22-23 was 13%.

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- In 21-22 on the Math SBA, the passing gap between students with disabilities and students without disabilities was 36%. The same passing gap in 22-23 was 43%.

WCAS (Washington Comprehensive Assessment of Science) [WCAS](#)

The staff reviewed Washington Comprehensive Assessment of Science data for the years 2021-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates there was a slight overall decrease in proficiency rate from 2021-22 to 2022-23, and there is a performance gap with students with disabilities, hispanic students, and multilingual learners.

The trends most notable in the data are:

- Overall, the percent of students meeting proficiency decreased from 52% in 2021-22 to 46% in 2022-23.
- The percent of Hispanic students meeting proficiency in 2022-23 was 27%, while the percent of white students meeting proficiency was 63%.
- The percent of multilingual students meeting proficiency in 2022-23 was 30%, while the percent of non-multilingual students meeting proficiency was 55%.
- The percent of students with disabilities meeting proficiency in 2022-23 was 27%, while the percent of students without disabilities meeting proficiency was 50%.

Write a summary of the analysis of your school's data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

Multilingual Learner Data (include WIDA) *Data linked above.*

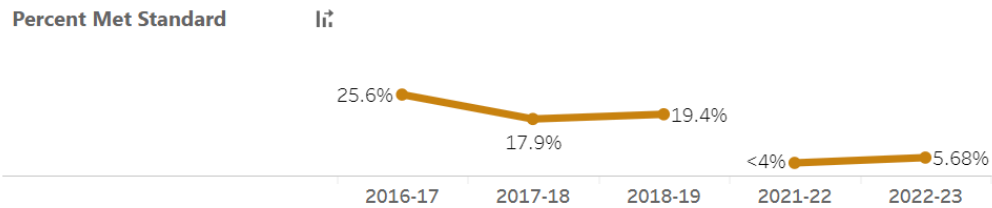
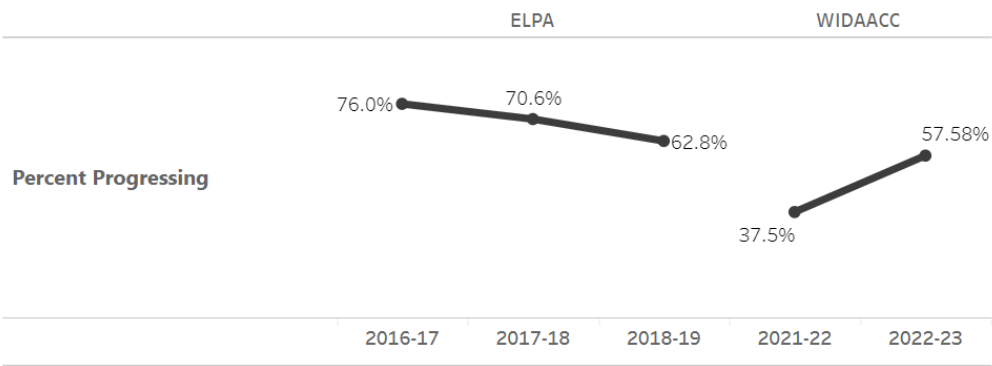
The staff reviewed Multilingual Learner Data, including WIDA data for the years 2017-2019 and 2021-23. The overall trend indicates there is a performance gap between multilingual and non-multilingual learners.

The trends most notable in the data are:

- Students qualifying for Multi-lingual services increased from 14.3% in the year 17-18 to 20.2% in the year 22-23. (Demographics)
- In 21-22 on the DIBELs fluency assessment, the gap between "all" students scoring intensive and ML students scoring intensive was 22.8%. The same gap in 22-23 was 21.2. (Dibels)
- In 21-22 on the spring iReady Reading Diagnostic, 19% of ML students scored two or more grade levels below standard. In 22-23, this number increased to 30% scoring two or more grade levels below standard. (i-Ready)
- In 21-22 on the spring iReady Math Diagnostic, the gap between ML versus non-ML students scoring two or more grade levels below standard was 8%. In 22-23, this number increased to 13% scoring two or more grade levels below standard. (i-Ready)
- In 21-22 on the ELA SBA, the passing gap between Non-ML and ML students was 41%. The same passing gap in 22-23 was 42%. (SBA ELA)

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- In 21-22 on the Math SBA, the passing gap between Non-ML and ML students was 36%. The same passing gap in 22-23 was 43%. (SBA Math)
- The percent of multilingual students meeting proficiency in 2022-23 was 30%, while the percent of non-multilingual students meeting proficiency was 55%.
- Since the implementation of the WIDA in 2021-22, percent of students progressing increased from 37.5% in 2021-22 to 57.6% in 2022-23. (WIDA)



Students with Disabilities *(Data linked above.)*

The staff reviewed Students with Disabilities data for the years 2017-2019 and 2021-23 disaggregated by low income, SWD, ML, race/ethnicity. The overall trend indicates there is a performance gap between students with disabilities and students without disabilities.

The trends most notable in the data are:

- Students with disabilities increased from 12.2% in the year 17-18 to 17.8% in the year 22-23. (Demographics)
- Of the 15 total exclusionary discipline incidents, 10 involved students with disabilities in both 2016-17 and 2022-23. (Discipline)
- In 21-22 on the DIBELs fluency assessment, the gap between "all" students scoring intensive and students with disabilities scoring intensive was

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27.5%. The same gap in 22-23 was 21.7%. (Dibels)

- In 21-22 on the spring iReady Math Diagnostic, the gap between disabled students versus non-disabled students scoring two or more grade levels below standard was 21%. In 22-23, this number increased to 25% scoring two or more grade levels below standard. (i-Ready)
- In 21-22 on the ELA SBA, the passing gap between students with disabilities and students without disabilities was 30%. The same passing gap in 22-23 was 38%. (SBA ELA)
- In 21-22 on the Math SBA, the passing gap between students with disabilities and students without disabilities was 36%. The same passing gap in 22-23 was 43%. (SBA Math)
- The percent of students with disabilities meeting proficiency in 2022-23 was 27%, while the percent of students without disabilities meeting proficiency was 50%.

Credit Attainment/F Data - Middle & High School (*Data Link*)

Write a summary of the analysis of your school's Credit Attainment and F data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

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*)

The staff reviewed student, staff, and family CEE Perceptual Survey data for the years 2021-2022 and 2023-2024. Specifically, staff prioritized the top five and bottom five responses from staff, students, and families. Staff were provided a document with the top and bottom five areas from each survey and were given access to all survey data during this process.

The trends most notable in the data are:

- The percent of staff positive responses decreased by 29% from 2022 to 2024 in the area of *Students understand the expectations of the school.*
- The percent of student positive responses decreased by 21% from 2022 to 2024 in the area of *I feel safe at this school.*
- The percent of student positive responses decreased by 25% from 2022 to 2024 in the area of *My school treats everyone fairly.*
- The percent of family positive responses decreased by 17% from 2022 to 2024 in the area of *Bullying/harassment is not tolerated in this school.*
- The percent of family positive responses decreased by 15% from 2022 to 2024 in the area of *This school has equitable behavior rules for all students.*

Write a summary of the analysis of your school's CEE Perceptual Survey data. Include data from all three surveys: staff, parent and student. Include comparisons of multiple years.