

2025-2026 School Improvement Plan

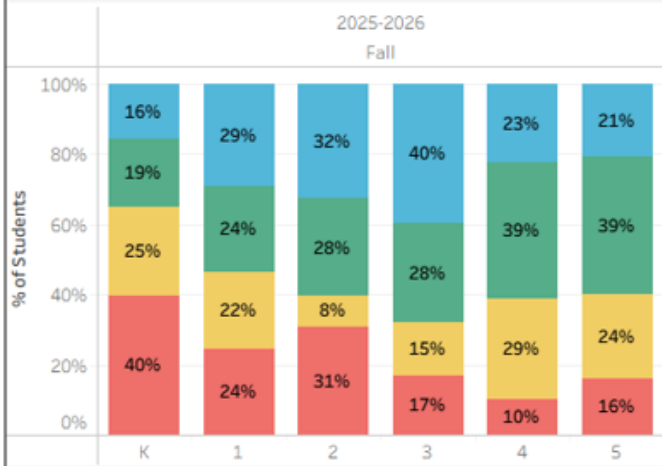
Spring Board Presentation

Lakes Elementary School	<i>Data from OSPI Tableau District Preview: Report Card October 2025 Enrollment</i>
Principal: Taylor Swedberg, 4 yrs	Enrollment: 486
Asst. Principal: Natalie Evangelista, 1 yr	Free/Reduced Lunch: 37.7%
	Multilingual: 2.9%
	BIPOC: 53.5%
	Special Education: 14.8%

Goals	
Strategic Plan Goal: Goal 4: Continuous Growth – All Students, All Subjects; Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.	
Outcome: Increase growth rate of underperforming groups eliminating achievement and opportunity gaps.	
Academic Gap Goal: By June 2026, we will decrease the gap in performance between our low income and our non-low income students on 3rd-5th grade ELA SBA scores by 10%, from an average of 20 percentile points to an average of 10.	
Indicators of Progress: <ul style="list-style-type: none"> Teachers are implementing our new CKLA curriculum with fidelity to facilitate a strong tier 1 core. Teachers are using PLCs to analyze student progress and identify common high yield instructional strategies. 	
Concern Area: <ul style="list-style-type: none"> During the first year implementing CKLA, which is designed to build on itself year over year, we are unsure if students are developing the writing skills, independence, and stamina needed to be successful on the SBA. 	
Next Steps: <ul style="list-style-type: none"> Continue implementing CKLA with fidelity, while identifying questions we have and resources we can use regarding the extent to which we are preparing students to have the stamina, independence and skill needed for high quality work. Continue refining our building PLCs as we shift to the new four step problem solving model. 	
Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners	
Outcome: Increased percentage of regular school attenders	
Behavioral or SEL Gap Goal: By June of 2026, we will reduce the gap between our low-income students and our non-low-income students who are regular attenders by 7 percentage points, from 14% to 7%.	
Indicators of Progress: <ul style="list-style-type: none"> Monthly attendance rates for low-income compared to non-low-income students Reduction in percentage of low-income students identified as at risk 	
Concern Area: <ul style="list-style-type: none"> Seasonal spikes in absence disproportionately affect low-income students Family challenges 	
Next Steps: <ul style="list-style-type: none"> Identify students trending toward chronic absenteeism early and flag them for intervention Collaborate with counselor, admin, and community resources to address barriers 	

Achievement and Attendance Data

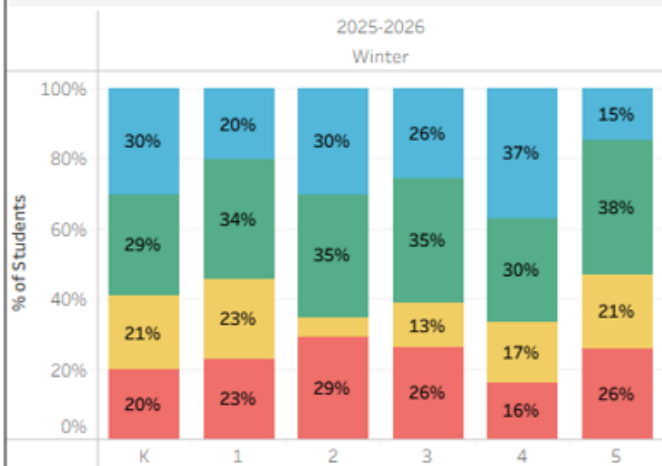
DIBELS Reading Composite Benchmark Performance - LK



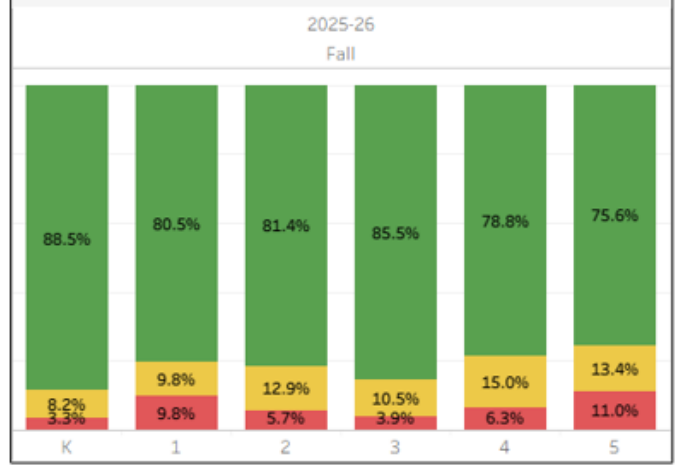
Performance Level

■ Above Benchmark
 ■ At Benchmark
 ■ Below Benchmark
 ■ Well Below Bench.

DIBELS Reading Composite Benchmark Performance - LK

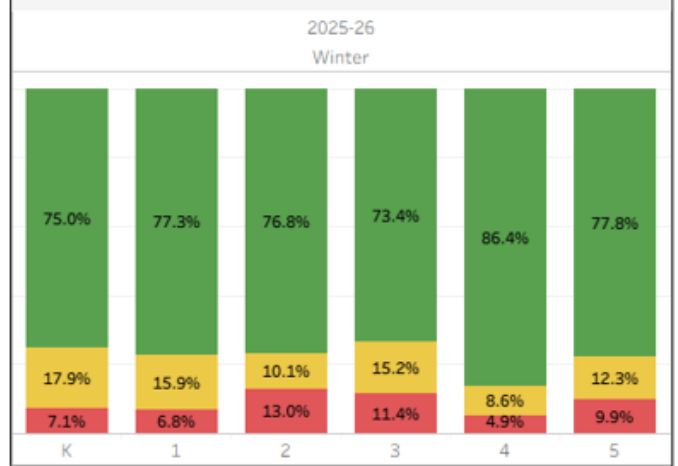


easyCBM Math Risk - LK



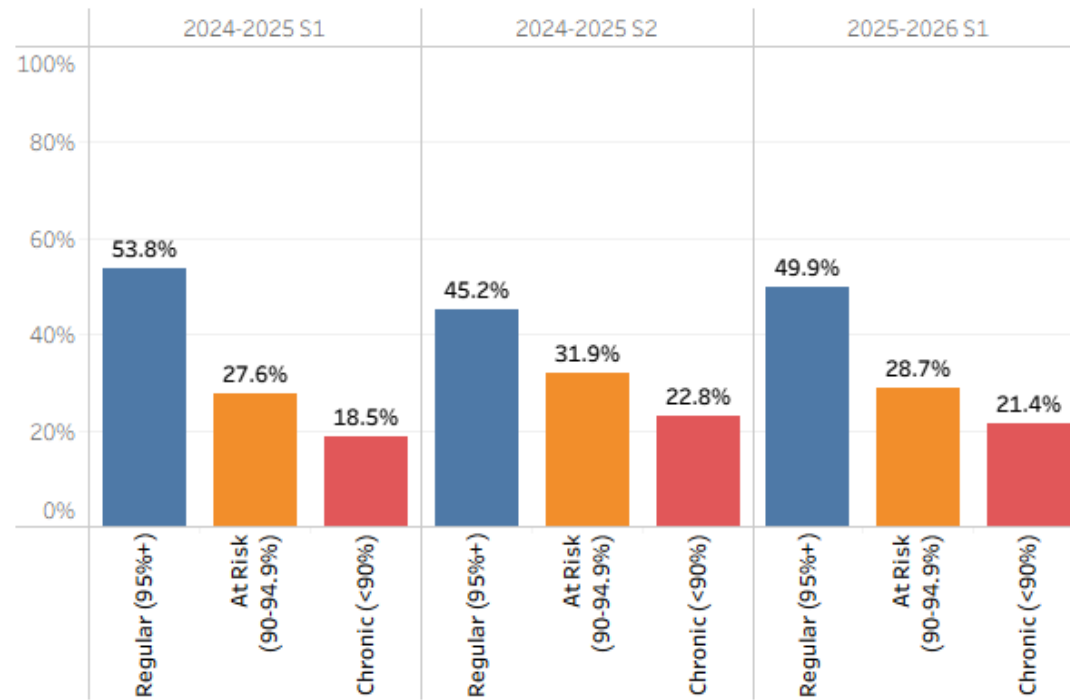
Math Risk ■ Low ■ Some ■ High

easyCBM Math Risk - LK



Overall School Attendance Rate for LK *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Select School

LK

Select Gr

(All)

Select Year

(Multiple values)

Attendance Type

Regular (95%+)

At Risk (90-94.9%)

Chronic (<90%)