

Planning Year 2019-2020

School Improvement Plan

Lake View Elementary

Implementation September 2020-June 2023



School Improvement Plan Adopted by the Auburn School Board of Directors on
[insert school board approval date here.](#)

September 2019-June 2022
Auburn School District Strategic Plan

Aspiration: As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

The Auburn School District is committed to engaging, educating and empowering **EACH** student with equity and excellence.

In the Auburn School District, it means:

- 100% of our students graduate and are ready for their future.
- Excellent Attendance
- Mastery of Grade Level Standards
- Family/Community Engagement

District Goal 1 - Engage: Connect students to their schools and learning.

District Goal 2 - Educate: Ensure relevant learning, high achievement and graduation for each student.

District Goal 3 - Empower: Enable students and staff to thrive now and in the future.

School			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Dan St Mary	Jessica Udd	Beth White	Trina Johnson
Sharon Borton	Cyndie Miracle	Moya Udd	Jordan Rutledge
Jill Honeysett	Kristina Duffy		

SIP Template

School Improvement Team Signatures 2013-2014			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Dan St. Mary	Principal	<i>School Board Approved</i>	
Jill Honeysett	Parent		
Moya Udd	Student		
Jordan Rutledge	Community Member		
Jessica Udd	Kindergarten Teacher		
Kristina Duffy	LAP Specialist		
Sharon Borton	2nd Grade Teacher		
Trina Johnson	Learning Specialist		
Cyndie Miracle	4th Grade Teacher		
Beth White	Instructional Specialist		
<p>Each team must include staff, students, families, parents, and community members.</p> <p>Due to COVID, signatures will be collected when we return to school.</p>			

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 and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Anne Baunach	School Board	
Robyn Mulenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

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

Auburn School District Vision As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

School Mission

Lake View is a school where students, teachers, and parents work together every day in a welcoming environment to learn, grow, and succeed!

School Vision

We are committed to creating a welcoming school that empowers each child to unlock their unlimited potential!

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.

Stakeholder Input

Our SIP team is made up of the principal, and certificated staff who are general education teachers and specialists. We have one National Board Certified teacher, and all members have their master’s degree. All members have been practicing teachers for more than seven years.

We began this process in October, 2019 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 to plan and complete work for the SIP document.

In this document, you will find the following:

- mission and vision statements
- executive summaries
- parent engagement

SIP Template

- student transitions
- assessment decisions
- effective, timely assistance
- prioritized challenges
- SMART Goals
- Implementation and PD calendar
- Budget

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Demographic data

Staff reviewed enrollment data from 2014-2015 school year through 2018-2019, disaggregated by federal race/ethnicity, EL, SWD and Low Income. The largest changes have been in the percentage of Hispanic/Latino students, which has risen from 14.4% to 22.8% of our total population, our total population which has increased 31% and the percentage of white students which has decreased from 72.7% of the total population to 61.4%. As a percentage of our total population, EL students increased from 11% to 15% and SWD decreased from 21% to 16.9%. Low income students decreased from 47% to 42% of our total population.

How many students were enrolled at the beginning of the school year, over time, by student demographics?

Lake View Elementary School

- American Indian/ Alaskan Native

Asian

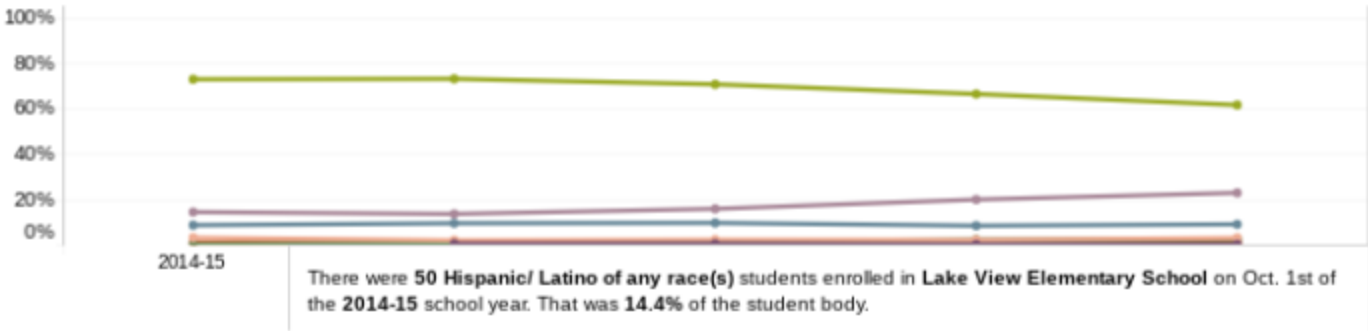
Black/ African American

Hispanic/ Latino of any race(s)
- Native Hawaiian/ Other Pacific Islander

Two or More Races

White

Federal Race/Ethnicity



Enrollment by Student Program and Characteristic

Students with Disabilities and Students without Disabilities



Low Income and Non Low Income



English Language Learner and Non English Language Learner

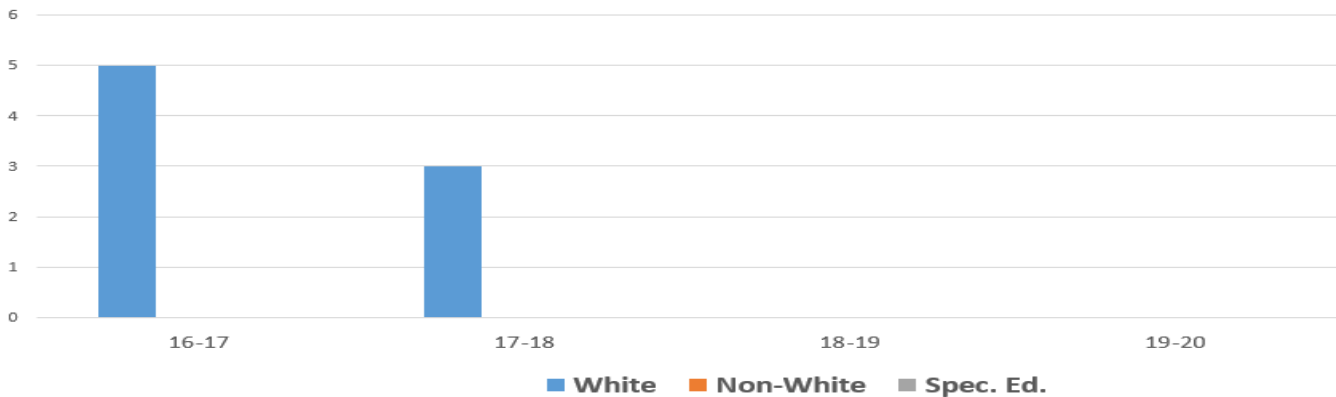


[Observations](#)

Discipline

The staff reviewed suspension data from 2016-2017 to 2019-2020 disaggregated by race and special education. Data reflected eight suspensions from 2016-17 to 2017-18. All eight suspensions were white students that do not receive special education services. There were not any suspensions administered during the 18-19 or 19-20 school years.

Suspensions by Race and Special Ed. Status

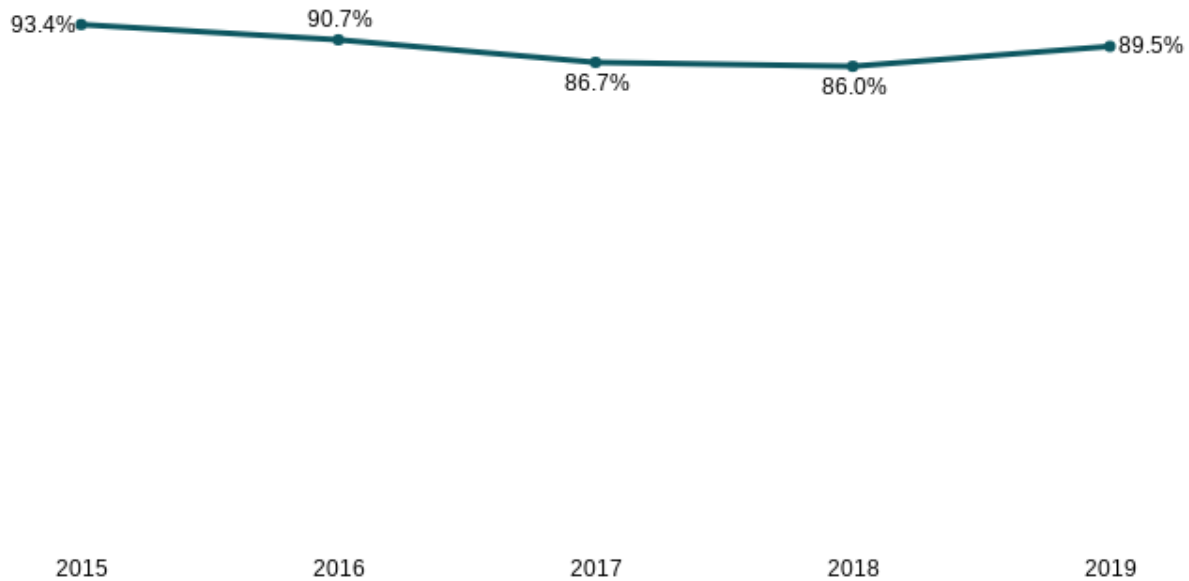


Attendance

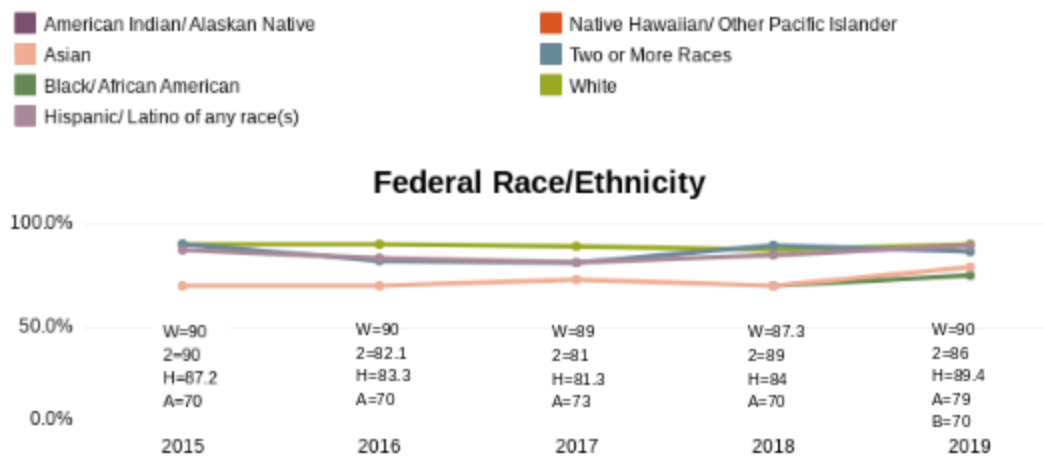
OSPI report card was used by staff to analyze the attendance data from 2015-16 through 2018-19 both by attendance rate for all students and disaggregated by student demographics: American Indian / Alaskan Native, Asian, Black/African American, Hispanic/ Latino of any races, Native Hawaiian/ Other Pacific Islander, Two or More Races, White and Gender.

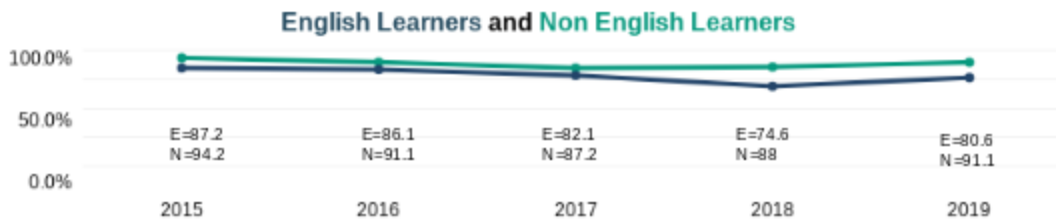
Data shows that the attendance rate for all students has decreased from 93.4% in 2015-2016 to 86 % in 2018-2019 which is a decrease of 7.4%. Data also showed that the overall attendance rate from 2018-2019 increased from 86% to 89.5%, which shows an increase of 3.5%. Data trends show that our two largest subgroups are students that are white and students who are two or more races. It was noticed that in 2015-2016 both white students and students with two or more races were both at 90% attendance rate. Data showed, in 2015-2016, the sub group two or more races dropped by 8% attendance rate. Until 2018-2019, when the data showed that the subgroup of two or more races increased by 8%, surpassing the rate of the subcategories of white students. Data also revealed that our Hispanic population attendance rate has increased from 87.2% in 2015-2016 to 89.4% in 2018-2019. Data also showed that our Asian population attendance rate has also increased from 70% in 2015-2016 to 79% in 2018-2019. Data also shows that the subcategory of black students was suppressed until 2018-2019 with an attendance rate of 75%. Data showed that our largest gap in attendance rate is shown between our ELL students (80.6%) and our non-ELL students (91.1%) in 2018-2019 with a trend of at least 6% deviation from 2015-2016 to 2018-19.

Trend Data of All Student Attendance

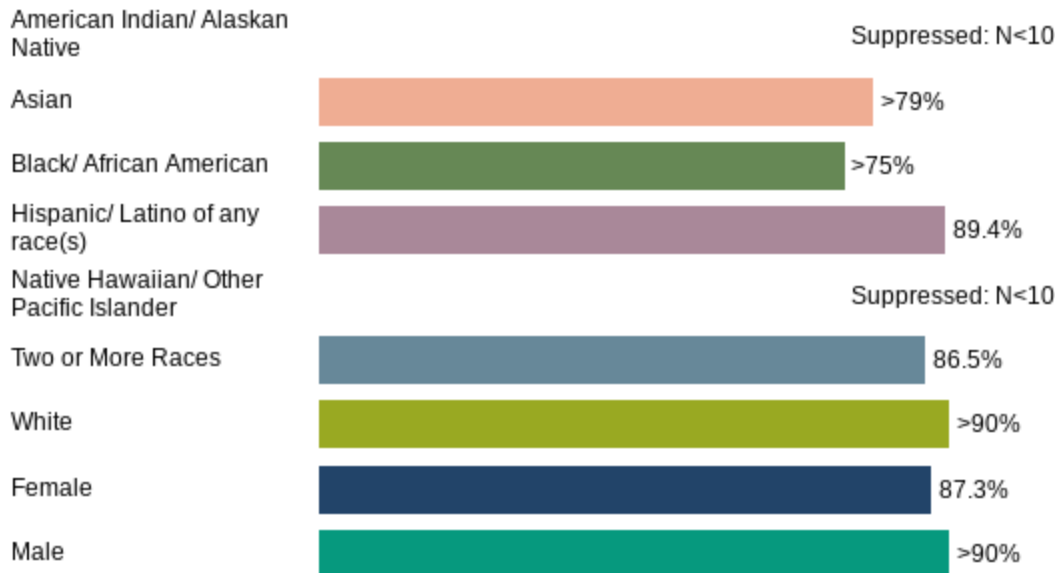


Trend Data of Attendance by Disaggregated groups





2019



Data Analysis- DIBELS

Tableau was used by staff to analyze the Spring DIBELS data from 2015-16 through 2018-19, disaggregated by English Learners (EL) and Students With Disabilities (SWD). Overall, 63% of all students were at standard in 2015-2016 compared to 54% of all students at standard in 2018-2019. Data trends indicated that the percentages of students qualifying for intensive support in the DIBELS spring data for EL students increased in grades 1, 2, 4 and 5. Data showed a decrease in grades K and remained stagnant for 3rd grade between 2015-2016 and 2018-2019. Data trends indicated that the percentage of students qualifying for intensive support in DIBELS spring data for SWD increased in grades K-5.

Challenges:

When following cohort grade level group trends on Spring Dibels across years 2015-2016 to 2018-2019, there is an increase in EL intensive students.

- 33% of EL kindergartners were intensive in 2015-2016 while 50% of that same cohort was intensive in grade 3 in 2018-2019 (17% increase).
- 20% of EL first graders were intensive in 2015-2016 while 45% of that same cohort was intensive in grade 4 in 2018-2019 (25% increase).

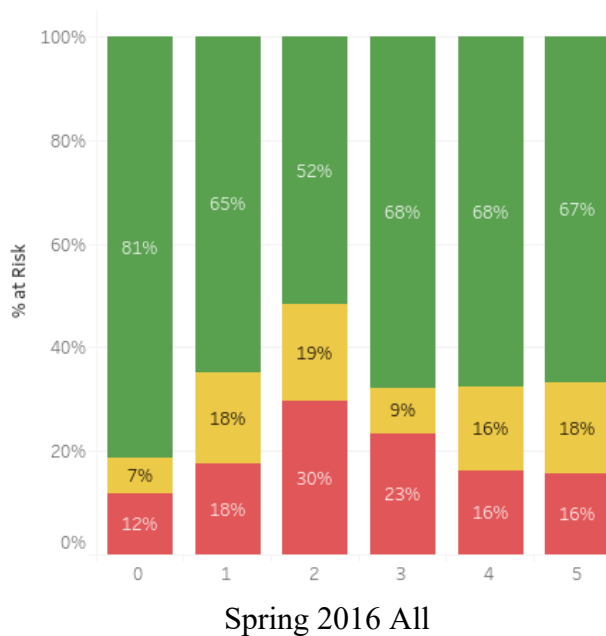
SIP Template

- 40% of EL second graders were intensive in 2015-2016 while 50% of that same cohort was intensive in grade 5 in 2018-2019 (10% increase).

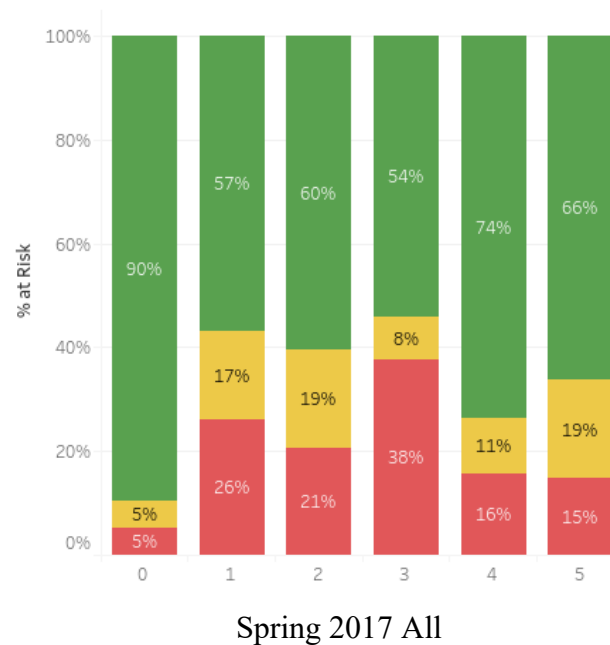
When following cohort grade level group trends on Spring Dibels across years 2015-2016 to 2018-2019, there is an increase in SWD intensive students.

- 33% of SWD kindergartners were intensive in 2015-2016 while 86% of that same cohort was intensive in grade 3 in 2018-2019 (53% increase).
- 0% of SWD first graders were intensive in 2015-2016 while 80% of that same cohort was intensive in grade 4 in 2018-2019 (80% increase).
- 64% of SWD second graders were intensive in 2015-2016 while 56% of that same cohort was intensive in grade 5 in 2018-2019 (8% decrease).

DIBELS Risk by Grade

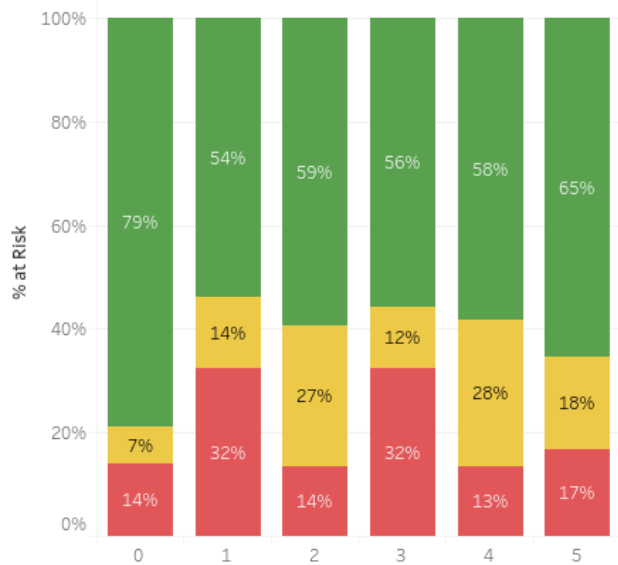


DIBELS Risk by Grade



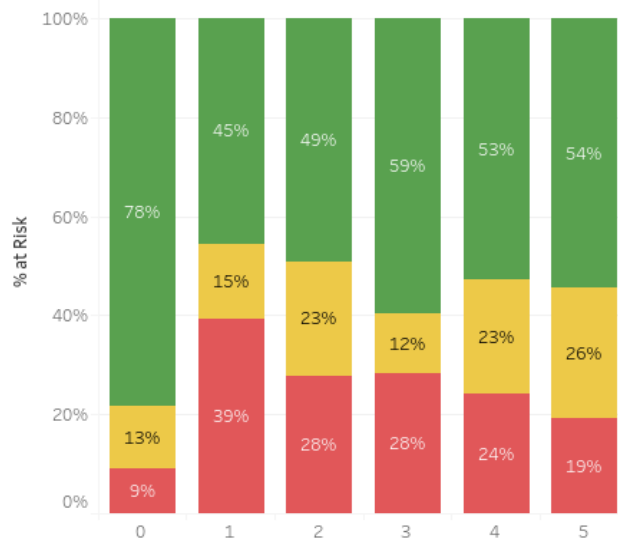
SIP Template

DIBELS Risk by Grade

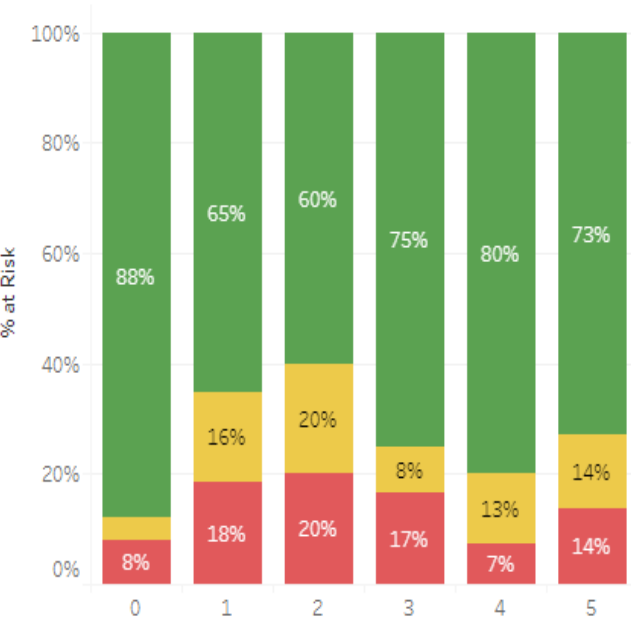


Spring 2018 ALL

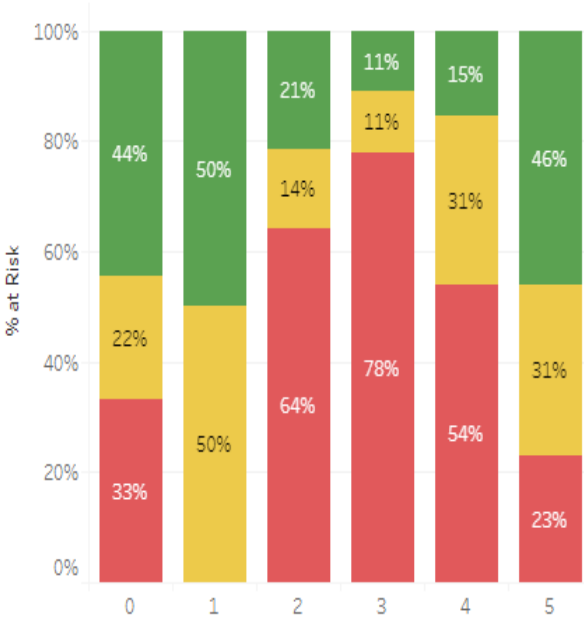
DIBELS Risk by Grade



Spring 2019 All

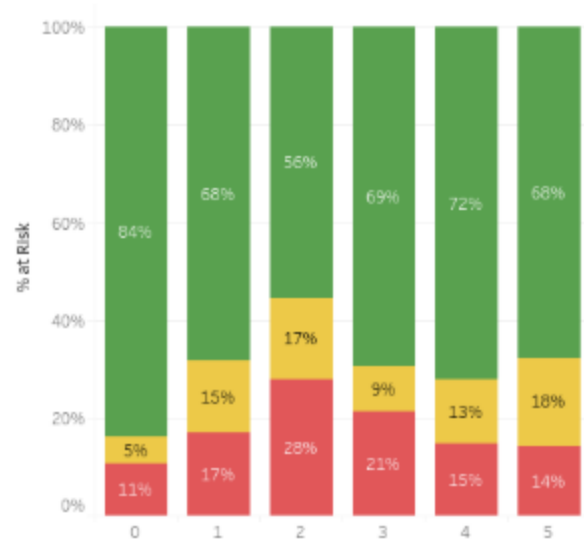


2016 Dibels Risk, Excluding SWD

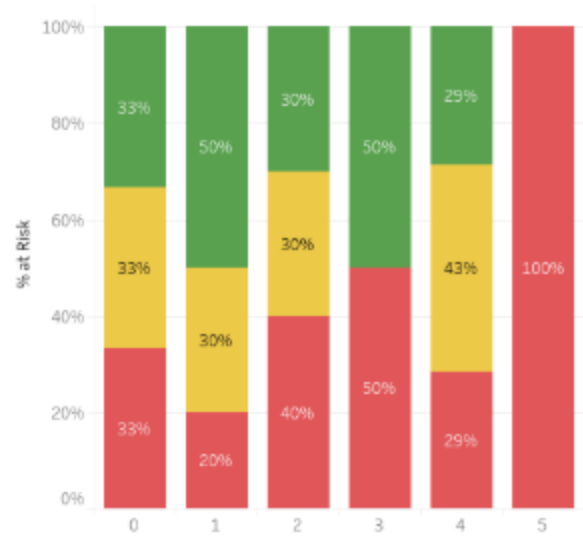


2016 Dibels Risk SWD

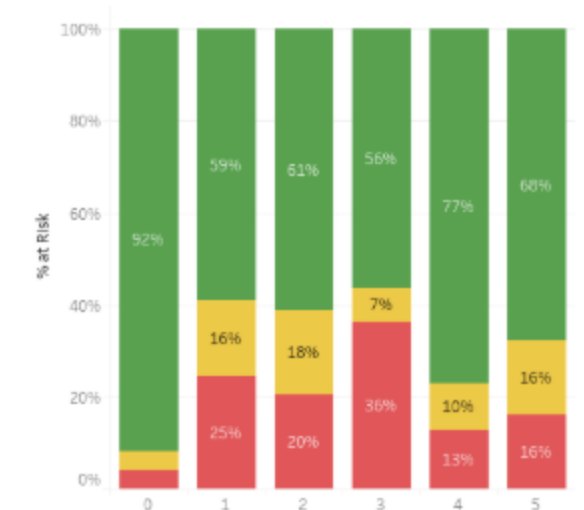
SIP Template



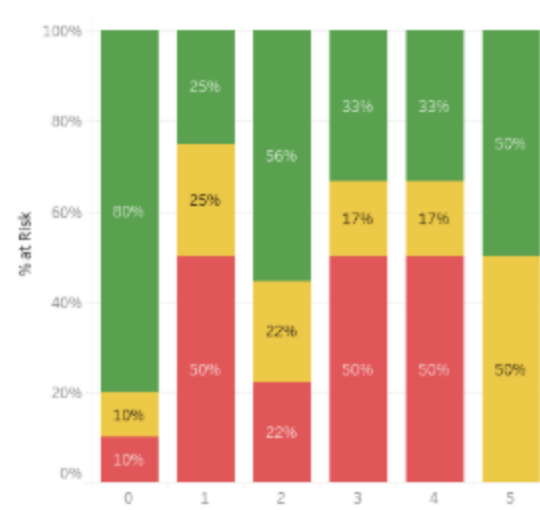
2016 Dibels Risk, excluding EL



2016 Dibels Risk EL

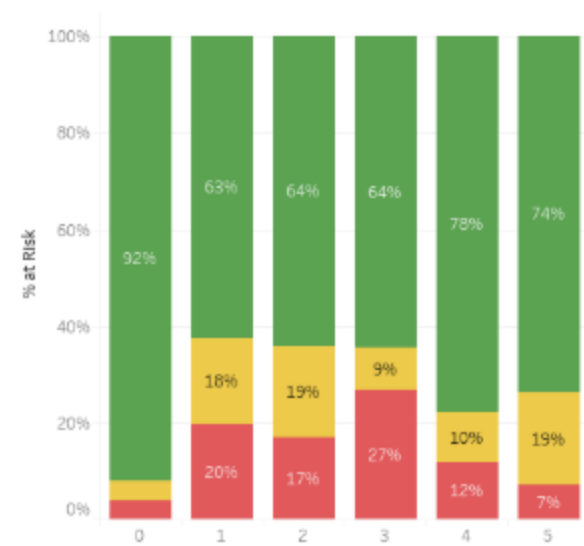


2017 Dibels Risk, Excluding EL

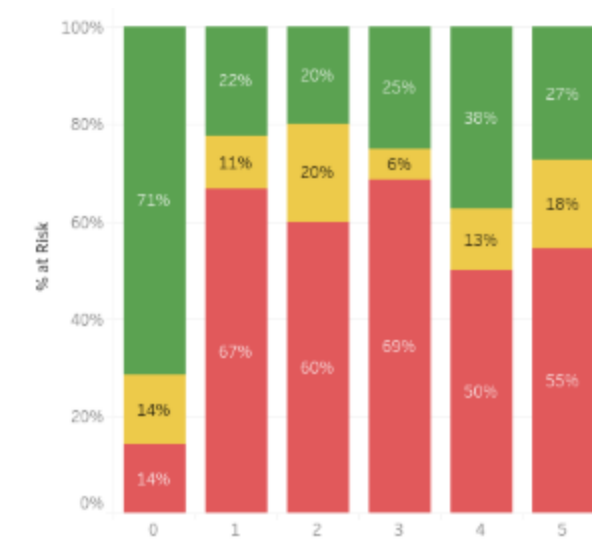


2017 Dibels Risk EL

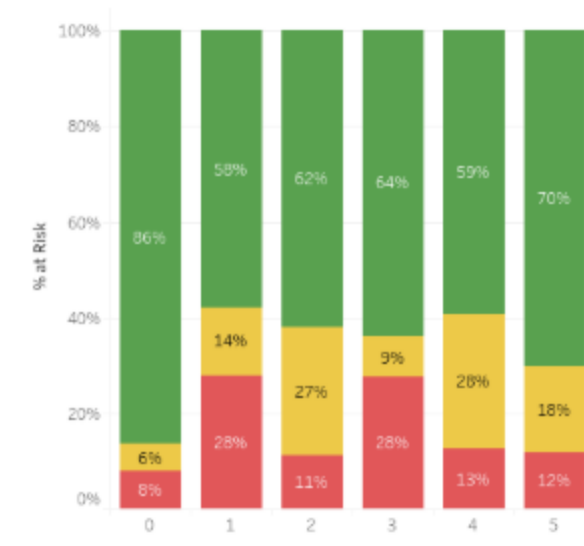
SIP Template



2017 Dibels Risk, Excluding SWD



2017 Dibels Risk SWD

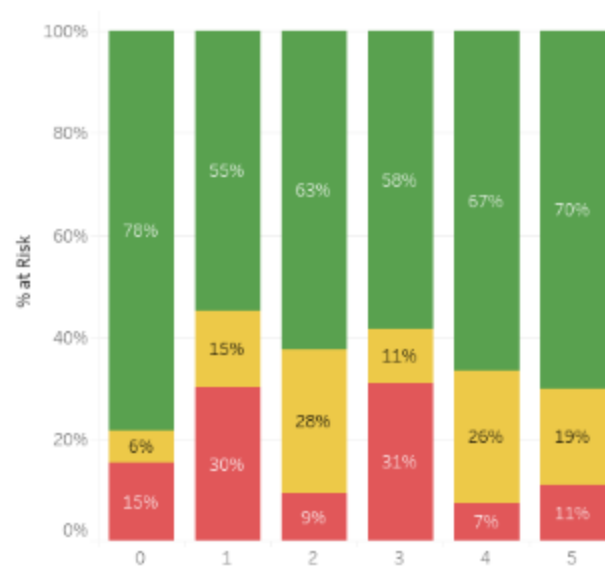


2018 Dibels Risk, excluding EL

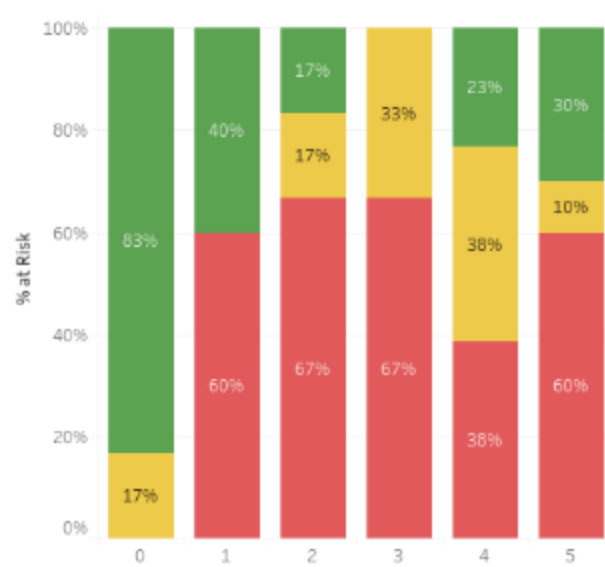


2018 Dibels Risk EL

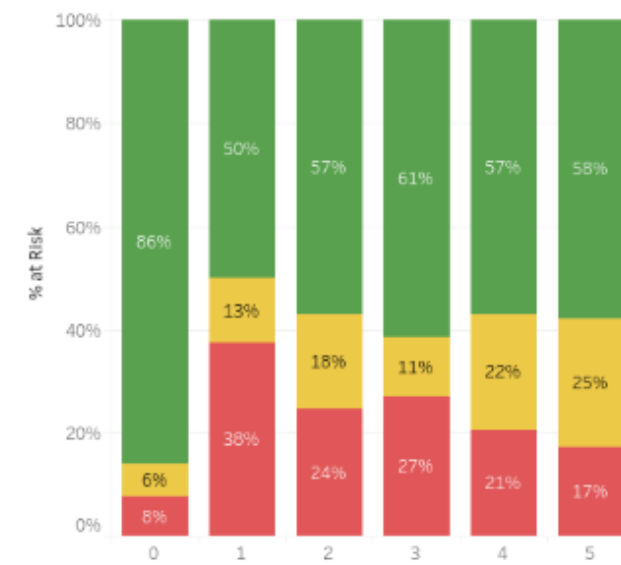
SIP Template



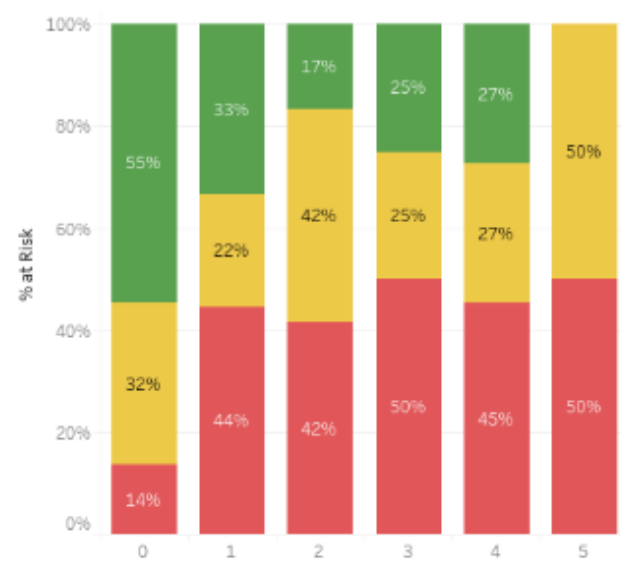
2018 Dibels Risk, excluding SWD



2018 Dibels Risk SWD

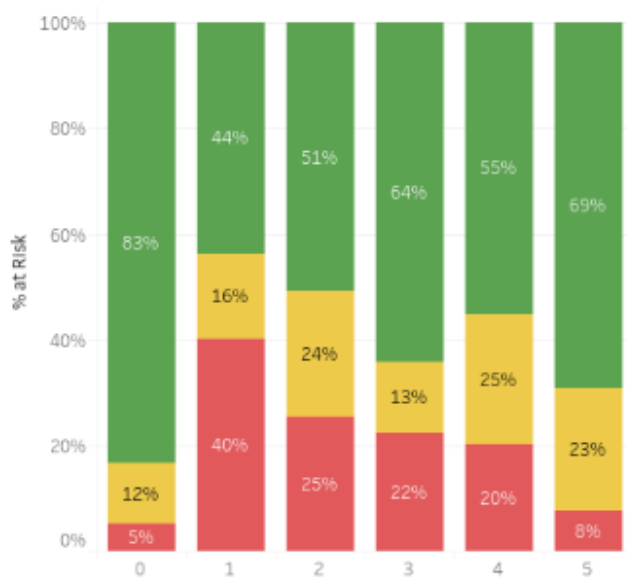


2019 Dibels Risk, excluding EL

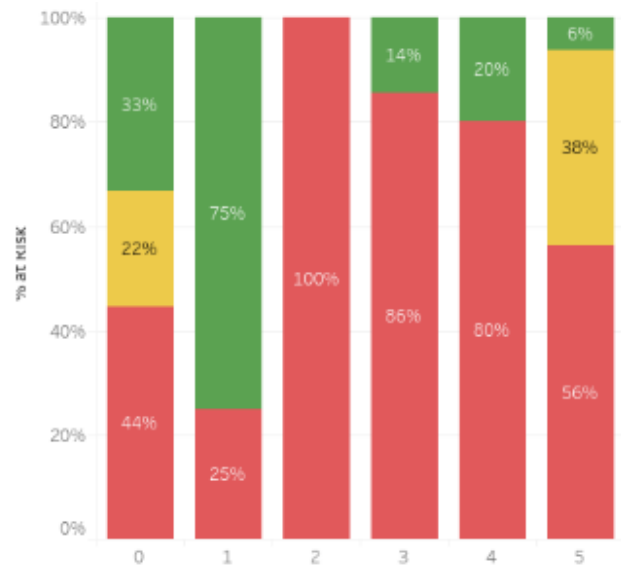


2019 Dibels Risk, EL

SIP Template



2019 Dibels Risk, excluding SWD



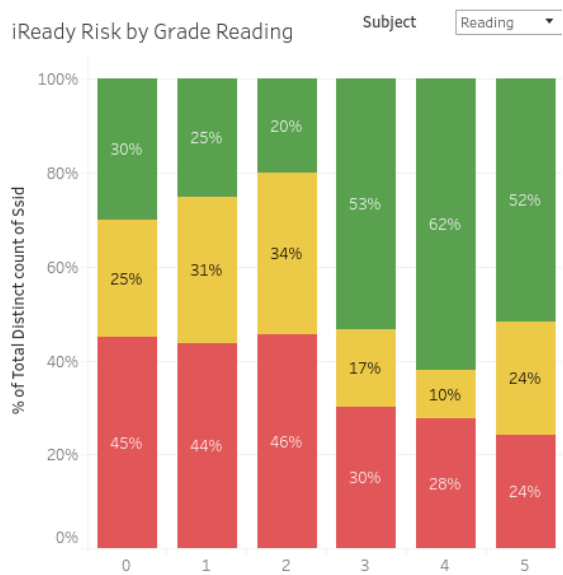
2019 Dibels Risk, SWD

Data Analysis- MAP/iReady (Reading and Math)

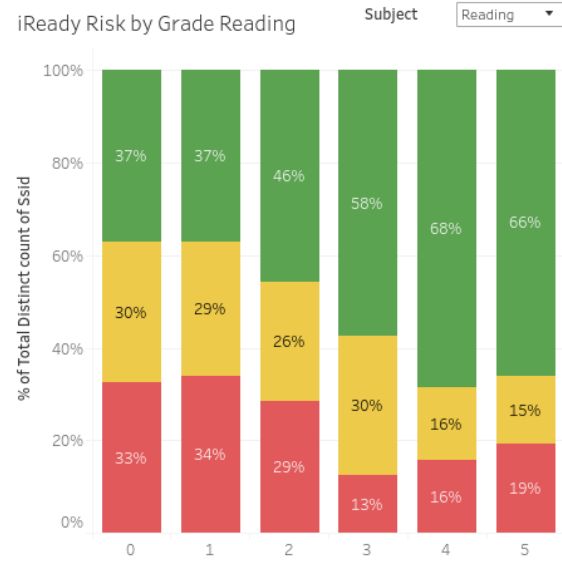
Lake View's iReady ELA scores were disaggregated by ethnicity. Lake View has participated in iReady ELA assessment for 2 years, with the Spring Assessment from 2020 being cancelled due to school closure. While this is very little data with which to solidly identify a trend, over those two years on the final assessment (Spring 2019, Winter 2020) non white students were identified as "intensive" 13% more often and 11% more often than their white counterparts. In math, Lake View's white students were intensive at the rates of: 18% in 2018, 16% in 2019 and 20% in 2020. For those same data points, non white students were intensive 29% in 2018, 29% in 2019 and 35% in 2020. That is a difference of 11% more in 2018, 13% more in 2019 and 15% more in 2020, non whites and whites scoring intensive at the end of the school year (2020 winter scores due to covid). There is also a trend of more white students scoring at grade level, than non-white. In 2018 white students scored 62% at grade level and non white's at 44%, and 18% difference. In 2019, 63% of white students scored at grade level, while only 44% of non-whites met grade level standards, a difference of 19%. In 2020, 55% of white students, and 36% of non white students scored at grade level, a difference of 19%.

SIP Template

Year 2020 Term Winter School LAKE V...



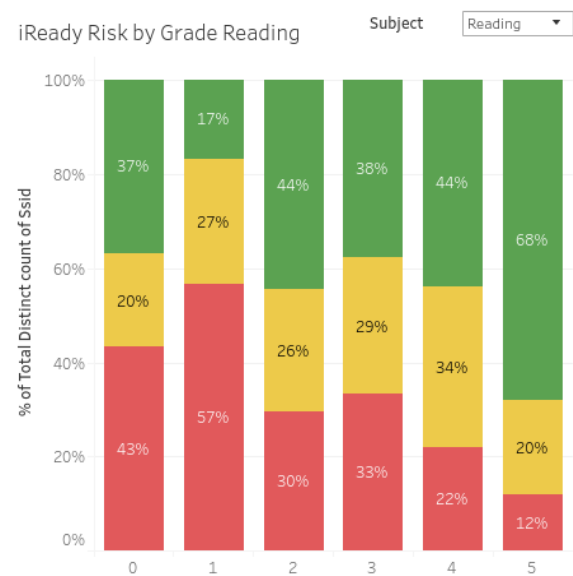
Year 2020 Term Winter School LAKE V...



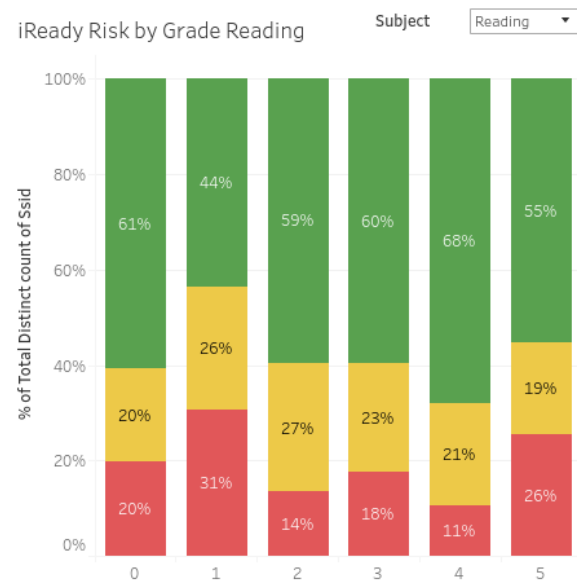
Non-white Winter 2020

White Winter 2020

Year 2019 Term Spring School LAKE V...



Year 2019 Term Spring School LAKE V...



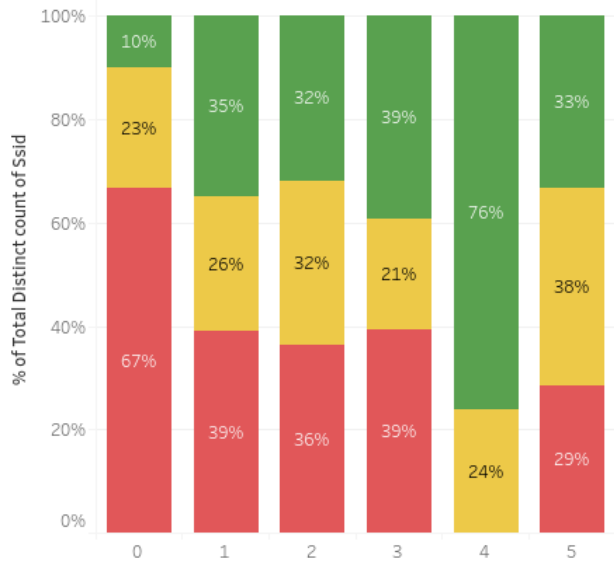
Non-white Spring 2019

White Spring 2019

SIP Template

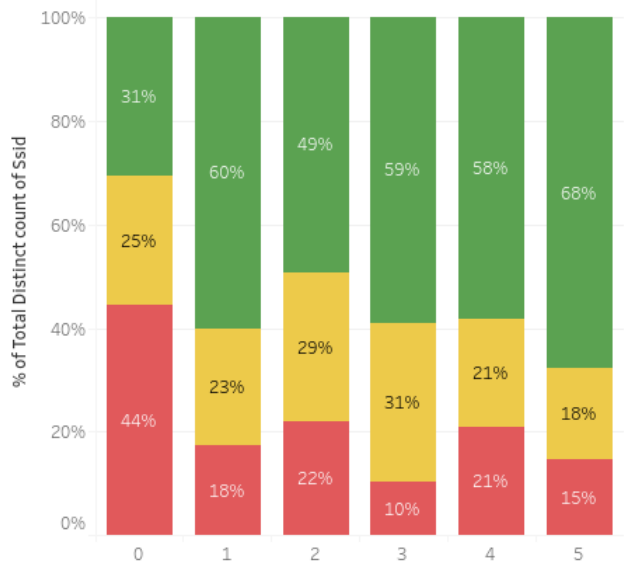
Year 2018 Term Spring School LAKE V...

iReady Risk by Grade Math Subject Math



Year 2018 Term Spring School LAKE V...

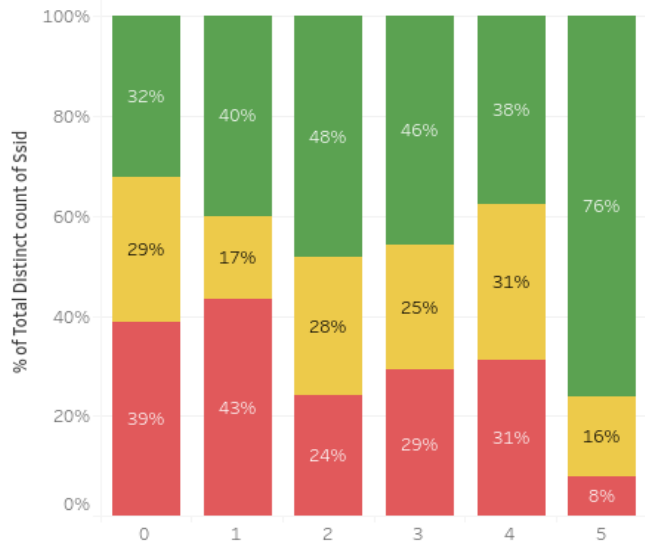
iReady Risk by Grade Math Subject Math



Non-white Spring 2018

Year 2019 Term Spring School LAKE V...

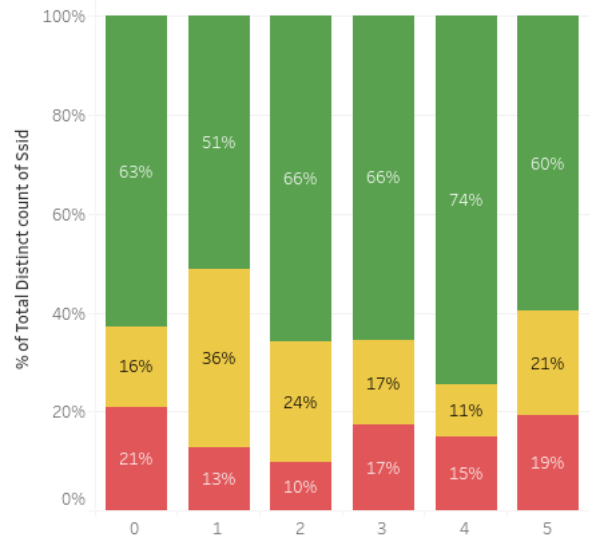
iReady Risk by Grade Math Subject Math



Non-white Spring 2019

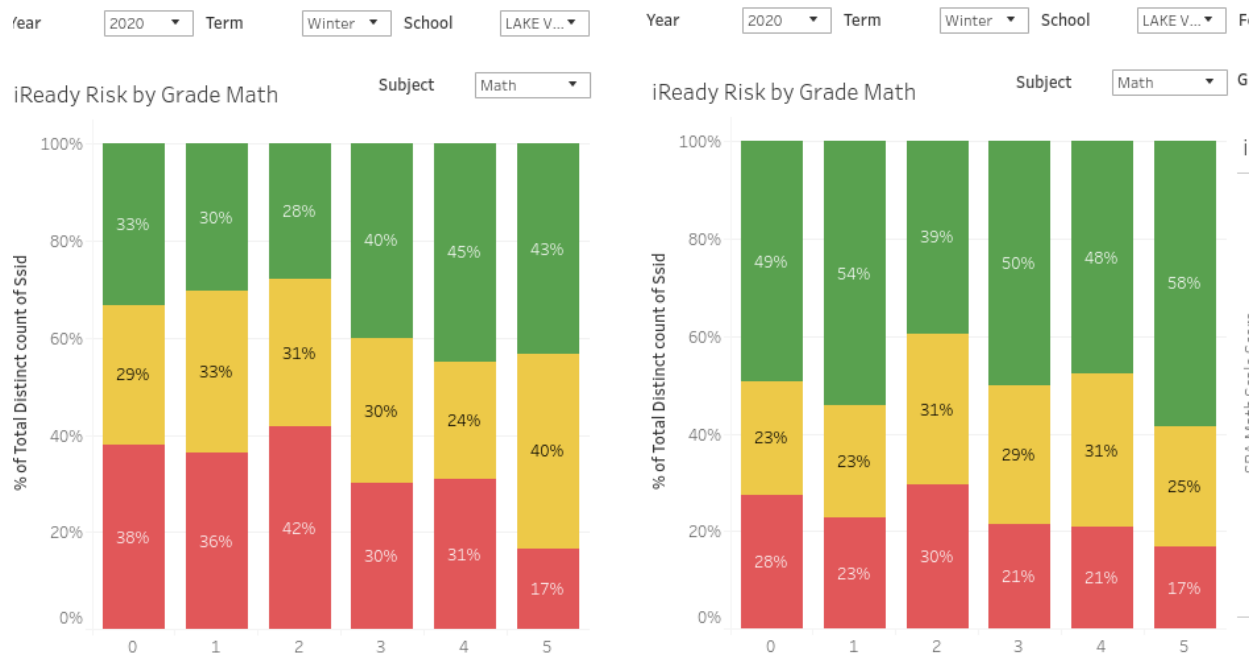
Year 2019 Term Spring School LAKE V...

iReady Risk by Grade Math Subject Math



White Spring 2019

SIP Template



Non-white Winter 2020

White Winter 2020

SBA ELA

Staff analyzed the ELA SBA data from 2015-16 through 2018-19, disaggregated by ethnicity, low income, English Learners (EL), and students with disabilities (SWD) (and gender). Data trends indicated that the percentages of students meeting standard on the ELA SBA decreased for those students in all subgroups between 2016 and 2019. Data trends also indicated an increasing number of males not meeting standard on ELA SBA between 2016 and 2019. While no grade level showed a steady trend for 4 years, Over the four year time period there were overall decreases in third grade ELA (10.1%), and fourth grade ELA (7%). Fifth grade ELA increased (4.3%). There were also significant gaps in all subgroups.

Challenges:

Data showed that 60.6% of all students met standard on 2015-2016 ELA SBA based on ISDD report with 54.6% of all students passing in 2018-2019 (decrease of 6%).

Data showed that 55.8% of non-white students met standard on 2015-16 ELA SBA based on ISDD report with 54.2% passing in 2018-2019 (decrease of 1.6%).

Data showed that 52.5% of students of low income met standard on 2015-16 ELA SBA based on ISDD report with 44.1% passing in 2018-2019 (decrease of 8.4%).

SIP Template

Data showed that 50% of ELL students met standard on 2015-16 ELA SBA based on ISDD report with 31.6% passing in 2018-2019 (decrease of 18.4%).

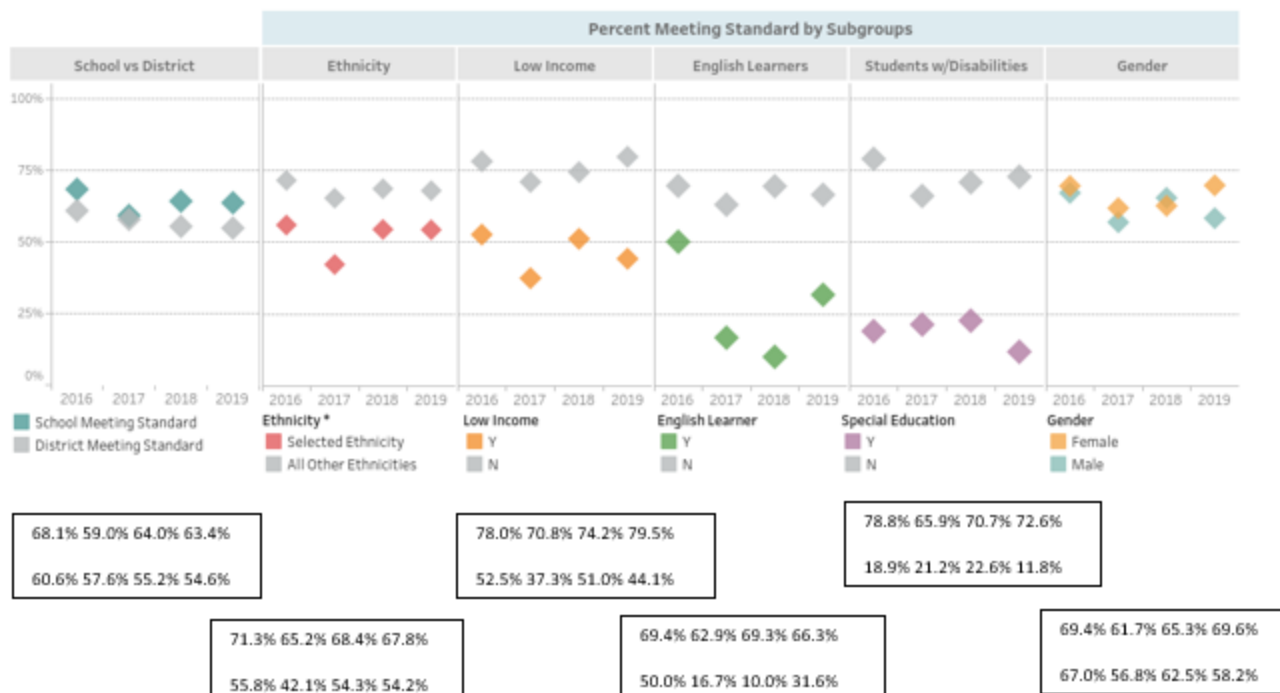
Data showed that 18.9% of SWD met standard on 2015-16 ELA SBA based on ISDD report with 11.8 % passing in 2018-2019 (decrease of 7.1%).

Data showed that 67% of male students met standard on 2015-16 ELA SBA based on ISDD report with 58.2% passing in 2018-2019 (decrease of 8.8%).

Lake View Elementary | All Grades ELA

Equity View of Performance

All Students



SBA Math

The Washington State School Report Card was used to review data for student growth from 2015-2016 through 2018-2019. The median student growth percentile increased from 46% in 2016 to 65% in 2019. Data in Equity View of Performance (ISDD) was used to review the trend in the percent of students meeting standard as measured by the state assessment from 64.7% in 2016 to 65.2% in 2019. Data in Equity View of Performance (ISDD) was also reviewed for the years 2016 - 2019 to disaggregate data by grade level, ethnicity, low income, EL, and SWD and to identify the gap between Lake View Elementary and the Auburn School District. Lake View students outperformed the district in 2019. Lake View third graders outperformed the district by 8%, fourth graders outperformed the district by 4%, and fifth graders outperformed the district by 14% in 2019 as measured by the SBA. All three grade levels demonstrated an increase in the student performance gap between

SIP Template

school and district over three years between 2017 and 2019 SBA: 3rd grade moved from a gap of 2% to 8%; 4th grade moved from -4% to 4%; 5th grade moved from -6% to 14%. The overall performance gap between Lake View and the District has increased from 16% in 2016 to 21% in 2019.

Challenges:

Staff analyzed SBA Math data for 2015-2016 through 2018-2019, disaggregated by race/ethnicity, special education, low income vs. non-low income, and English Learner vs. non-English Learner. Data trends show a decrease in performance of students with disabilities and students of color and a static performance of low income students. Disaggregation of the data by ethnicity, special education, EL, and low income as shown by SBA indicates the need to focus on the achievement of students of color, low income, and SWD populations of students. In 2017, 68% of students in 3rd-5th grade met standard on the math SBA. In 2018, 66% of students in 3rd-5th grade met standard on the math SBA. In 2019, 68% of students in 3rd-5th grade met standard on the math SBA. There are significant gaps between the school's average and that of the students of color subgroup and the SWD subgroup:

- Data indicated a decrease in the performance of students with disabilities from 16% in 2016 to 6% in 2019.
- Data indicated a decrease in the performance of students of color from 63% in 2016 to 54% in 2019.
- Data did not indicate a significant change in performance for low income students between 2016 and 2019.

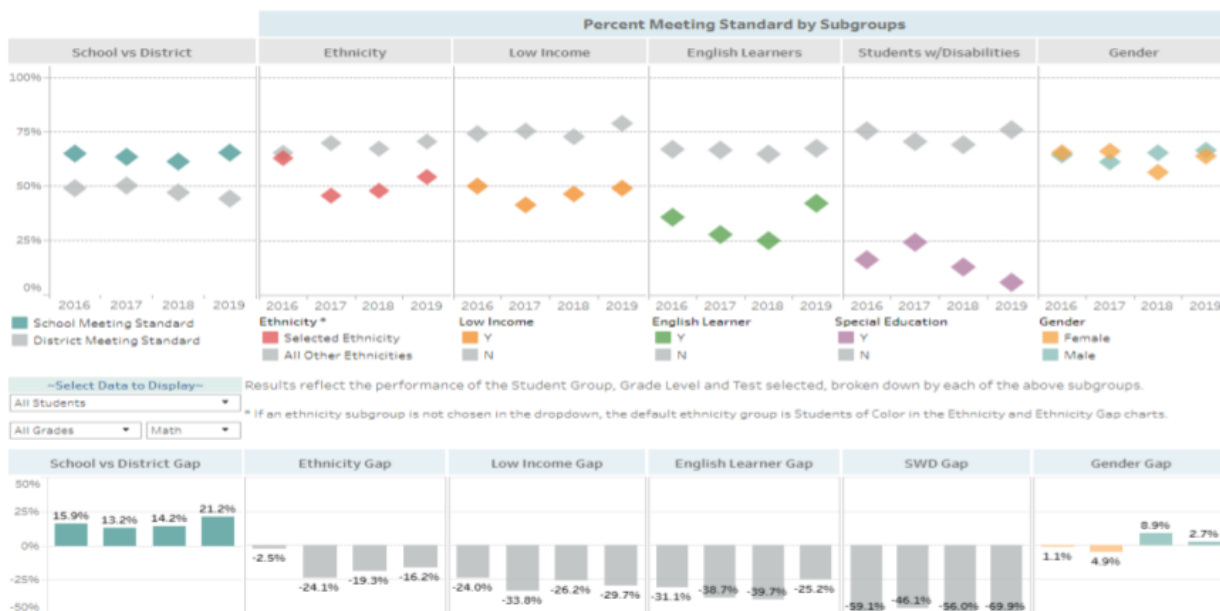
Strengths:

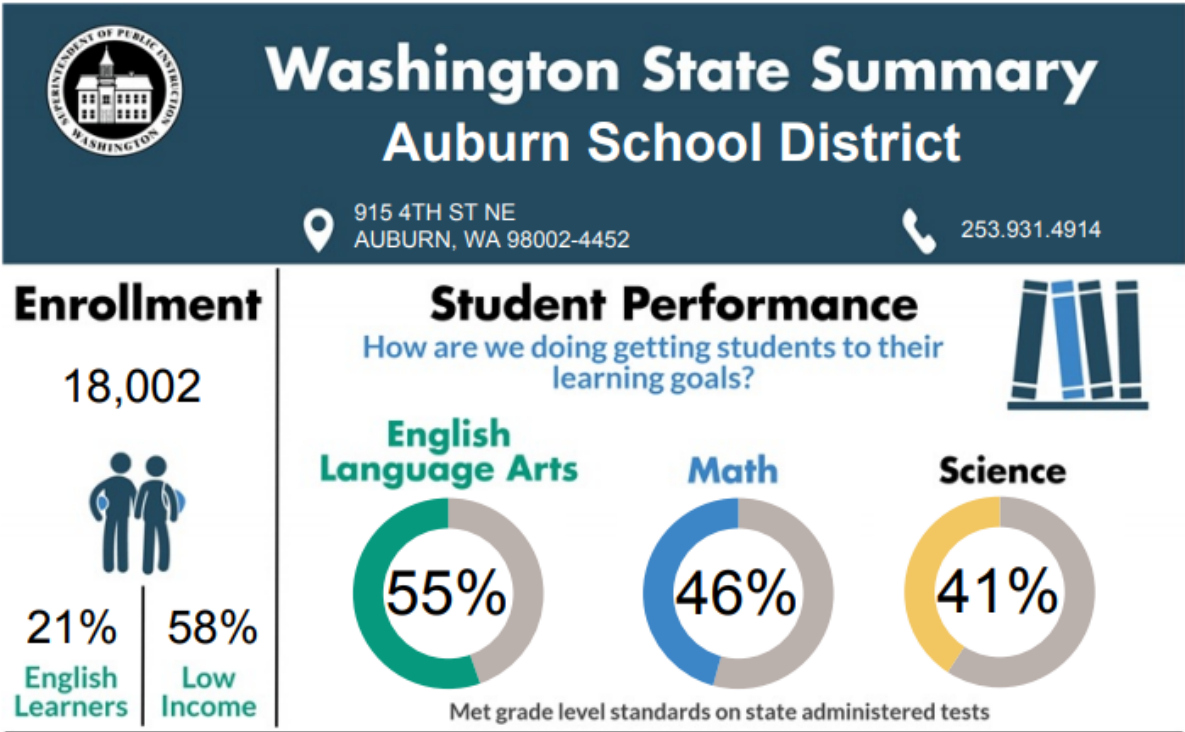
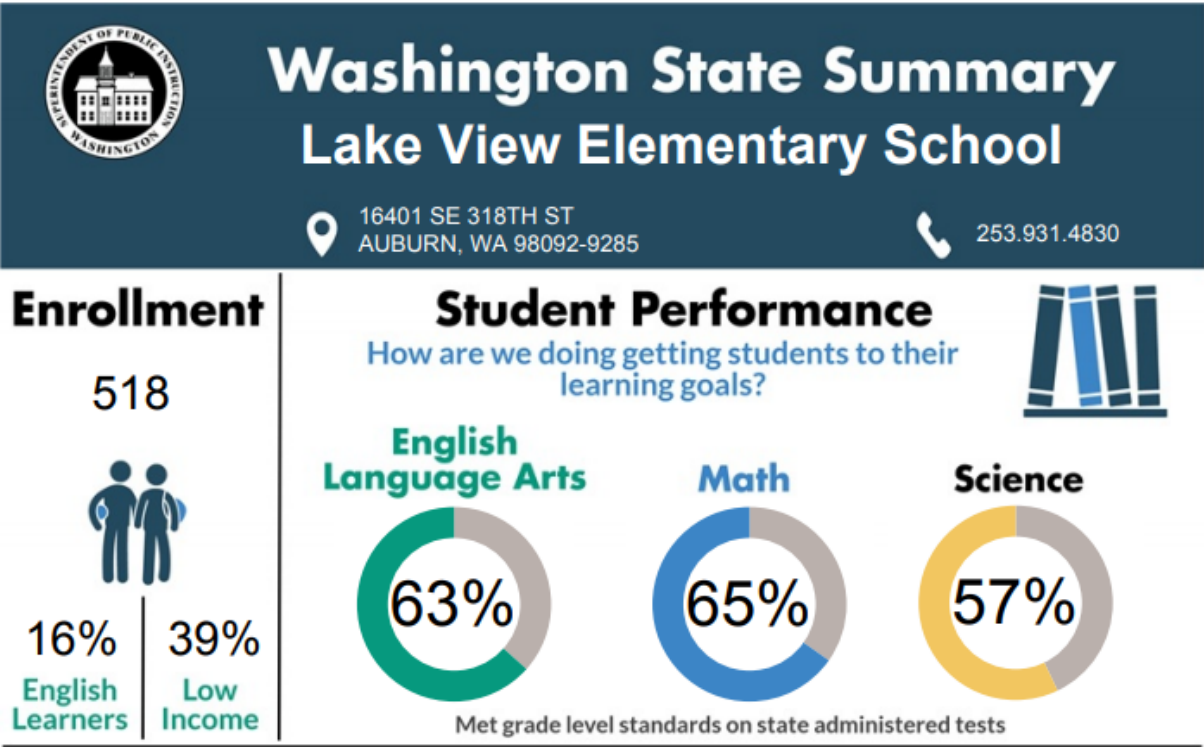
- Data showed an increase in the performance of English Learners from 36% in 2016 to 42% in 2019.
- Data indicated that the gap between English Learners and non-English learners meeting standard decreased from 31% in 2016 to 25% in 2019.

Lake View Elementary | All Grades Math

Equity View of Performance

All Students

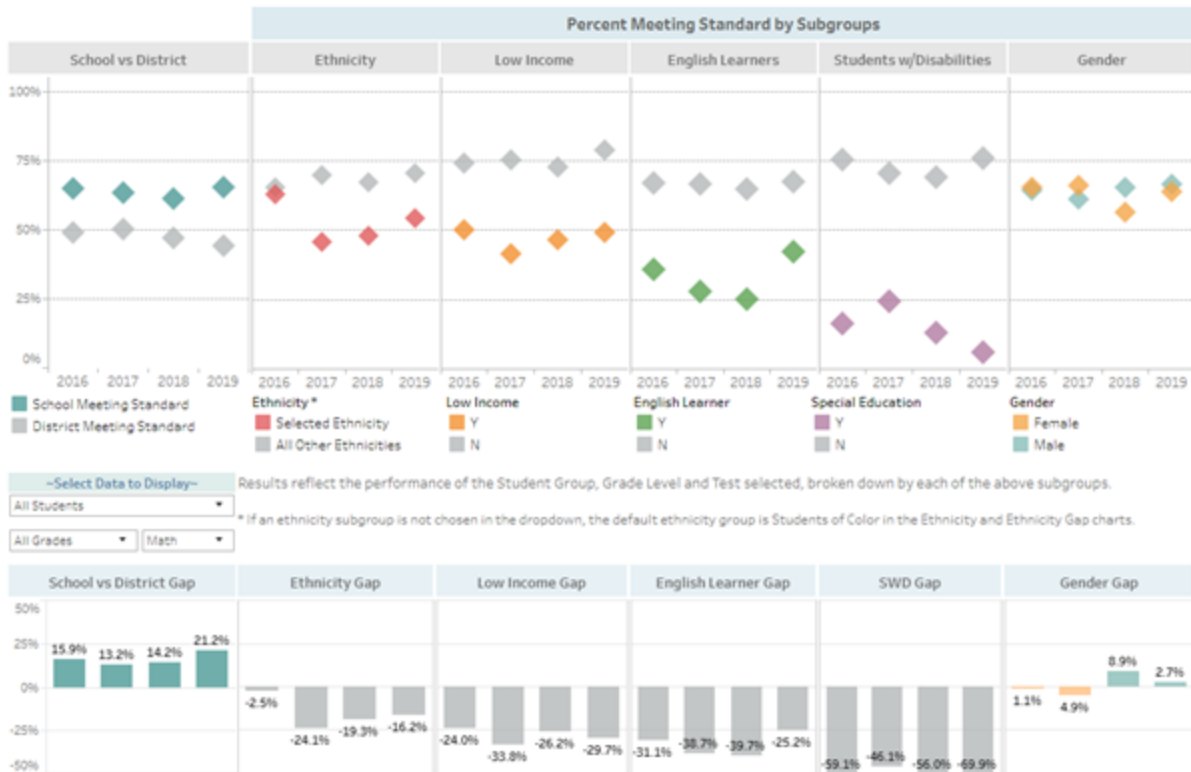




Lake View Elementary | All Grades Math

Equity View of Performance

All Students



Data Analysis- English Learner Data (include ELPA21)

In 2018-2019 19.4% of EL students met proficiency on EL assessments and 62.8% were making progress toward meeting standard. From 2015-2019, the number of EL students meeting proficiency increased by 2.3% overall, but the scores varied from year to year. From 2016-2019 the number of EL students making progress decreased steadily from 76% to 62.8%. In ELA statewide EL students went from 13.9% meeting standard in 2015 to 14% in 2018. Lake View EL students went from 16.7% meeting ELA standard in 2015-2016 to 31.6% meeting standard, which is a +17.6 difference. Statewide 17% of EL students met Math standards in 2015-2016 and 15.9% met standards in 2018-2019. Lake View EL students fell from 33.3% in 2015-2016 to 25% in 2018-2019, but that is still a +9.1% relationship with statewide performance.

Lake View Elementary School

2018-19

	English Language Arts	Math	Science
English Language Learners	31.6%	42.1%	Suppressed: N<10
Non-English Language Learners	66.3%	67.3%	60.6%

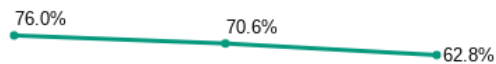
What percent of students learning the English language gained proficiency? What percent of students learning the English language made progress?

Lake View Elementary School

Percent Met
Standard



Percent
Progressing



2015-16

2016-17

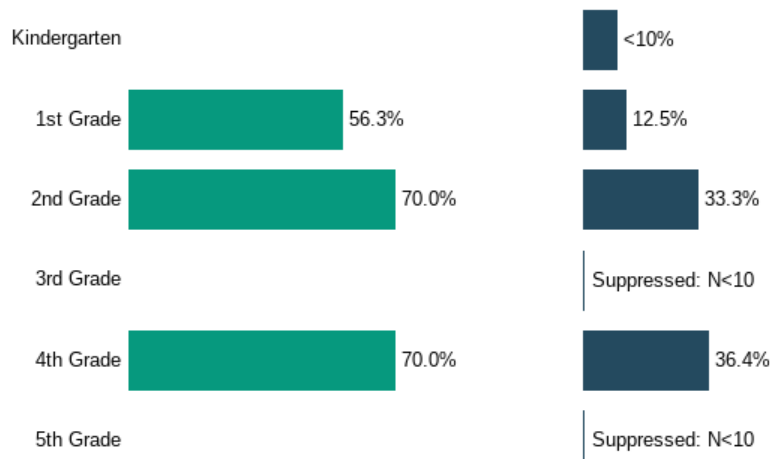
2017-18

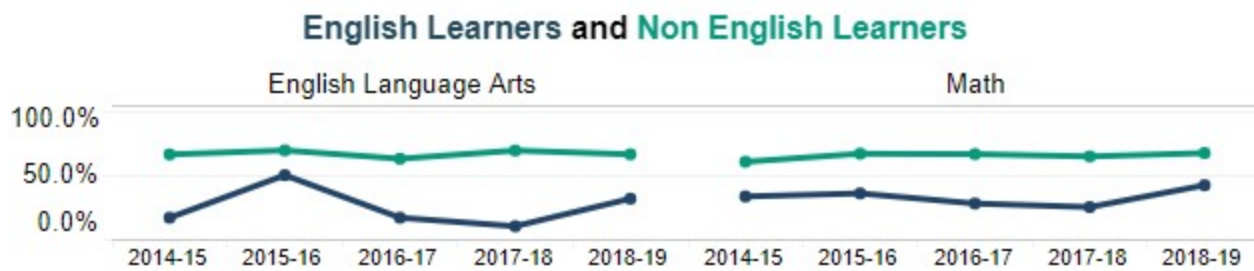
2018-19

What percent of students learning the English language gained proficiency? What percent of students learning the English language made progress?

Lake View Elementary School

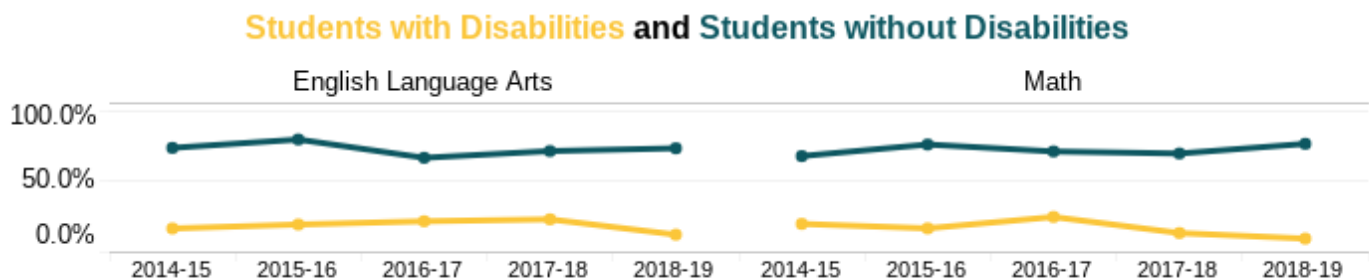
2018-19





Data Analysis- Students with Disabilities

Staff reviewed assessment data for students with disabilities on the SBA ELA, SBA Math and WCAS assessments. In 2015-2016, 11.8% of Lake View SWD passed the ELA assessment. This was identified as a decreasing trend over time and a 29.6% drop from 2015-2016. During the same time period, statewide SWD passing percentage rose slightly from 15 to 20.8%. In 2015-2016 27.6% of SWD met standard in the SBA math assessment. There was also a decreasing trend, and 6.3% met standard in 2018-2019. This is a decrease of 21.3%. Statewide the percentage of SWD passing the Math SBA rose slightly from 14% to 15.9%. The difference between SWD at Lake View and statewide in 2018-2019 was 9.6%. In 2018-2019 12.5% SWD at Lake View passed the WCAS and 16.9% of SWD passed statewide. This is down from 2015-2016, when 14.3% of SWD met standard on the Science MSP, but up from 2018-2019 when only 8.3% of SWD met standard.



WCAS (Washington Comprehensive Assessment of Science)

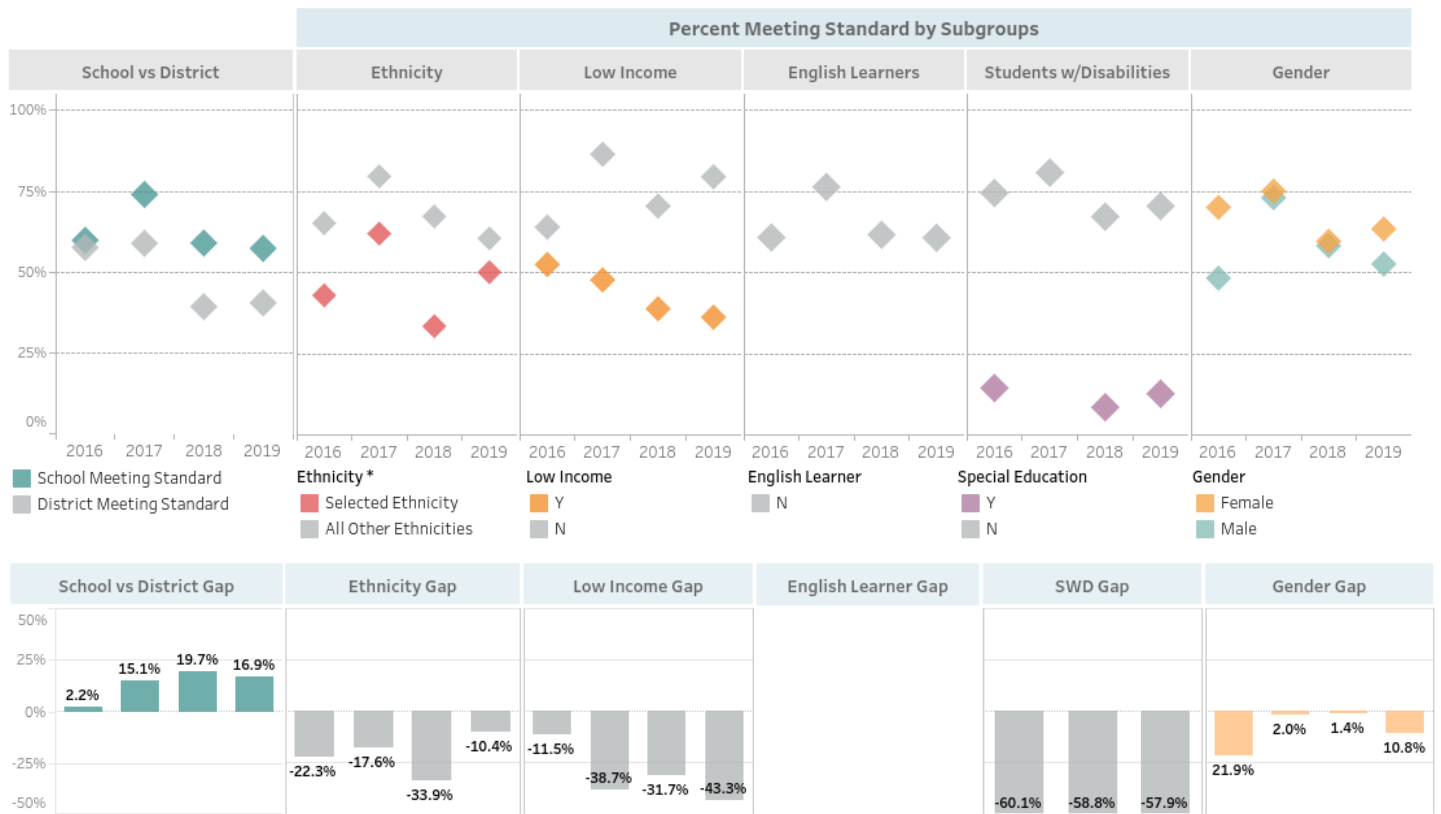
In 2018-2019 59.6% of students at Lake View met standard on WCAS, compared to 53.2% statewide and 40.3% of students in the district. Lake View scores have changed -2.5% since 2015-2016, while the district scores have fallen -17.2% during the same time period. Students of color meeting standard at Lake View increased 7.1% from 2015-2016- 42.9% to 2018-2019-50%. SWD meeting standard fell slightly, from 14.3% to 12.5%. However, in a steady trend, low income students meeting standards decreased from 52.4% in 2016, to 47.6% in 2017, 38.7% in 2018 and 36.1% in 2019. That is a 16.3% decline in four years. The gap between

school and district performance is +16.9% when all students are considered. But, when disaggregated, there is a -10.4% gap by ethnicity, a -43.3% gap for low income students and a -57.9% gap for SWD.

Lake View Elementary | All Grades Science

Equity View of Performance

All Students



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Data Analysis- CEE Perceptual Survey

The top 5 and bottom 5 areas of the CEE data were used to identify significant growth opportunities and areas of focus based on staff, student, and parent survey responses. Staff analyzed the Equity Potential section of the CEE data beginning in 2016 that was disaggregated by staff, students, and parents. Staff identified trends in the data that indicated opportunities for increasing our focus on cultural responsiveness. This section and the questions pertaining to Equity Potential were new and recently added to the 2016 survey. The staff, student, and parent responses were compared and analyzed from the 2016 to 2018 survey responses.

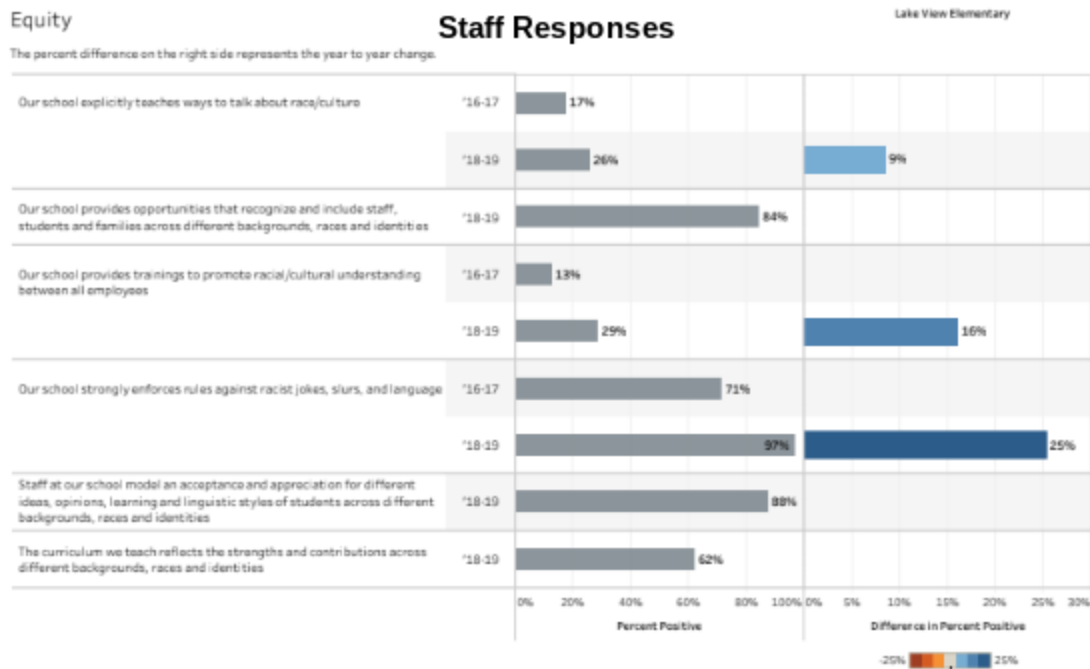
Teacher Survey Challenges

In 2018 26% of staff indicated that “our school explicitly teaches ways to talk about race/culture” as compared to 17% in 2016.

In 2018 29% of staff indicated that “our school provides training to promote racial/cultural understanding

SIP Template

between all employees” compared to 13% in 2016.



Parent Survey Challenges

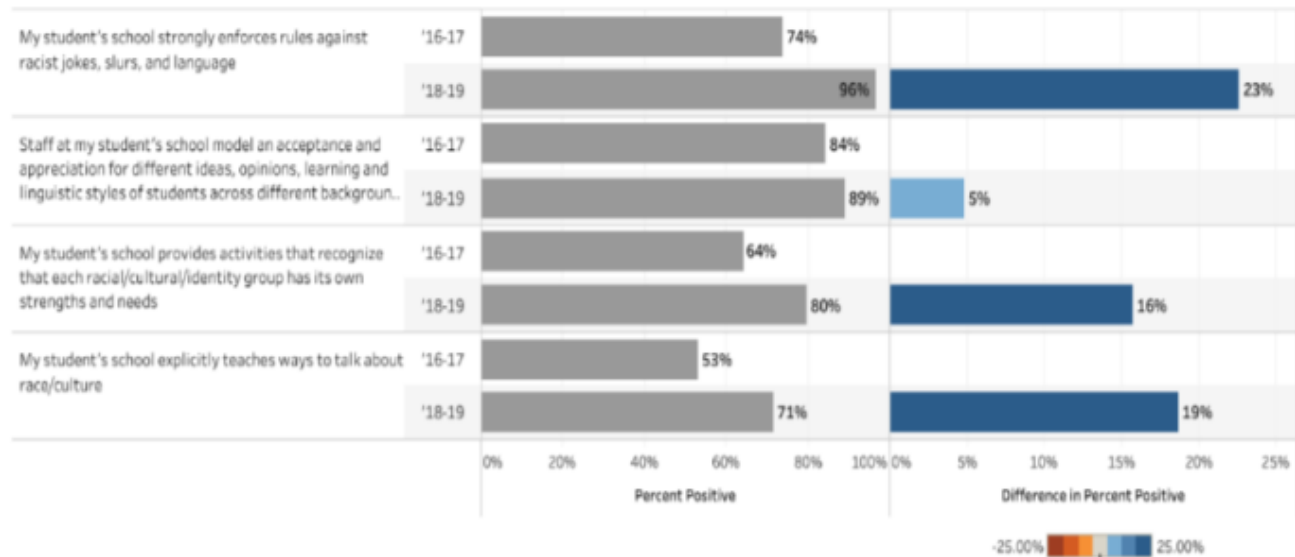
In 2018 71% of parents indicated that “my student’s school explicitly teaches ways to talk about race/culture” compared to 53% in 2016.

In 2018 89% of parents indicated that staff model an acceptance and appreciation for different ideas, opinions, learning and linguistic styles of students across different backgrounds. This is a 5% increase from 2016.

Equity Potential

Parent Responses

Lake View Elementary

Student Survey Challenges

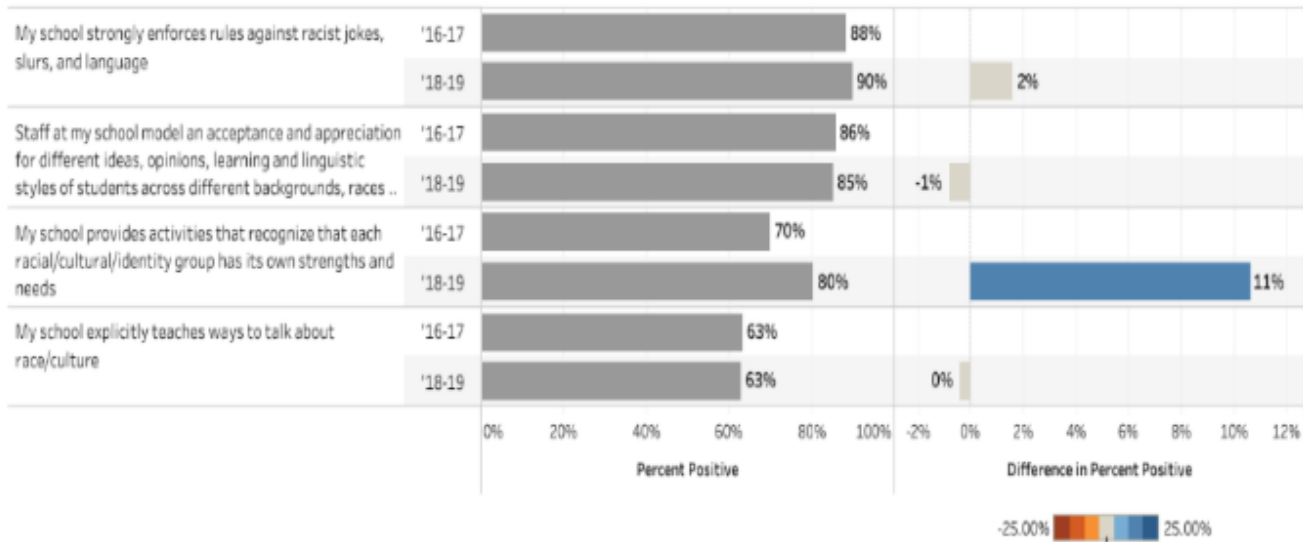
63% of students indicated "my school explicitly teaches ways to talk about race/culture", which was consistent from 2016 to 2018.

In 2018 85% of students believe that staff model an acceptance and appreciation for different ideas, opinions, learning and linguistic styles of students across different backgrounds compared to 86% in 2016 which was a 1% decrease.

Equity Potential

Student Responses

Lake View Elementary



When comparing staff, student, and parent responses in regard to how the staff and school model an acceptance and appreciation for different ideas, opinions, learning and linguistic styles of students across different backgrounds the student positive response fell 1% from 2016 to 2018 from 86% to 85% while the parent positive response rose 5% from 2016 to 2018 from 84% to 89%. This was a new question for staff in the 2018 survey and their responses fell in between student and parent responses at 88%. When looking at the data surrounding the school explicitly teaching ways to talk about culture, student positive responses maintained the same with a 0% increase from 2016 to 2018. Parent positive responses rose 19% from 53% in 2016 to 71% in 2018, and staff positive responses rose 9% from 17% in 2016 to 26% in 2018.

Parent Engagement – SWT 2/LAP

The first step towards family engagement is our intentionally welcoming environment, which includes family greetings before school and positive reception from our office professionals. Additionally, families at Lake View are encouraged to attend our Open House, Goal Setting night, Culture Night and Family reading night. 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, Remind communication program, e-mails, phone calls, home visits and in person conferencing. During Goal Setting and Family reading nights, methods for families to help students set and achieve their goals are shared. 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. And, 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 targeted math time, walk to read 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 EL, LAP and Resource Room teachers meet monthly to discuss shared students. They also meet with grade level teams once a month.

Prioritized Challenges

ELA

In 2018 Students with disabilities meeting benchmark as measured by the ELA SBA decreased from 22.6% to 11.8% in 2019.

In 2018, 51% of low income students met standard as opposed to 44.1% in 2019, on ELA SBA.

In 2016 18% of the first grade swd were intensive on Dibels as compared to 40% of those same students being intensive on Dibels in 2019.

In 2019 80% of 4th grade SWD were intensive as compared to 0% of that same group being intensive in 1st grade.

Math

On the Math SBA, the gap between English Learners and non-ELs meeting standard decreased from 40% in 2018 (31% in 2016) to 25% in 2019.

On the Math SBA, 63% of students of color met standard in 2016 compared to 54% of students of color meeting standard in 2019.

On the Math SBA, 16% of students with disabilities (SWD) met standard in 2016, 24% of SWD met standard in 2017, 13% of SWD met standard in 2018, and 6% of SWD met standard in 2019.

On the Math SBA, 41% of low income students met standard in 2017 (50% of low income students met standard in 2016) compared to 49% of low income students meeting standard in 2019.

CEE/Attend/Enroll

The percentage of English Language Learners increased from 10.6% from 2014-15 to 15.1 % in 2018-19.

Attendance in 2014-15 was 92.5% which has dropped consistently each year to 90% (2015-16), 86.5% (2016-17) to 85.4% (2017-18).

The student population increased from 360 students in 2014-15 to 481 in 2019-2020 which is a 33.6% increase

As measured by CEE Parent Survey, Parent and family responses regarding "Talking about race/culture" increased from 53% to 71% from '16-'17 to '18-'19.

In 2018-2019 85% of students believe that staff model an acceptance and appreciation for different ideas, opinions, learning and linguistic styles of students across different backgrounds compared to 86% in 2016-2017 which was a 1% decrease.

In 2018-2019 26% of staff indicated that "our school explicitly teaches ways to talk about race/culture" as compared to 17% in 2016-2017.

SMART Goal 1:

The percent of students meeting standard in ELA will increase by at least 5% each year from 63% in Spring 2019 to 78% in Spring 2023, as measured by the SBA for grades 3, 4 & 5. There is no SBA data for 2020 due to school closure.

SMART Goal 2:

The percent of students meeting standard in Math will increase by at least 5% each year from 65% in Spring 2019 to 80% in Spring 2023, as measured by the SBA for grades 3, 4 & 5. There is no SBA data for 2020 due to school closure.

SMART Goal 3:

The percent of students attending regularly will increase 3% each year from 89% in 2019 to 98% in 2023.

SMART Goals 1 & 2	
Subject Area: ELA and Math	
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Students with Disabilities, English Learners and Low Income Students.
Our Reality: <i>(based on assessment data analysis)</i>	At Lake View, in ELA and Math, the performance gap between student groups continues to increase.
Our SMART Goal 1: <i>(based on target population and your reality)</i>	The percent of students meeting standard in ELA will increase by at least 5% each year from 63% in Spring 2019 to 78% in Spring 2023, as measured by the SBA for grades 3, 4 & 5. There is no SBA data for 2020 due to school closure.
Our SMART Goal 2: <i>(based on target population and your reality)</i>	The percent of students meeting standard in Math will increase by at least 5% each year from 65% in Spring 2019 to 80% in Spring 2023, as measured by the SBA for grades 3, 4 & 5. There is no SBA data from 2020 due to school closure.

Action Plan			
Goal 1, 2 Action Step A SWT 2 & 3/LAP		Implement, at a high level, the development and communication of learning targets, learning progressions, success criteria, and relevance of learning that is aligned with standards.	
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> Review Plan on a Page, the implementation and PD calendar for the year.		SIP Team	1 Bldg. Hr. Preview the year's PD plan and progression from previous SIP plan. Disperse Teacher Clarity Playbook to all teachers. Purchased using LAP funds.
<i>September-Mid-November</i> Teachers will communicate learning targets verbally and visually. Learning targets will include concepts and skills from the grade level standard. Students will be able to communicate what they are learning.	DIBELS, iReady, IEP Goals, Classroom Based Assessments PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction and form small groups. Walkthrough data is gathered based on visibility of learning target(70% of classrooms) and ability of students to communicate what they are learning(60% of students asked). Walkthrough data is reviewed by SIP team monthly, discussed with individual teachers, and next steps for implementation and/or PD are determined.	SIP Team All staff	1 Bldg. Hr. in Oct.: Teacher Clarity Playbook Module 1. <ul style="list-style-type: none"> Teachers identify Concepts and Skills of prioritized standards 1 Bldg. Hr. in Nov.: TCB Module 2. <ul style="list-style-type: none"> Teachers will sequence learning progressions of prioritized standards

SIP Template

<p><i>Mid-November- January</i></p> <p>Continue work outlined above.</p> <p>Teachers will communicate clear and actionable success criteria verbally and visually. Success criteria will be aligned to the learning target. Students will be able to communicate how they will know when they have learned it.</p>	<p>DIBELS, iReady, IEP Goals, Classroom Based Assessments. Percentage of students “on target” will increase 25% from fall benchmark.</p> <p>PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction and form small groups.</p> <p>Walkthrough data is gathered based on visibility of the learning target(80% of classrooms) and ability of students to communicate what they are learning(70% of students asked). Walkthrough data is reviewed by SIP team monthly, discussed with individual teachers, and next steps for implementation and/or PD are determined.</p>	<p>SIP Team All Staff</p>	<p>1 Bldg. Hr. in Dec.: TCB Module 3.</p> <ul style="list-style-type: none"> Teachers elaborate learning targets of prioritized standards. <p>1 Bldg. Hr. in Jan.: TCB Module 4.</p> <ul style="list-style-type: none"> Teachers will create success criteria for learning targets of prioritized standards.
<p><i>February-April</i></p> <p>Continue work outlined above.</p> <p>Teachers will communicate the relevance of learning verbally. Students will be able to communicate why they are learning the concept or skill.</p>	<p>DIBELS, iReady, IEP Goals, Classroom Based Assessments. Percentage of students “on target” will increase 25% from fall benchmark.</p> <p>PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction and form small groups.</p> <p>Walkthrough data is gathered based on visibility of the learning</p>	<p>SIP Team All Staff</p>	<p>1 Bldg. Hr. in March: TCB Module 5.</p> <ul style="list-style-type: none"> Teachers will modify learning targets to include language expectations. <p>1 Bldg. Hr. in April: TCB Module 6.</p> <ul style="list-style-type: none"> Teachers will determine the relevance of the learning.

SIP Template

	<p>target(90% of classrooms) and ability of students to communicate what they are learning(80% of students asked). Walkthrough data is reviewed by SIP team monthly, discussed with individual teachers, and next steps for implementation and/or PD are determined.</p>		
<p><i>April-June</i> Continue work outlined above.</p> <p>Teachers will communicate the relevance of learning verbally. Students will be able to communicate why they are learning the concept or skill.</p>	<p>DIBELS, iReady, IEP Goals, Classroom Based Assessments. Percentage of students “on target” will increase 25% from winter benchmark.</p> <p>PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction and form small groups.</p> <p>Walkthrough data is gathered based on visibility of the learning target(100% of classrooms) and ability of students to communicate what they are learning(90% of students asked). Walkthrough data is reviewed by SIP team monthly, discussed with individual teachers, and next steps for implementation and/or PD are determined.</p>	<p>SIP Team All Staff Grade Level Teams</p>	<p>1 Bldg. Hr in May. Teachers will watch micro teaching videos. Teams will collectively reflect and provide feedback on communication of learning targets, success criteria, and relevance.</p>

SIP Template

Goal 1, 2 Action Step B SWT 2 & 3/LAP	Assessment literate learners: Implement, at a high level, student goal setting, action item development, and systems of reflection.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Review of previous work. Focused higher level of implementation in Assessment Literate Learner components. Communicate Tights. placed on increased discussion and frequency of goal setting and monitoring for this year.</p>		SIP Team	<p>Preview the year's PD plan and progression from previous SIP plan. Communicate assessment and goal setting dates.</p>
<p><i>September-Mid-November</i></p> <p>Students will set goals and communicate those goals to families.</p> <p>Teachers will create shared reflection opportunities for those goals.</p> <p>Teachers will review standards and learning progressions to create common and efficacious assessments.</p> <p>Teachers will communicate goal setting standards to students and will lead students in setting goals.</p> <p>Teachers will teach students how to discuss goals with families.</p> <p>Students and teachers will share goals and processes to achieve goals with families.</p>	<p>DIBELS Progress Monitoring, iReady Growth Monitoring, IEP Goals.</p> <p>PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction and form small groups.</p> <p>Students will review their own assessment data and will plan for next steps with assistance. This will be recorded in goal setting folders.</p>	SIP Team Grade LLevel Teams	<p>2 building hours after iReady/Dibels assessments</p> <ul style="list-style-type: none"> ● review grade level spreadsheets ● collaborate on appropriate direction forward ● prepare for goal setting and goal setting night
<p><i>Mid-November- January</i></p> <p>Continue work outlined above.</p> <p>Teachers will discuss and coordinate assessments and focus skills.</p>	<p>DIBELS Progress Monitoring, iReady Growth Monitoring, IEP Goals. Percentage of students "on target" will increase 25% from fall benchmark.</p>	SIP Team Building ITSS Grade Level Teams	<p>Training offered on use of protocols and on-line tools (video reflection) available for student reflection.</p>

SIP Template

<p>Teachers will provide time and space for progress monitoring.</p> <p>Teachers will lead students through reflection on progress towards goals, and analyze for next steps.</p> <p>Students will continue with goal setting and reflection cycles.</p> <p>Using benchmark and progress/growth monitoring data, teachers will support students in making adjustments to action steps and/or goals.</p>	<p>PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction and to consider reforming small groups, both in and out of class.</p>		
<p><i>February-April</i></p> <p>Continued work outlined above and teachers will look at students who are not progressing on target for making stretch growth goals and/or meeting standard. Teachers will collaborate to review data and adjust instruction and assessments accordingly, with specific plans for those students. Students will be led in a review of progress and will adjust goals. Students will share goal setting with families.</p>	<p>iReady, DIBELS Benchmark Assessments. IEP Goals. Percentage of students “on target” will increase 25% from fall benchmark.</p> <p>PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction and to consider reforming small groups, both in and out of class.</p>	<p>SIP Team Grade Level Teams</p>	<p>2 building hours after iReady/Dibels assessments</p> <ul style="list-style-type: none"> • review grade level spreadsheets • collaborate on appropriate direction forward • prepare for goal setting and goal setting night
<p><i>April-June</i></p> <p>Continued work outlined above. Students will set goals and communicate those goals to families. Teachers will create shared reflection opportunities for those goals. Teachers will review student progress and discuss ways to promote continued progress during the summer or next school year.</p>	<p>iReady, DIBELS Benchmark Assessments, progress monitoring, and growth monitoring. IEP Goals. Percentage of students “on target” will increase 25% from winter benchmark.</p> <p>PLCs and Data Teams review and analyze data with a focus on target populations to plan for next steps in instruction</p>	<p>SIP Team Grade Level Teams</p>	<p>2 building hours after iReady/Dibels assessments</p> <ul style="list-style-type: none"> • review grade level spreadsheets • collaborate on appropriate direction forward • prepare for goal setting and goal setting night

SIP Template

Review implementation and reflect on effectiveness and plan for year two of SIP.	and to consider reforming small groups, both in and out of class.		
Alignment to District Improvement: Hold ourselves accountable for each student's learning. <ul style="list-style-type: none"> • Ensure all students experience relevant and rigorous instruction. • Ensure equitable access to learning opportunities. 			

SMART Goal 3	
Subject Area: Social/Emotional and Equity	
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Lake View students identified as English Language Learners.
Our Reality: <i>(based on assessment data analysis)</i>	Overall student attendance rate has decreased over the past five years. Attendance rate for students identified as English Language Learners is significantly lower than the overall attendance rate.
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of students attending regularly will increase 3% each year from 89% in 2019 to 98% in 2023.

Action Plan			
Goal 3 Action Step A SWT 2 & 3/LAP		Increase instructional strategies that grow classroom management with a firm consistent and caring control. (CRTP 6)	
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i> Launch:</p> <p>Review and revisit the 7 Culturally Responsive Teaching Principles learning from previous year</p> <p>Revisit Equitable Classroom Practices Observation Checklist</p> <p>Teachers complete Equitable Classroom Practices Observation Checklist as self assessment. Teachers use results to identify 3-5 focus indicators.</p> <p>Resources provided for building and maintaining classroom management in a virtual learning space: introduced to student survey for CRTP 6</p> <p>Teachers understand tights for CRTP 6 classroom management</p> <ul style="list-style-type: none"> School wide policies regarding behavior clearly communicated to parents, staff and students (Review current system) Clear classroom management systems for instruction time, independent time, and classroom rules. 		<p>Admin Equity Team</p>	<p>Classroom climate and teacher student relationships: review of “front porch” CRTP 1-3</p> <p>August planning day, review learning from last year and provide focus area for this year CRTP 6</p> <p>Purchase Zaretta Hammond Culturally Responsive Teaching and The Brain with Lap Funds</p> <p>Add teachers to CRTP PD GC</p> <p>PD focus on classroom management including virtual learning spaces and resources to support CRPT 6</p>

SIP Template

<p><i>September-Mid-November</i></p> <p>Tights- The Observation Checklist is reflected at whole group PLC / team meetings by all teachers. Share ideas and collaborate on next steps in implementing CRTP 6 strategies</p> <p><i>Tights from Front Porch CRTP 1-3</i></p> <ul style="list-style-type: none"> ● Asks students for correct pronunciation of their names ● Teachers will have visible signs that represent each student's heritage language in the classroom. ● Use multiethnic photos, pictures and props to illustrate concepts and content ● Intentionally greet each student as they enter classroom ● Classroom library has diverse collection with representation of different cultures ● All classrooms start the day with morning meetings <p>Continue work on CRTP 6</p> <ul style="list-style-type: none"> ● School wide policies regarding behavior clearly communicated to parents, staff and students (Review current system) ● Clear classroom management systems for instruction time, independent time, and classroom rules. 	<p>iReady, DIBELS Benchmark Assessments, progress monitoring, and growth monitoring. IEP Goals.</p> <p>Student attendance reviewed monthly. Student survey completed in September.</p> <p>Teachers analyze student data to determine and reflect on CRTP being used in classroom</p>	<p>Admin Leadership team Equity team</p>	<p>A google classroom will be created for reflection on Zaretta Hammond Culturally Responsive Teaching and The Brain and how teachers are implementing classroom practice.</p> <p>Systematic protocols for teams having reflective discussion regarding CRTP 6 practices.</p>
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SIP Template

<p><i>Mid-November- January</i></p> <p>Tights- Continue work from above</p>	Continue work from above	Admin Leadership team Equity team	A google classroom will be created for reflection on Zaretta Hammond Culturally Responsive Teaching and The Brain and how teachers are implementing classroom practice.
<p><i>February-April</i></p> <p>Tights- Continue work from above</p> <p>Teachers will re-visit their self-assessment and practices already currently being used in classroom and target strategies that fall under CRTP 6</p>	Continue work from above	Admin Leadership team Equity team	A google classroom will be created for reflection on Zaretta Hammond Culturally Responsive Teaching and The Brain and how teachers are implementing classroom practice.
<p><i>April-June</i></p> <p>Teachers will reevaluate practice based on Equitable Classroom Practices Observation Checklist and analyze growth made from the beginning of the year. Teachers will show growth in 3-5 focused indicators.</p> <p>The Observation Checklist is visited at whole group PLC / team meetings by all teachers. Share out ideas on implementing CRTP 6. Review implementation and reflect on effectiveness and plan for year two of SIP.</p>	Teachers will evaluate student data throughout year and reflect on CRTP growth	Admin Equity team	Incorporated with building hour PD time

Goal 3 Action Step B SWT 2 & 3/LAP	School wide implementation of Social Emotional Learning and Trauma Informed Practices		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Teams meet, review and plan for implementation of Second Step</p> <p>Revisit school wide greeting and morning meeting plans</p>	<p>Class meeting structures</p>	<p>PBIS Team</p>	<p>Resources: Access to shared drive for class meeting strategies</p>
<p><i>September-Mid-November</i></p> <p>All staff fills out PBIS rating spreadsheet.</p> <p>All students participate in daily class meetings. Class meeting agreements are created and implemented.</p>	<p>PBIS Universal Screener to inform class meeting discussion, guide Second Step lessons, and inform PBIS interventions.</p> <p>PLC teams review classroom sign in book data regularly to identify trends, student needs and collaborate on next steps.</p>	<p>PBIS Team</p>	<p>Resources on ACE trauma strategies provided for teachers.</p>
<p><i>Mid-November- January</i></p> <p>Continue work above.</p> <p>Restorative conversation principles will be taught and implemented in class meetings.</p>	<p>PBIS Universal Screener</p>	<p>PBIS Team</p>	<p>PLCs and Team meetings- have colleagues share what is working for them in their classrooms.</p>
<p><i>February-April</i></p> <p>All staff fills out mid year PBIS rating spreadsheet</p> <p>Continue work above.</p> <p>Shift in locus of control from teacher to students as measured by increased percentage of student led conversations in classroom meetings.</p>	<p>PBIS Universal Screener</p> <p>PBIS groups are rearranged as needed and action plans are put in place for students who are identified as intensive.</p>	<p>PBIS Team</p>	<p>Offer microteaching/classroom visitation opportunities for colleagues to observe other classrooms.</p>

SIP Template

<i>April-June</i> All students participate in daily class meetings. Class meeting agreements are followed. Restorative conversation principles are used. Increased student agency is visible in classroom meetings.	PBIS Universal Screener	PBIS Team	Offer microteaching/classroom visitation opportunities for colleagues to observe other classrooms.
Alignment to District Improvement: <ul style="list-style-type: none"> Engage: <ul style="list-style-type: none"> ○ Create safe and supportive learning environments that result in high levels of daily attendance and engagement. Educate: <ul style="list-style-type: none"> ○ Ensure equitable access to learning opportunities. Empower: <ul style="list-style-type: none"> ○ Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics to core academic skills. 			

Implementation and PD Calendar for 2020 - 21

Month	Building 28+2.5 principal's hours	Staff Meetings	PLC	District/Waiver Days	Title/LAP Resources
June	Building leadership team determines how to distribute hours to do the work. School staff approves and/or recommends changes to PD calendar.				
August	Review plan on a page, and implementation and PD Calendar. Teachers will plan for their own implementation, individually and as groups, for the beginning of the year.				Purchase and distribute Teacher Clarity Handbooks and Zaretta Hammond's book (LAP Funds)
September	9/2 (2 hours) <ul style="list-style-type: none"> Teachers review Equitable Classroom Practices Observation Checklist Teachers self evaluate and identify areas of strength and weaknesses Teachers will be introduced to student survey, GC of resources and new protocol for PLC and observation checklist 				
October	10/22 3 Bldg Hrs. for Goal Setting Night/Prep 10/23 1 Bldg. Hr. Teacher Clarity Playbook Module 1.	Culturally Responsive Teaching and the Brain: Ch. 1 Climbing out of the Gap.	Teacher Clarity: Collaborative work in identifying concepts and skills of prioritized standards.	Teacher Clarity: Collaborative work in identifying concepts and skills of	

SIP Template

	<ul style="list-style-type: none"> Teachers identify Concepts and Skills of prioritized standards 			prioritized standards.	
November	11/13 1 Bldg. Hr. TCB Module 2. <ul style="list-style-type: none"> Teachers will sequence learning progressions of prioritized standards 	Culturally Responsive Teaching and the Brain: Ch. 2 What's Culture Got to do with it?	Teacher Clarity: Collaborative work in sequencing learning progressions.		
December	12/4 1 Bldg. Hr. TCB Module 3. <ul style="list-style-type: none"> Teachers elaborate learning targets of prioritized standards. 	Culturally Responsive Teaching and the Brain: Ch. 3 This is your Brain on Culture.	Teacher Clarity: Collaborative work in elaborating learning targets of prioritized standards.		
January	1/22 1 Bldg. Hr. TCB Module 4. <ul style="list-style-type: none"> Teachers will create success criteria for learning targets of prioritized standards. 	Culturally Responsive Teaching and the Brain: Ch. 4 Preparing to be a CRP.	Teacher Clarity: Collaborative work in creating success criteria for prioritized standards.		
February		Culturally Responsive Teaching and the Brain: Ch. 5 Building a Foundation of Learning Partnerships			
March	3/19 1 Bldg. Hr. TCB Module 5. <ul style="list-style-type: none"> Teachers will modify learning targets to include language expectations. 	Culturally Responsive Teaching and the Brain: Ch. 6 Establishing Alliance in the LP.	Teacher Clarity: Collaborative work in modifying learning targets to include language expectations.	Teacher Clarity: Collaborative work in including language standards.	

SIP Template

April	4/16 1 Bldg Hr. TCB Module 6. <ul style="list-style-type: none"> Teachers will determine the relevance of the learning. 	Culturally Responsive Teaching and the Brain: Ch. 7 Shifting Academic Mindset in the Learning Mindset.	Teacher Clarity: Collaborative work in determining the relevance of learning of prioritized standards.		
May	5/14 1 Bldg. Hr. <ul style="list-style-type: none"> Teachers will watch micro teaching videos. Teams will collectively reflect and provide feedback on communication of learning targets, success criteria, and relevance. 	Culturally Responsive Teaching and the Brain: Ch. 8 Information Processing to Build Intellectual Capacity		Teacher Clarity: Collaborative work in identifying the relevance of learning for prioritized standards.	
June		Culturally Responsive Teaching and the Brain: Ch. 9 Creating a Culturally Responsive Community for Learning.			

Budget – SWT- 4/LAP

Insert Budget Page here.

