Lake Washington School District

School Improvement Plans

ELEMENTARY SCHOOLS

2019-2020

- ➢ Alcott Elementary School
- ➢ Audubon Elementary School
- ➢ Bell Elementary School
- ➢ Blackwell Elementary School
- ➢ Carson Elementary School
- ➢ Clara Barton Elementary School
- ➢ Community School
- ➢ Dickinson Elementary School
- ➢ Discovery School
- ➢ Einstein Elementary School
- ➢ Ella Baker Elementary School
- ➢ Explorer Community School
- ➢ Franklin Elementary School
- ➢ Frost Elementary School
- ➢ Juanita Elementary School
- ➢ Keller Elementary School

- ➢ Kirk Elementary School
- ➢ Lakeview Elementary School
- ➢ Mann Elementary School
- ➢ McAuliffe Elementary School
- ➢ Mead Elementary School
- ➢ Muir Elementary School
- ➢ Redmond Elementary School
- ➢ Rockwell Elementary School
- ➢ Rosa Parks Elementary School
- ➢ Rose Hill Elementary School
- ➢ Sandburg Elementary School
- ➢ Smith Elementary School
- ➢ Thoreau Elementary School
- ➢ Twain Elementary School
- ➢ Wilder Elementary School

Alcott Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Louisa May Alcott said, "Educate yourself to take part in the world's work." At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global workplace and prepared for personal success. At Alcott, we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion, and **Effort** every day. This represents the way that both staff and students support and interact with one another every day. We are part of a supportive community and PTSA. Family support is such a gift to our school, and we know this has a positive impact on student learning. Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. A student announcement each day reminds us all to show that Alcott C.A.R.E.s!

As a school family, we focus on success growth and rigor for all students. We also believe in an education that builds creativity and healthy living throughout our programs. We continue to develop our professional learning community and focus on top-notch teaching practices that support our learners. Professional learning and discussions take place weekly and during LEAP opportunities over the course of the school year. We understand our collective responsibility for all the children we serve. Our professional learning is also extended through cross grade-level conversations with grade-alike colleagues at other area elementary schools. We are thriving as a team at Alcott Elementary to support our community! Go Orcas!

Mission Statement: Success for Every Student **Every Day**

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		806	838	678
Racial Diversity (%)	American Indian/Alaskan Native	0.1	0.0	0.0
	Asian	59.7	64.7	68.9
	Black/African American	0.9	1.1	1.0
	Hispanic/Latino of any race(s)	4.2	4.2	5.0
	Native Hawaiian/Other Pacific Islander	0.1	0.0	0.0
	Two or more races	4.1	4.5	3.8
	White	30.9	25.5	21.2
Students Eligible for Free/Reduced Price Meals (%)		4.3	4.1	3.6
Students Receiving Special Education Services (%)		6.0	6.3	6.4
English Language Learners (%)		17.7	17.9	22.8
Students with a First Language Other Than English (%)		39.7	44.2	52.0
Mobility Rate (%)[2]		17.0	19.6	24.0

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	87	82	76
1st Grade	88	85	88
2nd Grade	92	91	93

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	87	86	87
4th Grade	94	89	85
5th Grade	86	93	87

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	92	91
Black/African American	-	-	-
Hispanic/Latino	59	74	82
Two or more races	-	89	85
White	85	73	69
English Learner	82	78	81
Low Income	60	62	70
Special Education	70	61	53

ELA: By Group/Program, Smarter Balanced Assessment [5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	95	89
Black/African American	-	-	-
Hispanic/Latino	44	67	65
Two or more races	87	92	93
White	84	82	80
English Learner	56	56	37
Low Income	20	29	36
Special Education	39	50	44

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	88	87	93
4th Grade	94	89	90
5th Grade	86	88	83

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	92	88

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	97	97	94
Black/African American	-	-	-
Hispanic/Latino	38	56	71
Two or more races	83	64	80
White	83	78	78
English Learner	63	81	71
Low Income	7	18	50
Special Education	48	29	44

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	93	89
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	>97	-
White	n/a	92	86
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	69	-

◣ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	85	84	80
1st Grade	86	83	82
2nd Grade	92	90	81
3rd Grade	89	91	93
4th Grade	96	89	93
5th Grade	95	94	93

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	88	86
Black/African American	--	-	-
Hispanic/Latino	83	77	89
Two or more races	89	82	86
White	93	95	92
English Learner	83	82	76
Low Income	78	70	84
Special Education	88	89	79

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	91	96	-	-	90	86	56	33	45
Math Proficiency Rate (%)	89	97	-	-	83	81	61	25	39
ELA Median Student Growth Percentile[9]	58	64	-	50	52.5	54	48	41.5	39
Math Median Student Growth Percentile	65	69	-	62	56	57	63	62	58.5
EL Progress Rate (%)	87	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	92	-	87	93	95	86	86	92

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Word Meaning & Vocabulary
Focus Grade Level(s)	3-5
Desired Outcome	90% of Grade 5 students will score at or above standard overall on the Smarter Balanced ELA Assessment in Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	-2019 Spring SBA ELA Target Data Reports noted Word Meaning across grades 3, 4, and 5 as lower performing relative to the test (as a whole) -33% of English Learners overall were at or above standard on the SBA Reading Claim, which includes word meaning targets -82% of English Learners and Exited English Learners were at or above standard on the SBA Reading Claim -Word Meaning is an essential component of instruction within academic areas to support English Language Learning -Word Meaning includes focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	SIOP Professional Development for all certificated staff with teacher leads.	Percentage of staff participation in professional development.
	Extended 3-day District SIOP training for grade level teams.	Percentage of staff who have attended the additional District SIOP training.
	Staff attend other Professional Development courses attended with focus around supporting English Language learning.	Percentage of staff who have attended the additional District EL focused training.
	Intervention & EL Staff to use vocabulary components, including *Oral Vocabulary and EL Vocabulary* within Wonder Works & Wonders English Language Development reading curriculum.	Percentage of staff fully implementing vocabulary components within intervention curriculum.

	Staff to teach and utilize the following vocabulary focus strategies: -Envision Math unit vocabulary -Amplify Science curriculum unit vocabulary -New vocabulary strategies (Wonders Curriculum) during targeted small group reading instruction -Weekly vocabulary component of whole group reading lessons along with new vocabulary strategies (Wonders Curriculum)	Percentage of staff fully implementing vocabulary components within curriculum.
Timeline for Focus	Winter, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Smarter Balanced Assessment 4th and 5th ELA Overall, Reading Claim, and EL Data Review Checks (Spring 2020, 2021, 2022)	

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Word Meaning and Vocabulary
Focus Grade Level(s)	K-2
Desired Outcome	90% of grade 3 students will score at or above standard overall on Smarter Balanced ELA Assessment Spring 2022
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	-2019 Spring SBA ELA Target Data Reports indicated Word Meaning across grades 3, 4, and 5 as lower performing relative to the test (as a whole) -75% of Grade 3 English Learners were at or above standard on the 2019 Spring SBA ELA Reading Claim -83% of English Learners and Exited English Learners were at or above standard on the SBA Reading Claim -Word Meaning is an essential component of instruction within academic areas to support English learning -Word Meaning includes focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	SIOP Professional Development for all certificated staff with teacher leads.	Percentage of staff participation in professional development.
	Extended 3-day District SIOP training for grade level teams.	Percentage of staff who have attended the additional District SIOP training.
	Staff attend other Professional Development courses attended with focus around supporting English Language learning.	Percentage of staff who have attended the additional District EL focused training.
	Intervention & EL Staff to use vocabulary components, including *Oral Vocabulary and EL Vocabulary* within Wonder Works & Wonders English Language Development reading curriculum.	Percentage of staff fully implementing vocabulary components within intervention curriculum.
	Staff to teach and utilize the following vocabulary focused materials: -Envision Math unit vocabulary -Amplify Science curriculum unit vocabulary -Posting vocabulary in a visual way (ex: anchor charts, curriculum cards) -New vocabulary strategies (Wonders Curriculum) during targeted small group reading instruction -Weekly vocabulary component of whole group reading lessons along with new vocabulary strategies (Wonders Curriculum)	Percentage of staff fully implementing vocabulary components within curriculum.
Timeline for Focus	Winter, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Smarter Balanced Assessment 3rd ELA Overall, Reading Claim, and EL Data Review Checks (Spring 2020, 2021, 2022)	

Priority #3	
Priority Area	Behavior
Focus Area	Positive Behavior Systems and Supports
Focus Grade Level(s)	K-5
Desired Outcome	Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2022 (May 2022 student count) will decrease from 1.5% to 1.2%

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	1.5% of students received multiple Alcott CAREs Discipline Slips in 2018-19 (May 2019 student count). Alcott will continue to build upon school wide plans to support with student social/emotional success.	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	-Reviewing, adding and refining PBIS components in connection with Alcott CAREs.	Percentage of program review beginning 2020-21 with 2019-20 preparation.
	-Cohort efforts coordinated with district PBIS professional development and planning.	Percentage of PBIS refined implementation beginning in 2020-21.
	Alcott CAREs program additions: -Monthly CAREs Traits -Staff CAREs drawing and celebration as part of weekly announcement awards -School CAREs signage developed and taught for each location and included as part of September Assembly	Staff yearly input/feedback percentages based upon additions as improvement factors.
	-Counselor, CAREs Committee & Admin review of Panorama SEL Survey (3rd-5th) and student data to inform counselor lessons, counselor small groups and school wide staff PBIS efforts.	-Review of yearly Panorama SEL survey percentages for 3-5 students. - Staff yearly input/feedback percentages from counselor survey. -Counselor completion percentage of recommended Kelso's Choices & Second Step lessons.
	Support staff team collaboration and best practices growth around Tier 2 and Tier 3 behavioral interventions. New learning shared and conversations with staff.	-At least one district training and/or professional development class/course around behavioral interventions for intervention and support staff. -Classified staff professional development (district led) attendance percentage beginning in 2019-20
Timeline for Focus	Winter, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Yearly, Spring 2020, 2021, and 2022 percentage of students who receive multiple Alcott CAREs Discipline Slips.	

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	9 Characteristics Survey #26
Focus Grade Level(s)	Alcott Staff
Desired Outcome	Alcott Elementary will improve from 62% to 80% "agree completely" or "agree mostly" in the area of "staff work in teams across grade levels to help increase student learning" as measured by question #26 on the Nine Characteristics of Effective Schools Survey completed by all staff in Spring 2020.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	-Data notes 62% "agree completely" or "agree mostly" in the area of "staff work in teams across grade levels to help increase student learning" as measured by question #26 on the Nine Characteristics of Effective Schools Survey completed by all staff in Spring 2020. -Collaboration not only among teams/levels but across school teams/levels contributes to furthered student success.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Instructional team to include portion of professional development (when possible) as time for teams and student services teams to have cross level conversations around practices and alignment.	Number of sessions that included cross-grade/team experiences.
	Grade level teams to invite another team to join weekly PCC meeting.	Percentage of teams who initiated/attended one or more cross grade/team collaborative meetings each year.
	Three times a year, grade level teams to intentionally meet with student services team as a cross/grade.	Percentage of completion (Three yearly meetings)

Timeline for Focus	Winter, 2019 - Spring, 2022
Method(s) to Monitor Progress	Yearly review of question #26 from the Spring 2020, 2021, and 2022 Nine Characteristics of Effective Schools Survey.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in Spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures, instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	-Utilizing parent volunteers, community resources, and other district schools to support students and staff with feedback and goals.	Winter 2020 – Spring 2022
	-Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences.	Winter 2020 – Spring 2022
	-School Improvement Plan process to be shared at a PTSA meeting.	Winter 2020, 2021, and 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	-School Improvement Plan to be shared at a PTSA meeting.	Winter 2020, 2021, and 2022
	-School Improvement Plan will be posted on the Alcott website and noted in school newsletter.	Winter 2020, 2021, and 2022

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Audubon Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Audubon Elementary is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly to ensure high levels of learning. Using Common Core and District Power Standards as our guide, we manage our resources to aid each child so that all can excel. Audubon is an award-winning school that continues a commitment to excellence by personalizing the school experience and fostering growth for every student. Our PTSA promotes a strong sense of community and connectedness. We expect our students to be responsible, respectful, safe, and to give their best effort each day.

Mission Statement: *It is our mission to inspire all students to develop their potential, become life-long learners and be contributing members of our community. Our vision is for each student to have the skills, attitudes, and knowledge to be a: self-directed learner, effective communicator, complex thinker, collaborative worker, community contributor, quality producer, confident child and reflective student.*

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		594	594	602
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	49.2	51.2	51.7
	Black/African American	0.7	1.0	0.5
	Hispanic/Latino of any race(s)	5.4	5.1	5.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	5.4	4.6	5.2
	White	39.2	38.2	37.0
Students Eligible for Free/Reduced Price Meals (%)		2.6	3.2	3.7
Students Receiving Special Education Services (%)		6.0	7.1	8.5
English Language Learners (%)		28.7	26.9	27.5
Students with a First Language Other Than English (%)		56.9	60.4	60.4
Mobility Rate (%)[2]		24.7	18.2	14.3

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	86	87	83
1st Grade	85	90	94
2nd Grade	87	90	88

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	82	86	81
4th Grade	82	81	91
5th Grade	88	86	79

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	92	92
Black/African American	-	-	-
Hispanic/Latino	62	71	61
Two or more races	-	93	86
White	84	87	89
English Learner	76	78	79
Low Income	-	-	57
Special Education	61	55	60

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	87	86	87
Black/African American	-	-	-
Hispanic/Latino	73	77	54
Two or more races	87	82	80
White	82	85	85
English Learner	48	52	39
Low Income	-	58	-
Special Education	41	63	33

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	82	92	78
4th Grade	88	79	91
5th Grade	86	82	78

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	90	78

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	92	90	91
Black/African American	-	-	-
Hispanic/Latino	60	62	31
Two or more races	91	88	70
White	82	83	82
English Learner	68	74	56
Low Income	-	25	-
Special Education	41	48	20

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	81
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	97	83
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	50	25

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

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[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	82	80	80
1st Grade	88	90	87
2nd Grade	88	89	91
3rd Grade	88	89	90
4th Grade	89	93	90
5th Grade	93	96	96

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	87	86	87
Black/African American	--	-	-
Hispanic/Latino	86	90	76
Two or more races	94	97	90
White	89	92	92
English Learner	83	84	84
Low Income	75	79	64
Special Education	86	90	82

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	85	88	-	-	90	85	53	56	54
Math Proficiency Rate (%)	87	93	-	-	90	85	74	41	46
ELA Median Student Growth Percentile[9]	53	56.5	-	46	49	54	62	54.5	32
Math Median Student Growth Percentile	63	70	-	47.5	64	58.5	72	40.5	42
EL Progress Rate (%)	93	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	91	88	-	-	-	93	86	91	91

⬉ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Writing-Evidence and Elaboration Anchor Standards: CCSS ELA-LITERACY.CCRAW.1 and CCSS ELA-LITERACY.CCRAW.9
Focus Grade Level(s)	K-5
Desired Outcome	Students in 3rd thru 5th grade will show improvement from 5.65 to 7.0 on the ELA Performance Task as measured by the ELA Smarter Balance Assessment administered in the Spring of 2020, 2021, and 2022.
Alignment with District Strategic Initiatives	Innovative Learning Opportunities
Data and Rationale Supporting Focus Area	According to SBA ELA Performance Task Data student average scores have lowered from 6.94 to 5.65 over a three-year period. With significant decrease in students scoring half or better on Evidence and Elaboration.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Kindergarten: Evidence in science and math. In writing, students are using post it notes to mark in the non-fiction and informational text. Then, they are using these facts in their writing.	Curriculum Based Assessment Grade Level Designed Assessment
	First Grade: Students to be able to explain details in their own words, support facts by reading and finding key details. Practice highlighting key details in the text. Details in their own words to support the main idea of a story or a problem.	Curriculum Based Assessment Grade Level Designed Assessment
	Second Grade: Technology Project - famous landmarks focus on the evidence and elaboration on the facts they find.	Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services Curriculum Based Assessment Grade Level Designed Assessment
	Third Grade: Connected with second grade (tech project with animals).	Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services Curriculum Based Assessment

	Students write their facts on notecards and sort those facts into different paragraphs. R.A.C.E. strategy (focusing on the "E, which stands for the elaboration piece) "this proves…..because"	Grade Level Designed Assessment
	Fourth Grade: R.A.C.E. strategy with elaboration.	Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services Curriculum Based Assessment Grade Level Designed Assessment
	Fifth Grade: Graphic Organizer "the claim is…" "the evidence shows…" Integrating with science and social studies. Using Maver's Thoughts to support student's elaboration on claims.	Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services Curriculum Based Assessment Grade Level Designed Assessment
	Intervention Services: R.A.C.E. Vocabulary and word lists being used to help students integrate new words into their writing and evidence. Safety Net – focusing on illustrating the problems, drawing a picture, and underlining key words and phrases.	Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services Curriculum Based Assessment Grade Level Designed Assessment
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Cross Grade Level Discussion using Comparable Data Points. Regular Progress Review from teachers and Overall Progress Review by Data Analysis Team. Elaboration will use data from assessments and rubrics to track goals - SIP Goal was based on a multiple year trend – so having a SIP goal that goes for three years would be interesting to see the change that is made. (2022)	

Priority #2	
Priority Area	Mathematics
Focus Area	Problem Solving/Data Analysis Standards for Mathematical Practice: CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them
Focus Grade Level(s)	K-5
Desired Outcome	Students in 3rd thru 5th grade will improve from 60% of students to 70% or more students exceeding standard as measured by the Smarter Balanced Assessment in the sub area of Problem Solving/Data Analysis administered in the Spring of 2020, 2021, and 2022.
Alignment with District Strategic Initiatives	Innovative Learning Opportunities
Data and Rationale Supporting Focus Area	Over a four-year period, our SBA scores of students meeting or exceeding standards in the sub score area of Problem Solving/ Data Analysis fell from 70% exceeding, down to 60%.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Kindergarten: Evidence in science and math. Data Analysis - graphing (examples: pumpkins, apples, leaves) helps the students understand more, the same, and fewer.	Curriculum Based Assessment Grade Level Designed Assessment
	First Grade: Students to be able to explain details in their own words, support facts by reading and finding key details. Practice highlighting key details in the text. Details in their own words to support the main idea of a problem.	Curriculum Based Assessment Grade Level Designed Assessment
	Second Grade: Technology Project - famous landmarks focus on the evidence and elaboration on the facts they find. Math - math word problems using the CUBES strategy - reading step by step problems.	Vertical articulation between second and third grade *Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES Curriculum Based Assessment Grade Level Designed Assessment
	Third Grade: Connected with second grade (tech project with animals).	Vertical articulation between second and third grade

	Write facts on notecards and sort those facts into different paragraphs. R.A.C.E. strategy (E = elaboration piece) "this proves…..because" Math Problem Solving - CUBES and problem-solving packets using deductive reasoning.	*Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES Curriculum Based Assessment Grade Level Designed Assessment
	Fourth Grade: R.A.C.E. strategy with elaboration. Math vocabulary - what words mean and what they're asking the students to do.	*Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES Curriculum Based Assessment Grade Level Designed Assessment
	Fifth Grade: Math - CUBES strategy. At the beginning of each topic we introduce vocabulary first and make sure that they're using it.	Problem Solving/Data Analysis – Envision, end-of-topic assessments (problem-solving questions) as well as the problem-solving questions throughout the Envision curriculum as well as the CDSA. Gone from 70% to 60%
	Intervention Services: Safety Net – focusing on illustrating the problems, drawing a picture, and underlining key words and phrases. *Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES.	Individual Student/Group Intervention
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Problem Solving/Data Analysis – Envision end of topic assessments (problem-solving questions) as well as the problem-solving questions throughout the Envision curriculum as well as the CDSA.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Pulling yourself out of bad mood and clearly describing feelings
Focus Grade Level(s)	3-5
Desired Outcome	Students in 3rd-5th grade will improve the number of favorable responses to Social Awareness-Question 4 (able to clearly describe your feelings) from 56% to over 70% of students, as measured by the Panorama Survey issued in the Fall of 2019 and Spring of 2020. Students in 3rd-5th grade will improve the number of favorable responses to Emotion Regulation-Question 1 (able to pull yourself out of a bad move) from 48% to over 70% of students, as measured by the Panorama Survey issued in the Fall of 2019 and the Spring of 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Currently, have 48% of students responding favorably to pulling themselves out of a bad mood; 56% responding favorably to being able to clearly describe their feelings.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Data Hounds Team tasked with monitoring of school-wide data	Quarterly meetings and notes
	Team formed that includes principal, associate principal and counselor to review behavior communication data	Monthly meeting
	Sharing of team data with stakeholders	Findings shared monthly with classified staff, and certificated staff
	Problem solving session	Classified staff to engage in a 15-20 minute problem-solving/scenario session with certificated staff at LEAP professional learning sessions
	Panorama Survey Resources shared with grade level teams	Lesson resources based on Panorama Survey results shared with grade level teams by the counselor

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Fall and Spring Panorama Survey

	Priority #4	
Priority Area	High Levels of Collaboration and Communication	
Focus Area	Nine Characteristics Survey Question 42 (feedback to staff) and 47 (staff getting the help they need to improve)	
Focus Grade Level(s)	K–5 staff	
Desired Outcome	On questions 42 and 47 of the Nine Characteristics Survey, staff members will increase the number of Agree Completely/Mostly responses from 85% to 100% Agree Completely/Mostly, as measured by the Nine Characteristics Survey administered in the Spring of 2020.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	Question 47, 15% of staff slightly agree or disagree. Question 42, 15% of staff slightly agree or disagree.	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Staff development to have common definition of 'feedback'	PGE Goals will include Danielson focus area determined by each staff member in collaboration with building administration.
	Feedback 'plan' to be part of PGE goals discussion	Comprehensive teachers: At observation pre- and post-conference. Focused teachers: At goal setting and summary conference. Classified Staff: As part of classified staff meetings.
	Professional development 'plan' to be part of PGE goals discussion	Comprehensive teachers: At observation pre- and post-conference. Focused teachers: At goal setting and summary conference.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Nine Characteristics Survey	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<table>
<tr><td rowspan="6">Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</td><td>Action</td><td>Timeline</td></tr>
<tr><td>PTSA President Meetings</td><td>Monthly from August 2019-June 2020</td></tr>
<tr><td>PTSA Executive Committee Meeting</td><td>December 2019</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td rowspan="6">Strategy to Inform Students, Families, Parents and Community Members of the SIP</td><td>Action</td><td>Timeline</td></tr>
<tr><td>Coffee Conversation with Principal</td><td>October 2019, January 2020, March 2020</td></tr>
<tr><td>PTSA General Meeting Presentation</td><td>December 2019</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Bell Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Bell Elementary School is located in the city of Kirkland, between the 405 Interstate and Juanita Beach. The school is comprised of 441 elementary students and 124 preschool students. The Quest Program is housed within the elementary school and incudes a 2rd/3rd grade cohort as well as a 4th/5th grade cohort. The preschool is collectively made up of three district programs: SNAPS, Head-Start, and Ready Start. The racial demographic includes 5% African American students, 14% Asian students, 19% Hispanic students, and 52% Caucasian students. Overall, 38 languages are represented by the student population, but the most common languages include English (69%), Spanish (9%), Russian (3%), Vietnamese (2%), Portuguese (2%), Mandarin (2%), Farsi (1%), Kinyarwanda, (1%) and Polish (1%). The school provides additional supports and resources to Special Education students (14%), English Language Learner students (15%) and low-income students (18%).

Mission Statement: At Bell Elementary School, our staff continues to have one primary focus: "The success of every student matters." Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving the academic achievement and social/emotional well-being of each student. Together, as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

Demographics:[1]

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

		2016-17	2017-18	2018-19
Student Enrollment (count)		394	434	502
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.2
	Asian	11.9	12.2	14.1
	Black/African American	3.6	3.9	4.6
	Hispanic/Latino of any race(s)	16.0	16.1	18.5
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	7.4	8.1	11.0
	White	61.2	59.7	51.4
Students Eligible for Free/Reduced Price Meals (%)		25.9	20.1	17.7
Students Receiving Special Education Services (%)		14.6	14.7	13.5
English Language Learners (%)		20.2	17.8	14.8
Students with a First Language Other Than English (%)		29.4	30.2	35.3
Mobility Rate (%)[2]		19.5	22.8	15.5

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	91	92	90
1st Grade	69	83	75
2nd Grade	79	80	79

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	68	68	67
4th Grade	69	79	73
5th Grade	68	75	83

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	74	83	91
Black/African American	-	73	-
Hispanic/Latino	59	66	52
Two or more races	83	95	93
White	83	89	87
English Learner	66	74	72
Low Income	58	63	59
Special Education	-	53	46

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	71	92	84
Black/African American	-	-	-
Hispanic/Latino	50	73	58
Two or more races	72	67	87
White	75	73	76
English Learner	18	35	15
Low Income	52	64	51
Special Education	25	43	28

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	69	68	64
4th Grade	70	67	63
5th Grade	57	58	70

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	75	80

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	78	71	75
Black/African American	-	-	-
Hispanic/Latino	59	67	53
Two or more races	72	50	91
White	69	65	63
English Learner	32	22	11
Low Income	57	56	42
Special Education	15	24	28

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	80	90
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	75
Two or more races	n/a	-	-
White	n/a	73	79
English Learner	n/a	-	-
Low Income	n/a	77	79
Special Education	n/a	20	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	94	89	91
1st Grade	96	93	93
2nd Grade	95	92	89
3rd Grade	91	98	94
4th Grade	93	96	92
5th Grade	92	93	94

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	84	96
Black/African American	86-	82	88
Hispanic/Latino	92	94	84
Two or more races	97	90	94
White	95	96	94
English Learner	93	94	87
Low Income	91	89	84
Special Education	86	88	90

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	73	84	38	62	70	76	23	54	29
Math Proficiency Rate (%)	67	73	19	61	65	70	17	50	17
ELA Median Student Growth Percentile[9]	57.5	67	-	58	49.5	57	49	52.5	44
Math Median Student Growth Percentile	54	59.5	-	56.5	51	56	52	53	36
EL Progress Rate (%)	82	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	89	87	-	83	85	93	93	91	83

◣ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

BELL'S CONTINUOUS IMPROVEMENT PRIORITY - MATH	
Priority Area	Mathematics
Focus Area	Concepts and Procedures
Focus Grade Level(s)	4-5
Desired Outcome	Target score data related to Pattern Relationships, Pattern Analysis, and Pattern Generation on the 2021 Math SBA will be above the proficiency standard and perform equal or better than the rest of the test, as demonstrated by the SBA scores by target analysis.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Students have up to 12 targets on the Math SBA. Students receive cohort scores relative to "Proficiency" and relative to the "Overall Test" (see legend below)

Legend: Performance Relative to Proficiency
✔ Performance is above the Proficiency Standard
◖ Performance is near the Proficiency Standard
⚠ Performance is below the Proficiency Standard
★ Insufficient Information

Legend: Performance Relative to the Test as a Whole
➕ Performance is better than on the rest of the test
▬ Performance similar to performance on the test as a whole
▬ Performance is worse than on the rest of the test
★ Insufficient Information

	Grade 4 Target C "Generate and Analyze Patters" Score Relative to Proficiency	**Grade 4** Target C "Generate and Analyze Patters" Score Relative to the Test
2015-16	Near Proficiency Standard	Equal to rest of test
2017-18	Near Proficiency Standard	Equal to rest of test
2018-19	Near Proficiency Standard	Worse than rest of test

	Grade 5 Target B "Analyze Patterns and	**Grade 5** Target B "Analyze Patterns and

		Relationships" Score Relative to Proficiency	Relationships" Score Relative to the Test
	2015-16	Below Proficiency Standard	Worse than rest of test
	2017-18	Below Proficiency Standard	Equal to rest of test
	2018-19	Below Proficiency Standard	Equal to rest of test

Strategy to Address Priority	**Action**		**Measure of Fidelity of Implementation**
	All K-5 teams identify critical lesson components from applicable math units to focus on for upcoming school years		Lesson components identified for all grade levels (K-5)
	All grade levels (K-5) collaborate to ensure alignment with math units, utilizing units developed by Teaching and Learning Department		Percentage of teachers that access and align math curriculum
	Each grade levels (K-5) collaborate to identify supplemental EngageNY mathematics units, which focus on patterns		Percentage of teachers that identify & access EngageNY curriculum
	Grade 3-5 students complete post-assessments using Smarter Balanced IAB (Operation and Algebraic thinking)		Percentage of grade 3-5 students completing SBA IAB
	Teachers complete score analysis. Machine scoring provides suggested scores for students in each category.		Percentage of teachers completing score analysis
	Additional instruction planned as needed based on analysis		Grade Level PLC and/or individual teacher decision

Timeline for Focus	Spring, 2019 - Spring, 2021
Method(s) to Monitor Progress	After each algebraic math unit in grades 3-5, the Smarter Balanced IAB for the particular topic will be given.

Priority #2	
Priority Area	Literacy
Focus Area	Informational and Opinion Writing
Focus Grade Level(s)	3-5
Desired Outcome	50% of Grade 3-5 students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Informational Writing in Spring, 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:

<table>
<tr><td rowspan="2">Writing Type</td><td colspan="2">% of Gr 3-5 students receiving at least three out of four on the scoring rubric</td></tr>
<tr><td>Organization/Purpose</td><td>Evidence/Elaboration</td></tr>
<tr><td>Informational</td><td>24%</td><td>23%</td></tr>
<tr><td>Narrative</td><td>59%</td><td>59%</td></tr>
<tr><td>Opinion</td><td>35%</td><td>23%</td></tr>
</table>

Overall, students are scoring lower on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information and opinion writing tasks.	Percentage of teacher teams that have completed rubric and exemplar analysis
All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department	Percentage of teachers that access and align writing curriculum
All teams identify critical lesson components from applicable writing units to focus on for upcoming school year	Lesson components identified for all grade levels (K-5)
After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction	Percentage of teachers completing student work analysis in grade level teams
Grade 3-5 students complete post-assessments using Smarter Balanced IAB (both informational and opinion PT)	Percentage of students completing SBA IAB
Exemplars	Percentage

Timeline for Focus	Spring, 2019 - Spring, 2022
Method(s) to Monitor Progress	After each major writing unit in grades 3-5, the Smarter Balanced IAB for the particular writing type will be given as well as the Spring SBA in 2020 and 2021.

<table>
<tr><td colspan="2" align="center">**Priority #3**</td></tr>
<tr><td>**Priority Area**</td><td>Social and Emotional</td></tr>
<tr><td>**Focus Area**</td><td>Resilience and Emotional Regulation</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>3-5</td></tr>
<tr><td>**Desired Outcome**</td><td>Increase the percent of Bell 3rd-5th graders who report having control of their emotions and the ability to pull themselves out of a bad mood from 50% to 70%, as measured by the Panorama survey</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>2019 Fall Panorama survey indicates this to be an area of need</td></tr>
</table>

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of Zones of Regulation curriculum in all K-5 classrooms	Number of Zones lessons delivered
	Staff PD on grit, mindfulness, Zones and growth mindset	Staff attendance and reflection survey
	Supplemental emotional awareness curriculum (inside out, second step, etc.)	

<table>
<tr><td>**Timeline for Focus**</td><td>Fall, 2019 - Spring, 2020</td></tr>
<tr><td>**Method(s) to Monitor Progress**</td><td>After each Zones lesson, an exit ticket of understanding will be collected, end of year data will be collected through the Panorama survey</td></tr>
</table>

Priority #4	
Priority Area	Clear and Shared Focus
Focus Area	Bell is dedicated to the success, academically and social/emotionally, of every student.
Focus Grade Level(s)	K-5
Desired Outcome	As measured by the 9 characteristics survey, 85% of staff will agree "completely" or "mostly" that Bell has a clear and shared focus. The subset of this category, "all staff are committed to achieving the school's goals" will also have 90% of staff agree "completely" or "mostly".
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	<table><tr><td></td><td>% Agree Completely or Agree Mostly to Bell's Clear and Shared Vision</td></tr><tr><td>2017</td><td>99%</td></tr><tr><td>2018</td><td>98%</td></tr><tr><td>2019</td><td>76%</td></tr></table>
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Coordinate and align professional development, which relates back to Bell's shared mission/vision</td><td>Percentage PD related to student success</td></tr><tr><td>Dedicated Team Collaboration time for RTI and data teaming work</td><td>Percentage of teams completing data teaming and intervention protocol</td></tr><tr><td>Vertical Teaming and alignment of RTI work</td><td>Percentage of teams that meet with neighbor grades</td></tr><tr><td>Clear communication from site-based decision-making body to staff at large</td><td>BLT notes of OneNote and read receipts</td></tr><tr><td>Equity Team needs inventory and subsequent action taken</td><td>Equity survey and next steps</td></tr></table>
Timeline for Focus	Spring, 2019 - Spring, 2020
Method(s) to Monitor Progress	After each RTI cycle and PD related to mission, Microsoft Forms will be used to assess progress.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☐Digital Citizenship
☒Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
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As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Discussed at September PTSA general membership meeting	September 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Posted on the Bell website	January 2020
	Reviewed at PTSA general membership meeting	November 2019

Blackwell Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: As you approach the front of our school, you will see a beautiful, colorful student-created mural depicting the sights and unique characteristics of our great Puget Sound region. At the center of this mural is a simple schoolhouse. School is the center of the Blackwell community. Elizabeth Blackwell Elementary is located on the northern edge of the Sammamish Plateau. Situated in the Timberline neighborhood, we serve students from along Lake Sammamish to the west, and the Sahalee neighborhood on the east. Our students move to Inglewood Middle School before entering Eastlake High School. Our school hosts both K-5 general education and accelerated programs classrooms. The Lake Washington School District's Strategic Plan is to elevate our practices to provide learning environments in which connection, value and challenge are part of each student's educational experience. We strive to provide integrated, differentiated learning experiences for students. We get to know each student on an individual basis to address individual needs. We strive to engage students actively in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State Standards. We value diversity and embrace the richness of our many cultures within in our walls. Parent involvement is a key component to the success of our students. We have a very active PTSA that supports many at school programs, provides resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated staff.

Mission Statement: To nurture well-rounded students empowered to meet the challenges of our diverse, global society.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		535	559	527
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	37.8	40.3	43.5
	Black/African American	0.6	0.7	1.0
	Hispanic/Latino of any race(s)	6.5	6.8	7.4
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	5.6	6.6	6.6
	White	49.5	45.6	41.6
Students Eligible for Free/Reduced Price Meals (%)		2.7	1.1	1.3
Students Receiving Special Education Services (%)		8.2	8.2	8.7
English Language Learners (%)		8.0	8.6	10.2
Students with a First Language Other Than English (%)		25.0	28.3	31.9
Mobility Rate (%)[2]		10.1	11.3	5.5

ACADEMIC PERFORMANCE DATA: LITERACY

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	96	96	91
1st Grade	94	94	95
2nd Grade	92	94	94

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	84	88	90
4th Grade	96	89	80
5th Grade	94	96	95

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	97
Black/African American	-	-	-
Hispanic/Latino	90	81	>97
Two or more races	94	>97	82
White	91	91	91
English Learner	90	95	95
Low Income	-	-	-
Special Education	65	71	64

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	97	>97	96
Black/African American	-	-	-
Hispanic/Latino	93	84	82
Two or more races	93	>97	>97
White	87	86	82
English Learner	-	73	27
Low Income	-	-	-
Special Education	63	63	58

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	84	85	87
4th Grade	91	85	76
5th Grade	87	89	85

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	95	92

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	97	94
Black/African American	-	-	-
Hispanic/Latino	93	74	55
Two or more races	87	81	94
White	81	80	77
English Learner	-	55	42
Low Income	-	-	-
Special Education	38	59	42

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	95	97
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	93	91
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

⬁ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	84	89	90
1st Grade	96	95	97
2nd Grade	96	98	99
3rd Grade	94	93	94
4th Grade	97	97	95
5th Grade	90	99	97

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	95	95
Black/African American	--	-	-
Hispanic/Latino	100	97	93
Two or more races	94	97	94
White	94	96	96
English Learner	93	92	94
Low Income	93	-	-
Special Education	87	98	87

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	93	98	-	88	-	90	-	-	67
Math Proficiency Rate (%)	89	97	-	84	86	85	-	-	52
ELA Median Student Growth Percentile[9]	62	65	-	64	76	60	-	-	66
Math Median Student Growth Percentile	63	71	-	63.5	64	57	-	-	53
EL Progress Rate (%)	87	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	95	-	-	-	97	94	-	93

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>ELA Literacy</td></tr>
<tr><td>Focus Area</td><td>Informational Writing</td></tr>
<tr><td>Focus Grade Level(s)</td><td>3-5</td></tr>
<tr><td>Desired Outcome</td><td>55% of Grade 3-5 students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational Writing in Spring, 2021.</td></tr>
<tr><td>Alignment with District Strategic Plan</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:

Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	47%	45%
Narrative	65%	64%
Opinion	66%	60%

Overall, students are scoring less on informational writing as compared to narrative and opinion. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational writing.

</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information writing tasks	Percentage of teacher teams that have completed rubric and exemplar analysis
All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department	Percentage of teachers that access and align writing curriculum
All teams identify critical lesson components from applicable writing units to focus on for upcoming school year	Lesson components identified for all grade levels (K-5)
Each grade level team to develop a plan of pre-assessment and post-assessment using the On-Demand Writing Assessments paired with the Informational unit	Instructional plan completed

</td></tr>
</table>

		After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction	Percentage of teachers completing student work analysis
		Grade 3-5 students complete post-assessments using Smarter Balanced Interim Assessment Block (IABs) informational Performance Tasks	Percentage of students completing SBA IAB
		Teachers complete score analysis. Machine scoring provides suggested scores for students in each category (from IABs).	Percentage of teachers completing score analysis
		Additional instruction planned as needed based on analysis	
Timeline for Focus	2 years		
Method(s) to Monitor Progress	After each writing unit, the Smarter Balanced IAB for the particular writing type will be given.		

Priority #2	
Priority Area	Mathematics
Focus Area	K-5 Math Growth
Focus Grade Level(s)	3-5
Desired Outcome	87.5% of students in grades 3-5 will be at or above standard in mathematics as measured by the Smarter Balanced Assessment in Spring of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	83% of students in grades 3-5 were at/above standard on the SBA in Spring of 2019. When looking closer at the data, some demographic areas performed below the overall average in math for our school (as illustrated by the detailed information provided earlier in the SIP). Of the three major content areas (math, ELA, science), math has historically been the area in which our students have scored lowest.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Based on the 2018-19 SBA scores, grade level teams will focus on the following SBA target areas where students underperformed: Third Grade: • Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (lower performance relative to the test as a whole) • Target H: Represent and interpret data (lower performance relative to the test as a whole) Fourth Grade: • Target A: Use the four operations with whole numbers to solve problems (lower performance relative to the test as a whole) • Target B: Gain familiarity with factors and multiples • Target C: Generate and analyze patterns	Percentage of teachers in grades 3-5 who use SBA target data to inform instruction.

	(performances near the proficiency standard) Fifth Grade: • Target J: Graph points on the coordinate plan to solve real-world and mathematical problems • Target K: Classify two-dimensional figures into categories based on their properties	
	Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical teaming for the purpose of ensuring students receive exposure to late spring units prior to the SBA.	Percentage of teachers in grades K-5 who participate in vertical teaming related to math.
	Teachers in grades 3-5 will teach math instruction through differentiated instructional strategies.	Percentage of teachers in grades 3-5 who teach math using differentiated math groupings.
	Teachers in grades 3-5 will utilize supplemental math resources to address growth areas.	Percentage of teachers in grades 3-5 who utilize supplemental math resources.
	Teachers in grades 3-5 will utilize SBA Interim Assessments to identify areas where additional support is needed and to provide students with practice.	Percentage of teachers in grades 3-5 who utilize SBA Interim Assessments.
	Teachers in grades K-5 will provide additional math instruction that is integrated into other content areas.	Percentage of teachers in grades 3-5 who integrate math instruction into other content areas as appropriate.
	Teachers in grades K-5 will access building personnel and resources to support students in the area of math (ex: IAs, Safety Net, SpEd, Highly Capable, and Full-time Quest programs).	Percentage of teachers in grades 3-5 who access building personnel and resources available to them.
	Resource Room teacher will schedule SpEd pull-out instruction during identified content areas.	Resource Room teachers will design schedules that best support students.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student progress on District/Grade Level Assessments	

	Teachers will monitor progress after/during each math unit.
	2. Student progress on SBA Interim Assessments
	3. Yearly progress on SBA based on 1.5% growth each year
	<u>Benchmark Goal 2020</u> = 84.5% of students in grades 3-5 will score at or above standard in the area of math on the SBA.
	<u>Benchmark Goal 2021</u> = 86% of students in grades 3-5 will score at or above standard in the area of math on the SBA.
	<u>Benchmark Goal 2022</u> = 87.5% of students in grades 3-5 will score at or above standard in the area of math on the SBA.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Increase positive student school behaviors across all settings
Focus Grade Level(s)	K-5
Desired Outcome	Increase the ability of student to regulate their emotions in positive ways from 55% to 60-70% as measured on the grade 3-5 Panorama survey by Spring, 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Positive student interactions and behaviors are foundational to creating an environment where students can strive to increase their social and academic growth. Blackwell's vision of creating a learning community of limitless potential hinges on the belief that students feel safe, secure, and are filled with positive interactions. Last year, students in grades 3-5 participated in a social emotional learning survey designed to provide perception data on their own social emotional skills and to provide feedback for our school. Students indicated the following:

Student SEL Competencies	% of Grade 3-5 students indicating favorable perceptions		
	Fall 2018	Spring 2019	Difference
Social Awareness: How well students consider the perspective of others and empathize with them.	73%	72%	-1%
Emotional Regulation: How well students regulate their emotions.	54%	55%	+1%
Student Support + Environment			
Sense of Belonging: How much students feel that they are valued members of the school community.	72%	73%	+1%
School Safety: Perceptions of student physical and psychological safety at school.	76%	72%	-4%

This information provides a baseline for our school in collecting this type of SEL data. This information demonstrates relative strength in social awareness, sense of belonging, and school safety compared to emotional

regulation. This supports a focus on providing systematic support for SEL competencies.

	Action	Measure of Fidelity of Implementation
Strategy to Address Priority	Staff analyze data from 3rd-5th grade students Panorama survey to identify areas of relative needs	Dissemination of data to staff to raise awareness of student perceptions
	Participation of CARES committee members in formal Positive Behavior Intervention System (PBIS) cohort professional learning and implementation	Attendance roster from PBIS Cohort 2 district professional learning sessions
	Development and refinement of CARES program based on research and practices of PBIS systems	Artifacts from this work (school signs/poster, data collection systems, communication, student recognition)
	Professional learning for ALL staff in principles of PBIS	Percentage of staff participating in professional learning
	Instruction of SEL lessons using Second Step curriculum in all classes focusing on regulating emotions	Percentage of classrooms participating in lessons
	Improved record keeping of student discipline resulting from student actions of not being able to regulate emotions	
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Annual evaluation of progress using the grade 3-5 Panorama survey. Record of how many classroom lessons are taught to each grade level from Second Step curriculum.	

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Positively build confidence and relationships with staff members to utilize and depend on one another. Focus areas will be questions 26 (work across grade levels), 27 (plan together), and 29 (increase trust) from the Nine Characteristics of Effective Schools Survey.
Focus Grade Level(s)	All Staff Members
Desired Outcome	Increase agreement of High Levels of Collaboration of staff members to completely agree and mostly agree from a composite of 66% to 85% using the results of the annual Nine Characteristics of Effective school data by Spring, 2022.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Based on Nine Characteristics survey data, 23% of staff members agree completely, 43% of staff members agree mostly 29% of staff members agree slightly, and 9% don't agree at all, within the priority area of "High Levels of Collaboration and Communication." Our staff analyzed the data and determined this to be the area of highest need. We believe that if we have a focus on increasing our ability to communicate effectively and intentionally collaborate throughout the school year then staff members will be able ensure that practices align with our student academic priorities leading to student success.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Culture and relationship building activities will be embedded into staff gatherings. Staff recognition will be embedded into schoolwide positive behavior intervention supports model.	Professionals in the building feel they are, known well and respected.
	Professional development will align to school initiatives, goals, and vision. Clear processes and procedures through defining positive behavior intervention supports for staff and students will be developed	Professionals in the building feel they are helped to do their jobs well.
	Staff input will be gathered when determining professional development needs.	Professionals in the building feel they are given opportunities to continue to learn.

	Grade level team work together during team collaboration time. Intentional strategies will be implemented to ensure that all staff members get the opportunity to work together	Professionals in the building are given opportunities to work together.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Three school developed surveys will be distributed to progress monitor success. The survey will address the measures of fidelity. Survey results will help us to monitor and adjust our actions to meet our goal. At the end of each school year, the annual Nine Characteristics of Effective Schools survey will be given to compare the year to year survey data result to inform progress.	

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To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Use parent, high school, Watch DOGS, and other volunteers to support students in class through 1:1 and small group support	On-going throughout the year
	Work with the PTSA to fund materials and professional learning opportunities to support SIP goals	On-going throughout the year
	Use communication processes that further involve/inform parents in the areas of attendance and discipline (e.g. school newsletters, teacher newsletters, curriculum night presentations, PTSA meeting reports, etc.).	On-going throughout the year
	Host principal talks (Java with Jim) to engage community members	Quarterly
	Work with the school Equity Team to explore ways to more inclusively involve parents	Yearly
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Inform community of process used to create SIP goals for Blackwell Elementary	November 2019 PTSA General Membership Meeting November 2019 school newsletter
	Provide periodic updates of SIP priorities throughout the year	School newsletters in February, April, and/or June
	Post completed SIP to school website	Once LWSD school board approves Blackwell SIP – anticipated Winter, 2020.

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Carson Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Rachel Carson Elementary School is located on the Sammamish Plateau along 244th Ave. NE. As our students progress through the Eastlake Learning Community, they begin in elementary school as Rachel Carson Falcons, transition to middle school and become Inglewood Knights, and lastly end their time in the Lake Washington School District as an Eastlake High School Wolf. Carson's mission is to ensure that all students are empowered and inspired to learn, grow, and graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Our staff provides students with an education that is academically rigorous while, at the same time, teaches students skills to be emotionally and physically ready for the global workplace. At Rachel Carson, we take pride in teaching our students character traits that are vital for success. Not only do we explain these traits but also put them into practice as kindness and compassion are seen every day in our classrooms, hallways, lunchroom, and at recess.

Rachel Carson is in its 12th year as a school community. On our campus, we are fortunate to have 440 students in preschool through fifth grade, who come from diverse backgrounds and a range of educational experiences. As we continue to grow, we become more diverse, which is a true asset. The diversity of our population provides rich opportunities to learn from other cultures, embrace our similarities, respect differences, and work together as Rachel Carson Falcons. At the end of the 2018-2019 school year, our student demographics represented 45% White, 39% Asian, 10% two or more races, 5% Hispanic/Latino, and 1% Black. Furthermore, 15% of our students receive special services, 8% are transitional bilingual, and 3% receive free or reduced-price meals.

For the 2019-2020 school year, we continue to be academically focused, especially in the areas of writing. During the last two years, Carson teachers engaged in professional learning around writing. In the coming years, we expect student achievement in writing to grow due to the professional development and ongoing collaboration with fellow learning community teachers. Our school culture focuses on growth mindset, which is key to achieving goals. We want our students to understand that we all make mistakes, and it is our responsibility to learn and grow from them. Our teachers continue to teach students that when they do not know a concept, they just don't know it yet. Through hard work, persistence, support from teachers and community members, they will accomplish their goals and achieve life-long learning.

Parent, family, and community engagement is essential to Rachel Carson's success. We highly encourage volunteers at our school, and we see our community as partners in learning for today and the future. At Rachel Carson, we have many volunteer programs, our volunteers spend time at school, helping students grow both academically and socially. Rachel Carson has an active PTSA that works hard to fund many of the resources provided to the school to meet student achievement goals. The process of developing our School Improvement Plan enables us to set goals for student achievement, monitor our progress with the

goals, and ensure that our students learn, grow, and benefit from the education they greatly deserve. Here, at Rachel Carson, it truly is a great day to be a Falcon!

Mission Statement: Educate, inspire, empower, look for awesome. Partners in learning for today and the future.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		457	473	489
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	28.9	36.2	38.9
	Black/African American	1.5	0.9	1.2
	Hispanic/Latino of any race(s)	5.7	6.1	5.1
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	7.2	8.3	9.8
	White	56.7	48.6	45.0
Students Eligible for Free/Reduced Price Meals (%)		2.1	2.1	2.7
Students Receiving Special Education Services (%)		18.0	14.6	14.8
English Language Learners (%)		8.8	8.3	9.4
Students with a First Language Other Than English (%)		22.4	26.6	28.8
Mobility Rate (%)[2]		14.2	15.0	11.7

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	94	94	94
1st Grade	94	92	87
2nd Grade	94	93	93

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	84	93	84
4th Grade	85	86	93
5th Grade	81	85	92

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	96
Black/African American	-	-	-
Hispanic/Latino	>97	92	-
Two or more races	85	89	89
White	92	88	88
English Learner	90	90	85
Low Income	-	-	-
Special Education	83	76	67

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	90	94
Black/African American	-	-	-
Hispanic/Latino	83	71	80
Two or more races	82	86	80
White	80	89	90
English Learner	-	-	-
Low Income	-	70	-
Special Education	51	59	58

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	85	94	86
4th Grade	83	84	94
5th Grade	69	80	86

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	84	88

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	97	94
Black/African American	-	-	-
Hispanic/Latino	75	71	73
Two or more races	78	71	80
White	74	81	87
English Learner	92	-	-
Low Income	-	50	-
Special Education	33	50	42

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	88	95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	70	-
Two or more races	n/a	-	80
White	n/a	83	83
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	40	43

↘◣ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	81	91	85
1st Grade	97	96	95
2nd Grade	96	96	92
3rd Grade	91	96	91
4th Grade	95	94	97
5th Grade	99	97	97

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	89	91	92
Black/African American	--	-	-
Hispanic/Latino	96	93	86
Two or more races	90	100	100
White	96	97	94
English Learner	76	88	88
Low Income	100	100	93
Special Education	86	96	89

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	86	89	-	76	87	86	-	57	53
Math Proficiency Rate (%)	82	94	-	73	74	79	-	48	42
ELA Median Student Growth Percentile[9]	51.5	59	-	51.5	42	51	-	-	34
Math Median Student Growth Percentile	53	58.5	-	46	38	50	-	-	46
EL Progress Rate (%)	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	91	-	-	-	98	85	-	94

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Opinion Writing
Focus Grade Level(s)	3-5
Desired Outcome	70% of Grade 3-5 students will score at least three of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Informative Writing in spring, 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:

<table>
<tr><td>Writing Type</td><td colspan="2">% of Gr 3-5 students receiving at least three out of four on the scoring rubric</td></tr>
<tr><td></td><td>Organization/Purpose</td><td>Evidence/Elaboration</td></tr>
<tr><td>Informational</td><td>48%</td><td>47%</td></tr>
<tr><td>Narrative</td><td>69%</td><td>68%</td></tr>
<tr><td>Opinion</td><td>38%</td><td>38%</td></tr>
</table>

Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information and opinion writing tasks	Percentage of teacher teams that have completed rubric and exemplar analysis
	All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department	Percentage of teachers that access and align writing curriculum
	All teams identify critical lesson components from applicable	Lesson components identified for all grade levels (K-5)

	writing units to focus on for upcoming school year	
	Each grade level team to develop a plan of pre-assessment and post-assessment using the On-Demand Writing Assessments paired with the Informational and Opinion units.	Instructional plan completed
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction	Percentage of teachers completing student work analysis
	Grade 3-5 students complete post-assessments using Smarter Balanced IAB (both informational and opinion PT)	Percentage of students completing SBA IAB
	Teachers complete score analysis. Machine scoring provides suggested scores for students in each category.	Percentage of teachers completing score analysis
Timeline for Focus	Fall, 2019 - Fall, 2022	
Method(s) to Monitor Progress	After each writing unit, the Smarter Balanced IAB for the writing type that will be given.	

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Informational Writing
Focus Grade Level(s)	K-2
Desired Outcome	90% of Grade K-2 students will score at least three out of four on the district writing rubric for informational writing. K- All About Books 1- How-To Procedural 2- All About Books
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	

Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	48%	47%
Narrative	69%	68%
Opinion	38%	38%

After looking at the data from grades 3-5, we need to build a more solid foundation in the K-2 writing program. Beginning of the year writing will be used to create a baseline score.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
All teacher teams (K-2) review scoring rubric and student exemplars (provided by district writing curriculum) for information writing tasks.	Percentage of teacher teams that have completed rubric and exemplar analysis
All grade levels (K-2) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department.	Percentage of teachers that access and align writing curriculum
All teams identify critical lesson components from informational writing units to focus on for upcoming school year.	Lesson components identified for all grade levels (K-2)
Each grade level team to develop a plan of pre-assessment and post-assessment using the Writing Assessments paired with the Informational units.	Instructional plan completed
After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction.	Percentage of teachers completing student work analysis

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	After each writing unit, a writing sample will be graded using the district writing rubric.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Sense of Belonging
Focus Grade Level(s)	K-5
Desired Outcome	Students in grades 3-5 will score 79% on "Sense of Belonging" on the Panorama Fall/Spring survey. (2019-2020)
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Fall 2018 79% Spring 2019 69% This data supports a focus on a sense of belonging because of the decrease seen in Spring 2019 Panorama Survey
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Create a school environment of understanding, openness and staff availability</td><td>Panorama Question: How well do people understand you as a person?</td></tr><tr><td>All staff will be more visible during morning line up and after school dismisses</td><td>Panorama Question: How much support do the adults at your school give you?</td></tr><tr><td>Counselor and class lessons on the definition of respect. How to show respect and how to give respect.</td><td>Panorama Question: How much respect do students at your school show you?</td></tr><tr><td>All students know Carson school song. At assemblies the whole school will sing the song.</td><td>Panorama Question: How much do you feel like you belong at your school?</td></tr><tr><td>Postcards to students</td><td>Number of postcards sent home</td></tr><tr><td>Family culture environment in classrooms</td><td>Using culturally responsive teaching checklist</td></tr><tr><td>Calling students by name</td><td>Using culturally responsive teaching checklist</td></tr></table>
Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	Fall Panorama Survey Spring Panorama Survey Middle of year school created progress monitoring survey

Priority #4	
Priority Area	Frequent Monitoring of Learning and Teaching
Focus Area	Teachers provide feedback to each other to help improve instruction.
Focus Grade Level(s)	P-5
Desired Outcome	95% of P-5 teachers will agree completely or mostly on the "Teachers provide feedback to each other to help improve instruction" on the Nine Characteristics Survey by Spring 2022.
Alignment with District Strategic Initiatives	Strategic Partnerships
Data and Rationale Supporting Focus Area	The 2018-2019 School Year Nine Characteristics Survey. 81% of staff agree completely or mostly per our baseline Nine Characteristics Data.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers can use Microsoft TEAMS to post requests for feedback and create an ongoing communication around instruction	Frequency of use will increase from 0% to 100% by Spring 2022
	Teachers can film themselves teaching a lesson and email to a willing teacher to provide confidential feedback	Frequency will increase from 0% to 40% by Spring 2022
	Teachers could use universal signups (email, OneNote, whiteboard in staff lounge) to sign up for discussion and/or exchanging of ideas	A survey of implementation
	Learning Walk	Increased percentage of teachers engaging in learning walks with their peers
	Vertically Aligned Conversations	Nine Characteristics Survey

Timeline for Focus	Spring, 2020 - Spring, 2022
Method(s) to Monitor Progress	Nine Characteristics Survey Data School Created Progress Monitoring Survey

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Curriculum night	September 2019
	Goal-setting conferences	October 2019
	Community feedback	2019-2020 school year
	Principal coffee chats with parents	2019-2020 school year
	Parent volunteers	2019-2020 school year

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal newsletters	Monthly 2019-2020
	Classroom newsletters	Weekly 2019-2020
	Principal/Counselor coffee chats	Monthly 2019-2020
	Carson website	2019-2020 school year
	PTSA meetings	Monthly 2019-2020

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Clara Barton Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Clara Barton Elementary sits proudly on the top of Education Hill in the North Redmond region of Redmond, Washington. The majority of our 620 students live in the neighborhood surrounding Clara Barton Elementary. Within the school community, there are approximately 75 students in the three classrooms who are a part of the Quest (Highly Capable) program. The students from Clara Barton Elementary will attend Redmond Middle School, before progressing to Redmond High School.

Clara Barton is truly enhanced by its wonderfully diverse group of students, bringing rich knowledge and experiences from many cultural backgrounds. Most of our students come from homes where English was not the first language learned and as a result, more than 23% of our learners receive extra support as English Learners. Our student body consists of 46% Asian students, 30% White students, 16% Hispanic students, 6% of two or more races, and 3% Black/African American students.

Clara Barton Elementary is a school which reflects and represents our community's values: student success in both academics and the development of social-emotional skills. Our dedicated and innovative staff provide a high-quality education that meets the needs of our wonderfully diverse community. Our school is focused on providing academic rigor and regular instruction in social-emotional skills for every student. We believe in the importance of developing skills and strategies to support the whole child. Our Social-Emotional Learning Committee works to support the Barton 5 Critical Success Skills: Self-Discipline, Empathy, Grit, Diversity, and Integrity. These skills are taught, modeled, and reinforced with lessons in the classroom on a weekly basis through our unique Leadership Lab. The staff understands and values the importance of fostering an environment that students feel safe, so they can take risks and grow academically, socially, and emotionally. Service Learning is an essential component of who we are at Clara Barton. The goal is to develop leadership skills in service of improving our local & global communities. Students investigate and plan solutions to real-world problems by reflecting on knowledge and skills gained through academic studies. Teachers and students partner together to identify needs in our community, research and learn about the area of need, and design a project of service. These projects are woven into the planned curriculum so that students can see the skills they have learned applied to real-world needs.

We are fortunate to be supported by a dynamic and driven PTSA. Our volunteers give countless hours of their time to provide an array of stimulating programs and activities to engage and extend the interests and passions of our students. Additionally, our Watch D.O.G.S. Program offers 30 volunteer hours per week by men in our community to support student learning and safety and is an important resource in meeting our school goals. Annual goals have been developed to improve student learning in reading and math in addition to measures to assess progress in our efforts to become a highly effective school for all students. Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry within a Data Teams model to ensure student

success. Our school leadership model includes teachers at every level contributing to one of the areas of school focus: Instructional Leadership, Building Leadership, Equity, Safety, Social-Emotional Learning, and Service Learning. We are a community of learners with a laser focus on student achievement within a positive school environment, which facilitates personal growth in all aspects.

Mission Statement: Clara Barton Elementary is committed to nurturing hearts and minds by investing in every aspect of our students' lives.

Demographics:[1]

		2018-19
Student Enrollment (count)		526
Racial Diversity (%)	American Indian/Alaskan Native	0.2
	Asian	45.6
	Black/African American	3.2
	Hispanic/Latino of any race(s)	15.8
	Native Hawaiian/Other Pacific Islander	0.0
	Two or more races	5.5
	White	29.7
Students Eligible for Free/Reduced Price Meals (%)		20.4
Students Receiving Special Education Services (%)		12.3
English Language Learners (%)		23.3
Students with a First Language Other Than English (%)		47.7
Mobility Rate (%)[2]		12.9

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount. This school opened in fall of 2018. Only one year of data is available for this plan.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	n/a	n/a	84
1st Grade	n/a	n/a	71
2nd Grade	n/a	n/a	94

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	n/a	n/a	80
4th Grade	n/a	n/a	73
5th Grade	n/a	n/a	66

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	93
Black/African American	n/a	n/a	-
Hispanic/Latino	n/a	n/a	56
Two or more races	n/a	n/a	92
White	n/a	n/a	82
English Learner	n/a	n/a	80
Low Income	n/a	n/a	47
Special Education	n/a	n/a	54

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	83
Black/African American	n/a	n/a	20
Hispanic/Latino	n/a	n/a	39
Two or more races	n/a	n/a	>97
White	n/a	n/a	82
English Learner	n/a	n/a	19
Low Income	n/a	n/a	34
Special Education	n/a	n/a	33

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	n/a	n/a	84
4th Grade	n/a	n/a	67
5th Grade	n/a	n/a	57

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	n/a	60

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	86
Black/African American	n/a	n/a	20
Hispanic/Latino	n/a	n/a	30
Two or more races	n/a	n/a	80
White	n/a	n/a	74
English Learner	n/a	n/a	38
Low Income	n/a	n/a	24
Special Education	n/a	n/a	31

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	69
Black/African American	n/a	n/a	-
Hispanic/Latino	n/a	n/a	9
Two or more races	n/a	n/a	-
White	n/a	n/a	76
English Learner	n/a	n/a	<5
Low Income	n/a	n/a	21
Special Education	n/a	n/a	<5

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	n/a	n/a	81
1st Grade	n/a	n/a	86
2nd Grade	n/a	n/a	92
3rd Grade	n/a	n/a	95
4th Grade	n/a	n/a	92
5th Grade	n/a	n/a	93

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	89
Black/African American	n/a	n/a	83
Hispanic/Latino	n/a	n/a	81
Two or more races	n/a	n/a	100
White	n/a	n/a	95
English Learner	n/a	n/a	85
Low Income	n/a	n/a	82
Special Education	n/a	n/a	84

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math Proficiency Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA Median Student Growth Percentile[9]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math Median Student Growth Percentile	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
EL Progress Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). WSIF data not available for this school due to no data from 2016-2018. School opened in fall of 2018.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Reading: Analysis within or across texts
Focus Grade Level(s)	Grade K-5
Desired Outcome	The percentage of students proficient in the Reading claim on the Smarter Balanced Assessment in Grade 5 will increase from 81% to 91% by June of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Proficient skills in reading are essential to the success of students across disciplines and concepts. Data analysis of student performance at the target level in the Smarter Balanced Assessment reveals that analysis across texts remains a relative weakness in comparison with other reading skills, particularly within subgroups of students that are English Learners or qualify for Special Education services.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will plan for differentiated instruction in small groups to target specific reading skills for all students.	Percentage of teachers will deliver reading instruction in differentiated skill groups.
	Primary teachers will deliver structured literacy instruction using Words Their Way and/or SIPPS in addition to the Reading Wonders curriculum.	Percentage of teachers in will use a systematic reading instruction support with students in Grades K-2.
	Teachers will engage in professional learning on Sheltered Instruction Observation Protocol & use in all classrooms to support students with emerging language skills.	Percentage of teachers will complete the LWSD professional learning sessions on SIOP, implementing components within their lesson planning daily.
	Safety Net & EL intervention team will collaborate regularly with classroom teachers to align and support instruction at Tier 1.	Percentage of teachers will complete the Scope & Sequence planning tool developed by the intervention team. The Instructional Leadership Team will monitor progress of this tool throughout the school year.

	Use of SBA Interim Assessments twice annually to provide formative data for use in instruction.	Percentage of teachers in Grades 3-5 will administer one interim assessment for use in team data analysis and planning for intervention at mid-year.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored during the school year through curriculum-based assessments, as well as annually by the Reading Claim and Target 5 of the SBA.	

Priority #2	
Priority Area	Mathematics
Focus Area	Understanding place value system
Focus Grade Level(s)	Grade K-5
Desired Outcome	The percentage of students proficient in the Concepts & Procedures Claim of the Smarter Balanced Assessment will increase from 78% to 88% by June of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Numerical concepts and operations are a foundational skill to apply to all areas of mathematics. Data analysis at the target level of the Smarter Balanced Assessment indicates a relative weakness in this area relative to other math skills.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Teachers will plan for differentiated instruction in small groups to target specific math skills for all students.	Percentage of teachers will deliver math instruction in differentiated skill groups.
Teachers will provide multi-modal instruction to ensure students have access to many ways to comprehend and represent number sense.	Percentage of teachers in will provide support tools for students to develop number sense (manipulatives, models, number lines, technology tools).
Teachers will use district technology tools to support student learning and use the data from these tools to inform classroom instruction.	Percentage of teachers will use Dreambox and/or Aleks during the school day and meet regularly to review student data.
Teachers will engage in professional learning on Sheltered Instruction Observation Protocol for use in all classrooms to support students with emerging language skills to build math vocabulary.	Percentage of teachers will complete the LWSD professional learning sessions on SIOP, implementing components within their lesson planning daily.
Safety Net team will collaborate regularly with classroom teachers to align and support instruction at Tier 1.	Percentage of teachers will complete the Scope & Sequence planning tool developed by the intervention team. The Instructional Leadership Team will monitor progress of this tool throughout the school year.
Use of SBA Interim Assessments twice annually to provide formative data for use in instruction.	Percentage of teachers in Grades 3-5 will administer one interim assessment for use in team data analysis and planning for intervention at mid-year.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Progress will be monitored through curriculum-based assessments, as well as annually by the Target C of the Math SBA in Grade 5.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Emotional Regulation
Focus Grade Level(s)	Grade K-5
Desired Outcome	Percentage of students responding favorably to Question 5 of the Panorama survey ("When things go wrong for you, how calm are you able to stay?") will increase from 37% in Spring 2019 to 50% in Spring 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Student awareness of their emotional state and strategies to maintain a regulated emotional state when faced with stressors is an essential skill to support both mental health as well as academic success.
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>School staff will deliver Zones of Regulation instruction at Tier 1.</td><td>Percentage of classrooms will have taught the vocabulary and strategies in addition to posting resources/strategies throughout the learning spaces.</td></tr><tr><td>Teachers will use a monthly skill of focus from Purposeful People (Character Strong) resources to provide consistent vocabulary and visuals to support Social-Emotional Learning.</td><td>Percentage of classroom teachers will post SEL support resources.</td></tr><tr><td>Grade levels will deliver 45-minutes of Social-Emotional instruction at Tier 1 as a team weekly during "Leadership Lab."</td><td>Percentage of classrooms in Grades K-5 will have 45-minutes of SEL targeted instruction per week.</td></tr><tr><td>School Counselor and Special Education staff will provide Tier 2 & Tier 3 support for students as needed.</td><td>Small group schedules and data logs.</td></tr><tr><td>The school will implement "Peace Corners" with sensory support tools and Zones strategy reminders in all instructional areas.</td><td>Percentage of instructional areas will have posted Peace Corners for students to access to support emotional regulation.</td></tr></table>
Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Progress will be monitored through curriculum-based measurements, as well as through use of the Panorama survey twice annually.

<table>
<tr><td colspan="3" align="center">Priority #4</td></tr>
<tr><td>Priority Area</td><td colspan="2">High Levels of Collaboration and Communication</td></tr>
<tr><td>Focus Area</td><td colspan="2">Horizontal and vertical teaming among teachers to improve student learning.</td></tr>
<tr><td>Focus Grade Level(s)</td><td colspan="2">Grade K-5</td></tr>
<tr><td>Desired Outcome</td><td colspan="2">Teachers with positive response to Question 26 of the 9 Characteristics Survey ("The staff works in teams across grade levels to help increase student learning") will improve from 53% in Spring 2019 to 80% in Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td colspan="2">Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td colspan="2">Collective efficacy of teachers across teams has among the highest correlation to impact on student learning. As we are newly forming our school and learning about our student and community needs, the use of collaborative teams is essential to meet our academic and social-emotional goals.</td></tr>
<tr><td rowspan="5">Strategy to Address Priority</td><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td>The Instructional Leadership Team will meet monthly to review the SIP and plan for Professional Learning across grade levels.</td><td>Monthly meeting agendas/logs</td></tr>
<tr><td>Staff will be trained in the use of Data Teams Protocols to efficiently and effectively analyze student data to plan for instruction.</td><td>LEAP training; ILT notes</td></tr>
<tr><td>LEAP activities will include vertical teaming opportunities with the purpose of aligning teaching practices with the SIP.</td><td>LEAP agendas</td></tr>
<tr><td>Teachers will be provided with regular opportunities for collaboration to improve student academic and SEL skills.</td><td>LEAP calendar; agendas</td></tr>
<tr><td>Timeline for Focus</td><td colspan="2">Fall, 2019 - Spring, 2022</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td colspan="2">Question 26 of Nine Characteristics of Highly Effective Schools</td></tr>
</table>

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☐Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was n/a for ELA and n/a for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Monthly PTA board and administrator meetings. Share ideas and gather input	Fall 2019-Spring 2022
	Student Goal Setting Conferences	Fall 2019-Winter 2022
	PTA General Membership Meeting	Spring 2020-Spring 2022
	9 Characteristics of Highly Effective Schools Survey	Spring 2020-Spring 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	**Action**	**Timeline**
	Principal or AP will give "State of the School" updates during PTA General Meetings	Spring 2020-Spring 2022
	Sharing SIP goal process through principal letters	Spring 2020-Spring 2022
	SIP document translated	Fall 2019-Spring 2022

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Community School Elementary

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description:

The Community School Elementary is a choice school that serves students in grades 1-5 from throughout the Lake Washington School District.

Community School was conceived by a small group of parents who shared common educational beliefs that schools should be child-centered and should embrace parent participation.

In September 1971, an abandoned fire station in the Houghton neighborhood of Kirkland served as Community School's first home when it opened its doors to 30 students. Within two years, Community School expanded to 50 students with two staff members and moved to the former Kirkland Junior High campus on Waverly Way.

Following eleven successful years at the Waverly site, the school moved to its present location in Houghton. In 2013, Community School moved into three blended grade classrooms in a new building shared with the International Community School (with whom we share administrators).

Over the years, the initial Summerhill model has been modified by the staff and parent community to provide students with more structure carefully blended with ample choice and free time.

Community School's Foundational Goals are:

- Help children develop a strong sense of self-worth
- Assist children in developing a desire to learn for their own individual fulfillment
- Teach children to be independent and responsible to themselves
- Offer students a solid foundation in the basic skills
- Encourage parent involvement in all aspects of the school
- Share decision making

Mission Statement:

Community School's mission is to provide a program which strives for excellence and success in learning while providing opportunities for each child to realize his or her own individual potential, by challenging the students academically, physically, creatively, socially, and emotionally in an atmosphere of cooperation and trust.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		71	71	70
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	14.1	12.7	12.9
	Black/African American	1.4	1.4	1.4
	Hispanic/Latino of any race(s)	4.2	4.2	5.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	9.9	9.9	7.1
	White	70.4	71.8	72.9
Students Eligible for Free/Reduced Price Meals (%)		4.2	1.5	0.0
Students Receiving Special Education Services (%)		14.1	15.9	14.5
English Language Learners (%)		7.0	7.3	7.2
Students with a First Language Other Than English (%)		9.9	10.1	11.6
Mobility Rate (%)[2]		2.8	2.8	1.4

ACADEMIC PERFORMANCE DATA
LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	-	-	-
1st Grade	71	92	81
2nd Grade	76	83	-

ELA: By Grade Level, SBA

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	0	0	0
4th Grade	0	0	0
5th Grade	0	0	0

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	63	89	86
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ELA: By Group/Program, SBA[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	0	0	0
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

◣ **= Cohort Track**

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[1] Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

ACADEMIC PERFORMANCE DATA
Math

ACADEMIC PERFORMANCE DATA
Science

MATH: By Grade Level, SBA

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	0	0	0
4th Grade	0	0	0
5th Grade	0	0	0

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	0	0

MATH: By Group/Program, SBA[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	0	0	0
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	0	-
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	-	-	-
1st Grade	86	92	100
2nd Grade	100	92	93
3rd Grade	85	100	100
4th Grade	93	83	94
5th Grade	91	100	82

ATTENDANCE: By Group/Program[7]

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	64	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	96	100	96
English Learner	-	-	-
Low Income	-	-	-
Special Education	100	91	90

↘ **= Cohort Track**

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[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
MOST RECENT WSIF 3-YEAR SUMMARY[8]									
ELA Proficiency Rate (%)	-	-	-	-	-	-	-	-	-
Math Proficiency Rate (%)	-	-	-	-	-	-	-	-	-
ELA Median Student Growth Percentile[9]	-	-	-	-	-	-	-	-	-
Math Median Student Growth Percentile	-	-	-	-	-	-	-	-	-
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	83	-	-	-	97	-	-	-

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[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority 1	
Priority Area	English Language Arts/Literacy
Focus Area	Students reading at or above standard as measured by DIBELS scores
Focus Grade Level(s)	2nd Grade
Desired Outcome	All students reading at or above standard
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Although 92% of 1st grade students read at or above standard at the end of the 2017-18 school year, only 83% of 2nd grade students were at grade level.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	DIBELS reporting will be analyzed by the principal and teachers upon completion of the BOY, MOY and EOY assessments.	Teacher record
	One-on-one tutoring will be provided to any student assessed below grade level.	Teacher record
	Students will be provided time and support for collaborative work with peers.	Teacher record

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	The 1st/2nd grade teacher, the 2nd/3rd grade teacher, and the principal will monitor and analyze BOY, MOY and EOY assessments.

Priority 2	
Priority Area	Mathematics
Focus Area	Grade-level standards
Focus Grade Level(s)	Grades 3-5
Desired Outcome	90% of students will meet or exceed standard as measured by Smarter Balanced Assessment.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Although there is currently no externally moderated data for mathematics achievement, students are monitored daily by formative assessment methods.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Provide individualized instruction for students demonstrating delay in their mathematics ability.	Teacher record
	Students will access online math enrichment tools if/when they demonstrate delay in their mathematics ability.	Teacher record Data from online math tool
	Students will be provided time and support for collaborative work with peers.	Teacher record

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	The 2nd/3rd grade teacher, the 4th/5th grade teacher, and the principal will monitor and analyze BOY, MOY and EOY assessments.

Priority 3		
Priority Area	Attendance	
Focus Area	Percent of students avoiding chronic absenteeism	
Focus Grade Level(s)	Grades 1-5	
Desired Outcome	Reduce the percentage of students deemed chronically absent to 0%	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	From 2016-2019, an average 7.3% of Community School students were considered chronically absent.	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Monitor attendance weekly and address identified issues in a timely manner.	Record of weekly attendance reports and student meetings.
	Communicate with parents whenever a pattern of absenteeism emerges.	Record of parent contacts related to absenteeism.
Timeline for Focus	Winter, 2019 - Spring, 2021	
Method(s) to Monitor Progress	Attendance data Parent contacts	

Priority 4		
Priority Area	Supportive Learning Environment	
Focus Area	Social-Emotional Learning	
Focus Grade Level(s)	Grade 1-5	
Desired Outcome	Reduced negative interactions among students	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Anecdotal evidence and student referrals indicate a need for an integrated, purposeful SEL program to support students making appropriate interpersonal decisions.	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Teachers and Counselor will identify a research based SEL curriculum to support student learning.	Teacher/Counselor reports
	Teachers and Counselor will engage in professional development to support implementing a research based SEL curriculum.	Teacher/Counselor reports
	Teachers and Counselor will implement a research based SEL curriculum.	Teacher/Counselor reports
Timeline for Focus	Winter, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Teacher/Counselor reports Student referrals	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
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STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
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To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Data review with teaching staff	September 2019
	Data review with student focus group	October 2019
	Data review with parent focus group	October 2019
	Draft SIP review with teaching staff	November 2019
	Draft SIP review with parent focus group	November 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Publication of SIP and supporting documents in school newsletter	December 2019
	Review of SIP and supporting documents with parent focus group	December 2019
	Publication of SIP progress in school newsletter	June 2020, January 2021, June 2021, January 2022, June 2022

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Dickinson Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Emily Dickinson Elementary School is in Redmond, Washington. The first Emily Dickinson Elementary School was built in 1977 and currently houses the Dickinson Preschool. Our current elementary building was built in 1992. We have a total enrollment of 517 students, including preschool. As our students leave Dickinson Elementary, they attend Evergreen Middle School, and then Eastlake High School. In addition to Dickinson Elementary, our campus houses both Dickinson Preschool and Explorer Community School. Our main campus includes three Learning Center classrooms, one Safety Net classroom, a Resource classroom and an English Language Learners classroom. Additionally, many of our students are served through our Highly Capable pullout program.

Our student population is rich with diversity and many of our students speak a variety of languages at home, including: 68% English, 7% Hindi, 7% Telugu, 5% Spanish, and 2% Tamil. Other languages spoken include Malayalam, Marathi, Arabic, Russian, Chinese, Hebrew and Kannada.

Education at Dickinson Elementary is enriched through orchestra and band, as well as music, physical education, and library. Our teachers integrate art into the curriculum through Deep Space Sparkle and our fourth and fifth grade students also compete each year in a Math Is Cool Competition. We have high levels of parental involvement through PTSA, which helps us enhance the learning of our students. They provide Art Smart, Math Club, Spanish tutoring, Big and Little Theater productions and International Night. We have an amazing community of volunteers who come to our school daily/weekly to support our students. It is not uncommon to see volunteers reading in the back of the classroom with individual students or working with small groups on math. Additionally, we benefit from our Watch D.O.G.S. Program. This program involves thirty volunteer hours per week by men in our community to support both learning and safety of our students. We have also partnered with King County Sheriff's Department through an Adopt-a-School program in which a deputy serves our school through working with our students, being part of our Safety Team, and being a positive presence on our campus. We have developed a strong partnership with YMCA. They provide before and after-school care for our students as well as enrichment classes through Kids University. Our students learn about leadership through ASB. Students work in four teams including Virtues Project Television (VPTV); Publications, Service, and Spirit. Their focus this year is service to others. We are a Green Team School. Our students donate uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen. A new project this year is the community garden. Not only will our students learn about botany and horticulture, they will also grow food that will be donated to our community. We are also an Eco-School through National Wildlife Federation. We are committed to providing a sustainable and healthy place to explore new educational horizons. The Dickinson community cares for and preserves the wetlands on site and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

Mission Statement: *Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.*

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		572	624	517
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	30.9	34.5	35.8
	Black/African American	3.2	1.9	2.5
	Hispanic/Latino of any race(s)	13.8	13.5	13.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	6.6	6.4	8.1
	White	45.3	43.6	39.9
Students Eligible for Free/Reduced Price Meals (%)		14.6	11.2	7.1
Students Receiving Special Education Services (%)		31.1	28.3	34.8
English Language Learners (%)		20.2	21.8	12.2
Students with a First Language Other Than English (%)		37.6	41.6	39.0
Mobility Rate (%)[2]		29.0	29.8	30.9

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	94	85	78
1st Grade	90	89	84
2nd Grade	79	78	91

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	71	71	70
4th Grade	74	78	77
5th Grade	83	78	83

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	91	89
Black/African American	-	-	-
Hispanic/Latino	65	52	50
Two or more races	77	88	88
White	90	84	89
English Learner	85	77	74
Low Income	68	50	21
Special Education	58	60	44

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	84	83	84
Black/African American	-	-	-
Hispanic/Latino	41	44	52
Two or more races	92	81	77
White	79	81	78
English Learner	47	31	29
Low Income	52	48	35
Special Education	45	57	52

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	74	70	70
4th Grade	69	61	69
5th Grade	70	68	64

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	80	80

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	85	85	82
Black/African American	-	-	-
Hispanic/Latino	34	41	38
Two or more races	>97	63	85
White	70	67	65
English Learner	48	48	21
Low Income	36	35	16
Special Education	26	40	33

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	95	80
Black/African American	n/a	-	-
Hispanic/Latino	n/a	58	-
Two or more races	n/a	-	-
White	n/a	78	82
English Learner	n/a	-	-
Low Income	n/a	60	-
Special Education	n/a	67	67

↘◢ = Cohort Track

[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	83	82	81
1st Grade	84	83	83
2nd Grade	83	89	86
3rd Grade	96	89	82
4th Grade	88	92	98
5th Grade	92	86	94

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	88	82	81
Black/African American	73-	82	-
Hispanic/Latino	89	90	83
Two or more races	88	84	90
White	87	90	92
English Learner	85	86	75
Low Income	84	83	72
Special Education	78	83	77

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	77	87	-	49	-	81	41	52	55
Math Proficiency Rate (%)	70	88	-	39	-	72	51	42	40
ELA Median Student Growth Percentile[9]	60	67	-	48.5	63.5	60	46.5	49	54
Math Median Student Growth Percentile	51	65	-	31	58.5	50	46.5	31	43
EL Progress Rate (%)	83	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	89	87	-	88	91	91	88	89	84

◥ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Reading Foundational Skills
Focus Grade Level(s)	Grades K-2
Desired Outcome	89% of students in grades K-2 will score proficient or higher by Spring 2020 based on DIBELS Next and classroom-based assessments, including Wonders end-of-module assessments.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Our team analyzed 2019 Grades K-2 DIBELS data and determined that in order to move toward 100% proficiency, we will need to increase overall student proficiency by 5% each year. We know that Reading Foundational Skills are directly connected to students' ability to read to learn in Grades 3-5 and are integrated into all core subject areas. From Fall 2018 to Spring 2019, our proficiency increased from 81% to 84%, as measured by DIBELS. Based on past growth, we set a goal of continuing overall growth at a higher rate than last year, resulting in higher proficiency.
Strategy to Address Priority	*(see table below)*

Action	Measure of Fidelity of Implementation
Grade Level Common Assessments	Teams determine which assessments they will use
Grade Level Assessment Calendar	Each team creates an assessment calendar outlining their formative reading assessments
Scoring rubrics with team	Teams work together to review and/or create rubrics
Student Friendly Rubrics	Teams use student friendly rubrics aligned to Reading Foundational Common Core Standards
Planning Unit Together	Teams plan each Wonders reading unit together
Common Formative Assessments	Teams will create common formative assessments aligned with Reading Foundational Common Core Standards
Common Scoring	Teams work together to score formative reading assessments
Teachers Debrief Assessment and Planning Next Steps	Teacher use the assessment data to learn from one another and determine next steps

	Block Scheduling for K-2 Reading Intervention	Master Scheduling Team created WIN intervention block for our K-2 students, so they are not pulled out during core instruction
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	DIBELS Fall, Winter, Spring assessments, Wonders End-of-Module assessments, classroom-based formative assessments aligned with reading units and RF Standards.	

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Writing (Evidence and Elaboration)
Focus Grade Level(s)	Grades 3-5
Desired Outcome	58% of students in grades 3-5 will score a 3 or higher in the evidence and elaboration strand of writing by Spring 2020 based on the common writing assessments, Interim SBA Performance Task and Summative SBA ELA Performance Task. In three years, 76% of students in grades 3-5 will score a 3 or higher in the evidence and elaboration strand of writing by Spring 2023 based on common writing assessments, Interim SBA Performance Task and Summative SBA ELA Performance Task.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Our team analyzed 2019 Grades 3-5 SBA data and determined that the lowest area was writing. As we looked further at our data, we realized that the area of evidence and elaboration was the lowest strand. 38% of students scored 3 or higher in the evidence and elaboration strand of the writing assessment based on the 2018-2019 Summative SBA ELA Performance Task.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Grade Level Common Assessments	Teams determine which assessments they will use
	Grade Level Assessment Calendar	Each team creates an assessment calendar outlining their writing units
	Scoring Exemplars with team and students	Teams work together to review and score exemplars and then do the same with their students
	Student Friendly Rubrics	Teams use student friendly rubrics aligned to the SBA rubrics
	Planning Unit Together	Teams plan each writing unit together
	Students Self-Evaluate	Students score their writing pieces prior to turning them in
	Scoring Calibration	Teams calibrate scoring prior to scoring writing pieces
	Common Scoring	Teams work together to score writing pieces
	Teachers Debrief Assessment and Planning Next Steps	Teacher use the assessment data to learn from one another and determine next steps

Timeline for Focus	Fall, 2019 - Spring, 2020

Method(s) to Monitor Progress	2019 SBA Performance Writing Task, Common Writing Assessments, Interim Writing Assessments, 2020 SBA Performance Writing Task

Priority #3	
Priority Area	Behavior
Focus Area	PBIS Implementation (three-year plan)
Focus Grade Level(s)	Grade K-5
Desired Outcome	Year 1: 80% of our teachers will implement our PBIS plan as measured by the Tiered Fidelity Inventory and staff surveys in Spring 2020. Also, 80% of teachers will use minor or major behavior data tracking as measured by an admin-created survey in Spring 2020. Year 2: We will systematically create a Tier 2 system and continually monitor and improve Tier 1. Year 3: We will systematically create a Tier 3 system and continually monitor and improve Tier 1 and 2.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Last year, our school created a School-Wide PBIS Behavior Plan. During year one, we will implement our plan as well as a data tracking system so we may determine if we are impacting student behavior in a positive way.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Professional Development on the School-Wide Behavior Plan - Tiers of Intervention – Guide to major and minor referrals	We used a staff survey to determine Professional Development that is needed. Professional Development will increase the fidelity of implementation of PBIS. Professional Development will be ongoing throughout the school year starting with August LEAP, during other LEAP days, and during staff meetings.
	Surveys to staff to check how it is going	On a quarterly basis, we will check in with staff to see how things are going and determine what changes need to be made to make things more effective.
	Professional Development on our Data Tracking System - Behavioral Referral Form – Major - Minor Behavior Data Collection Tool	We will continue to work with staff on our Data Tracking System and how we collect discipline and incentive data. Our registrar will receive training at the district office on October 9 on how to enter data into the system.
	Analysis of our Data Tracking System to determine the impact of our plan	Monthly at our PBIS Leadership Meetings our team will analyze our discipline and incentive data to

		determine where changes need to be made as well as celebrations. We will share our learnings during staff meetings.
	Completion of the Tiered Fidelity Inventory	Our PBIS Leadership Team will complete the Tiered Fidelity Inventory at the Beginning of the Year, Mid-Year and End of Year and craft a timeline to improve.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Staff Surveys, Number of Golden Tickets, Number of Major Office Referrals, Number of Professional Development Trainings, Tiered Fidelity Inventory results.	

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Collaborative processes leading toward continuous improvement
Focus Grade Level(s)	Grade K-5
Desired Outcome	<u>Year 1</u>: Through building a culture of trust and caring, our staff will increase Nine Characteristics Survey results from 72% of staff either agreeing completely or agreeing mostly that teachers provide feedback to each other to help improve instruction to 80% of staff either agreeing completely or agreeing mostly that teachers provide feedback to each other to help improve instruction, as measured by the Spring 2020 Nine Characteristics Survey. Also, 50% or more certificated teachers will participate in learning walks or lab classrooms as measured by an admin-created survey in spring 2020. <u>Year 2</u>: Learn more about Professional Learning Communities and plan for tightening and honing our collaborative practices. <u>Year 3</u>: Implement our plan and monitor for progress.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Based on the 2018-19 Nine Characteristics Survey, 72% of staff either agreed completely or agreed mostly that teachers provide feedback to each other to help improve instruction. We decided that the first stop in creating feedback to one another is building a culture of trust.
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Team Building</td><td>Sub-group plans and implements team building activities before LEAP trainings and time is carved out for Team Building.</td></tr><tr><td>Lab Classrooms – de-privatizing instruction</td><td>We identify staff members who are willing to have other come into their classrooms and learn.</td></tr><tr><td>Learning Walks – de-privatizing</td><td>We will utilize the Writing Cohort to participate in learning walks.</td></tr><tr><td>Sharing Teaching Highlights</td><td>Time carved out to share teaching ideas that encourage collaboration and learning from one another.</td></tr><tr><td>Building Trust in Teams</td><td>Use and follow the agreed upon norms.</td></tr><tr><td>Collaborative Book Studies</td><td>Mathematical Mindsets book study – where we collaborate, learn from one another, share ideas and then bring ideas back to the whole group. White Fragility book study – where we collaborate, learn from one</td></tr></table>

	another, share ideas, explore our own biases, and then bring ideas back to the whole group.
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	We will review our Nine Characteristics Data, give staff surveys about how we are doing, and measure different things that we are doing to improve the culture and trust among staff.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Principal Newsletters	Parent Newsletters are sent to families weekly sharing and engage families in the work of our school.
	Parent Meetings (update and feedback)	Administration meets with our parent groups monthly to share the work of our school and to receive feedback (i.e. PBIS)
	PTSA and Principal Meetings (update and feedback)	Administrator meet monthly with our PTSA President and Vice President to go over the plans for our school, to collaborate, and to receive feedback on the work of our school.

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal Newsletters	Parent Newsletters are sent to families weekly sharing and engage families in the work of our school.
	Parent Meetings	Administration meets with our parent groups monthly to share the work of our school and to receive feedback.
	PTSA and Principal Meetings	Administrator meet monthly with our PTSA President and Vice President to go over the plans for our school, to collaborate, and to receive feedback on the work of our school.
	Website	We post our SIP on our website for families and the community to view.

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Discovery School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Located in the Finn Hill neighborhood of Kirkland, the Discovery Community School community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum and are strategically exposed to the responsibilities of global citizenship. We have 70 students, in multi-age classrooms of K-1, 2-3 and 4-5 grade students, and we share a campus with Carl Sandburg Elementary School. Together, our school community supports approximately 540 students, and we view ourselves as one community.

Our students come from families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, recycle and compost, and complete service projects to benefit the Kirkland community. In partnership with Carl Sandburg Elementary School, we have been recognized with a Washington State Green Ribbon School Leader in Pillar 3 (2018-19) award for environmental and sustainability education for our students. We have also been a King County Sustaining Green School for five years running, which is a program that recognizes our progress toward reducing environmental impact and costs.

The Carl Sandburg/Discovery Community School staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. The Discovery Community School staff aligns their practices closely and ensures that feedback and communication is consistent, as our teachers graduate students to the next team member. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student learning needs. Classroom doors are open to team members and teachers throughout the district. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance-based process to become National Board Certified. We are a school that values rigorous academics and also values the arts. Our PTSA supports a strong art docent program in addition to teaching the district arts curriculum. As a school this year, we are focused on working with students around being inclusive and creating belonging for all students. This work includes student education around diversity, disability awareness, and celebrating differences; updating our book collections to represent our diverse students, a school Equity team meets to evaluate and expand our practices from an equity lens, and we are focusing on systems of support to make sure all students can succeed with their learning. We are deeply committed to equity and making sure all students are supported to be successful learners. In addition, our school is currently focusing on growth in a number of other areas as well: 1) Implementing new Amplify science curriculum, 2) Teachers continue learning about Sheltered Instruction Observation Protocol (SIOP) to support English Language Learners and all students in becoming strong users of academic vocabulary as

well as successful readers and writers. This learning is also part of our efforts to be Culturally Responsive teachers and to close the Achievement Gaps that persist for some of our students. 3) Social-Emotional Curriculum learning continues. We continue to work on meeting the needs of and supporting every student through programs like the Peaceful Patio, an alternate recess space, and a Sensory Library. Our building has adopted a Building-wide social and emotional curriculum, called Second Steps and Kelso's Choices, and we have also implemented a "Be Kind. Be Safe. Be Responsible." motto that we do learning with year-round and use to celebrate our students' positive choices. We have a very active PTSA and parent volunteer community. We engage families with frequent home to school communication, opportunities for involvement, and community and family events such as Multi-cultural and STEM nights.

Mission Statement: As a school community, we strive to educate the whole child in a cooperative effort that respects and responds to each child's needs and abilities. We do this through developmentally appropriate curricula, active parent participation, and a world view that emphasizes community and lifelong learning. We support intrinsic motivations and foster a non-competitive learning environment.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		73	69	70
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	28.8	23.2	22.9
	Black/African American	0.0	0.0	0.0
	Hispanic/Latino of any race(s)	4.1	2.9	5.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	8.2	8.7	5.7
	White	58.9	65.2	65.7
Students Eligible for Free/Reduced Price Meals (%)		0.0	0.0	4.3
Students Receiving Special Education Services (%)		9.9	11.9	12.9
English Language Learners (%)		4.2	3.0	4.3
Students with a First Language Other Than English (%)		11.3	9.0	11.4
Mobility Rate (%)[2]		2.7	0.0	5.7

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	80	>90	82
1st Grade	90	>90	>90
2nd Grade	>90	-	>90

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	67	85	>90
4th Grade	>90	>90	>90
5th Grade	>90	>90	82

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	80
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	86	-	>90
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	73	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	86	>90	87
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	>90	>90	>90
4th Grade	>90	>90	71
5th Grade	>90	>90	64

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	>90	73

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>90	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	90	>90	74
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	-	-
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	100	100	100
1st Grade	100	100	100
2nd Grade	100	-	100
3rd Grade	100	92	100
4th Grade	92	83	86
5th Grade	100	100	100

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	95	100	100
Black/African American	--	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	100	91	96
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	92	-	-	-	-	92	-	-	-
Math Proficiency Rate (%)	96	-	-	-	-	94	-	-	-
ELA Median Student Growth Percentile[9]	75	-	-	-	-	74	-	-	-
Math Median Student Growth Percentile	64	-	-	-	-	64	-	-	-
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	97	-	-	-	-	97	-	-	-

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Writing
Focus Grade Level(s)	Grades K-5
Desired Outcome	90% of 3rd-5th grade students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance for paragraph writing in spring 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Currently, our DCS students taking this state assessment average between 1.79 and 2.83 depending on the writing genre, out of 4 points on the both the Organization/Purpose Rubric and Evidence Elaboration rubrics. Our goal is for students to average at least a 3 in all areas of the rubric. The majority of students in Grades 3rd-5th are not passing or receiving at least three out of four on the scoring rubric. In 2019, 49% of students were above standard in the SBA Writing sub test, 46% were at or near standard, and 5% were considered below standard. On the overall SBA English Language Assessment, 89% of DCS students meet or exceed standard on this reading and writing exam. We have identified Organization/Purpose and Evidence/Elaboration as two areas to help students grow in the writing sub-area. The focus will be on writing in response to reading as this will help students grow in both the reading and writing subtest areas of the SBA ELA assessment. On the reading subtest of the SBA in 2019, 65% of students scored above standard, 24% of students scored at or near standard, and 11% of students scored below standard. While we have a higher rate in above standard
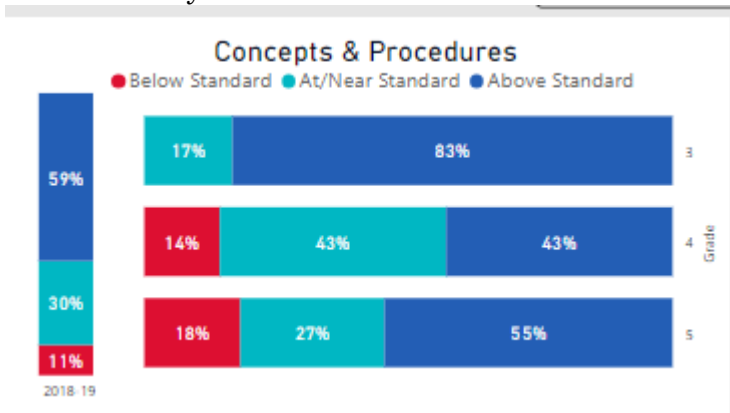
reading scores than in writing scores overall, we are concerned about the higher percent of students below standard. We have been able to identify written responses about reading as an area needed to support this group of students based on our analysis of the written response rubrics. While students scored strong overall, we used the Target Data from the SBA ELA exam in 2019 to determine areas of relative of relatively lower performance:

- Target 1: (Literary Text)
- o KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. (3rd grade, 5th grade)
- Target 3: (Information Writing)
- o WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. (3rd grade, 4th grade)
- Target 4: (Information Writing)
- o COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion. (3rd grade)
- Target 12 (Informational Text)
- o ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view (5th grade)
- Target 13 (Informational Text)
- o TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information. (4th grade)
- Target 4 (Research and Inquiry)
- o USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses. (5th grade)

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will implement uniform paragraph writing for grade K - 5 students, which will include topic sentence, supporting details, and concluding sentence.	Teacher aligned rubrics and assessments from writing Curriculum and SBA Interim assessments
	Teachers will use SBA writing rubric to correct student work.	Percentage of teachers using SBA rubrics with students
	We will meet to check teaching strategies across grade levels. Currently, students perform better in the areas of	Teacher participation in collaborative work across grade levels. Average score on these areas in the SBA exams in 2020

	Organization/Purpose and Elaboration/Evidence if they get an Opinion writing prompt than if given a Narrative or Informational Writing prompt. Teachers will analyze given data to determine additional strategies to support raising the performance in these genres.	
	Introduction of more writing prompts connected to reading passages in K-2 grades.	Percentage of writing connected to reading used with students
	Teachers will analyze the targets where students had lower performance against curriculum and current teaching to determine revisions that may be needed to support students.	Average score on these areas in the SBA exams in 2020 target data
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	Growth on Organization/Purpose and Evidence/Elaboration rubrics as used with classroom writing assessments. 3rd-5th Grade: Use of pre and post assessments (modified as needed) from writing curriculum, SBA Interim Tests.	

<table>
<tr><td colspan="2" align="center">**Priority #2**</td></tr>
<tr><td>**Priority Area**</td><td>Mathematics</td></tr>
<tr><td>**Focus Area**</td><td>Concepts and Procedures</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>Grade 3-5</td></tr>
<tr><td>**Desired Outcome**</td><td>82% of 3rd-5th grade students will score at or above standard on the Smarter Balanced Math Assessment in spring 2020.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>

Currently, 78% of DCS students in grades 3-5 score at standard on the Smarter Balanced Math assessment. We have identified the sub area of this assessment of Concepts and Procedures as the area students are finding the most difficulty.

Specially, analyzing target data suggests the following areas where student performance in relatively lower:

- Target B Analyze patterns and relationships. (5th grade)
- Target D Perform operations with multi-digit whole numbers and with decimals to hundredths (5th grade)
- Target F Extend understanding of fraction equivalence and ordering. (4th grade)
- Target H Understand decimal notation for fractions and compare decimal fractions. (4th grade)
- Target C Multiply and divide within 100. (3rd grade)

</td></tr>
<tr><td>**Strategy to Address Priority**</td><td>

Action	Measure of Fidelity of Implementation
Parent volunteer one-on-one sessions for multidigit whole number operations	Topic Test & Quick Checks from envision
Email parents skill specific intervention worksheets	Topic Test & Quick Checks from envision

</td></tr>
</table>

	Provide videos for math lessons on PowerSchool	Topic Test & Quick Checks from envision
	Parent volunteer for one on one division support	Topic Test & Quick Checks from envision
	Assign lessons for fraction and multi-digit number operations	Monitor growth on Dreambox
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	3rd-5th Grade: Use of pre and post assessments (modified as needed) from Envisions math curriculum and Common District Assessments; use of SBA Interim Tests in this area.	

Priority #3	
Priority Area	Social Emotional
Focus Area	Social Emotional
Focus Grade Level(s)	Grade K-5
Desired Outcome	75% of students will respond favorably on the Panorama survey in response to their ability to regulate their emotions (Baseline is 50%)
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	On the grade 3-5 survey, currently 50% of DCS students in grades 3-5 respond favorably to questions relating to regulating their own emotions. We have noticed over the years that we are integrating lessons that deal with managing anxiety and stress more. Day-to-day, we have included activities where our students learn to deal with difficult situations. We have students role play, participate in classroom meetings, and review lesson objectives from Second Step lessons to achieve our desired outcomes.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Counselor lessons	Percentage of students responding favorably on Panorama Survey
	Posters about character traits	Percentage of students responding favorably on Panorama Survey
	Second step lessons	Percentage of students responding favorably on Panorama Survey
	Class Meetings (deep breathing, wellness checks)	Percentage of students responding favorably on Panorama Survey

Timeline for Focus	Fall, 2019 - Summer, 2020
Method(s) to Monitor Progress	Panorama data, student survey data

Priority #4	
Priority Area	Focused Professional Development
Focus Area	Effective Professional Development
Focus Grade Level(s)	Staff
Desired Outcome	90% of staff will agree completely or agree mostly that Professional Development is focused and effective on the LWSD Nine Characteristics Survey (Measured with Sandburg).
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Currently, 83% of staff agree completely or mostly that Professional Development is focused and effective, 11% agree only slightly, and 1% disagrees completely. This is our lowest area on the Nine Characteristics Survey. Within the questions making up this area, only 80% of staff felt like Assessment results are used to determine professional learning, and only 81% felt like they get help in the areas they need to improve.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional Learning work team will survey staff to determine areas that staff feel are important for professional growth	Staff created survey
	Professional Learning work team will plan and implement three LEAP professional learning times, with subjects based on staff needs survey	Percentage of staff agreeing on Nine Characteristics survey in 2020
	District directed initiatives involving professional learning will continue with every effort made to align these with areas of need as identified by staff survey	Percentage of staff agreeing on Nine Characteristics survey in 2020

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Nine Characteristics Survey

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
* Common language on the importance of state testing is used by all schools in the district.
* Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
* Make-up testing is provided for students that miss the school's date.
* Test completion lists are monitored by both school testing coordinators and district personnel.
* The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parents/PTSA members review drafts and provide feedback	October 2019
	Parent input requested through Principal Chats (In-person through PTSA meetings and Coffee chats and online, ie: through Facebook)	Ongoing 2019-2020 school year
	School Equity Team will solicit participation and input from parents	Spring 2020+

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	School Goals Presentation at curriculum night	September 2019
	Publish SIP in school newsletters and on Website	Jan 2020
	Ongoing discussion with community through newsletters and reports at PTSA and community meetings	Throughout 2019-2020 school year

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Einstein Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Albert Einstein Elementary School is a diverse community with over 36 language groups represented within our student body and families from all socio-economic backgrounds. This diversity provides the unique opportunity to educate students on how to respect, appreciate and celebrate differences and to learn about many cultures. Through common expectations and celebrating successes, students at Einstein learn to value the perspective of others, developing skills for real-world application and future success. Einstein is also home to several programs including full-time Quest classrooms and a Dual Language Spanish Program. The full-time Quest program is designed to meet the needs of students who have been identified as having exceptional cognitive and academic ability by accelerating and enriching the district curriculum. The Dual Language program has instruction in two languages, with part of the time taught entirely in Spanish and the other part in English. In addition to a dynamic student body and high-quality instruction, Einstein is fortunate to have a supportive PTSA that provides a wide range of extracurricular opportunities for students, substantial classroom support for teachers and a deep volunteer base providing assistance to our school.

Mission Statement: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		433	456	401
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	25.9	25.9	43.9
	Black/African American	5.8	4.4	1.8
	Hispanic/Latino of any race(s)	24.0	23.0	18.5
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	7.6	8.8	6.2
	White	36.7	37.9	29.7
Students Eligible for Free/Reduced Price Meals (%)		32.2	29.1	18.9
Students Receiving Special Education Services (%)		13.4	15.0	10.7
English Language Learners (%)		22.1	20.0	18.6
Students with a First Language Other Than English (%)		45.5	41.6	44.1
Mobility Rate (%)[2]		18.2	12.7	18.2

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	97	94	83
1st Grade	88	90	77
2nd Grade	88	86	87

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	68	78	89
4th Grade	64	75	82
5th Grade	72	73	88

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	93	97
Black/African American	>97	-	-
Hispanic/Latino	76	83	64
Two or more races	94	100	-
White	93	89	73
English Learner	77	78	76
Low Income	76	80	56
Special Education	57	70	50

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	84	93	95
Black/African American	-	64	-
Hispanic/Latino	44	44	52
Two or more races	88	89	83
White	76	84	92
English Learner	22	9	-
Low Income	46	49	53
Special Education	9	22	37

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	76	74	85
4th Grade	56	60	79
5th Grade	59	51	82

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	54	89

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	92	84	96
Black/African American	-	29	-
Hispanic/Latino	28	24	45
Two or more races	76	79	78
White	72	75	82
English Learner	22	9	-
Low Income	36	28	45
Special Education	23	22	47

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	64	94
Black/African American	n/a	-	-
Hispanic/Latino	n/a	22	-
Two or more races	n/a	-	-
White	n/a	65	95
English Learner	n/a	<5	-
Low Income	n/a	22	72
Special Education	n/a	18	-

= Cohort Track

ATTENDANCE DATA

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	80	82	92
1st Grade	79	92	88
2nd Grade	92	87	92
3rd Grade	91	94	97
4th Grade	93	90	90
5th Grade	86	89	90

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	86	94	94
Black/African American	89-	84	90
Hispanic/Latino	86	91	96
Two or more races	84	92	100
White	88	83	85
English Learner	88	86	87
Low Income	84	86	88
Special Education	75	84	83

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	71	90	-	43	83	84	14	45	29
Math Proficiency Rate (%)	61	90	-	24	75	76	11	28	29
ELA Median Student Growth Percentile[9]	60	64	-	56	66	61	54.5	53	37
Math Median Student Growth Percentile	48	49	-	47	53	48	44	47	44
EL Progress Rate (%)	80	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	94	-	89	92	93	87	85	86

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Writing: Information Writing
Focus Grade Level(s)	Grade K-5
Desired Outcome	By June 2021, 70% of our grade K-2 students will be proficient (3 or higher) on the organization section of the grade-level specific informational writing rubric, and 85% of our grade 3-5 students will be proficient on the content section of the grade-level specific informational writing rubric.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	On the 2019 SBA, the data shows that 45% of our 3-5 students scored proficient on the Informational Performance Task in Organization/Purpose. 55% of the students that took the Informational PT were below or far below standard.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teacher teams (K-5) review scoring rubric and sample exemplars (on KIT) for the content section (3-5) and organization section (K-2) of information writing tasks.	Percentage of teacher teams that have completed rubric and exemplar analysis.
	All grade levels (K-5) collaborate to ensure alignment with the grade level above and grade level below on informational writing unit.	Percentage of teachers that access and align writing curriculums.
	All teams identify critical lesson components from information writing units to focus on for upcoming school year.	Lesson components identified for all grade levels.
	Each grade level team to develop a plan of pre-assessment and post-assessment, possibly using On-Demand style writing assessments (3-5) and immersion lessons (K-2).	Instructional plan completed.
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics.	Percentage of teachers completing student work analysis.

Timeline for Focus	Fall, 2019 - Spring, 2021

Method(s) to Monitor Progress	We will measure progress toward the desired outcome using the district-provided rubrics in the writing curriculum. Grade K-2 teachers will measure progress using the organization section of the rubric. Grade 3-5 teachers will measure progress using the Content section of the rubric.

<table>
<tr><td colspan="2" align="center">**Priority #2**</td></tr>
<tr><td>**Priority Area**</td><td>Mathematics</td></tr>
<tr><td>**Focus Area**</td><td>Concepts and Procedures</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>Grade 3-5</td></tr>
<tr><td>**Desired Outcome**</td><td>90% of grades 3-5 students will score at or above level on the Smarter Balanced Assessment mathematics section for Concepts and Procedures in Spring 2020.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>Students have three categories they are assessed on in mathematics on the Smarter Balanced Assessment: Concepts and Procedures, Problem Solving and Data Analysis, and Communicating Reasoning. Students receive a score on a four-point scale.

Overall, a higher percentage of students are scoring below standard on Concepts and Procedures than on Problem Solving and Data Analysis or Communicating Reasoning. This trend has been consistent over the past three years (2017-2019). This data supports our focus on Concepts and Procedures.</td></tr>
<tr><td>**Strategy to Address Priority**</td><td>

Action	Measure of Fidelity of Implementation
Each grade level team to identify which units cover material that is aligned to target standards.	Percentage of teachers that access and align math curriculum to target standard(s).
Each grade level team to develop a plan of pre-assessment and post-assessment using end-of-unit math assessments.	Percentage of teachers that produce pre- and post-assessments for target unit(s).

</td></tr>
</table>

	All teams identify critical content standards from applicable math units to focus on for upcoming school year.	Percentage of grade levels that list target content standards.
	Grade 3-5 students complete post-assessments using Smarter Balanced IAB.	Percentage of students 3-5 completing SBA IAB.
	Grade K-5 students complete post-assessments using end-of-unit assessments.	Percentage of students completing end-of-unit assessments.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Using standards aligned, common end of unit math assessments, all grade levels (K-5) will monitor progress by administering the assessment three times per school year. Student progress will be monitored by teachers in grade level teams.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Sense of Belonging
Focus Grade Level(s)	Grade 3-5
Desired Outcome	We will move the sense of belonging category on the Panorama Survey given by the school counselor from 61% to 70% over a 3-year period.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	61% of grades 3-5 rated that they had a sense of belonging at school on the Panorama survey last year. This was a drop of 5% from the beginning of the year.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Every Second Step/Kelso lessons taught by school counselor.	Percentage of lessons taught.
Whole school survey to monitor sense of community.	Total implementation of two formative assessments of students' sense of community between. Panorama Survey points.
Pep assemblies.	Scheduled every month and all classes attend.
Buddy class/Hallway activities.	Scheduled at minimum three times a year per hallway.
Classroom meetings.	Percentage of teachers holding classroom meetings at least once a week.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	Panorama Survey and survey of staff to monitor classroom meetings.

Priority #4	
Priority Area	High Levels of Family and Community Involvement
Focus Area	Higher family attendance for school events with a focus on increasing involvement of families with diverse backgrounds.
Focus Grade Level(s)	Grade K-5
Desired Outcome	We will increase our attendance at family events. We will increase attendance by 10% at curriculum nights over three years. We will increase attendance at conferences to 100% over three years. We will increase attendance at library nights by 10% over three years.
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement
Data and Rationale Supporting Focus Area	On the Nine Characteristics Survey, only 44% completely agreed that there was a high level of family and community involvement.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Automated text to families for events.	Before each event, all families get an automated text in home language.
Re-vamp curriculum night.	Increased attendance from previous years.
Grade levels team with library night to promote.	Teachers encourage class to attend.
Improve event promotion (stickers, flyers, teacher reminder, robocall, auto text).	Increased attendance from previous years.
Take home activities.	Increased attendance from previous years.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Sign-in sheets from events and attendance data from parent-teacher conferences.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
* Common language on the importance of state testing is used by all schools in the district.
* Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
* Make-up testing is provided for students that miss the school's date.
* Test completion lists are monitored by both school testing coordinators and district personnel.
* The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parent SIP Information Meetings	Fall/Winter
	PTSA Communication	Fall/Winter

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Parent SIP Information Meetings	Fall/Winter
	PTSA Communication	Fall/Winter
	School Newsletters	Fall/Winter
	PTSA Newsletters	Fall/Winter

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Ella Baker Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Ella Baker Elementary sits nestled in the woods of the Redmond Ridge East neighborhood in Redmond, Washington. This neighborhood is home to the majority of our 560 students who attend Ella Baker Elementary. Also included in our student body are approximately 100 students in four classrooms who participate in the Quest (Highly Capable) program each day. The students from Ella Baker Elementary will attend Timberline Middle School, and then progress to Redmond High School. Ella Baker students bring a rich diversity of cultural backgrounds. At Ella Baker, we embrace and celebrate this diversity and the individual uniqueness of each of our students. We intentionally focus on teaching students the Lake Washington Interdisciplinary Life Skills and Attributes through the "Baker Eight Traits," which include: Grit, Empathy, Self-Control, Embracing Diversity, Curiosity, Gratitude, Optimism, and Integrity. These traits applied in the classroom, on the playground, and in the community, prepare our students to be changemakers - today and in the future. We believe in the success of every student at Ella Baker Elementary. We actively support each learner's journey with classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system. Service-learning and integrated units of study are an effective way for our students to apply their classroom learning in a real-world setting. We know that authentic opportunities to learn, serve, and grow are impactful for our students. Ella Baker was quoted saying, "Give light, and people will find a way." We are honored to shed the light of opportunity, knowledge, and service so our students can find their way.

Mission Statement: The mission of Ella Baker Elementary is to empower changemakers who know themselves, understand others, and are inspired to make an impact on our world. Our vision is to inspire students to embrace their talents and passions within them to realize their potential, become global citizens and changemakers, and develop the academic and social skills that will make the world a better place.

Demographics:[1]

		2018-19
Student Enrollment (count)		438
Racial Diversity (%)	American Indian/Alaskan Native	0.0
	Asian	58.5
	Black/African American	1.4
	Hispanic/Latino of any race(s)	5.5
	Native Hawaiian/Other Pacific Islander	0.0
	Two or more races	7.3
	White	27.4
Students Eligible for Free/Reduced Price Meals (%)		8.0
Students Receiving Special Education Services (%)		7.8
English Language Learners (%)		12.1
Students with a First Language Other Than English (%)		34.2
Mobility Rate (%)[2]		17.1

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount. This school opened in fall of 2018. Only one year of data is available for this plan.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	n/a	n/a	84
1st Grade	n/a	n/a	91
2nd Grade	n/a	n/a	80

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	n/a	n/a	86
4th Grade	n/a	n/a	87
5th Grade	n/a	n/a	90

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	97
Black/African American	n/a	n/a	-
Hispanic/Latino	n/a	n/a	67
Two or more races	n/a	n/a	91
White	n/a	n/a	75
English Learner	n/a	n/a	76
Low Income	n/a	n/a	43
Special Education	n/a	n/a	60

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	93
Black/African American	n/a	n/a	58
Hispanic/Latino	n/a	n/a	62
Two or more races	n/a	n/a	86
White	n/a	n/a	85
English Learner	n/a	n/a	-
Low Income	n/a	n/a	43
Special Education	n/a	n/a	60

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	n/a	n/a	83
4th Grade	n/a	n/a	87
5th Grade	n/a	n/a	88

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	n/a	90

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	97
Black/African American	n/a	n/a	50
Hispanic/Latino	n/a	n/a	69
Two or more races	n/a	n/a	64
White	n/a	n/a	77
English Learner	n/a	n/a	-
Low Income	n/a	n/a	43
Special Education	n/a	n/a	55

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	95
Black/African American	n/a	n/a	-
Hispanic/Latino	n/a	n/a	-
Two or more races	n/a	n/a	-
White	n/a	n/a	94
English Learner	n/a	n/a	-
Low Income	n/a	n/a	-
Special Education	n/a	n/a	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	n/a	n/a	87
1st Grade	n/a	n/a	92
2nd Grade	n/a	n/a	93
3rd Grade	n/a	n/a	89
4th Grade	n/a	n/a	96
5th Grade	n/a	n/a	96

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	92
Black/African American	n/a	n/a	93
Hispanic/Latino	n/a	n/a	89
Two or more races	n/a	n/a	94
White	n/a	n/a	92
English Learner	n/a	n/a	91
Low Income	n/a	n/a	94
Special Education	n/a	n/a	92

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math Proficiency Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA Median Student Growth Percentile[9]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math Median Student Growth Percentile	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
EL Progress Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

◣ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). WSIF data not available for this school due to no data from 2016-2018. School opened in fall of 2018.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
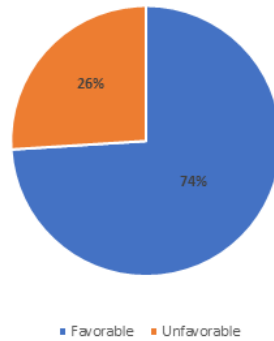<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Reading & Literacy</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 3-5</td></tr>
<tr><td>Desired Outcome</td><td>75% of Grade 3-5 students who are identified as low-income will score at or above standard as measured by the Smarter Balanced ELA Assessment in Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>
In comparison to the overall student body, where 88% of our students are at or above standard on the ELA Smarter Balanced Assessment, only 43% of our students who are identified as low income scored at or above standard. The vast majority of these students were new to Ella Baker in the Spring of 2019. We believe that the actions described below will make a dramatic impact on the educational growth of our students. We understand this work will take time and intentional collaboration, therefore a three-year goal is most appropriate.

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	n/a	n/a	86
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</td></tr>
<tr><td>Strategy to Address Priority</td><td><table><tr><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr></table></td></tr>
</table>

All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by experts within Lake Washington School District.	Percentage of grade 3-5 teacher teams will utilizing the LWSD writing curriculum.
All teacher teams review scoring rubrics and student exemplars with both the staff and students to calibrate the expectation of at-standard work.	Percentage of grade 3-5 teacher teams calibrating expectations as a grade level and with students.
All grade levels commit to build comfortability and fluency with word-processing and keyboarding skills.	Percentage of grade 3-5 teachers publishing a minimum of one writing unit using word-processing programs. Percentage of grade 3-5 teachers embedding keyboarding skills within their literacy instruction.
Each grade level will utilize the On-Demand Writing Assessments provided by Lake Washington School District and the Smarter Balanced IAB (both informational and narrative PT) to track student growth and develop strategies for further instruction. This process will include both pre and post-assessment opportunities.	Percentage of students completing the assessments.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	• Formative and summative classroom writing assessments. • SBA interim assessments. • Yearly SBA Summative Assessment.

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Reading and Literacy
Focus Grade Level(s)	Grade K- 2
Desired Outcome	75% of K-2nd grade students who are identified as low-income will score at or above benchmark as measured by the DIBELS Next Assessment in Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	In comparison to the overall student body, where 85% of our students are at or above standard on the DIBELS Reading Assessment, only 43% of our students who are identified as low income scored at or above standard. The vast majority of these students were new to Ella Baker in the Spring of 2019. We believe that the actions described below will make a dramatic impact on the educational growth of our students. We understand this work will take time and intentional collaboration; therefore, a three-year goal is most appropriate.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
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English Learner	n/a	n/a	76
Low Income	n/a	n/a	43
Special Education	n/a	n/a	60

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
K-2 teachers administer DIBELS assessment.	Assess students three times per year.
K-2 teachers administer DIBELS progress monitoring.	Safety Net progress monitor.
K-2 use Sheltered Instruction Observation Protocols in reading instruction.	Implementation of Sheltered Instruction Observation Protocols strategies by 80% of grade K-2 teachers as observed during lessons.

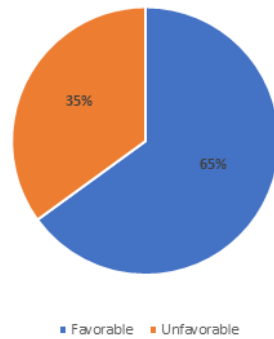| | | Imbedded language learning targets within formal lesson plans and PBL units.

Self-reflection through formative self/peer assessments. |
	Intentional, targeted, and systematic instruction focusing on foundational reading skills in classroom instruction (small group, one-one, etc.).	PGE Growth Data DIBELS
	Collaboration between general education teachers, English Language, and Safety Net support group teachers.	Systematic collaboration 3x per year.
	Cross-grade level collaboration focusing on implementation, instruction and student growth data.	Systematic collaboration 3x per year.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	DIBELS three times per year. The use of district IRI's to monitor fluency. Team collaboration schedules.	

Priority #3

Priority Area	Social and Emotional
Focus Area	Sense of Belonging
Focus Grade Level(s)	Grade K-5
Desired Outcome	90% of grade K-5 students will indicate they have both a sense of belonging and can be themselves at Ella Baker, as measured by Ella Baker SEL Student Survey and Panorama survey in Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	In Spring of 2019, grade K-5 students participated in our Ella Baker SEL survey and our LWSD Panorama Survey. In the Panorama Survey, only 65% of our grade 3-5 students reported a sense of belonging. Only 70% of grade K-5 students reported that they can be themselves at Ella Baker. Research shows that students who have a sense of belonging, and who have positive relationships at school, will be more successful academically and socially. In both student surveys, this area was the lowest percentage, indicating this was a high need for our students because student well-being is critical to their success. As a new school, it is critical to build a strong school culture and a sense of belonging for students, staff and family. We believe that the actions described below will make a dramatic impact on the educational growth of our students. We understand this work will take time; therefore, a three-year goal is most appropriate.

<div align="center">

Student Survey K-5 (4 question sample) Results 2018-19
Questions based on our Ella Baker Student Rights

</div>

	Yes	Sometimes	No	Other
I love coming to school at Ella Baker.	140	55	4	25
I feel safe when I'm at Ella Baker.	158	39	3	12
Adults at school let me know that it is okay for me to make mistakes and learn from mistakes at school.	167	29	6	7
I can be myself at Ella Baker.	135	49	15	19

<div align="center">

Panorama Survey (3-5) Results from Fall 2018 and Spring 2019

</div>

Sense of Belonging - BOY 2018-19

26% Unfavorable / 74% Favorable

Sense of Belonging - EOY 2018-19

35% Unfavorable / 65% Favorable

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teaching the terms "sense of belonging" and "be you." Teach and support our motto "Be Kind. Be Brave. Be You. Be the Change."	100% of teachers will explicitly teach our motto using common language and literature, while reinforcing strategies to help students know their own identity and how to be supportive of others.
	Focusing on students who voted "no" and "yes" and dive deeper into their "why?"	SEL SIP team will convene twice/year during LEAP to analyze and plan around data. "No" students will be interviewed by SEL team member. Results will be shared with staff.
	At the end of each year, look at mobility data to see how it correlates with sense of belonging.	Admin will analyze data and share with SEL team.
	Create and implement intentional grade K-5 classrooms, den and school-wide practices that build a sense of belonging.	100% of classrooms will use an explicit strategy that is implemented daily. 100% of Dens will use an explicit strategy monthly. As a school: Staff will build relationships with various

		students, we will create multiple student leadership opportunities and plan three schoolwide events each year: (B.OY. Book, Unity Day).
	Create intentional classroom and school-wide practices supporting students to be themselves.	100% of classroom teachers will teach and support "Embracing Diversity"
	Create and implement action steps for new students: Classroom, School-wide and Community outreach.	Develop and implement a three-year plan for new students and families.
	Create a plan for families in implementing SEL.	Parent Education Nights around SEL.
Timeline for Focus	Fall, 2019 – Spring, 2022	
Method(s) to Monitor Progress	- Panorama Fall and Spring Survey - Ella Baker SEL annual survey - Student Interviews - LEAP meetings to share implementation plans	

Priority #4	
Priority Area	Supportive Learning Environment
Focus Area	Staff Members Trust One Another
Focus Grade Level(s)	Grade K - 5
Desired Outcome	90% of staff will agree mostly or completely with the statement "staff members trust one another" as measured by the Nine Characteristics Survey in Spring 2022.
Alignment with District Strategic Initiatives	Recruitment and Retention & Professional Learning
Data and Rationale Supporting Focus Area	Ella Baker is a brand-new school and therefore establishing a strong foundation of trust is paramount in the school's ability to reach its goals. As reported by the 2019 Nine Characteristics Survey, 39% of staff completely agree, 39% mostly agree, 18% somewhat agree, and 4% disagree with the statement "staff members trust one another." Our goal is to have a much higher percentage in the "completely agree" category, as well as an overall percentage that "completely and mostly agree".

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Add a staff norm that addresses trust and taking concerns to the source.	Percentage of staff interactions that follow norms.
	Establish and follow a conflict resolution process.	Percentage of people using conflict resolution process based on EOY survey.
	Teachers engage in learning from each other through learning walks.	Percentage of teachers accessing learning walk opportunities.
	Decision making model reviewed and used to make staff decisions.	Percentage of decisions that follow the decision-making model.
	Increase positive administrative and peer feedback.	Percentage of staff receiving positive feedback. Percentage of staff giving positive feedback.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	• Staff survey focused on trust indicators. • Nine Characteristics Survey

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☐Digital Citizenship
☒Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was n/a for ELA and n/a for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Monthly PTA board and administrator meetings. Share ideas and gather input.	Fall 2019-Spring 2022
	Equity Team parent member input	Winter 2019-Spring 2022
	Goal Setting Conferences	Fall 2019-Winter 2022
	PTA General Membership Meeting	Fall 2020-Fall 2022

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal or AP will give "State of the School" updates during PTA General Meetings	Spring 2020 -Spring 2022
	Sharing SIP goal process through Bear Tracks Newsletter	Spring 2020 -Spring 2022
	Sharing SIP goal process through teacher newsletters	Spring 2020 -Spring 2022
	SIP document translated	Fall 2019-Spring 2022

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Explorer Community School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: The Explorer Community School shares a campus with Dickinson Elementary in Redmond, Washington. As our students leave Explorer Community School, they attend various middle schools around the district, depending on their home school. Explorer Community School opened its doors in the Fall of 1996, and has a mixed-grade classroom environment with three classrooms: 1st/2nd grade, 2nd/3rd grade, and 4th/5th grade. We have high levels of parental participation who are highly involved in enhancing the learning of our students. It is not uncommon to see volunteers reading in the back of the classrooms with students or working on math with a small group. A high level of parental involvement has always been a critical part of the uniqueness of Explorer, which creates a strong sense of community between the administration, teachers, parents, and students. With the help of so many dedicated staff and parents over the years, the Explorer Community School has become a great success. Our school community aims to inspire a life-long passion for learning in an atmosphere of fun, trust, and respect. Our focus is the social, academic, and emotional growth of children; enabling them to build their own future and positively impact their world. Our students learn about leadership through ASB. Students work in four teams including Virtues Project Television (VPTV); Publications, Service, and Spirit. Their focus this year is service to others. Our students donate uneaten food to a local food bank and are learning how to give back to the community at large by be a giving citizen. We are also building a community garden this year, which will not only help our students learn about botany and horticulture, it will also provide food for our community. The school community cares for and preserves the wetlands onsite and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction, and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

Mission Statement: To create a learning partnership among children, teacher, and parents.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		72	71	69
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	43.1	40.9	34.8
	Black/African American	0.0	0.0	0.0
	Hispanic/Latino of any race(s)	4.2	2.8	2.9
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	4.2	2.8	4.4
	White	48.6	53.5	58.0
Students Eligible for Free/Reduced Price Meals (%)		0.0	0.0	1.5
Students Receiving Special Education Services (%)		11.1	9.9	8.8
English Language Learners (%)		2.8	7.0	2.9
Students with a First Language Other Than English (%)		23.3	28.2	25.0
Mobility Rate (%)[2]		4.2	2.8	7.2

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	-	-	-
1st Grade	100	-	100
2nd Grade	94	-	100

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	93	93	94
4th Grade	92	91	100
5th Grade	94	100	100

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	100	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	93	-	100
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	100	95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	95	96	100
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	93	93	94
4th Grade	92	100	100
5th Grade	88	93	100

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	87	100

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	94	95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	91	96	100
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	-	-
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘◣ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	-	-	-
1st Grade	79	79	93
2nd Grade	94	88	85
3rd Grade	93	93	100
4th Grade	92	91	93
5th Grade	94	100	100

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	90	96
Black/African American	--	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	92	89	92
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	-	-	-	-	-	-	-	-	-
Math Proficiency Rate (%)	96	-	-	-	-	94	-	-	-
ELA Median Student Growth Percentile[9]	70.5	64	-	-	-	72	-	-	-
Math Median Student Growth Percentile	51.5	51.5	-	-	-	36	-	-	-
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	93	-	-	-	95	-	-	89

◢ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Writing – Evidence and Elaboration</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grades 3-5</td></tr>
<tr><td>Desired Outcome</td><td>95% of students in grades 3-5 will score a 3 or higher in the evidence and elaboration strand of writing by Spring 2020, based on common writing assessments, Interim SBA Performance Task, and Summative SBA ELA Performance Task.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Our team analyzed 2019 grade 3-5 SBA data and determined that the lowest area was writing. As we looked further at our data, we realized that the area of evidence and elaboration was the lowest strand. 85% of students scored 3 or higher in the evidence and elaboration strand of the writing assessment based on the 2018-2019 Summative SBA ELA Performance Task.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Common assessment calendar	Team will create an assessment calendar outlining writing units.
Scoring Exemplars with team and students	Team will work together to review and score exemplars and then do the same with students.
Student friendly rubrics	Team will use student friendly rubrics aligned to the SBA rubrics.
Students self-evaluate	Students score their writing pieces prior to turning them in.
Anchor papers	Teachers use LWSD anchor papers to calibrate scoring and share with students.
Teachers debrief assessment and planning next steps	Teachers use the assessment data to learn from one another and determine next steps.
Multi-age learning	Team will plan elaboration unit to deliver to all students in multi-age groups.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall , 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>2019 SBA Performance Writing Task, Common Writing Assessments, Interim Writing Assessments, 2020 SBA Performance Writing Task</td></tr>
<tr><td colspan="2" align="center">Priority #2</td></tr>
</table>

Priority Area	English Language Arts/Literacy
Focus Area	Writing: Evidence and Elaboration
Focus Grade Level(s)	Grades 1-2
Desired Outcome	81% of students in grades 1-2 will score a 3 or higher in the evidence and elaboration strand of writing by Spring 2020 based on common writing assessments throughout the year.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Our team analyzed 2019 grade 3-5 SBA data and determined that the lowest area was writing. As we looked further at our data, we realized that the area of evidence and elaboration was the lowest strand. We want our students in grades 1-2 to start focusing on this area so that when they take the SBA in grade 3, they will be proficient.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Common assessment calendar	Team will create an assessment calendar outlining writing units.
	Scoring Exemplars with team and students	Team will work together to review and score exemplars and then do the same with students.
	Student friendly rubrics	Team will use student friendly rubrics aligned to the SBA rubrics.
	Students self-evaluate	Students score their writing pieces prior to turning them in.
	Anchor papers	Teachers use LWSD anchor papers to calibrate scoring and share with students.
	Teachers debrief assessment and planning next steps	Teachers use the assessment data to learn from one another and determine next steps.
	Multi-age learning	Team will plan elaboration unit to deliver to all students in multi-age groups.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Common Writing Assessments from our writing and science curriculum.

Priority #3	
Priority Area	Behavior
Focus Area	PBIS Implementation (three-year plan)
Focus Grade Level(s)	Grades 1-5
Desired Outcome	<u>Year 1</u>: 80% of our teachers will implement our PBIS plan, as measured by the Tiered Fidelity Inventory and staff surveys in Spring 2020. Also, 80% of teachers will use minor or major behavior data tracking, as measured by an admin-created survey in Spring 2020. <u>Year 2</u>: We will systematically create a Tier 2 system and continually monitor and improve Tier 1. <u>Year 3</u>: We will systematically create a Tier 3 system and continually monitor and improve Tier 1 and 2.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Last year, our school created a School-Wide PBIS Behavior Plan. During year one, we will implement our plan as well as a data tracking system so we may determine if we are impacting student behavior in a positive way.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional Development on the School-Wide Behavior Plan - Tiers of Intervention – Guide to major and minor referrals	We used a staff survey to determine Professional Development that is needed. Professional Development will increase the fidelity of implementation of PBIS. Professional Development will be ongoing throughout the school year starting with August LEAP, during other LEAP days, and during staff meetings.
	Surveys to staff to check how it is going	On a quarterly basis, we will check in with staff to see how things are going and determine what changes need to be made to make things more effective.
	Professional Development on our Data Tracking System - Behavioral Referral Form – Major - Minor Behavior Data Collection Tool	We will continue to work with staff on our Data Tracking System and how we collect discipline and incentive data. Our registrar will receive training at the district office, on October 9, on how to enter data into the system.
	Analysis of our Data Tracking System to determine the impact of our plan	Monthly, at our PBIS Leadership Meetings, our team will analyze our discipline and incentive data to

		determine where changes need to be made as well as celebrations. We will share our learnings during staff meetings.
	Completion of the Tiered Fidelity Inventory	Our PBIS Leadership Team will complete the Tiered Fidelity Inventory at the Beginning of the Year, Mid-Year and End of Year and craft a timeline to improve.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Staff Surveys, Number of Golden Tickets, Number of Major Office Referrals, Number of Professional Development Trainings, Tiered Fidelity Inventory results.	

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Collaborative processes leading toward continuous improvement
Focus Grade Level(s)	Grades 1-5
Desired Outcome	<u>Year 1</u>: Through building a culture of trust and caring, our staff will increase Nine Characteristics Survey results from 72% of staff either agreeing completely or agreeing mostly that teachers provide feedback to each other to help improve instruction to 80% of staff either agreeing completely or agreeing mostly that teachers provide feedback to each other to help improve instruction, as measured by the Spring 2020 Nine Characteristics Survey. Also, 50% or more certificated teachers will participate in learning walks or lab classrooms as measured by an admin-created survey in Spring 2020. <u>Year 2</u>: Learn more about Professional Learning Communities and plan for tightening and honing our collaborative practices. <u>Year 3</u>: Implement our plan and monitor for progress.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Based on the 2018-19 Nine Characteristics Survey, 72% of staff either agreed completely or agreed mostly that teachers provide feedback to each other to help improve instruction. We decided that the first stop in creating feedback to one another is building a culture of trust.
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Team Building</td><td>Sub-group plans and implements team building activities before LEAP trainings and time is carved out for Team Building.</td></tr><tr><td>Lab Classrooms – de-privatizing instruction</td><td>We identify staff members who are willing to have other come into their classrooms and learn.</td></tr><tr><td>Learning Walks – de-privatizing</td><td>We will utilize the Writing Cohort to participate in learning walks</td></tr><tr><td>Sharing Teaching Highlights</td><td>Time carved out to share teaching ideas that encourage collaboration and learning from one another.</td></tr><tr><td>Building Trust in Teams</td><td>Use and follow the agreed upon norms.</td></tr><tr><td>Collaborative Book Studies</td><td>Mathematical Mindsets book study – where we collaborate, learn from one another, share ideas and then bring ideas back to the whole group. White Fragility book study – where we collaborate, learn from one</td></tr></table>

	another, share ideas, explore our own biases, and then bring ideas back to the whole group.
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	We will review our Nine Characteristics Data, give staff surveys about how we are doing, and measure different things that we are doing to improve the culture and trust among staff.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☒Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
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To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Principal Newsletters	Parent Newsletters are sent to families, weekly, sharing and engaging families in the work of our school.
	Parent Meetings (update and feedback)	Administration meets with our parent groups, monthly, to share the work of our school and to receive feedback (i.e. PBIS).
	PTSA and Principal Meetings (update and feedback)	Administrator meets, monthly, with our PTSA President and Vice President to go over the plans for our school, to collaborate, and to receive feedback on the work of our school.

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal Newsletters	Parent Newsletters are sent to families weekly sharing and engage families in the work of our school.
	Parent Meetings	Administration meets with our parent groups monthly to share the work of our school and to receive feedback.
	PTSA and Principal Meetings	Administrator meets, monthly, with our PTSA President and Vice President to go over the plans for our school, to collaborate, and to receive feedback on the work of our school.

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Franklin Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Benjamin Franklin Elementary is located in the Bridle Trail neighborhood of Kirkland and serves portions of Redmond and Kirkland. Franklin currently serves approximately 490 students from kindergarten through fifth grade. Students then move on to Rose Hill Middle School, and then on to Lake Washington High School.

Franklin continues to be a high-achieving school. The staff continues to work with families and students to ensure both academic and social success of all students. Every year, we set attainable, yet challenging, academic goals in all subject areas. Improvement of student learning is a continuous process. As a staff, we believe all children can be successful. Staff spent much of our Wednesday Learning Enhancement and Academic Planning (LEAP) days working on analyzing student work, making plans for improvement, reviewing best instructional practices to improve student learning, collaborating with grade level colleagues and collaborating with vertical teams.

Franklin Elementary serves students first and foremost in the general education setting. Other programs include English Language interventions, Safety Net interventions, Resource Room interventions, highly capable enrichments and services, and a Learning Center program. Each of these systems provides students with the supports they need to successfully access the curriculum and meet their educational goals.

Mission Statement: All students will be equipped with the skills to become life-long learners. We also coordinate our practices to the district mission to elevate our purpose and our practices, to ensure that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		487	455	497
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.2
	Asian	29.6	29.7	36.4
	Black/African American	0.8	0.9	0.6
	Hispanic/Latino of any race(s)	9.2	8.6	7.0
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	8.2	7.7	7.7
	White	52.2	53.0	48.1
Students Eligible for Free/Reduced Price Meals (%)		5.5	5.2	6.4
Students Receiving Special Education Services (%)		12.1	11.5	12.7
English Language Learners (%)		21.4	21.0	18.5
Students with a First Language Other Than English (%)		32.0	35.3	33.7
Mobility Rate (%)[2]		9.4	11.2	9.3

ACADEMIC PERFORMANCE DATA: LITERACY

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[1] Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	88	72	93
1st Grade	86	91	79
2nd Grade	91	86	92

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	79	74	75
4th Grade	75	83	79
5th Grade	82	89	89

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	84	92
Black/African American	-	-	-
Hispanic/Latino	70	74	82
Two or more races	100	93	100
White	86	84	85
English Learner	87	74	85
Low Income	85	91	69
Special Education	59	32	52

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	87	91	85
Black/African American	-	-	-
Hispanic/Latino	64	62	57
Two or more races	76	78	85
White	80	83	83
English Learner	40	60	25
Low Income	55	67	71
Special Education	25	26	36

ACADEMIC PERFORMANCE DATA: MATH	ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	76	69	71
4th Grade	74	78	73
5th Grade	68	75	74

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	82	85

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	83	85	85
Black/African American	-	-	-
Hispanic/Latino	41	33	24
Two or more races	64	72	58
White	76	78	77
English Learner	61	33	19
Low Income	25	47	41
Special Education	21	11	27

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	79	100
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	73
White	n/a	93	90
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	94	86	82
1st Grade	92	94	91
2nd Grade	94	91	93
3rd Grade	91	92	91
4th Grade	93	90	94
5th Grade	96	100	93

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	87	89
Black/African American	--	-	-
Hispanic/Latino	88	93	86
Two or more races	95	94	84
White	96	95	94
English Learner	89	89	83
Low Income	96	79	75
Special Education	91	84	82

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	79	86	-	60	81	79	-	49	31
Math Proficiency Rate (%)	74	82	-	38	70	76	-	29	22
ELA Median Student Growth Percentile[9]	63	67	-	62	58	62.5	-	63	44
Math Median Student Growth Percentile	64	73	-	51	50	63	-	59	34
EL Progress Rate (%)	81	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	91	-	90	-	96	90	86	90

⬉ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>ELL Literacy & Language for Learning Acquisition</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade K-2</td></tr>
<tr><td>Desired Outcome</td><td>Increased proficiency on EOY DIBELS assessments (improve from 85% to 88%) and ELPA21 assessments (improve from 35% with 76% progressing to 39% with 80% progressing) for students in grades K-2 for students who receive ELL services.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Culturally Responsive Teaching</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>In looking at historical achievement data on the DIBELS, ELPA21 and SBA assessments, there is clear data demonstrative of an existing gap between the proficiency rate of ELL students in comparison to other identifiable student groups. By providing ELL students with instructional strategies and tools that are designed to meet their specific learning modalities and needs, students will more rapidly be able to participate in, understand, and progress in relation to grade level standards-based instruction and assessments. In doing so, we will also be directly addressing existing equity and achievement gaps.</td></tr>
<tr><td>Strategy to Address Priority</td>
<td>

Action	Measure of Fidelity of Implementation
CRT & SIOP strategy sharing and implementation with all teachers.	Verify completion of CRT/SIOP learning opportunities on LEAP days.
Identify key learning vocabulary essential for language acquisition and critical understanding.	Identification of key learning vocabulary for helping ELL students access instruction.
Identify a book for a broader book study to help focus the work in support of EL students.	Identify a book and confirm participation in a study of the book with staff members.
Monitor data for progress monitoring throughout the year.	Review and reflect on DIBELS data and other relevant data sources that may be identified within the year.
Communicate and support families of EL students by sharing resources and hosting family learning opportunities.	Confirmation of learning events and communication shared with homes to support ELL students and families.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Regular review of SIP goals and action items in BLT meetings throughout the year.</td></tr>
</table>

Priority #2	
Priority Area	Science
Focus Area	Amplify Implementation with Engagement, Curiosity & Growth Measures
Focus Grade Level(s)	Grade K-5
Desired Outcome	Evidence of utilization and implementation of Amplify learning resources, lessons. Common engagement tools are being developed to measure student engagement in grades 3rd-5th and we strive to improve student achievement as measured by the WCAS with 5th grade students from 85% meeting proficiency to 88% meeting proficiency.
Alignment with District Strategic Initiatives	Innovative Learning Opportunities
Data and Rationale Supporting Focus Area	Qualitative data and feedback in recent years demonstrates that student engagement, curiosity, and academic growth with our previous science materials and curriculum was waning. With the adoption of a new set of Science materials and curriculum, it is important to focus resources and time to ensuring that adoption goes smoothly and is supported with intentional focus in PGE groups and at the building level.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Support staff with professional learning on how to access and instruct with the Amplify instructional resources and materials during August LEAP.	Schedule opportunities and time for staff to receive professional learning in August with the Amplify curriculum.
	Provide ongoing professional learning opportunities during regular LEAP sessions by science leads throughout the year to support implementation, reflect on progress and monitor student components.	Ensure the schedule and participation of staff members in regular and ongoing Science professional learning during LEAP sessions throughout the year (up to 4 sessions from Sept.-May).
	Create a cohort group within the school to measure and monitor student engagement, growth and curiosity.	Creation of a cohort group that is utilizing the measuring and monitoring tools.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Progress monitoring with the measuring tools in our cohort groups being conducted and followed up on. Confirmation of the scheduling of learning opportunities throughout the course of the year and completion of necessary science units throughout the school during the course of the year.

Priority #3	
Priority Area	Behavior
Focus Area	PBIS System Creation and Implementation
Focus Grade Level(s)	Grade K-5
Desired Outcome	Creation of a PBIS cultural, behavioral and intervention support system within the school in order to more effectively manage and respond to student behavior challenges and needs.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Nine Characteristics and PBIS staff ThoughtExchange data established student behavior interventions and supports as a clearly identified area in need of improvement per staff perception. Creation and Implementation of a PBIS system within our school also clearly aligns with the district strategic plan for MTSS-B programs and supports in our schools.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Form Schoolwide PBIS Team	Meeting Agendas with rosters of participation from staff.
	Arrange for schoolwide PBIS/SEL/Restorative professional learning	Upon arranging and participating in the training, monitor fidelity of implementation of PBIS/SEL/RP beliefs and strategies.
	Survey staff to determine Tier 1 Priorities	Share results of SPBD staff perception and readiness survey.
	Create implementation timeline	Upon creation of timeline, regularly review with PBIS team to monitor implementation.
	Create schoolwide behavioral expectations	Include all staff in the process and share the bi-product of the collaboration within the school community.
	Create positive reinforcement/praise system to incorporate "praise slips" and possibly assemblies	Create and begin utilizing praise slips with students and staff. Identify what to recognize with assemblies and a calendar for beginning.
	Create schedule for teaching and reteaching expectations	Evidence of teaching and re-teaching plans.
	Create referral slip to allow for tracking behavior data	Use and train staff on how to accurately report data.
	Monitor behavior data as entered into Skyward via Power-BI	Monitor monthly with PBIS team data analysts and PBIS team.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	By annual utilization of the Tiered Fidelity Inventory (which monitors fidelity of implementation); by monitoring annual Nine Characteristics and Panorama survey data to track staff efficacy and understanding of systems

	of support; by collecting, monitoring and responding to student behavior data.

<table>
<tr><td colspan="2" align="center">Priority #4</td></tr>
<tr><td>Priority Area</td><td>Clear and Shared Focus</td></tr>
<tr><td>Focus Area</td><td>Identify and Establish a Learning Continuum of Key Learning and Academic Skills and Activities</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade K-5</td></tr>
<tr><td>Desired Outcome</td><td>
To produce a more coherent and commonly understood continuum of essential learnings across the K-5 span. Staff will have a more defined understanding of how they support a student's learning at each phase of the K-5 education process and student outcomes will improve with more focused instructional foci. This will be measured with the annual staff Nine Characteristics Survey, specifically looking at questions 6-8 measuring sense of purpose and clear/common understanding. In the most recent completion of this survey at the conclusion of the 2018-2019 school year, these were the following scores represented that we will be working to move to an increased weighted score with each area.
</td></tr>
</table>

Q6. The school has a clear sense of purpose.

Answer	Responses	Value	%
Don't agree at all	2	1	10.00%
Agree slightly	5	2	25.00%
Agree mostly	12	3	60.00%
Agree completely	1	4	5.00%
(Did not answer)	0	NULL	0.00%

Weighted Score : 2.60

Total Responses	20		

Q7. I have a clear understanding of what the school is trying to achieve.

Answer	Responses	Value	%
Don't agree at all	2	1	10.00%
Agree slightly	6	2	30.00%
Agree mostly	11	3	55.00%
Agree completely	1	4	5.00%
(Did not answer)	0	NULL	0.00%

Weighted Score : 2.55

Total Responses	20		

Q8. The staff share a common understanding of what the school wants to achieve.

Answer	Responses	Value	%
Don't agree at all	3	1	15.00%
Agree slightly	5	2	25.00%
Agree mostly	11	3	55.00%
Agree completely	1	4	5.00%
(Did not answer)	0	NULL	0.00%

Weighted Score : 2.50

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Approximately 47% of our certificated staff members and both administrators are new to our school over the past two years. In order to create a learning focus and identify, we need to commonly review and define our best practices to help promote student growth at the highest levels.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation	
	Calibrate and clarify academic/learning language for students.	Key learning language identified, listed, and reviewed for implementation with all certificated staff.	
	Create common values and expectations for learning by identifying and aligning key concepts and skills at each level.	K-5 math and ELA continuums identified, created, and used amongst staff to promote awareness and understanding.	
	Revisit and/or revise the mission and vision statements for Franklin Elementary.	Review of current M/V will lead to confirmation and/or revision, producing a statement that guides building work.	
	Work to identify more quality diagnostic assessment measures that could be used with all K-5 students for ELA/Literacy and/or math.	Identification and application of common diagnostic assessments across all grade levels, used and data reviewed multiple times each year.	
	Identify and incorporate high leverage educational strategies for learning that will be emphasized, developed and implemented throughout the school.	Identification of strategies that are highly effective and development of a clear and shared focus amongst staff for facilitating learning and instruction with said strategies.	

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Nine Characteristics Survey; Prioritize our action items, review action items regularly within BLT to organize, plan and facilitate the necessary progressions.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Twice monthly meetings with PTA president to share goals and focus.	Ongoing from September-Present
	Access and reflect on community feedback an input from the new principal survey facilitated last Spring.	August-October 2019
	Identify an appropriate representation of students to participate in a conversation and review of the SIP; facilitate student review.	November 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post to school website and include link of final draft in school newsletter.	January 2020
	Share with broader representation of parents at PTA general meeting.	January 2020
	Share and review with all staff members within the learning community for fidelity of implementation.	December 2019

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Frost Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Robert Frost Elementary School welcomed over 441 students for the start of the 2019-20 school year. This reflects an increase from the previous year in multiple grade levels, resulting in the addition of two additional classrooms for 2019-20. Our school was established in 1969, in the heart of the Kingsgate neighborhood in Kirkland, Washington. We provide an excellent instructional environment for a diverse community of students, providing students with rich academic challenges, as well as intensive instructional support through our English Language Learner, Safety net and Special Education programs. Our school hosts two Learning Center classrooms, which serve Lake Washington School District students with developmental and medical needs. We are one of six Title 1 schools in the Lake Washington School District, serving a community that is both economically and culturally diverse.

Robert Frost Elementary School has a strong, involved community with many parents and neighbors volunteering frequently in the classrooms. The PTSA coordinates many ongoing programs in support of student learning and offers a variety of after school classes and activities.

The results of the 2019 SBA showed Robert Frost Students making significant gains for cohort performance in ELA, while 3rd and 5th grade students also demonstrated significant improvement compared to the previous year's group. Cohorts declined in Math, and when comparing groups to the previous year declines were also present for 4th and 5th grade. However, 3rd grade students performed a significant 18% higher in math than the previous year's group. Compared to the state, Frost students performed above state averages in all areas by an average of 19%.

We understand the importance of identifying the areas of improvement to continue our work in aligning with district levels of proficiency. This Fall, we began examining individual SBA, and other student data, and are gathering additional sources of assessment information to determine areas of focus for each grade level and each student. All staff are participating in school-wide training for instructional intervention and differentiation, strategies for supporting bilingual students in content areas, and technology integration. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic challenge for all students through continuous review of classroom performance data and collaborative intervention at every grade level.

Mission Statement: At Robert Frost Elementary, our mission is to provide a safe, supportive and inclusive environment where every student can learn and achieve to their highest potential, develop key life skills, and apply core values of respect, perseverance, and tolerance. At Robert Frost Elementary, we care for ourselves and our learning, we care for each other, and we care for our school and community.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		444	424	436
Racial Diversity (%)	American Indian/Alaskan Native	0.9	0.0	0.2
	Asian	9.2	9.4	6.7
	Black/African American	2.7	3.3	4.6
	Hispanic/Latino of any race(s)	28.4	28.5	28.2
	Native Hawaiian/Other Pacific Islander	0.2	1.7	0.2
	Two or more races	7.7	9.7	9.6
	White	50.9	48.4	50.5
Students Eligible for Free/Reduced Price Meals (%)		35.1	34.2	38.3
Students Receiving Special Education Services (%)		15.1	14.9	14.8
English Language Learners (%)		26.6	26.0	22.3
Students with a First Language Other Than English (%)		33.3	34.5	32.3
Mobility Rate (%)[2]		13.5	12.3	10.6

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	86	87	89
1st Grade	81	73	77
2nd Grade	82	86	79

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	59	60	82
4th Grade	60	68	67
5th Grade	74	71	80

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	89	100	92
Black/African American	-	-	69
Hispanic/Latino	73	67	71
Two or more races	92	95	89
White	87	85	86
English Learner	68	60	62
Low Income	75	70	67
Special Education	38	41	50

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	83	81	90
Black/African American	-	-	-
Hispanic/Latino	35	35	57
Two or more races	90	88	95
White	73	81	83
English Learner	24	17	18
Low Income	41	44	63
Special Education	7	25	44

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	60	60	78
4th Grade	54	60	54
5th Grade	72	60	51

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	73	75

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	72	63	60
Black/African American	-	-	-
Hispanic/Latino	33	33	33
Two or more races	85	88	95
White	73	73	69
English Learner	24	19	7
Low Income	40	42	42
Special Education	14	25	26

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	39	47
Two or more races	n/a	-	90
White	n/a	86	83
English Learner	n/a	27	-
Low Income	n/a	48	46
Special Education	n/a	38	-

◢ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

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[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	84	85	90
1st Grade	93	88	91
2nd Grade	90	100	87
3rd Grade	94	95	97
4th Grade	94	91	98
5th Grade	96	95	90

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	77	80
Black/African American	--	100	87
Hispanic/Latino	86	94	90
Two or more races	92	88	98
White	94	95	93
English Learner	84	84	88
Low Income	88	92	88
Special Education	83	87	86

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	67	82	-	38	89	78	19	46	28
Math Proficiency Rate (%)	61	68	-	33	87	73	20	43	28
ELA Median Student Growth Percentile[9]	63	69.5	-	59	68.5	60	48	58	40
Math Median Student Growth Percentile	62	71	-	57	62	62	54	57	49
EL Progress Rate (%)	79	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	86	-	93	93	95	86	93	88

⬆ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Mathematics
Focus Area	Place Value
Focus Grade Level(s)	Grade K-5
Desired Outcome	Improved student scores in target areas of the 2019-2020 Math grade 3, 4, 5 SBA. All students will achieve an = or + sign in targets related to Place Value. All students will receive an = or + sign in Place Value as compared to the rest of the test.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Mathematics **Mathematics** | Grade	Number of Students Tested	Percent Proficient
---	---	---
Grade 3	70	76%
Grade 4	64	53%
Grade 5	74	49% | Grades 3, 4 and 5 targeted Math data demonstrated growth necessary in the following areas: | Grade 3:	Target K: Reasoning with shapes and their attributes
Grade 4:	Target A: Use the four operations with whole numbers to solve problems Target B: Gain familiarity with factors and multiples Target C: Generate and analyze patterns
Grade 5:	Target C: Understand the place value system Target F: extend previous understandings of multiplication and division Target G: convert like measurement units within a given measurement system. Target I: Geometric measurement | Because place value knowledge affects multiple targets, the decision was made by the school's Instructional Leadership Team to prioritize professional learning around Place Value and Number Sense this school year, 2019-20.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Kindergarten: • Teach Place Value during calendar time, using manipulatives to represent the one's and ten's places for the days of the month 1st Grade: • Point out patterns and teach place value during calendar time • Find moments to incorporate place value mini-lessons, such as students writing the date on their paper 2nd Grade: • Additional practice with place value mats and place value models • Teaching/modeling/practicing the relationship between addition and subtraction • Teaching/modeling/practicing multiple strategies for adding and subtracting with two- and three-digit numbers • Teaching/modeling/practicing how to apply computational skills to story problems • Teaching math vocabulary (including words found in directions) throughout the year 3rd Grade: • Teach Skip counting • Multiplication facts - teach, practice, learn, timed tests • Introduce, practice division • Emphasize/review place value for addition and subtraction 4th Grade: • Work on problem solving in math • Provide our students with more strategies for attacking problems that have a lot of words: help them read through	Percentage of K-5 teams focusing on actions during team meetings throughout the year. Percentage of Interim (IAB) and practice assessments given throughout the year.

	the problem, pull out the necessary information, determine the operation and complete the problem. 5th Grade: • Small group support • Differentiated lessons and homework	
	All teacher teams (K-5, SN, ELL, Specialits) review SBA target data and identify areas of success and areas of growth.	Percentage of teams completing Data Reflection and Planning Page in OneNote.
	Instructional Leadership Team narrows down and identifies growth areas as well as actions and strategies to improve Math areas of concern.	Completion of ILT SIP reflection page in one note, as well as identification of actions and strategies.
	Learn about what place value type problems look like at different grade levels.	Percentage of teacher teams completing practice SBA problems related to Place Value.
	(K-5, SN, ELL, Specialists) Complete sample SBA problems related to Place Value, identify critical lesson components to successfully complete SBA problems in grades 3, 4, and 5.	Percentage of teacher teams, in OneNote, identifying learning that takes place at their individual grade levels to be successful on the Grades 3, 4, and 5 SBA.
	K-5 grade levels identify areas of the curriculum to supplement and improve instruction related to Place Value.	Percentage of Grade level teams identifying Envision Units to supplement and improve instruction.
	Grades 3, 4 and 5 students will increase the amount of practice type SBA problems taken.	Percentage of Interim Assessments completed throughout the year.
	Teacher teams review SBA scoring rubrics, targets, and student exemplars provided by SBA.	Percentage of teams completing rubrics and exemplars.
	Staff will build their place value knowledge throughout the year with professional development.	Amount of articles, videos, etc. added to staff Place Value Tab in OneNote. Work with CORE facilitator, Mary Ann Jalbert, to increase knowledge in Place Value and Number Sense.
Timeline for Focus	Fall 2019- Spring 2020	
Method(s) to Monitor Progress	Math interim assessments (IAB's) will be given periodically after completion of Envision Math units.	
Priority #2		

Priority Area	English Language Arts/Literacy
Focus Area	Cite text Evidence, Analysis Across Texts
Focus Grade Level(s)	Grade K-5
Desired Outcome	Improved student scores in target areas of the 2019-2020 ELA grade 3, 4, 5 SBA. All students will achieve an = or + sign in targets related to citing text evidence and analysis across texts. All students will receive an = or + sign in citing text evidence and analysis across texts as compared to the rest of the test.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	69	83%
Grade 4	64	67%
Grade 5	71	80%

Grades 3, 4, and 5 targeted ELA SBA data demonstrated growth necessary in the following areas:

Grade 3:	Target 5: Analysis within or across texts: Describe and explain relationships among literary elements within or across texts or compare/contrast the narrator or characters' point of view within or across texts. Target 12: Analysis within or across texts: Interpret and explain how information is presented within or across texts or compare/contrast the author's point of view within or across texts.
Grade 4:	Target 5: Analysis within or across texts: Describe and explain relationships among literary elements within or across texts or compare/contrast the narrator or characters' point of view within or across texts. Target 8: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
Grade 5:	Target 9: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text. Target 10: Word meanings - Determine intended meanings of words including academic/Tier 2 words and words with multiple meanings, based on context, word relationships, word structure, or use of reference materials.

. . .
Because *citing text evidence* affects multiple targets, the decision was made by the school's Instructional Leadership Team to prioritize professional |

	learning on *citing text evidence* and *analysis across texts* this school year, 2019-20.	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Kindergarten: • Model text to text, text to self, text to world connections within and across texts • Model how to find answers within the text 1st Grade: • More intentionality teaching text to text, text to self and text to world connections within and across texts 2nd Grade: • Identify main topic/key details in informational texts • Answer questions from informational texts with text evidence • Teach/model using informational text features • Teach strategies for understanding: multiple meaning words, prefixes/suffixes, inflectional endings, figurative language • Teach students to make text-to-text connections between Wonders texts each week • Teach topic in whole group and small group instruction • Communicate with 3rd grade team to find out what we can emphasize in our instruction to better prepare students 3rd Grade: • Model and practice finding text evidence and citing correctly in reading and writing. • Intentionally teaching vocabulary strategies and finding examples in texts; teaching vocabulary 4th Grade:	Percentage of K-5 teams focusing on actions during team meetings throughout the year. Percentage of Interim (IAB) and practice assessments given throughout the year.

• Work on using more paired texts with students so that we can ask within and across text comprehension questions that require students to cite evidence. • Work more with students to edit and revise their own writing and writing that is provided to them. 5th Grade: • Work on vocabulary strategies, determine the meaning of unknown words	
All teacher teams (K-5, SN, ELL, Specialits) review SBA target data and identify areas of success and areas of growth.	Percentage of teams completing Data Reflection and Planning Page in OneNote.
Instructional Leadership Team narrows down and identifies growth areas as well as actions and strategies to improve ELA areas of concern.	Completion of ILT SIP reflection page in one note, as well as identification of actions and strategies.
Learn about what *citing text evidence* and *analysis across text* problems look like at different grade levels.	Percentage of teacher teams completing practice SBA problems related to *citing text evidence* and *analysis across texts*.
(K-5, SN, ELL, Specialists) Complete sample SBA problems related to *Citing Text Evidence* and *Analysis Across Texts,* identify critical lesson components to successfully complete SBA problems in grades 3, 4, and 5.	Percentage of teacher teams, in OneNote, identifying learning that takes place at their individual grade levels to be successful on the Grades 3, 4, and 5 ELA SBA.
K-5 grade levels identify areas of the curriculum to supplement and improve instruction related to *Citing Text Evidence* and *Analysis Across Texts*.	Percentage of Grade level teams identifying Envision Units to supplement and improve instruction.
Grades 3, 4, and 5 students will increase the amount of practice type SBA problems taken.	Percentage of Interim Assessments completed throughout the year.
Teacher teams review SBA scoring rubrics, targets, and student exemplars provided by SBA.	Percentage of teams completing rubrics and exemplars.
Staff will build their cite text evidence and analysis across texts knowledge throughout the year with professional development.	Amount of articles, videos, etc. added to staff Analysis Across Texts Tab in OneNote.

Timeline for Focus	Fall 2019 – Spring 2020
Method(s) to Monitor Progress	ELA interim assessments (IAB's) and practice tests will be given periodically after completion of Envision Math units. Wonders Unit Tests are given after each unit and will be monitored for growth on problems related to citing text evidence and analysis across texts.

<table>
<tr>
<th colspan="3" align="center">Priority #3</th>
</tr>
<tr>
<td>Priority Area</td>
<td colspan="2">Social and Emotional</td>
</tr>
<tr>
<td>Focus Area</td>
<td colspan="2">Emotional Regulation</td>
</tr>
<tr>
<td>Focus Grade Level(s)</td>
<td colspan="2">Grade K-5</td>
</tr>
<tr>
<td>Desired Outcome</td>
<td colspan="2">Growth in the area of Emotional Regulation from 44% positive responses, on the Spring 2019 Panorama Survey, to 51% positive responses on the Spring 2020 Panorama Survey, to meet or exceed current LWSD averages.</td>
</tr>
<tr>
<td>Alignment with District Strategic Initiatives</td>
<td colspan="2">Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)</td>
</tr>
<tr>
<td>Data and Rationale Supporting Focus Area</td>
<td colspan="2">Panorama Student Survey Data (Spring 2019)
Frost students responded with a lower percentage of positive responses in Emotional Regulation than other social-emotional areas: 44% positive compared to 60% positive for Sense of Belonging.
Frost students scored 6% lower than the average for the Lake Washington School District. This was also a comparatively higher impact area for low income and Hispanic students who have demonstrated lower levels of academic achievement at Robert Frost Elementary.</td>
</tr>
<tr>
<td rowspan="4">Strategy to Address Priority</td>
<td align="center">Action</td>
<td align="center">Measure of Fidelity of Implementation</td>
</tr>
<tr>
<td>• Professional development in support of de-escalation strategies</td>
<td>• Scheduled during staff meetings and LEAP training days throughout the 2019-20 school year</td>
</tr>
<tr>
<td>• Professional development in trauma-informed intervention strategies</td>
<td>• Completion of trauma-informed intervention strategies (e.g.: ACES)</td>
</tr>
<tr>
<td>• Professional development in the application of classroom community interventions</td>
<td>• Inclusion of classroom community strategies (e.g.: class meetings, restorative circles, guided meditation)</td>
</tr>
</table>

	• Data collection and response for behavior incidents related to emotional regulation	• Monthly data review and response planning through building PBIS team with referral to Guidance Team/SIT Team for Tier 3 intervention
	• Scheduled classroom lessons focused on emotional regulation provided through Counselor	• Instructional Schedule established for the year aligned to LWSD SEL curriculum
	• Instruction and intervention for emotional regulation provided through classroom teacher, including brain breaks, Kelso's Choices, Growth Mindset strategies, and individual student accommodations	• Lessons and interventions provided to teachers aligned to SEL curriculum and established instructional schedule
	• Small-group instruction and intervention for emotional regulation provided through Counselor	• Referrals created two times per year in collaboration between counselor and teacher using data from scheduled SEL instruction, teacher provided SEL intervention, and PBIS team data
	• Application of de-escalation and emotional regulation strategies aligned with SEL curriculum provided by recess/lunchroom supervisors, including student	• Progress monitored through monthly PBIS meetings and monthly Instructional Assistant meetings

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	• Review of Panorama data (Fall 2019 and Spring 2020) • Mid-year check-in • Monthly discussion through professional development provided through LEAP professional learning days and staff meetings • Progress monitoring by counselor for student progress in classroom lessons and small-group intervention • PBIS behavior data

Priority #4	
Priority Area	Focused Professional Development
Focus Area	"Staff members get help in areas they need to improve"
Focus Grade Level(s)	Grade K-5
Desired Outcome	Improve positive response to Focus Area in the annual *Nine Characteristics of High-Performing Schools Survey* from 32% in Spring 2019 to 60% in Spring 2020, with increases in completion by certificated staff from 54% (Spring 2019) to 80% completing the survey (Spring 2020).
Alignment with District Strategic Initiatives	Professional Learning

Data and Rationale Supporting Focus Area	*Nine Characteristics of High-Performing Schools Survey* Data (Spring 2019) • This area garnered the lowest number of positive responses by the 21 respondents and was the only area with majority negative responses.	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	• Staff input for requested support for improvement	• Record of response data by November 2019
	• Development of professional learning and team support plans through Instructional Leadership Team	• Monthly Instructional Leadership Team meeting agendas and notes

	• Professional learning and collaboration through LEAP scheduling and staff meetings for teacher-identified growth areas:
	  o Science instruction with new curriculum/standards
	  o Collaboration between Specialist and Classroom teachers for aligning and improving services
		• Professional Learning LEAP agendas (Monthly)
		• Staff meeting agendas (monthly)

	• Release time provided for professional learning, collaboration, and curriculum planning around teacher/team-identified growth areas:
	  o Science instruction with new curriculum/standards
	  o Collaboration between Specialist and Classroom teachers for aligning and improving services
	  o Math intervention
	  o Small group instruction
	  o Co-teaching
	  o Behavior management
		• Release time provided through building budget
		• Usage promoted and reviewed monthly through Instructional Leadership Team
		• Usage documented through building budget management processes

	• Perception surveys for progress monitoring	• Survey two times per year
	• Monthly check-ins through Leadership Teams	• Survey data review and response
	• Surveys to staff following professional development/improvement activities	• Survey results

	• Ensure greater fidelity in completion of survey	• Increase completion rate by certificated staff from 54% to over 80%
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	• *Nine Characteristics of High-Performing Schools Survey* Data (Spring 2020) • School-based professional development survey data • School-based perception survey data • Budget review process • Progress review through Instructional Leadership Team	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Safety Net Parent Information Meetings - Process of determining school goals was shared and parents were invited to participate in SIP process - Interpreters translated in Spanish and Portuguese - Offered two meeting times (before school and evening) to accommodate family schedules - Childcare and light snack provided	October 2019
	Parent Advisory Committee Families invited to review and provide feedback on school goals and parent/family engagement strategies Continuous and intentional outreach to parents and community members of diverse backgrounds to participate in this process.	Three times per year
	Collaboration with LWSD Family Engagement and Community Outreach Coordinator to communicate goals and build engagement strategies with families. Methods include, but are not limited to:	Throughout year

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

	- Staff trainings on equity and family engagement - Community cafes - Empowerment and capacity building for families (i.e. Natural Leaders) - Offering workshops and/or resources that families request needing Informal and formal surveying of families	
	Parent surveys to collect feedback on school/parent compact.	November 2019
	- Focus on parent/home strategies to support student progress towards SIP goals - Specific home strategies and resources provided to parents via classroom PowerSchool, Safety Net Reading Connections Newsletter, Tuesday Bulletin, and parent information nights - Key resources translated into Spanish and Portuguese - Collaboration with LWSD Equity Office and Washington Alliance for Better Schools to maintain supports and training for community members in the Natural Leaders process - Community surveys to determine specific needs and interests - Parent education opportunities provided to develop skills for home academic support - Resources targeted to Spanish-speaking and Portuguese-speaking/underrepresented families - Collaboration with leadership from PTSA and Natural Leaders for feedback, planning, and alignment of family support programs - Continued inclusion of parent representative in school PBIS team	Throughout year
	Monthly meeting with PTSA leadership for planning and collaboration	Throughout year

	• Parent information events scheduled in fall and spring • SIP posted online in January • Monthly information sharing with community through PTSA general meeting • Staff review of progress during scheduled LEAP days in late Winter and Spring	
Strategy to Inform Students, Families, Parents and Community Members of the SIP	**Action**	**Timeline**
	Safety Net Parent Information Meetings • Process of determining school goals was shared and parents were invited to participate in SIP process. • Interpreters translated in Spanish and Portuguese. • Offered 2 meeting times (before school and evening) to accommodate family schedules. • Childcare and light snack provided.	October 2019
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	Collaboration with LWSD Family Engagement and Community Outreach coordinator to communicate goals build engagement strategies with families. Methods include, but are not limited to: • Staff trainings on equity and family engagement • Community cafes • Empowerment and capacity building for families (i.e. Natural Leaders) • Offering workshops and/or resources that families request needing Informal and formal surveying of families	Throughout year

		• Information about goals, strategies, and interventions communicated through Frost Website, Classroom PowerSchool sites, Safety Net Reading Connections Newsletter, and weekly Tuesday Bulletin • Key resources translated into Spanish and Portuguese • Electronic translation tools included in all online communications • Finalized SIP plan posted on school website • Collaboration with LWSD Equity Office and Washington Alliance for Better Schools to maintain supports and training for community members in the Natural Leaders process • Information shared/distributed during annual Meet & Greet, Curriculum Night, PTSA and Natural Leader meetings, Safety Net/ELL evening parent events, and Conferences	Throughout year
		• Monthly meeting with PTSA leadership for planning and collaboration • Weekly schoolwide parent newsletter distributed to all families • Parent information events scheduled in fall and spring • SIP posted online in January • Monthly information sharing with community through PTSA general meeting • Staff review of progress during scheduled LEAP days in late Winter and Spring	Throughout year

Juanita Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Juanita Elementary is a PK-5 school located in Kirkland, Washington, in the Juanita region. Students who attend Juanita move on to Finn Hill Middle School, and graduate from Juanita High School. Our core values are encapsulated in the characteristics we strive to help students embody and can be summarized in the acronym PRIDE (Problem Solving, Respect, Integrity, Diligence, and Empathy). Juanita Elementary School takes pride in fostering partnerships with parent organizations, local community leaders, and businesses, which help expand our student's world view and the opportunities they present. Our school partners with the Pantry Pack program to support families in need. In addition, our school also houses extra-curricular enrichment activities including visual arts, martial arts, guitar, yoga, wilderness skills, piano, chess, crafts, jazzercise, Lego Robotics, coding, and a variety of sports.

The staff at Juanita Elementary are passionate about upholding the belief that every student should have the opportunity to learn and succeed and are dedicated to providing high quality instruction and creating a positive school environment. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have analyzed many data points such as test scores, grade report marks, attendance rates, and discipline data to identify areas of concern for historically marginalized students. Five times a year, our staff will be organizing PRIDE assemblies where we acknowledge and celebrate students in our school for their life skill success in demonstrating these characteristics. PRIDE: Problem Solving: I will use steps to find solutions and resolve conflicts; Respect: I will think and act in a positive way about myself, others, and the world around me; Integrity: I will be honest and do what is right; Diligence: I will work hard and not give up; Empathy: I will seek to understand the feelings and perspectives of others. These assemblies are also an opportunity where we can emphasize the teachings of the Social Emotional Second Step curriculum, used in every classroom and reinforced through class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Juanita a wonderful place to grow, learn, and succeed!

Mission Statement: Every student will prepare to graduate and lead a rewarding, responsible life as a contributing member of our diverse society.

Demographics:[1]

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

		2016-17	2017-18	2018-19
Student Enrollment (count)		405	404	389
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	12.8	15.4	15.4
	Black/African American	3.5	3.2	2.8
	Hispanic/Latino of any race(s)	18.5	16.3	18.3
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	14.6	12.9	9.3
	White	50.6	52.2	54.2
Students Eligible for Free/Reduced Price Meals (%)		24.5	21.6	20.0
Students Receiving Special Education Services (%)		19.6	17.6	19.0
English Language Learners (%)		16.1	16.1	15.3
Students with a First Language Other Than English (%)		26.2	28.0	26.5
Mobility Rate (%)[2]		18.5	17.6	17.0

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[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	86	91	83
1st Grade	76	78	85
2nd Grade	78	76	74

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	65	69	67
4th Grade	67	72	70
5th Grade	83	84	80

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	94	93
Black/African American	-	-	-
Hispanic/Latino	65	60	58
Two or more races	84	83	93
White	84	84	83
English Learner	64	68	66
Low Income	58	55	56
Special Education	44	62	52

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	75	76
Black/African American	-	-	-
Hispanic/Latino	46	57	61
Two or more races	71	77	68
White	79	84	78
English Learner	26	32	22
Low Income	57	62	51
Special Education	35	50	40

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	73	75	70
4th Grade	62	68	72
5th Grade	75	63	62

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	94	76
Black/African American	-	-	-
Hispanic/Latino	44	41	49
Two or more races	74	77	74
White	76	74	77
English Learner	40	46	18
Low Income	60	50	37
Special Education	35	29	27

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	75	70

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	38	40
Two or more races	n/a	82	-
White	n/a	87	81
English Learner	n/a	45	-
Low Income	n/a	58	46
Special Education	n/a	58	-

◣ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	87	91	88
1st Grade	92	94	96
2nd Grade	86	98	87
3rd Grade	92	95	93
4th Grade	91	95	89
5th Grade	98	92	94

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	93	100	87
Black/African American	92-	-	77
Hispanic/Latino	86	91	87
Two or more races	91	96	94
White	93	94	94
English Learner	89	92	92
Low Income	84	93	78
Special Education	90	91	85

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	77	-	-	53	76	85	29	61	42
Math Proficiency Rate (%)	71	-	-	43	76	77	40	56	31
ELA Median Student Growth Percentile[9]	58.5	-	-	55	59	59	52	55	44.5
Math Median Student Growth Percentile	41.5	-	-	41	41	43	50.5	37.5	42.5
EL Progress Rate (%)	80	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	91	-	92	94	94	93	90	86

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Reading (Language Use and Word Meanings)</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade K-5</td></tr>
<tr><td>Desired Outcome</td><td>By Spring 2022, 85% of K-5 students will score at or above standard as measured by DIBELS (Grades K-2) and the ELA Smarter Balanced Assessment (Grades 3-5).</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Data analysis of our SBA scores from the past three years indicates that the area needing most attention is in the Reading Claim; specifically, in the areas of Language Use and Word Meanings. This was a trend across the grade levels.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Collaborate to horizontally and vertically align teaching strategies and routines for weekly Wonders vocabulary and phonics concepts.	Percentage of teachers collaborating vertically and horizontally on vocabulary and phonics instruction.
K-5 grade level teams collaborate to ensure alignment of Wonders Instructional Routine Handbook with teaching practice.	Percentage of teachers implementing instructional routines from the Wonders handbook.
Conduct Wonders teaching strategy review for vocabulary instruction and alignment.	Percentage of grade level teams identifying and implementing Wonders lesson components for vocabulary instruction.
All K-2 students meet minimum weekly usage minutes for Lexia.	Online reports indicate % of students meeting minimum Lexia usage.
K-5 teams teach the Wonders curriculum with fidelity and move phonics instruction from day three to day one.	Percentage of teachers teaching Wonders with fidelity, including daily phonics instruction.
K-5 teachers integrate use of SIOP strategies with Wonders curriculum, targeting phonics and vocabulary.	Percentage of teachers implementing SIOP strategies taught through professional development.
Implement the Wonders curriculum for vocab and phonics (morphemic skills) instruction.	Percentage of teachers implementing morphemic skills instruction.

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</table>

	Use of graphic organizers such as word maps to help support vocabulary instruction.	Percentage of students engaged in using graphic organizers.
	Grade 3-5 teachers collaborate to analyze SBA IAB data and adjust instruction as needed.	Percentage of teachers analyzing data with team and identifying areas for additional instruction.
	Grade level teams identify parts of Wonders assessments that can be used to determine efficacy of vocab and phonics/word study instruction.	Percentage of teams accessing and analyzing assessments.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Wonders weekly assessments. SBA Interims for progress monitoring. Semester Report Card Grades. SBA end of year data.	

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts & Procedures
Focus Grade Level(s)	Grade K-5
Desired Outcome	By Spring 2022, 78% of Grade 3-5 students will score at or above standard, as measured by the Math Smarter Balanced Assessment.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years indicate that the area needing most attention is the Concepts & Procedures claim, specifically in the areas of multiplication and fractions.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
K-2 teachers will facilitate subitizing discussions in the classroom to enhance understanding of number relationships.	Percentage of teachers who frequently provide opportunities for students to practice subitizing.
K-5 students will be explicitly taught how to appropriately use manipulatives.	Percentage of teachers who explicitly teach use of manipulatives.
K-2 teachers will facilitate skip counting with students to help them identify patterns and increase proficiency in multiplication facts.	Percentage who frequently provide opportunities for students to practice skip counting.
K-5 teachers will use Number Talks to facilitate student discussion of number relationships and problem-solving rationale.	Evidence of number talks in student math journals and on classroom anchor charts.
K-5 teachers will use Quick Images to teach arrays, number sense, and subtraction.	Percentage who frequently provide opportunities for students to use Quick Images.
K-5 Students will have opportunity for research-based Math technology integration, given time to use DreamBox and ALEKS.	Percentage of students meeting minimum usage requirements in DreamBox and ALEKS.
All teachers integrate SIOP strategies within their math instruction.	Percentage of teachers implementing SIOP strategies taught through professional development.
K-5 teachers will commit to professional development around Number Talks in order to develop number sense.	Teachers select a minimum of one item from building-created menu of Professional Development opportunities connected to Number Talks.
Grades 3-5 level teams will gauge student progress on CCSS by using SBA IAB.	Online reports indicating SBA IAB usage.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Common District Summative Assessments. SBA Interims for progress monitoring. Semester Report Card Grades. SBA end of year data.

	Priority #3	
Priority Area	Social and Emotional	
Focus Area	Resilience	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	By Spring 2022, 60% of K-5 students will respond favorably that students are able to pull themselves out of a bad mood, as measured by the Grade 3-5 Panorama Survey and the modified K-2 Social Emotional Survey.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Analyzing results from the Panorama Survey and the modified K-2 Social Emotional Survey taken in Fall 2018 (43% of students answered favorably) and Spring 2019 (40% of students answered favorably), there is indication for need of more support in the area of resilience (how frequently students are able to pull themselves out of a bad mood).	

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Both staff and students engage in mindfulness activities.	Percentage of classrooms engage in Mindfulness Monday activity from School Culture Committee.
	Counselor and K-5 teachers teach lessons about emotional regulation.	Counselor and percentage of teachers using Second Step, Positive Discipline, and supplemental materials.
	Grades 3-5 administer Panorama Survey and K-2 takes a modified Social Emotional survey.	Percentage of grade 3-5 Panorama surveys and K-2 surveys completed by students.
	K-5 teachers explicitly teach calm down strategies and practice with students on a weekly basis.	Percentage of teachers teaching calm down strategies and practicing with students on a weekly basis.
	K-5 teachers model and teach about having a growth mindset.	Percentage of teachers explicitly teaching growth mindset concepts.
	Ensure that K-5 students know where the calm down spaces are and how to access them in every area of the building.	Percentage of spaces in the building that have a designated calm down space. Percentage of students who can identify the calm down spaces in every area of the building.
	K-5 teachers frequently hold class meetings to develop students problem-solving skills.	Classrooms frequently implement class meetings focused on problem solving.
	Occupational Therapist, Counselor, and Special Education Teacher provide training on sensory seeking behaviors and calm down strategies.	Percentage of staff attending training.

Timeline for Focus	Fall, 2019 - Spring, 2022

Method(s) to Monitor Progress	Counselor's emotional regulation lesson schedule. Panorama Surveys twice per school year (October and May/June results). Modified K-2 Social Emotional Survey.

Priority #4	
Priority Area	Supportive Learning Environment
Focus Area	Respect
Focus Grade Level(s)	Grade K-5
Desired Outcome	By Spring 2022, 30% of participating staff members will indicate that they believe students respect those who are different from themselves as measured by the Nine Characteristics Survey.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	The results of the 2019 Nine Characteristics Survey indicated that only 15% of staff members agree completely that students respect those who are different from them. It is important that all students feel respected and have a positive school experience.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff members model adult to adult and adult to student respect.	Percentage of staff members modeling respect.
	Staff members provide specific praise to students demonstrating PRIDE characteristics via Jag Brags.	Number of Jag Brags turned in per staff member.
	K-5 students are taught how to provide praise to one another.	Percentage of students observed providing praise during class meetings, compliment circles, and in unstructured school environments.
	Administer Nine Characteristics Survey.	Percentage of staff members completing Nine Characteristics survey. Percentage of staff agree completely that students respect those who are different from themselves.
	Staff intentionally provides varied opportunities to share and celebrate unique differences.	Number of opportunities students have to share and celebrate unique differences.
	Professional development on equitable practices and talking to children about race.	Percentage of teachers talking with children about race. Percentage of teachers talking with children about accepting differences.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Nine Characteristics Survey (administered yearly). Staff Survey on implementation of Action Items and questions related to students showing one another respect. Number of Jag Brags received for "Respect."

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Principal/PTA Coffee Talk: discuss family engagement and generate strategies to achieve our SIP goals.	First Coffee Talk of each school year
	Administer Parent Engagement Survey on paper and online (using QR code).	Fall 2019, 2020, 2021
	Ongoing collection of feedback from stakeholders.	Fall, 2019 – Spring 2022
	Invitation for parents to provide feedback in the development of the SIP during our first and last PTA meetings of the school year.	First and last PTA meetings of each school year (2019-2022)
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post the SIP on our school website in several languages.	Every January
	Share a link to the SIP in the Cat Tracks Newsletter.	Biweekly newsletter
	Principal/PTA Coffee Talk: discuss family engagement and generate strategies to achieve our SIP goals.	Multiple Coffee Talks
	Parent Engagement Survey with goals and potential strategies listed.	Fall 2019, 2020, 2021

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Keller Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Helen Keller Elementary School is a K-5 school located in Kirkland WA, nestled into a well-established neighborhood in the Juanita region. Students who attend Helen Keller move on to Kamiakin Middle School and graduate from Juanita High School. Our core values can be summarized with the acronym GRIP: Growth: developing intellectual abilities and social skills; Respect: trusting others how you would like to be treated; Integrity: striving to make the right choices; Perseverance: working hard and trying your best. We continue to see great strides toward progress and are confident that scores will increase as we continue working as a PLC and focus on the outcomes provided through the SBA interims, progress monitors, and end of year assessments.

Helen Keller has wonderful staff filled with research-based practices mixed with fresh ideas. All our educators work in collaborative teams, meeting weekly to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. We believe that authentic and timely feedback about our instructional practice will further our own professional growth and best support student learning. Our school also provides intensive support via Learning Centers, which serves district students K-5 with developmental needs. In addition, we are one of a few schools who independently provide meal support to families in need through our Backpack Program, which also runs throughout the summer months. Our school also houses extra-curricular enrichment activities including drama, sewing, jump rope, chess, Legos, jazzercise, and visual arts. Helen Keller Elementary School has a strong community partnership that involves local businesses, families, and neighbors. The school has become a community hub, thanks to the staff and volunteers who provide opportunities including math and reading nights, the ice cream social, music programs, and the talent show to gather our families together.

Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have used many data points such as test scores, grade report marks, attendance rates, and discipline to identify areas of concern for historically marginalized students. Four times a year the staff organize spirit assemblies where we acknowledge and celebrate students in our school for academic and life skill success. These assemblies, in which parents are invited, are also an opportunity where we can emphasize the teachings of the Second Step program, used in every classroom and reinforced through daily class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Helen Keller a safe and happy place to learn, take risks, and achieve greatness!

Mission Statement: The mission of Helen Keller Elementary is to collaborate with the community to empower students to reach rigorous, yet attainable, academic and social goals.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		395	367	337
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.9
	Asian	11.9	8.2	8.0
	Black/African American	3.5	2.7	3.9
	Hispanic/Latino of any race(s)	14.7	15.0	15.4
	Native Hawaiian/Other Pacific Islander	0.5	0.0	0.3
	Two or more races	13.4	15.3	13.7
	White	55.4	57.5	57.9
Students Eligible for Free/Reduced Price Meals (%)		21.4	23.6	25.7
Students Receiving Special Education Services (%)		17.2	16.5	21.1
English Language Learners (%)		13.3	13.6	10.2
Students with a First Language Other Than English (%)		24.9	21.4	18.1
Mobility Rate (%)[2]		9.6	8.2	11.3

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	79	76	82
1st Grade	67	83	76
2nd Grade	72	70	76

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	72	74	67
4th Grade	78	86	89
5th Grade	65	70	78

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	94	92
Black/African American	-	-	-
Hispanic/Latino	48	63	60
Two or more races	80	65	85
White	74	82	82
English Learner	53	71	61
Low Income	43	57	57
Special Education	40	43	44

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	69	-	73
Black/African American	-	-	-
Hispanic/Latino	50	62	55
Two or more races	73	83	87
White	79	79	82
English Learner	24	38	27
Low Income	56	51	56
Special Education	13	20	35

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	77	67	72
4th Grade	72	79	77
5th Grade	52	61	55

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	78	75

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	65	-	73
Black/African American	-	-	-
Hispanic/Latino	29	45	40
Two or more races	81	87	70
White	74	71	73
English Learner	28	42	27
Low Income	50	41	44
Special Education	13	17	25

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	45	-
Two or more races	n/a	90	-
White	n/a	87	84
English Learner	n/a	-	-
Low Income	n/a	53	31
Special Education	n/a	-	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	87	94	83
1st Grade	91	92	91
2nd Grade	92	97	90
3rd Grade	94	92	94
4th Grade	95	92	95
5th Grade	89	98	97

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	77	83	81
Black/African American	--	77	92
Hispanic/Latino	95	98	88
Two or more races	94	96	92
White	92	96	94
English Learner	86	94	86
Low Income	88	92	86
Special Education	83	85	76

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	74	70	-	53	80	80	30	54	33
Math Proficiency Rate (%)	67	65	-	35	81	72	32	43	30
ELA Median Student Growth Percentile[9]	57	59	-	57	49	58	64	59.5	40
Math Median Student Growth Percentile	46	49	-	41	42	51	42.5	42.5	28
EL Progress Rate (%)	69	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	83	-	95	96	96	94	93	91

◣ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Reading</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade K-5</td></tr>
<tr><td>Desired Outcome</td><td>By Spring 2022, 85% of grade K-5 students will score at or above standard, as measured by DIBELS (K-2) and the ELA Smarter Balanced Assessment (3-5).</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Data analysis of our SBA scores from the past three years indicates that the area needing most attention in is the Reading claim. Specifically, in the areas of Language Use and Text Structures & Features. This was a trend across the grade levels.</td></tr>
<tr><td rowspan="2">Strategy to Address Priority</td>
<td>

Action	Measure of Fidelity of Implementation
K-5 teachers teach Wonders curriculum with fidelity.	End of unit assessments.
K-5 teachers integrate SIOP and CRT strategies with Wonders curriculum.	% of classrooms that have and regularly use a focus wall.
Safety Net and ELL provides push-in and pull-out services.	Master schedule includes scheduled times for services.
Use mentor texts for writing and genre-specific work.	% of classrooms use the writing curriculum's recommended mentor text.
K-2 students create their own books with text features.	Incorporate this into informational writing once per year.
3-5 students use newsmagazines to highlight text features.	% of teachers using newsmagazines.
K-2 and all SN students use Lexia.	Lexia online reports indicate students meeting minimum number of minutes.
LC Using Functional Academics Curriculum emphasizing high frequency words. Using the sight words in other activities (different contexts).	Embedded within IEP goals and progress reports.
Specialists connect with general education teachers to sync instruction.	Weekly communication.

</td></tr>
<tr><td></td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2022</td></tr>
</table>

Method(s) to Monitor Progress	Wonders weekly assessments. SBA Interims for mid-year progress monitoring. End of year SBA results.

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts & Procedures
Focus Grade Level(s)	Grade K-5
Desired Outcome	By Spring 2022, 78% of 3rd – 5th grade students will score at or above standard as measured by the Math Smarter Balanced Assessment.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years indicates that the area needing most attention is in the Concepts & Procedures claim. Specifically, in the areas of multiplication and fractions.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-5 Math Talks.	% of teachers implementing math talks within the classroom.
	Integrate SIOP and CRT strategies within math instruction.	% of classrooms have and regularly use a focus wall.
	K-5 regularly use Dreambox.	Dreambox reports indicate usage for district recommended number of minutes per week.
	3-5 Safety Net students use ALEKS.	Reports indicate daily use.
	Math SN before school, and push-in and pull-out during the day.	Master schedule includes scheduled times for services.
	3-5 Connect fractions to the multiplication and division units.	% of teachers connecting fractions to the multiplication & division units.
	K-5 Intentional use of manipulatives.	% of teachers using manipulatives.
	K-2 Students work on accurately and fluently solving addition and subtraction problems.	Topic assessments (K-1) and timed tests (2nd).
	LC Using Functional Academics Curriculum.	Embedded within IEP goals and progress reports.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	District assessments. SBA Interims for mid-year progress monitoring. End of year SBA results.

Priority #3	
Priority Area	Social and Emotional
Focus Area	School Safety
Focus Grade Level(s)	Grade 3-5
Desired Outcome	By Spring 2022, 60% of 3rd-5th grade students will respond favorably that students respect one another on the Panorama Survey.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Comparing and analyzing results from the Panorama Survey taken in Fall 2018 and again in Spring 2019, there is indication for more support in the area of students respecting one another. As of Spring 2019, our school scored below the district average.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Teach Second Step lessons.	Use allocated SEL time.
	Peace Coach program.	Counselor tracks 4th and 5th graders who have volunteered.
	GRIP Note system.	% of students receiving GRIP notes.
	Teachers commit to class meetings, discussions, debrief SEL books.	Use allocated SEL time.
	Check-in/Check-out.	% of teachers identifying more respectful behavior as a result of the Check-in/Check-out.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Panorama Surveys twice per school year (October and May/June results). GRIP Note system. Notice Note system. Big 5 lunch note system.

Priority #4	
Priority Area	High Standards and Expectations for All Students
Focus Area	All students are consistently challenged by rigorous material
Focus Grade Level(s)	Grade K-5
Desired Outcome	By Spring 2022, 85% of participating staff members will indicate that they believe all students are consistently challenged by rigorous material as measured by the Nine Characteristics Survey
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Our Nine Characteristics Survey results

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Provide professional development opportunities geared toward classified staff members (including Equity).	Monthly classified staff meetings.
	Communication in staff newsletter regarding high expectations for all.	Weekly email.
	Clear messaging from admins regarding high expectations for all.	Verbal and written communication with staff.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Nine Characteristics survey (administered EOY yearly).

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

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Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	PTA Meetings	Monthly
	Coffee Talk	Beginning of school year
	Parent Survey	Beginning of school year

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal/PTA Coffee Talk	Quarterly
	Post the SIP on our school website in several languages	Every January
	School Newsletter	Monthly

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Kirk Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Located just west of I-405 and north of 85th street, Peter Kirk Elementary serves families who reside in the West of Market, NorKirk, and Highlands neighborhoods. Our students transition to Kirkland Middle School and Lake Washington High School. As a result of the 2016 modernization bond, students began the school year in a new facility. In addition to a library, music room, and gymnasium, the new building includes 30 classrooms and an Art/Science room.

A defining characteristic of Peter Kirk is the partnership between school and families. Our community is instrumental in bringing enrichment opportunities to our students through Art Docents, Artists in Residence, Nature Vision, and supplemental classroom-based STEM programs. Through their efforts, students experience Outdoor Education, participate in Junior Achievement, and learn in a school that values stewardship of the environment. Peter Kirk Elementary has been acknowledged as 425 Magazine's "Best Elementary School of 425," citing above average performance on large scale assessments and an on-target student to teacher ratio; US Department of Education Green Ribbon School, citing sustainable design; and a Level 1 King County Green School, resulting from reduction of waste, composting and recycling efforts and the use of green cleaning kits.

Mission Statement: Every student future ready, prepared for college, prepared for the global workplace, prepared for success. Peter Kirk supports the district mission through our commitment to community, integrity, and safety.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		549	562	606
Racial Diversity (%)	American Indian/Alaskan Native	0.4	0.0	0.0
	Asian	10.2	10.1	14.0
	Black/African American	1.6	2.1	2.0
	Hispanic/Latino of any race(s)	5.3	6.1	7.1
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	9.5	12.1	14.0
	White	73.0	69.4	62.7
Students Eligible for Free/Reduced Price Meals (%)		4.5	3.7	6.2
Students Receiving Special Education Services (%)		7.1	8.2	8.6
English Language Learners (%)		9.3	7.6	8.6
Students with a First Language Other Than English (%)		15.1	15.4	18.6
Mobility Rate (%)[2]		5.5	8.5	5.0

ACADEMIC PERFORMANCE DATA: LITERACY

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	84	72	81
1st Grade	90	84	83
2nd Grade	89	96	93

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	91	73	81
4th Grade	90	86	77
5th Grade	86	92	88

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	97	90	94
Black/African American	-	-	-
Hispanic/Latino	75	84	83
Two or more races	94	90	91
White	87	83	82
English Learner	76	72	78
Low Income	77	-	64
Special Education	47	55	60

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	90	92
Black/African American	-	-	-
Hispanic/Latino	-	64	74
Two or more races	90	80	86
White	89	85	80
English Learner	-	36	10
Low Income	92	63	60
Special Education	52	46	41

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	91	65	82
4th Grade	88	80	74
5th Grade	79	77	75

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	90	81

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	93	92
Black/African American	-	-	-
Hispanic/Latino	-	43	53
Two or more races	85	65	83
White	84	75	77
English Learner	-	27	33
Low Income	62	42	55
Special Education	71	36	28

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	93	86
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	20

= Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	91	86	89
1st Grade	97	91	92
2nd Grade	97	95	99
3rd Grade	96	91	97
4th Grade	94	94	97
5th Grade	94	94	93

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	100	98	91
Black/African American	--	83	100
Hispanic/Latino	92	97	88
Two or more races	92	83	98
White	95	93	96
English Learner	96	91	94
Low Income	92	90	88
Special Education	98	98	94

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	87	-	-	72	83	88	-	74	57
Math Proficiency Rate (%)	82	-	-	69	77	82	-	56	58
ELA Median Student Growth Percentile[9]	50	59.5	-	-	47	49	-	47	51
Math Median Student Growth Percentile	56	62	-	-	65	54	-	46	49.5
EL Progress Rate (%)	86	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	-	-	-	91	96	94	89	96

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Composing full texts in Informational Writing (Target 4).</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grades 3-5</td></tr>
<tr><td>Desired Outcome</td><td>From 77% to 82% of students in grades 3-5 will demonstrate proficiency on the SBA-ELA.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Culturally Responsive Teaching</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Areas for Growth:
• Editing (Writing, Target 9)
• Composing full informational texts (Informational Writing, Target 4)
• Use of evidence, (Research and Inquiry, Target 4)</td></tr>
<tr><td>Strategy to Address Priority</td>
<td>

Action	Measure of Fidelity of Implementation
Review of data to assess student strengths and areas for growth across grade levels.	Team meeting notes and assessment data collected during team time. Classroom observations.
Use of common assessments and rubric.	Team meeting notes and assessment data collected during team time.
Differentiated instruction through Writer's Workshop model.	Lesson plans, classroom observations and team meetings.
Identify opportunities within curriculum to address areas of need.	Team meeting notes.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2019</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>• Grade level team check-ins (review of data and progress)
• Running records and observation notes collected during Writer's Workshop.</td></tr>
</table>

Priority #2	
Priority Area	Mathematics
Focus Area	Math Fact Fluency
Focus Grade Level(s)	Grade 1-5
Desired Outcome	From 77% of students in grades 3-5, to 82% of students in grades 3-5 meeting or exceeding standard on Mathematic SBA. From 40% to 70% of students in grades 1 and 2 meeting or exceeding standard on assessments of math fact fluency.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	• Teachers in grades 1-5 report that students are not able to fluently and efficiently calculate basic addition, subtraction, and multiplication problems. This is an ongoing challenge that prevents students from completing more complicated mathematical tasks. • 82% of 4th grade students met standard on the mathematics SBA as 3rd grade students. This group demonstrated relative strength with multiplication and division (Target C) and using place value to solve problems (Target E). Areas of growth for this cohort include representing and interpreting data (Target H) and geometric measurement (Target I). • 75% of 5th grade students met or exceeded strand on the mathematics SBA as 4th grade students. This group demonstrated relative strength with using place value (Target E) and geometric measurement (Target K). Areas for growth for this cohort include use of the four operations with whole numbers to solve problems (Target A) and understanding decimal notation for fractions, and compare decimal fractions (Target G)

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Research, develop, and implement a wider variety of formative assessment strategies for math fact fluency.	List of assessments used across classroom settings.
	Implement Dreambox as intended and with fidelity.	Increased use across all classrooms and student groups.

Timeline for Focus	Fall, 2019 - Spring, 2019
Method(s) to Monitor Progress	• Envision Topic Tests • Common District Summative Assessments • Grade level team check ins (review of data and progress)

Priority #3

Priority Area	Social and Emotional
Focus Area	Sense of belonging (Panorama)
Focus Grade Level(s)	Grade 3-5
Desired Outcome	Increased sense of belonging among students in grades 3-5, with increases among students who identify in one of the following subgroups: Male students of color, students who receive Special Education services, and English Language Learners.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Panorama Survey Results: students in the following subgroups indicate scores below their peers. • Social Awareness: Students of color responded below (-8.5) the average topic score compared to white peers. (How well others consider their perspective and empathize with them.) • Social Awareness: Male students responded below (-5) the average topic score compared to female students. (How well others consider their perspective and empathize with them.)

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional Development – culturally responsive teaching and learning.	Classroom observations and teacher self-assessment of practices that are culturally responsive.
	Equity team expansion from 'learning' to engaging the staff in conversations of race and equity.	Classroom observations and teacher self-assessment of practices that are culturally responsive.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Panorama survey results (increase in positive responses to questions about sense of belonging).

	Priority #4	
Priority Area	Supportive Learning Environment	
Focus Area	Student discipline problems are managed well	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	Increase of staff 'agreeing mostly' or 'agreeing completely' that discipline problems are managed well to 30% by June 2019, 60% by June 2020, and 80% by June 2021.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	- Spring 2019 staff responses to the Nice Characteristics of Effective Schools indicate that 11.6% of staff mostly or completely agree that student discipline problems are managed well. - Spring 2019 student responses to Panorama Survey, indicate that 66% of students responded favorably to questions associated with feeling safe at school. While not directly related to student behavior and discipline, student sense of security is related to the ways in which staff respond to student behavior.	

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Panorama Survey	Increased number of students responding favorably to questions related to sense of belonging and safety.
	Administer Staff Perceptions of Behavior and Discipline Survey, Fall 2019, 2020, 2021	Percentage of staff participating in survey.
	Professional Development for staff who work with students who have Behavior Intervention Plans	- Clarity of classroom expectations, application of classroom and BIP interventions. - Reduction of number of referrals for students who have BIPs, effectiveness of interventions tried, number of attempted interventions to find success.

	Leadership Teams – Increase teacher leadership as it relates to student discipline.
	  • School Culture
	  • PBIS/MTSS-B
		- Tangible outcomes from work of these two communities, consistent with PBIS and MTSS practices. For example: - School wide reinforcement/reward system - Systems for responding to unexpected student behavior

	○ Increased use of Student Intervention team ○ Development and Implementation of Tier 2 and Tier 3 responses - Data demonstrating the impact of interventions for unexpected behavior as well as for behavior that meets and exceeds expectations.
Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	To monitor shifts in staff perception related to student discipline: Nine Characteristic Survey and School Perceptions of Behavior and Discipline. To monitor shift is student behavior: behavior slips, student discipline data.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	PTSA General Membership Meetings – Principal Report	Bi-monthly, throughout the year
	Monthly building tours to engage incoming families	Monthly, December through May
	Research and Implement parent input sessions	January through June

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Share updates through school newsletter and PTSA General Membership Meetings	December through June
	SIP posted on School Website	January 2020

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Lakeview Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Lakeview Elementary is a vibrant school community situated in central Kirkland, strengthened by a strong parent partnership and supportive local businesses. After completing their K-5 career at Lakeview, our students will attend Kirkland Middle School and Lake Washington High School. We strive for high achievement for every student and are proud that a high percentage of our students exceed standard. State testing results for three consecutive years indicate overall performance remains steady with an upward trend in both Math and ELA for 5th grade. Among our 3rd graders, 76% met or exceeded standard in ELA and 77% met or exceeded standard in Math. Our 4th grade students' performance is 75% performing at or above standard in ELA and performance in Math is 76% meeting or exceeding standard. Our 5th graders improved in all areas with 87% at or above standard in ELA; 76% of our 5th grade students at standard in Math. The change in the Science test standards resulted in some adjustments in instruction, in advance of a new curriculum for 2019-20. We found that our students maintained performance as in prior years with 80% at or above standard.

As the Lakeview Elementary population has stabilized at about 550 students over three years, our community demographics have also remained relatively stable. Our free and reduced population has increased to 13.9% and Special Education is 10%. Lakeview students represent diverse cultural backgrounds, including 10% Hispanic/Latinx, 57% White, 17% Asian, 3.7% Black/African American, and 12% two or more races.

Despite a history of high achievement, we recognize that our students of color are less likely to meet standard. We continue to make shifts in our thinking, our practice, and our systems that are showing a positive shift. More of our English language learners met standard and our special education referrals and qualifications in 2018-19 were representative of our racial demographic. We intend to move from a data point to a trend, and from a trend to a sustained practice that ensures our vision is realized for every student. To create an equitable foundation for instruction, we established coordinated core instructional times K-5. This resulted in every student having access to core instruction and able to receive targeted instruction during common small group instruction on a daily basis. As a result, we celebrate new data points: Special Education improved from 25% to 33% at or above standard on the ELA SBA, and Hispanic/Latinx students improved from 38% to 44% at or above standard on the Math SBA. We look at our K-2 performance on the DIBELS as precursors for continued achievement for all students.

During the 2018-19 school year, we continued a distributed leadership model that included all Certificated and Classified staff. A thorough analysis of the data revealed an achievement gap among our students learning English as a second language and those students receiving specially designed instruction. Teachers began a shift to coordinate core instruction times, increasing student access to the core curriculum while receiving targeted instruction during common small group instruction on a daily basis.

The Lakeview PTSA continues their exemplary work as partners in education, providing significant support to enhance the learning of every student. In partnership with the Lake Washington School

District, our families and PTSA funded a major construction project to regrade the playground and install new play equipment. Before school math club, for grades 2-5, provides small group pre-teaching and reteaching, field trips, assemblies, and before and after school enrichment classes are among the many programs dependent on PTSA resources. In addition, our PTSA has focused on meeting the needs of our at-risk families through nutrition programs, Pantry Packs, Winter Wishes, and scholarships.

Mission Statement: Together we empower and inspire each student to thrive and fulfill their unique potential.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		556	564	547
Racial Diversity (%)	American Indian/Alaskan Native	0.7	0.0	0.0
	Asian	12.6	15.3	17.2
	Black/African American	2.0	3.0	3.7
	Hispanic/Latino of any race(s)	11.9	12.6	10.6
	Native Hawaiian/Other Pacific Islander	0.2	0.9	0.2
	Two or more races	9.4	9.4	11.2
	White	63.3	58.9	57.2
Students Eligible for Free/Reduced Price Meals (%)		14.1	11.5	13.9
Students Receiving Special Education Services (%)		9.5	9.4	10.0
English Language Learners (%)		14.3	13.5	14.9
Students with a First Language Other Than English (%)		21.7	23.1	27.9
Mobility Rate (%)[2]		14.2	12.2	16.5

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	87	90	94
1st Grade	94	86	85
2nd Grade	88	87	89

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	76	77	76
4th Grade	79	85	75
5th Grade	76	77	87

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	92	86
Black/African American	-	-	70
Hispanic/Latino	76	73	80
Two or more races	91	97	97
White	92	88	91
English Learner	81	71	71
Low Income	63	73	59
Special Education	68	48	65

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	96	84
Black/African American	50	40	-
Hispanic/Latino	41	48	47
Two or more races	83	83	82
White	82	85	85
English Learner	24	30	30
Low Income	33	33	39
Special Education	28	25	33

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	80	75	77
4th Grade	76	81	76
5th Grade	68	75	76

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	80	80

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	92	96	90
Black/African American	40	50	-
Hispanic/Latino	34	38	44
Two or more races	83	91	74
White	82	82	82
English Learner	38	29	42
Low Income	30	28	32
Special Education	24	21	23

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	64	-
Two or more races	n/a	-	100
White	n/a	84	80
English Learner	n/a	-	-
Low Income	n/a	38	-
Special Education	n/a	-	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	85	83	86
1st Grade	89	91	93
2nd Grade	88	91	85
3rd Grade	95	85	93
4th Grade	86	94	91
5th Grade	94	86	95

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	96	89	90
Black/African American	79-	72	94
Hispanic/Latino	85	79	83
Two or more races	88	91	91
White	90	90	92
English Learner	85	80	84
Low Income	70	72	80
Special Education	81	77	85

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	79	-	-	45	84	84	28	41	30
Math Proficiency Rate (%)	76	-	-	40	88	81	36	35	26
ELA Median Student Growth Percentile[9]	59	76	-	36	63	63	51	54	35
Math Median Student Growth Percentile	50	62	-	35	69	51	46	38	29.5
EL Progress Rate (%)	84	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	94	-	89	95	94	87	77	85

↖ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Mathematics
Focus Area	Concepts and Procedures: Fractions
Focus Grade Level(s)	Grades 3rd-5th
Desired Outcome	85% of grade 3-5 students will score a 3 (at standard) or 4 (above standard) on the Smarter Balanced Performance Task for Mathematical Concepts and Procedures.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Concepts and Procedures represents a priority area of mathematical understanding. Problem Solving, Modeling and Data Analysis, and Communicating Reasoning measure how students answered their questions in Concepts and Procedures. A review of trend data across three years at 3rd, 4th, and 5th grade revealed relative weakness in cluster scores associated with understanding fractions.

Data from the 2019 Math Claims level on the SBA was as follows:

Percentage of 3rd-5th students on the claim Concepts and Procedures			
Level 1	Level 2	Level 3	Level 4
9.8%	14.3%	20%	55.8%

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All grade levels (K-5) will identify critical lessons and assessments in Envision regarding math concepts supporting the progression of understanding fractions.	Lesson components and assessments identified for all grade levels.
	All grade levels (K-5) will identify areas of need for supplemental lessons and assessments to support understanding of fractions.	Lessons and assessments identified for all grade levels.
	All grade levels (K-5) will modify or create supplemental lessons and assessments as identified to support understanding of fractions.	Lessons and assessments created for all grade levels.
	After instruction and assessment, K-5 teachers analyze student work and identify areas of need.	Percentage of teachers will complete analysis of student work.

	All grade levels (K-5) develop plan for pre-assessment (baseline) and post-assessment.	Percentage of teachers that have completed rubric/exemplar for identified lessons.
	After instruction and assessment, teachers analyze student work in comparison to annotated student.	Percentage of teachers completing student work analysis.
	(3rd grade) Transition students from physical visual fraction strip models to visual written number lines.	Percentage of teachers that are using fraction strips and fraction number lines
	(2nd grade) teachers will develop lessons to teach halves, thirds, quarters, using shapes.	Create pre/post assessment reviewing arrays with equal rows throughout the year.
	(1st grade) team reviews and analyzes student work samples for lessons in Topic 16 (Fractions of Shapes).	Percentage of first grade team reviews and analyzes student work samples for lessons in Topic 16 (Fractions of Shapes).
	(K) teachers will review and analyze student work decomposing numbers and in geometry using pattern blocks.	Percentage of kindergarten teachers sharing common lessons including the use of manipulatives.
	Quarterly, the PCC team will review assessment outcomes for K-5 units that align with the progression of learning for math fractions.	Percentage of grade levels providing aligned data for review.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	5th Grade: After the fraction unit, students will be given the Fractions SBA Interim tests and demonstrate performance above standard. They will also be given the self-created baseline assessment three times during the year. 4th Grade: Multiplication/division SBA Interim tests in addition to fractions as part of our pre- and post- assessments (as well as ongoing assessments throughout the year). 3rd Grade: Questions and Quick Checks from Envision, common district assessments and the Fractions SBA Interim Tests.	

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Informational Reading
Focus Grade Level(s)	3rd-5th Grade
Desired Outcome	85% of Grade 3-5 students will score a 3 (at standard) or 4 (above standard) on the Smarter Balanced Performance Task for Reading.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Informational Reading represents an area of relative low performance for Lakeview 3rd-5th grade students. A review of trend data across three years at 3rd, 4th, and 5th grade revealed relative weakness in cluster scores associated with informational reading. Growth in Informational Reading will also impact Writing, Research & Inquiry. Data from the 2019 Reading Claims level on the SBA was as follows: <table><tr><td colspan=4>Percentage of 3rd-5th students on the claim, Informational Reading</td></tr><tr><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td></tr><tr><td>8%</td><td>8%</td><td>30%</td><td>54%</td></tr></table>

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	(3rd-5th) All teacher teams review and implement components of RACE; restate, answer question, cite, evidence, and teach.	Percentage of units that teachers include a RACE model rubric.
	All grade levels (K-5) will collaborate to create rubrics and assessments and analyze data from student work samples. Rubrics will be shared with students.	Percentage of teachers by grade level collaborating about tests, rubrics and data analysis.
	All grade levels (K-5) will administer pre/post assessments using the Wonders End of Unit assessments or teacher designed curriculum-based assessments.	Percentage of teachers sharing data at Team meetings.
	(2nd grade) Teachers will provide students with two stories and compare and contrast the stories both orally and written.	Percentage of teachers obtain a base line, do weekly formative checks and multiple written assessments.
	(1st grade) Teachers will explicitly teach and practice identifying main idea and key details with students once a week.	100% of first grade teachers will teach and practice identifying main idea and key details with students once a week.

	(K) teachers will explicitly teach and practice describing the relationship between illustrations and the story in which they appear.	Percentage of teachers obtain oral or written evidence of student understanding quarterly.
	Quarterly, the PCC team will review assessment outcomes for K-5 units that align with the progression of learning for informational reading.	Percentage of grade level teams providing aligned data for review.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	3rd-5th: use pre- and post- assessments (modified as needed) from Wonders, SBA Interim Tests.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Social and Emotional Learning
Focus Grade Level(s)	Grade K-5
Desired Outcome	Using Panorama survey data, "Sense of Belonging," improving from 57% of 3rd-5th students reporting a favorable response to 85% of 3rd-5th students reporting a favorable response.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Spring 2019 Panorama survey data reveals 57% of students completing the survey identified as having a sense of belonging.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Consistently hold Morning Meeting and adhere to components that support inclusion.	Percentage of teachers holding Morning Meeting 4 or more days per week.
	(K-5) teachers teach the critical lessons from Second Step.	100% of teachers present 80-100% of counselor identified lessons from Second Step.
	Select staff (Classified and Certificated) will participate in CICO (check-in check-out) process with identified students.	Percentage of teachers completing the CICO support sessions with their student.
	(K-5) teachers will support student understanding of the question prior to administration of the Panorama survey.	Percentage of teachers providing students an explanation of the Panorama survey questions.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Through survey responses in the Fall and Spring, using the response for "sense of belonging" in the Panorama survey.

Priority #4	
Priority Area	Effective School Leadership
Focus Area	Community Engagement
Focus Grade Level(s)	Grade K-5
Desired Outcome	Increase staff responses from 91% agreeing completely or mostly to 100% on "high levels of family and community involvement".
Alignment with District Strategic Initiatives	Family and Community Feedback Processes
Data and Rationale Supporting Focus Area	10% of the respondents "slightly agree" to the question "high levels of family and community involvement. Increasing family and community involvement is essential to improve the sense of belonging for all students by building relationships between student, families, and school.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
(K-5) teachers will meet with every family (in-person or on the phone) three or more times per year to share positive information about family culture & interests, student learning, or goal setting.	Percentage of teachers meeting three times yearly with all families.
(K-5) teacher will host or co-host three family events.	Percentage of teachers attending at least one family centered event.
(K-5) teachers will reach out to parents of color, inviting them to share about their own experience in school.	Percentage of teachers inviting one or more parents of color to share about their own experience in school (sharing with students or with the school Equity Team.)
(K-5) teachers will reach out to parents, inviting them to read a book in their first language or a favorite book during the Read-a-thon activities or Family Reading Night.	Percentage of teachers inviting one or more parents to participate.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Parent surveys at mid-year and end of year.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Invite parents to participate in a review of spring SBA data in September.	August-October 2020
	Invite parents to participate in development of the Community Engagement goal.	August-October 2020

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Present the SIP in a meeting with parents.	November-December 2019
	Post the SIP on the school website.	January 2020
	Present SIP results in a meeting with parents.	August-September 2020

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Mann Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Located on Education Hill between Redmond Middle and High Schools, Mann Elementary is a walking elementary school where community is highly valued. Often families choose to live in this area of Redmond because their children can walk to Mann Elementary, Redmond Middle and High Schools no matter what grade they are attending. Originally built in 1963, and rebuilt in 2003, Mann continues to have a positive reputation in the community for meeting students' needs. Staff knows that each student is an individual and helps them meet their full potential. We offer high quality instruction and several programs that better help us address student need.

Mann serves students with diverse backgrounds and learning needs. Mann offers differentiated instruction in general education, but also offers highly capable, Resource Room Special Education, Learning Center Special Education, and English Language Learner programs. Our community reflects the increased diversity of international families in the Redmond region, with Russian, Mandarin, Hindi, and Hebrew being the most common languages spoken in the home, other than English.

As a community, we are continually looking towards improvement. At Mann, teachers work collaboratively in teams to look at student work and results from common assessments in order to make stronger instructional decisions for their students. Every year, we analyze data, write goals, and collect data for our School Improvement Plan (SIP). Often staff and community members look at DIBELS, MSP and SBA scores, since they offer a standardized look at student progress. State and nationwide assessments, like the WCAS and SBA, also allow us to see how we are doing in comparison to other schools. The results from this assessment show that Mann continues to out-perform the state average. Staff continue to make their focus on student learning and understand that effective teaching strategies are critical in our students' growth and progress.

Mission Statement: The Horace Mann Community provides a safe, respectful environment where individuals reach their full potential in learning and citizenship.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		483	460	387
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	27.1	27.4	31.3
	Black/African American	1.7	1.1	1.6
	Hispanic/Latino of any race(s)	7.0	7.0	5.4
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	7.9	7.4	8.0
	White	56.1	57.0	53.8
Students Eligible for Free/Reduced Price Meals (%)		4.5	2.6	4.1
Students Receiving Special Education Services (%)		14.4	15.7	17.7
English Language Learners (%)		9.3	8.3	9.2
Students with a First Language Other Than English (%)		22.8	24.7	29.2
Mobility Rate (%)[2]		5.4	4.6	6.7

ACADEMIC PERFORMANCE DATA: LITERACY

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	93	91	94
1st Grade	94	91	83
2nd Grade	85	88	89

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	82	93	89
4th Grade	87	85	85
5th Grade	83	85	83

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	96	95
Black/African American	-	-	-
Hispanic/Latino	93	93	-
Two or more races	85	79	80
White	89	88	85
English Learner	89	86	70
Low Income	-	-	-
Special Education	38	53	53

ELA: By Group/Program, Smarter Balanced Assessment [5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	94	91
Black/African American	-	-	-
Hispanic/Latino	71	>97	85
Two or more races	87	91	>97
White	85	85	85
English Learner	-	-	-
Low Income	67	-	40
Special Education	47	57	50

ACADEMIC PERFORMANCE DATA: MATH	ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	93	93	90
4th Grade	75	85	83
5th Grade	73	69	68

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	77	85

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	92	91
Black/African American	-	-	-
Hispanic/Latino	65	81	77
Two or more races	80	91	>97
White	81	79	78
English Learner	-	-	-
Low Income	33	-	40
Special Education	44	57	39

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	88	88
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	74	82
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	62	-

⬃ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	*Percent avoiding chronic absenteeism*		
	2016-17	2017-18	2018-19
Kindergarten	94	89	90
1st Grade	100	99	93
2nd Grade	95	99	96
3rd Grade	99	94	94
4th Grade	99	97	92
5th Grade	95	95	97

ATTENDANCE: By Group/Program[7]

Group/Program	*Percent avoiding chronic absenteeism*		
	2016-17	2017-18	2018-19
Asian	95	96	90
Black/African American	--	-	-
Hispanic/Latino	100	93	95
Two or more races	97	94	94
White	97	95	96
English Learner	91	89	92
Low Income	100	100	80
Special Education	94	85	84

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	87	91	-	79	86	87	-	71	58
Math Proficiency Rate (%)	82	89	-	72	84	80	-	54	53
ELA Median Student Growth Percentile[9]	54	58	-	64	46.5	52	-	26.5	47
Math Median Student Growth Percentile	39	47	-	33	39	37	-	21.5	33
EL Progress Rate (%)	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	97	97	-	-	96	97	93	-	93

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

= Cohort Track

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	EL Performance on Reading DIBELS Assessment
Focus Grade Level(s)	Grade K-2
Desired Outcome	For grades K-2, 88% of students will score at or above standard for the DIBELS Assessment in Spring of 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Our goal is geared toward fluency in grades K-2 to provide a strong foundation for reading skills in years to come. Some of our actions emphasize support for English Learners to enhance growth for *each* and *all* students. Fall 2019-2020 School Year DIBELS Assessment: Kindergarten: 80.7% 1st grade: 85% 2nd grade: 86.9% Average: 84.2% Goal: 88% o Other Rationale: Reading fluency is a foundational skill that needs to be mastered alongside comprehension. From Spring 2019 to Fall 2019, Kindergarten scores were 94% and dropped to 85% in Fall 2019. 2/3 of the Kindergarten students are ELs, which may impact future DIBELS scores.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	1st and 2nd grade teachers use monthly oral fluencies to track EL progress. 3rd-5th grade teachers will also give regular fluencies to continue growth. Teachers will be clear in defining fluency as rate, accuracy and prosody.	1st and 2nd grade teachers will give an oral fluency assessment at least once per month.
	Teachers will use Read Naturally and parent volunteers to support struggling readers.	Teachers will keep records of student progress from Read Naturally results.
	K-2 Teams will align PGE Goals to Reading Standards to promote oral reading fluency.	Analyze DIBELS and oral fluency passages for no growth, some growth, clear growth, high growth.

	Teachers will post vocabulary, essential questions and utilize wall space as visual, language resources.	For grades K-5, 80% of teachers will utilize their wall space as resources that ELs can access and refer to them in their lesson.
	There will be consistent pull-out and push-in support for EL students that is aligned with teachers' instruction. The school will minimize pull-outs as much as possible.	Teachers are communicating with EL coordinator regularly to discuss place in the curriculum.
	Teachers will use SIOP strategies to support students during literacy instruction.	Opportunities will be provided to share about SIOP strategies they are currently using.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	DIBELS, monthly oral fluencies, Read Naturally passages, LWSD Wonders Assessments and leveled readers, SIOP resources.	

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts and Procedures for Number Sense
Focus Grade Level(s)	Grades 3-5
Desired Outcome	Reduce the number of students scoring below standard from 14% to 10%, with 4th and 5th grade students in the Concepts and Procedures category using the SBA.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	The data suggests that in the area of Concepts and Procedures students scoring below standard in grade 3 (3%), 4 (14%), and 5 (14%) "The standards call for speed and accuracy in calculation in order to have access to complex concepts and procedures."

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Grades 3-5 will administer a pre-test for computational fluency.	Placement test will be administered in October.
	Grade level teams will meet to discuss timeline for administering post-test.	Timeline created by grade level teams.
	Use data from pre- and post-test for tiered instructional groups.	Notes kept on collaboration site.
	Administer EnVision topic assessments.	Assessment records and results.
	Consult with Safety Net teachers and other support specialists.	

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Assessments, Grade Level Meetings, Exit Tickets, Classroom Observations.

	Priority #3	
Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s)	Grade K-5 (data will be 3-5)	
Desired Outcome	In the Spring 2020, Panorama SEL survey results, we will see a 6% increase in favorable sense of belonging scores, as compared to the Spring 2019 results.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	74% (121/164 students) favorable sense of belonging in Fall 2018 on Panorama SEL survey. 64% (105/164 students) favorable sense of belonging in Spring 2019. • 59% of students answered favorably that they feel other students at the school show them respect • 67% of students answered favorably that they feel like they belong at our school We saw a 10% decrease in the number of students feeling a sense of belonging between the Fall 2018 and Spring 2019 survey results. The district strategic plan is focusing on students' sense of belonging within the well-being initiative.	

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Increased focus on sense of belonging and respect in counseling classroom lessons.	Every class receives one counseling lesson on topic by May 2020.
	Include an additional survey for students measuring more specific reasons for lack of belonging when students take Panorama survey.	Number of students completing additional survey.
	Administer Panorama SEL survey in fall of 2019 and spring of 2020.	Number of students completing Panorama survey during each survey session.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Panorama SEL survey, counseling lesson log, additional counselor-created survey.

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Grade level teams will work across grade levels to help increase student learning.
Focus Grade Level(s)	All Horace Mann Certificated Staff
Desired Outcome	Nine staff members will agree completely, and eleven staff members will agree mostly on the high levels of collaboration and communication category within the Nine Characteristic Survey in Spring 2020. Specifically, the statement, "The staff works in teams across grade levels to help increase student learning."
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Certificated staff have responded to the Nine Characteristics Survey to assess our perception of Horace Mann Elementary. Within this data, in the communication and collaboration section, five staff members agreed slightly, nine staff members agreed mostly, and six staff members agreed completely with the statement, "the staff works in teams across grade levels to help increase student learning." Overall, staff perception in this area has been consistently low over the years. This data supports a focus on the collaboration and communication section of the Nine Characteristics Survey.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teachers will complete a survey of progress towards overall goal.	100% of teachers will complete the three forms.
	All future staff meetings will be held in different classrooms.	Our administrator will keep track of teachers that have hosted to ensure each teacher get a chance to host.
	Vertical articulation activity.	100% of classroom teacher participation.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Staff will complete a short survey three times throughout the year to monitor progress towards our goal.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

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To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parent review	By October 25, 2019, a small group of parents will read and offer feedback on the 2019-20 SIP.

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Review past standardized data	By August 30, 2019, data will be shared with parent community.
	SIP presented at general PTSA meeting	By March 2020, the SIP will be shared at a general PTSA meeting.

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

McAuliffe Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description:
Christa McAuliffe Elementary is located in Sammamish, Washington, in the Lake Washington School District as part of the Eastlake High School feeder pattern.

The staff at Christa McAuliffe are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and fostering a partnership with our parent community.

Our Reach for the Stars program has positively contributed to school culture by encouraging students to be their best by showing kindness and respect to others and by being safe and responsible at school.

Parent involvement is a key component to the success of our students. We have an active PTSA that hosts a variety of community events, provides resources for teachers, and organizes enrichment opportunities for students. Parents volunteer throughout the school each day, supporting students and teachers as we work together to achieve school goals.

Christa McAuliffe Elementary houses a variety of programs that serve the needs of our diverse population. These programs include the Learning Center, Pull-Out Quest (gifted), and Full-Time Quest (gifted). They serve students from elementary schools within the Eastlake High School feeder pattern.

McAuliffe is a healthy school, both academically and culturally. This is evidenced by high test scores, positive reviews on staff and parent surveys, and high attendance at school and PTSA events. We have low staff turnover and parents seek housing within our school boundaries so their students can attend McAuliffe.

Mission Statement: Christa McAuliffe Elementary exists to ensure all students are empowered, both socially and academically, to achieve personal success.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		533	495	531
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	31.1	31.1	42.9
	Black/African American	1.1	2.0	1.9
	Hispanic/Latino of any race(s)	7.1	6.7	5.1
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	6.2	6.1	5.8
	White	54.2	53.9	44.3
Students Eligible for Free/Reduced Price Meals (%)		3.1	3.4	2.8
Students Receiving Special Education Services (%)		11.0	11.1	11.6
English Language Learners (%)		11.7	10.5	12.0
Students with a First Language Other Than English (%)		26.6	29.0	36.0
Mobility Rate (%)[2]		6.6	7.5	5.6

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	91	89	91
1st Grade	90	94	89
2nd Grade	84	94	92

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	89	93	90
4th Grade	87	91	84
5th Grade	87	86	91

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	>97	95
Black/African American	-	-	-
Hispanic/Latino	91	86	83
Two or more races	86	88	85
White	85	89	88
English Learner	76	83	86
Low Income	-	-	-
Special Education	34	50	65

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	96	92
Black/African American	-	-	-
Hispanic/Latino	90	89	>97
Two or more races	79	82	83
White	87	88	86
English Learner	-	-	-
Low Income	-	-	-
Special Education	55	64	63

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	91	88	87
4th Grade	83	92	80
5th Grade	86	83	90

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	87	90

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	94	92
Black/African American	-	-	-
Hispanic/Latino	80	89	93
Two or more races	79	82	83
White	84	86	82
English Learner	-	-	-
Low Income	-	-	-
Special Education	55	59	46

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	86	93
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	90	90
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

ATTENDANCE DATA

= Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	93	94	87
1st Grade	91	95	99
2nd Grade	93	95	96
3rd Grade	95	94	96
4th Grade	95	96	98
5th Grade	97	97	96

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	92	95	95
Black/African American	--	91	100
Hispanic/Latino	90	91	93
Two or more races	97	100	97
White	96	96	96
English Learner	91	92	94
Low Income	88	94	100
Special Education	83	93	89

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	88	91	-	90	83	88	-	75	53
Math Proficiency Rate (%)	85	93	-	86	83	83	-	57	51
ELA Median Student Growth Percentile[9]	55	65	-	55	50	51	-	-	52
Math Median Student Growth Percentile	53	60.5	-	51	45.5	49	-	-	50
EL Progress Rate (%)	85	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	94	-	95	-	97	92	-	92

CONTINUOUS IMPROVEMENT PRIORITIES　　　　　 = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Informational & Opinion Writing</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 3-5</td></tr>
<tr><td>Desired Outcome</td><td>75% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:

Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	35%	36%
Narrative	76%	75%
Opinion	28%	26%

Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past few years. This data supports an increased focus on the areas of informational and opinion writing.

</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Teachers in grades 3-5 will share examples of writing prompts with K-2 teachers for the purpose of calibration and understanding of SBA expectations/criteria.	Percentage of teachers who participate and engage in conversations regarding writing prompts.
Utilization of LEAP time for the purpose of vertical teaming in the area of writing.	Percentage of teachers who participate in vertical teaming.
Teachers in grades K-5 will work together to ensure fidelity and alignment of writing units	Percentage of teachers who use district provided writing curriculum.

</td></tr>
</table>

developed by the Teaching and Learning Department.	
Teachers in grades K-5 will integrate informational and opinion writing within multiple content areas.	Percentage of teachers who integrate informational and opinion writing within multiple content areas.
Teachers in grades K-5 will incorporate culturally responsive teaching strategies into writing instruction.	Percentage of teachers who provide writing prompts that interest students and connect to background knowledge.
Teachers in grades K-5 will analyze and explore the weakest strands within our writing data, as shown by the SBA.	Percentage of teachers who participate and act upon writing discussions that explore SBA data.
Teachers in grades K-5 will analyze student work in comparison to annotated student samples and rubrics and adjust instruction as needed.	Percentage of teachers who participate in the analysis of annotated student samples.
Grade level teams in grades K-5 will identify critical lesson components from applicable writing units that support informational and opinion writing to focus on for upcoming school year.	Percentage of teachers who work in grade level teams to plan units to support informational and opinion writing.
Teachers in grades K-5 will calibrate grading processes and discuss/explore how teams are assess writing.	Percentage of teachers who participate in calibration of grading processes.
Teachers in grades 3-5 will access SBA Interim Assessments to help prepare students for writing assessments.	Percentage of teams who access SBA Interim Assessments.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student progress on District Assessments Teachers will monitor progress after each writing unit. 2. Student progress on SBA Interim Assessments 3. Yearly progress on SBA Benchmark Goal 2020 = 45% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022.

	Benchmark Goal 2021 = 60% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022. Benchmark Goal 2022 = 75% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022.

<div align="center">**Priority #2**</div>

Priority Area	Mathematics
Focus Area	Concepts & Procedures: Low target areas on the SBA
Focus Grade Level(s)	Grade 3-5
Desired Outcome	90% of students in grades 3-5 will be at or above standard in mathematics, as measured by the Smarter Balanced Assessment in Spring of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	85.8% of students in grades 3-5 were at/above standard on the SBA in Spring of 2019. When looking closer at the data, some demographic areas performed below the overall average in math for our school (as illustrated by the detailed information provided earlier in the SIP). Of the three major content areas (math, ELA, science), math has historically been the area that our students have scored lowest in.
Strategy to Address Priority	(see table below)

Action	Measure of Fidelity of Implementation
Grade level teams will focus on the following SBA target areas where students underperformed: Third Grade: • Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (lower performance relative to the test as a whole) • Target H: Represent and interpret data (lower performance relative to the test as a whole) • Target I: Geometric measurement – understand concepts of area and relate area to multiplication and division (lower performance relative to the test as a whole) Fourth Grade:	Percentage of teachers in grades 3-5 who use SBA target data to inform instruction.

	• Target A: Use the four operations with whole numbers to solve problems (lower performance relative to the test as a whole) • Target C: Generate and analyze patterns (performances near the proficiency standard) Fifth Grade: • Target I: Geometric measurement – understand concepts of volume and relate volume to multiplication and addition (lower performance relative to the test as a whole)	
	Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical teaming for the purpose of ensuring students receive exposure to late spring units prior to the SBA.	Percentage of teachers in grades K-5 who participate in vertical teaming related to math.
	Teachers in grades 3-5 will teach math instruction through differentiated math groupings.	Percentage of teachers in grades 3-5 who teach math using differentiated math groupings.
	Teachers in grades 3-5 will utilize supplemental math resources to address growth areas.	Percentage of teachers in grades 3-5 who utilize supplemental math resources.
	Teachers in grades 3-5 will utilize SBA Interim Assessments to identify areas where additional support is needed and to provide students with needed practice.	Percentage of teachers in grades 3-5 who utilize SBA Interim Assessments.
	School administration will provide teachers in grades 3-5 with targeted IA support during math instruction times.	Administration will assign IA support during times of math instruction to teachers in grades 3-5.
	Teachers in grades K-5 will provide additional math instruction that is integrated into other content areas.	Percentage of teachers in grades 3-5 who integrate math instruction into other content areas as appropriate.
	Teachers in grades K-5 will access building personnel and resources to support students in the area of math (ex: Safety Net, SpEd, Highly Capable, Pull-Out Quest and Full-time Quest programs).	Percentage of teachers in grades 3-5 who access building personnel and resources available to them.

	Resource Room teachers will schedule SpEd pull-out instruction during identified content areas.	Resource Room teachers will design schedules that best support students.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student progress on District Assessments Teachers will monitor progress after/during each math unit. 2. Student progress on SBA Interim Assessments 3. Yearly progress on SBA Benchmark Goal 2020 = 87% of students in grades 3-5 will score at or above standard in the area of math on the SBA. Benchmark Goal 2021 = 88% of students in grades 3-5 will score at or above standard in the area of math on the SBA. Benchmark Goal 2022 = 90% of students in grades 3-5 will score at or above standard in the area of math on the SBA.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Student Sense of Belonging
Focus Grade Level(s)	Grade 3-5
Desired Outcome	90% of students in grades 3-5 students will have a favorable sense of belonging as measured by the question on the Panorama social emotional learning survey that addresses "how much students feel they are valued members of the school community," by Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	71% of students have a favorable sense of belonging as measured by the Spring 2019 Panorama survey question: "how much students feel they are valued members of the school community." This was the largest decrease of any question, declining by 7% from Fall 2018 to Spring 2019. McAuliffe has added multiple programs in recent years (pull-out Quest, full-time Quest, Highly Capable, Learning Center). Our school demographics have also changed quite a bit. As a result, we have many new students and families at our school, which provides us with an opportunity to better welcome them as valued members of our community.
Strategy to Address Priority	

Action	Measure of Fidelity of Implementation
The school counselor will incorporate the concept of "sense of belonging" into her regularly scheduled class lessons.	The school counselor will create a counseling schedule and plan that provides focused instruction in the area of "sense of belonging."
The lead literacy teacher at our school will provide a diverse selection of books to teachers for our monthly read aloud program.	The lead teacher will provide books to teachers and regularly update the reading corner in the entry to highlight these selections.
The librarian and school counselor will administer the Panorama survey to all students in grades 3-5 in the library setting, ensuring consistent administration of the survey.	The librarian and school counselor will provide the Panorama survey to students in grades 3-5.
The principal and ASB lead teachers will provide a school theme promoting inclusivity, including recognizing students during morning announcements who are welcoming and inclusive.	The principal and ASB lead teachers will promote a theme of inclusivity through announcements, a highlighted book selection, and an all-school bulletin board in the main hallway.
The Equity Team will participate in a book student on culturally responsive teaching strategies, sharing learning at staff meetings.	The Equity Team will read the book "Culturally Responsive Teaching and the Brain" and share

		learning with teachers at staff meetings.
	The school will collaborate with the PTSA to promote and partner on an International Night event that celebrates all cultures represented within our school community.	The PTSA, with support of the school, will host an International Night event.
	The school and PTSA will incorporate new events specifically designed to welcome new students and families (ex: August "New Family Dinner", "Kindergarten Play Date", etc.).	The PTSA, in collaboration with the school, will host a "New Family Dinner" and "Kindergarten Play Date" for new families.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Informal check-ins with students by the school counselor during regularly scheduled lessons. 2. Monitoring of school discipline as it relates to/impacts this goal area. 3. Yearly progress updates on Panorama Survey in the area of "Favorable Sense of Belonging;" specifically, "How much students feel they are valued members of the school community." Benchmark Goal 2020 = 78% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama survey. Benchmark Goal 2021 = 83% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama survey. Benchmark Goal 2022 = 90% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama survey.	

Priority #4	
Priority Area	Supportive Learning Environment
Focus Area	Nine Characteristic 2019 Spring Survey question 56: "Students respect those who are different from them."
Focus Grade Level(s)	Grade K-5
Desired Outcome	95% of staff members will respond agrees completely/mostly on question 56 of the Nine Characteristics Survey in the Spring of 2020.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	Focusing on question 56 on the Nine Characteristics survey would help us better support the goal stated Priority #3. That goal was created as a result of 71% of students responding that they feel they are "valued members of the school community" on the 2019 Panorama Survey. During a Spring staff reflection activity, a majority of staff selected question 56 on the Nine Characteristics survey as the area they feel deserved the most focus in the 2019-2020 school year. Feedback from both Certificated and Classified staff supported this area of focus. McAuliffe has added multiple programs in recent years (pull-out Quest, full-time Quest, Highly Capable, Learning Center). Our school demographics have also changed quite a bit. Our school diversity has increased as a result of our new programs and change in demographics, creating an opportunity to encourage students to respect those who are different from them.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers and the school counselor will focus on classroom activities that work on friendship skills and accepting others.	Percentage of teachers who incorporate friendship skills into their lessons.
	Teachers, the school, and PTSA will work together to provide students with opportunities to share their culture, traditions, etc.	Students will be given opportunities within the class and through PTSA events to share and celebrate family traditions.
	Teachers will model respect and inclusion by including purposeful language and designing culturally responsive lessons.	Percentage of teachers who model respect and inclusion.
	The school will provide opportunities for students to interact with various populations around the school (ex: general education, Quest, Learning Center).	Field trips, recesses, lunches, and special programs will be designed to integrate students from various programs and populations.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Progress will be monitored through the following method: 1. Nine Characteristics data per the 2020 Spring survey.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
* Common language on the importance of state testing is used by all schools in the district.
* Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
* Make-up testing is provided for students that miss the school's date.
* Test completion lists are monitored by both school testing coordinators and district personnel.
* The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	McAuliffe Elementary teachers/staff will utilize parent, middle/high school, Watch DOGS, and other volunteers to support students in class in support of Priority areas #1 and #2.	This action will take place throughout the 2019 – 2020 school year.
	Administration will work with the PTSA to fund materials and professional development opportunities to support SIP goals in Priority areas #1, #,2, #3, and #4.	This action will take place throughout the 2019 – 2020 school year.
	McAuliffe Elementary teachers/staff will collaborate with the PTSA to host community events that support SIP goals in Priority areas #3 and #4.	This action will take place throughout the 2019 – 2020 school year.
	The McAuliffe Elementary Equity Team will continue to explore ways to involve parents and students in our equity work to support SIP goals in Priority areas #3 and #4.	This action will take place throughout the 2019-2020 school year.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post the SIP on the McAuliffe Elementary website.	Upon approval by the LWSD School Board, the SIP will be posted by January 2020, or earlier.

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

		Update the McAuliffe community of SIP process and availability via monthly newsletter in November 2019.	The monthly newsletter and update will go home to families on November 1st.
		Update the McAuliffe community at the October 2019 PTSA meeting on SIP goals and processes.	The PTSA meeting and update will be on October 24th.

Mead Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description:

Margaret Mead Elementary is located in Sammamish, Washington. Mead Elementary opened in 1979 as the first LWSD elementary school in the area currently known as the Sammamish Plateau. In 1999, the community was incorporated as the City of Sammamish. Students from Margaret Mead transition to Inglewood Middle School followed by Eastlake High School.

Mead is a diverse community of learners. Our students come from countries around the globe and speak more than 20 languages. One program unique to Mead is the STEM Choice Program. STEM enrolls 120 students via lottery process. Highlights of STEM include additional study in engineering, technology, and Next Generation Science Standards.

The staff at Margaret Mead Elementary are committed to student success. Teachers focus on the success of every student by providing rigorous instruction based on state and district standards and a safe and welcoming learning enviornment. The Mead staff highly values the partnership with our parent community including our active PTSA.

At Mead, we follow the MEAD Way. The MEAD Way is our common language and expectation about how we interact in community together. We demonstrate **The Mead Way** by: **M**aking wise choices; **E**xpecting our best; **A**cting with kindness; **D**emonstrating respect.

Mead Elementary is celebrating its 40th anniversary year by opening a brand-new school building this year. The new beautifully updated building provides many new opportunities including a cafeteria/commons, additional classrooms with expansive shared learning spaces, an art science room, and state of the art technology in every classroom.

Mission Statement: Prepare, Challenge, Inspire. Our vision statement: Preparing every student for lifelong success.

Demographics:[1]

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

		2016-17	2017-18	2018-19
Student Enrollment (count)		630	604	647
Racial Diversity (%)	American Indian/Alaskan Native	0.2	1.1	0.5
	Asian	28.3	31.5	35.1
	Black/African American	0.8	0.8	1.4
	Hispanic/Latino of any race(s)	6.0	5.6	5.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.3
	Two or more races	7.6	6.6	7.9
	White	57.1	54.5	49.2
Students Eligible for Free/Reduced Price Meals (%)		3.0	3.7	4.3
Students Receiving Special Education Services (%)		6.9	7.9	9.1
English Language Learners (%)		11.3	13.8	14.8
Students with a First Language Other Than English (%)		24.8	30.5	33.3
Mobility Rate (%)[2]		12.5	8.6	9.0

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[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	91	89	91
1st Grade	86	95	91
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ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	91	87	86
4th Grade	87	86	90
5th Grade	86	86	85

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	95	96
Black/African American	-	-	-
Hispanic/Latino	81	80	79
Two or more races	95	83	96
White	88	90	89
English Learner	81	89	90
Low Income	60	73	-
Special Education	73	61	80

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	89	95	95
Black/African American	-	-	-
Hispanic/Latino	95	71	75
Two or more races	92	78	72
White	86	86	85
English Learner	54	50	79
Low Income	90	67	63
Special Education	56	56	63

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	91	87	86
4th Grade	94	82	86
5th Grade	78	79	71

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	87	78

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	92	95	91
Black/African American	-	-	-
Hispanic/Latino	84	57	63
Two or more races	81	74	68
White	87	82	78
English Learner	77	67	77
Low Income	90	67	47
Special Education	37	47	45

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	95	84
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	60
White	n/a	82	78
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	60	54

⬂ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	*Percent avoiding chronic absenteeism*		
	2016-17	2017-18	2018-19
Kindergarten	87	91	95
1st Grade	98	94	93
2nd Grade	94	96	88
3rd Grade	92	95	94
4th Grade	99	91	94
5th Grade	98	96	92

ATTENDANCE: By Group/Program[7]

Group/Program	*Percent avoiding chronic absenteeism*		
	2016-17	2017-18	2018-19
Asian	92	94	90
Black/African American	--	-	-
Hispanic/Latino	95	92	97
Two or more races	98	98	96
White	95	93	94
English Learner	83	94	91
Low Income	95	96	89
Special Education	98	94	93

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	89	92	-	92	91	88	-	68	60
Math Proficiency Rate (%)	86	94	-	72	79	85	-	71	45
ELA Median Student Growth Percentile[9]	59	70	-	53	61	57	-	52	45
Math Median Student Growth Percentile	46	52.5	-	46	30.5	42	84	23	30
EL Progress Rate (%)	89	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	95	-	97	-	97	95	91	95

         = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Informational and Opinion Writing</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade K – 5</td></tr>
<tr><td>Desired Outcome</td><td>75% of grade 3-5 students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Informational Writing in Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:

Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	42%	43%
Narrative	78%	77%
Opinion	54%	47%

Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for informational and opinion writing tasks.	Percentage of teacher teams that have completed rubric and exemplar analysis
All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department.	Percentage of teachers that access and align writing curriculum
All grade level teams identify critical lesson components from	Lesson components identified for all grade levels (K-5)

</td></tr>
</table>

	applicable writing units to focus on for upcoming school year.	
	Each grade level team to develop a plan of pre-assessment and post-assessment using the On-Demand Writing Assessments paired with the Informational and Opinion units.	Instructional plan completed
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction	Percentage of teachers completing student work analysis
	Grade 3-5 students complete post-assessments using Smarter Balanced IAB (both informational and narrative PT).	Percentage of students completing SBA IAB

| **Timeline for Focus** | Fall, 2019 - Spring, 2022 |
| **Method(s) to Monitor Progress** | After each writing unit, the Smarter Balanced IAB for the particular writing type will be given. |

<table>
<tr><td colspan="3" align="center">Priority #2</td></tr>
<tr><td>Priority Area</td><td colspan="2">Mathematics</td></tr>
<tr><td>Focus Area</td><td colspan="2">Concepts & Procedures: Low scoring area on SBA. Specific claim focus area selected within Concepts and Procedures is "Understanding the Place Value System" across grade levels.</td></tr>
<tr><td>Focus Grade Level(s)</td><td colspan="2">Grade 1 - 5</td></tr>
<tr><td>Desired Outcome</td><td colspan="2">90% of students in grades 3-5 will be at or above standard in mathematics as measured by the Smarter Balanced Assessment in Spring of 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td colspan="2">Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td colspan="2">80.4% of students in grades 3-5 were at/above standard in math on the SBA in Spring of 2019. In the category of Concepts and Procedures, 64% were at/above standard. Within Concepts and Procedures, the target of Understanding Place Value has been low in 5th grade over the past three years. As a staff, a decision was made to work vertically on this topic to strengthen student understanding over grade levels as place value is foundational learning for all other concepts in mathematics.

Of the three major content areas (math, ELA, science), math has historically produced the lowest scores on SBA.</td></tr>
<tr><td rowspan="6">Strategy to Address Priority</td><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td>Grade level teams will place additional focus and instruction on the target area of Understanding Place Value.</td><td>Percentage of teachers at each grade level placing additional focus on Understanding Place Value.</td></tr>
<tr><td>Utilization of LEAP to provide opportunities for teachers in grades 1-5 to participate in vertical teaming to review grade level standards for place value and better align grade level curriculum for place value. Alignment work will include identification of any gaps in content, gaps in grade level instruction and identifying common language or strategies for instruction.</td><td>Percentage of teachers that access and align math curriculum.</td></tr>
<tr><td>Teachers in grade 1-5 will utilize differentiated instruction of groups based on formative math assessment data.</td><td>Percentage of teachers using assessment data to inform instruction of differentiated groups.</td></tr>
<tr><td>Teachers in grades 3-5 will utilize SBA Interim Assessments to identify areas where additional</td><td>Percentage of students completing SBA IAB.</td></tr>
</table>

	support is needed in any math content area and to provide students with needed practice.	
	Teachers in grades K-5 will access building personnel and resources to support students in the area of math (ex: Safety Net, SpEd, Highly Capable, Pull-Out Quest).	Percentage of teachers that access support personnel and resources.

Timeline for Focus	Fall, 2019- Spring, 2022
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student progress on daily work, classroom assessments, District Assessments Teachers will monitor progress during each math unit. 2. Student progress on SBA Interim Assessments 3. Yearly progress on SBA Benchmark Goal 2020 = 80% of students in grades 3-5 will score at or above standard in the area of math on the SBA. Benchmark Goal 2021 = 85% of students in grades 3-5 will score at or above standard in the area of math on the SBA. Benchmark Goal 2022 = 90% of students in grades 3-5 will score at or above standard in the area of math on the SBA.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Social Awareness
Focus Grade Level(s)	Grade K- 5
Desired Outcome	When asked "to what extent were you able to disagree with others without starting an argument?" on the Panorama Social Emotional Learning Survey, 75% of students in grades 3-5 will respond favorably by Spring, 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	On the Spring, 2019 Panorama Social Emotional Learning Survey, 53% of students in grades 3-5 responded favorably to the question, "In the last 30 days, to what extent were you able to disagree with others without starting an argument?" The 53% in Spring 2019 was 2% lower than in Fall 2018. Mead has added multiple students in recent years. As a result, we have many new students and families at our school coming from a variety of places, backgrounds and languages. Focus on this goal will allow us an opportunity to develop common language, common expectations and common problem-solving strategies to best interact as a positive, collaborative school community.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	The school counselor will use Kelso Choices and Second Step Curriculum to teach students how to disagree appropriately.	Percentage of classrooms who receive the Kelso Choices and Second Step instruction from counselor.
	Classroom teachers will review the counselor taught lessons with their classes. Strategies taught to appropriately disagree will be modeled and practiced.	Percentage of teachers that review, model and practice lessons.
	The school counselor will lead some small groups for students who are struggling with the skill of disagreement.	Percentage of students participating in small groups.
	The Mead Instructional Leadership Team will lead a staff book study on the book "Culturally Responsive Teaching and the Brain" throughout 2019-2020.	Percentage of staff members who engage in the book study.
	The Mead PTSA in collaboration with Mead staff will host some Q and A sessions for staff with representatives from various countries/cultures who will share	Number of Q and A sessions planned and hosted.

	about the educational systems in their home countries.	
	Students in 3-5 will participate in the Panorama Survey in Spring 2020.	Percentage of students who participate in the spring survey.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Progress will be monitored by the following: 1. Informal review and check-in with students by counselor during regularly scheduled classroom lessons. 2. Administration will monitor school discipline data as it relates to arguments between students. 3. Yearly progress to be assessed via Panorama Survey administered and data collected in Spring 2020.

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Nine Characteristics 2019 spring survey question: "The staff works in teams across grade levels to increase student learning."
Focus Grade Level(s)	Grade K - 5
Desired Outcome	95% of staff members will respond "agrees completely/mostly" on the Spring 2020 Nine Characteristics Survey.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Focusing on this question of the Nine Characteristics Survey would help us meet our goals stated in Priority areas #1, #2, and #3. The goal was created based on staff discussion and desire to better align instruction and practice vertically across grade levels in support of student learning.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	LEAP time and staff meeting time will be set aside for vertical teaming in the areas of math, writing and social/emotional.	Number of vertical teaming opportunities provided to staff.
	Mead Instructional Leadership Team will coordinate specific alignment activities to support Priority Areas #1, 2, and 3.	Alignment activity designed and implemented for each priority area.
	At each staff meeting, the goal will be reviewed, and staff will offer feedback about progress and ideas for further improvement toward goal.	Staff meeting notes uploaded on OneNote following staff meetings.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Progress will be monitored through the following method: Informal check-ins during monthly staff meetings. Nine Characteristics Survey data collection per Spring 2020 survey.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	SIP draft presented to the PTSA board for feedback/comment/questions.	November 2019
	Mead Student Leadership Team (4th/5th graders) will be given opportunity to give feedback/input into activities for Priority #3 (Social/Emotional Goal).	December 2019
	ILT/PTSA to design a parent survey to investigate.	

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Mead SIP posted on Mead website.	Once approved by school board, SIP to be posted to website.
	Invitation to review the SIP sent to all parents via monthly principal e-newsletter.	Once the SIP has been approved and posted to website.
	Final SIP shared at PTSA Board and/or general membership meeting.	May 2020

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Muir Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: John Muir Elementary (JME) is a community of learning and learners where all students are provided a rich academic program in a safe, nurturing environment. JME serves a socially, economically, and ethnically diverse population of children. This diversity is a source of strength and pride for the school. The students from JME will attend Kamiakin Middle School and then progress to Juanita High School.

One of our primary focuses at JME is to equitably provide an academically rigorous experience that allows each student to achieve their personal best. Our professional educators spend considerable time in staff development to continuously improve their practices to meet the needs of all children. Ongoing assessments allow teachers to monitor the progress of students to ensure they are making annual growth and alter instruction when necessary.

Every year, we analyze data, write goals, and collect data for our School Improvement Plan. Staff use assessment results to focus on improving student learning through effective teaching pedagogy. In addition to academic success, JME focuses on developing the social-emotional intelligence of our students. We believe that to be academically successful; students also need to develop the social-emotional skills of collaboration, empathy, self-control, and problem-solving. We approach our social-emotional instruction by explicitly teaching the *Lake Washington Interdisciplinary Life Skills and Attributes*, integrating counselor led lessons using *Second Step*, the social-emotional learning curriculum, and implementing *Positive Behavior Interventions of Supports* (PBIS) school-wide.

Mission Statement: Each student will graduate prepared to lead a responsible rewarding life as a contributing member of our community and great society.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		442	435	448
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.5
	Asian	21.7	24.4	26.8
	Black/African American	1.4	1.4	2.7
	Hispanic/Latino of any race(s)	19.0	18.4	16.3
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	8.8	8.5	7.8
	White	48.9	46.9	46.0
Students Eligible for Free/Reduced Price Meals (%)		35.6	33.2	30.5
Students Receiving Special Education Services (%)		15.2	14.9	13.5
English Language Learners (%)		24.6	24.2	24.1
Students with a First Language Other Than English (%)		40.7	41.5	41.9
Mobility Rate (%)[2]		17.2	15.4	17.0

ACADEMIC PERFORMANCE DATA: LITERACY

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	86	91	90
1st Grade	83	72	89
2nd Grade	86	88	80

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	67	66	71
4th Grade	62	67	54
5th Grade	78	68	75

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	84	83	81
Black/African American	-	-	-
Hispanic/Latino	85	68	68
Two or more races	71	89	93
White	88	90	93
English Learner	78	75	72
Low Income	75	70	72
Special Education	50	39	67

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	57	63	60
Black/African American	-	-	-
Hispanic/Latino	58	52	50
Two or more races	74	86	93
White	77	74	72
English Learner	7	19	15
Low Income	54	48	41
Special Education	15	14	21

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	72	61	72
4th Grade	65	72	56
5th Grade	76	62	75

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	63	73

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	65	67	66
Black/African American	-	-	-
Hispanic/Latino	53	52	41
Two or more races	58	64	93
White	84	69	76
English Learner	7	19	12
Low Income	55	48	41
Special Education	19	11	21

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	56	75
Black/African American	n/a	-	-
Hispanic/Latino	n/a	40	50
Two or more races	n/a	-	-
White	n/a	78	84
English Learner	n/a	<5	-
Low Income	n/a	38	57
Special Education	n/a	19	-

↘ = Cohort Track

ATTENDANCE DATA

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

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[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	90	84	86
1st Grade	92	90	82
2nd Grade	90	96	87
3rd Grade	92	97	94
4th Grade	94	91	90
5th Grade	96	94	86

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	97	96	89
Black/African American	--	-	-
Hispanic/Latino	87	86	84
Two or more races	93	88	89
White	93	95	91
English Learner	88	93	86
Low Income	89	90	86
Special Education	87	88	79

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	71	63	-	62	-	77	19	56	20
Math Proficiency Rate (%)	67	63	-	54	-	76	18	51	21
ELA Median Student Growth Percentile[9]	52	53	-	45	53	52	25.5	44	28
Math Median Student Growth Percentile	53	54	-	46	72.5	53.5	27	46.5	26.5
EL Progress Rate (%)	74	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	96	-	89	91	95	92	91	88

◣ **= Cohort Track**

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

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<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>ELA Research and Inquiry</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 3-5</td></tr>
<tr><td>Desired Outcome</td><td>By Spring 2022, students in grades 3-5 receiving EL services will decrease from 47% scoring below standard to 25% scoring below standard, and 0% of students scoring above standard to 22% students above standard, as measured by the SBA ELA Research & Inquiry.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Students area measured in four areas on the English Language Arts portion of the Smarter Balanced Assessment: Reading, Listening, Writing, and Research and Inquiry.

Data from the Smarter Balanced Assessment indicates nearly half of students receiving English Language services have scored below standard in Research and Inquiry for the past three years.

Research and Inquiry Students receiving EL services	
Year	Percent of Below Standard
2016-2017	55%
2017-2018	48%
2018-2029	47%

</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
K-2 scoring calibration of *All About Book* and continued professional development for informational writing.	Number of K-2 who calibrated grading for *All About Books*.
Grade level teams K-5, and support staff will take the SBA IAB practice test for informational text • IAB for grades 3-5	Percentage of teachers and support staff who have taken the Reading Informational Text SBA IAB
All K-5 teachers will collaboratively plan their assessment calendar with a focus on Informational Text Key Ideas and Details	All teachers will give the Key Ideas & Details sections of all the end of unit Wonders assessments and track proficiency per classroom

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</table>

	Grade levels will modify End of Unit Wonders assessments to reflect SBA format.	Number of tests modified to reflect SBA format
	K-5 targeted academic vocabulary instruction to support Research and Inquiry.	Shared location of grade-level academic vocabulary and routine progression.
	K-5 teachers will commonly implement RACE as our information text analyses protocol and strategy. K-1: focus on R-A 2-3: focus on R-A-C 4-5: focus on R-A-C-E	Principal and Associate Principal will track implementation of common language via walkthroughs.
	Peer-to-peer learning walk.	Percentage of teachers who participate in a peer-to-peer learning walk.
	All new staff will attend CORE Reading Fundamental training.	100% of all new teacher attendance

Timeline for Focus	Fall, 2019 – Spring, 2022
Method(s) to Monitor Progress	Method(s) to Monitor Progress Grade levels K-5 use of Wonders End of Unit Assessments and grade levels 3-5 will administer Reading Informational Text, Research, and Brief Write IAB's, as well as Smarter Balanced Assessment.

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts and Procedures
Focus Grade Level(s)	Grade 3-5
Desired Outcome	By Spring 2022, students in grades 3-5 who scored below standard on the SBA Procedure and Concepts will decrease from 18% below standard to 9% below standard, and increase 51% of students above standard to 60% students above standard, as measured by the SBA math Concepts and Procedures.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	3rd grade SBA from 2018-19 shows an area growth in Target A, solve problems using multiplication and division, along with Target C multiply and divide within 100. 4th grade SBA from 2018-19 shows an area of growth in Target A use the four operations with whole numbers to solve problems. 5th grade SBA from 2018-19 shows an area of growth in Target D perform operations with multi-digit whole numbers and decimals to hundredths. As a result of finding common areas of growth amongst the target skills within Concepts and Procedures, our goal will be to focus on place value and mathematical operations.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Grade level teams K-5, and support staff will take the SBA IAB practice test for Procedures and Concepts • IAB for grades 3-5	Percentage of teachers who have taken an SBA IAB with a focus on Procedures and Concepts.
	K-5 targeted academic vocabulary instruction to support Procedures and Concepts.	Access and 100% implementation.
	Develop common academic vocabulary routine and response structure for solving word problems • K-5 consistent teaching practices	Grade K-5 scope and sequence of aligned academic vocabulary as well as a complete set of defined routines.
	On-boarding new staff members on previous teaching and continuing training.	100% of new teachers will receive onboarding support from grade level teams.
	Data reports from 3-5 SBA IAB's presented to ALL staff.	Yearly data review.

Timeline for Focus	Fall, 2019 – Spring, 2022
Method(s) to Monitor Progress	Grade K-5 will use LWSD math CDSA's and grades 3-5 will use Operation Algebraic Thinking and Numbers Operations Base 10 IAB's, as well as Smarter Balanced Assessment.

	Priority #3	
Priority Area	Social and Emotional	
Focus Area	Emotional Regulation	
Focus Grade Level(s)	Grades K-5	
Desired Outcome	The results of the 2022 Spring Panorama Survey will show an increase from 53% of students responding favorably to Emotional Regulation questions to 60% of students responding favorably to Emotional Regulation questions.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	The results from the Fall 2018 Panorama survey showed that 53% of students responded favorably to the questions regarding Emotional Regulation. The decision to make Emotional Regulation a priority was made through a collaborative process gathering input from all Certificated staff members.	

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Second Step lessons delivered by counselor in each classroom 2-5.	Schedule of lessons delivered to each classroom.
	Kelso's Choices lessons delivered by counselor in K-1 classrooms.	Schedule of lessons delivered to each classroom.
	Support staff (IA, para, SN, ELL, etc.) trained in Second Step strategies.	Attendance data collected from training sessions in Fall 2019.
	ACES Training.	100% of staff attend ACES training in August 2019, 2021, and 2022.
	OT and SPED provide training around sensory-seeking behaviors.	90% of staff attend training.
	Teachers have a written plan to support students who are dysregulated.	By Spring 2020 all Certificated staff will have submitted their plan.
	Students will participate in the paper SEL survey provided by LWSD.	95% of students will participate in the survey.
	Parent communication - training/workshop/videos on Second Step curriculum.	Outreach opportunities are provided a minimum of three times per year. Parent feedback is collected.
	Teachers have access to resources to support emotional regulation.	Resources are sent out in the principal newsletter and stored on OneNote.

Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored after each Fall and Spring administration of the Panorama Survey.	

Priority #4	
Priority Area	Supportive Learning Environment
Focus Area	Student discipline problems are managed well.
Focus Grade Level(s)	Grade K-5 students and staff
Desired Outcome	The results of the 2022 Spring Characteristic Survey will show an increase from 65% agree completely or agree mostly to 85% staff agree completely or agree mostly agreeing that discipline problems are managed well.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	The results of the 2019 Spring Nine Characteristic Survey indicated that 65% of staff agree completely or agree mostly to discipline problems are managed well. The decision to make discipline a priority was made through a collaborative process gathering input from all Certificated staff members.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	ACES Training	100% of staff will attend ACES training in August 2019.
	De-escalation/Behavior Intervention Training	All certificated staff will attend De-escalation training in October 2019.
	Establish SIT (Student Intervention Team)	Number of teachers signing up/attending SIT meetings.
	Create/update PBIS flow chart	100 % of staff members trained in utilizing the flow chart. Number of staff members utilizing flow chart process as measured by referral data.
	Implement discipline tracking system as determined by district resources and PBIS Team	Review of discipline data reflected in the minutes of PBIS Team meetings. Share out of school-wide discipline data at least four times yearly as reflected in staff agendas.
	PBIS Implementation	Implementation of schoolwide PBIS systems as measure yearly using the Tiered Fidelity Inventory. PBIS training as reflected in staff meeting/LEAP agendas and measured by attendance data. Staff feedback on PBIS systems gathered at least yearly.

	Common understanding of "managed well" and shared learning on effective practices	100% of staff will participate in professional learning around discipline best practices. 100% of staff will participate in creating a common understanding of "managed well" that is in alignment with best practices.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Annual Nine Characteristics Survey Number of office discipline referrals measured over time	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Collaboration with PTSA, Natural Leaders, and district Family Engagement Coordinator.	Meet three times per year
	School Sponsored family literacy night.	Annually
	Safety Net Parent Meeting.	Annually
	Family Advisory Group.	Meet three times per year
	Work with community partners to coordinate parent programs that build ties between parents and schools.	Regular meetings with Admin and Family Liaison
	Parent feedback survey regarding shared responsibility as detailed in the John Muir Student Family Compact.	Fall, Annually

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Finalized SIP posted on the website and translated to top three used languages.	Annually in January
	Monthly Newsletters.	Monthly
	Share SIP at PTSA meeting.	Annually
	Align parent engagement events such as conferences, literacy night, etc. to school goals.	Annually

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Redmond Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Redmond Elementary School is a thriving, diverse school in the heart of Redmond. With a population of just over 650 students, we house diverse programs including many general education classrooms, two Special Education Intervention classrooms, and four Highly Capable/Quest classrooms. Our staff come from all over the country and share a strong commitment to academic excellence as well as social justice. Our families come from all over the world and there are more than 40 languages spoken by our community. We welcome and foster relationships with our community partners in an effort to make our school feel like home for every family we serve.

Mission Statement:
Redmond Elementary believes in equity and excellence for every student. We will provide each student with the academic, social and emotional instruction, and supports needed to find their purpose and succeed in a global community. All families will be welcomed and supported as partners.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		727	781	605
Racial Diversity (%)	American Indian/Alaskan Native	0.1	1.2	0.5
	Asian	47.9	52.2	43.5
	Black/African American	2.3	2.7	3.5
	Hispanic/Latino of any race(s)	11.4	9.2	12.1
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	8.4	7.0	6.8
	White	29.7	28.4	33.7
Students Eligible for Free/Reduced Price Meals (%)		14.7	13.2	20.2
Students Receiving Special Education Services (%)		10.2	8.0	10.6
English Language Learners (%)		22.2	20.9	24.9
Students with a First Language Other Than English (%)		44.5	48.6	50.1
Mobility Rate (%)[2]		19.7	22.5	22.0

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	93	93	93
1st Grade	84	85	82
2nd Grade	92	90	82

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	83	90	81
4th Grade	84	86	83
5th Grade	85	85	83

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	96	93
Black/African American	-	90	-
Hispanic/Latino	80	68	72
Two or more races	89	84	85
White	90	88	81
English Learner	85	83	86
Low Income	73	64	61
Special Education	74	55	65

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	97	92
Black/African American	70	69	60
Hispanic/Latino	60	61	53
Two or more races	71	75	80
White	76	82	85
English Learner	45	56	41
Low Income	46	59	48
Special Education	32	40	41

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	79	83	77
4th Grade	77	83	75
5th Grade	78	76	71

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	82	81

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	96	92
Black/African American	30	31	27
Hispanic/Latino	47	46	40
Two or more races	75	71	70
White	70	71	75
English Learner	49	53	48
Low Income	33	37	29
Special Education	27	19	31

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	91
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	53
Two or more races	n/a	69	-
White	n/a	70	86
English Learner	n/a	-	33
Low Income	n/a	36	46
Special Education	n/a	39	39

⬊ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	82	91	82
1st Grade	85	84	87
2nd Grade	85	89	82
3rd Grade	91	93	89
4th Grade	90	92	86
5th Grade	94	94	91

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	89	93	88
Black/African American	89-	100	85
Hispanic/Latino	84	77	82
Two or more races	80	88	85
White	90	91	86
English Learner	84	86	89
Low Income	74	81	75
Special Education	78	78	76

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	86	96	65	60	73	84	49	53	40
Math Proficiency Rate (%)	81	95	30	47	72	78	49	36	30
ELA Median Student Growth Percentile[9]	65	75	-	55	54	60	53.5	51.5	46
Math Median Student Growth Percentile	64	74	-	42	52	54.5	53	40	44
EL Progress Rate (%)	85	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	94	-	85	88	93	88	83	86

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Mathematics
Focus Area	Claim 1: Concepts and Procedures
Focus Grade Level(s)	Grades 3, 4, 5
Desired Outcome	General Education students in Grades 3, 4, and 5 scoring at/near standard or above standard on the Concepts and Procedures claim of the SBA will increase from 78% in Spring 2019 to 88% by Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Our students have shown struggles in the past few years in the Mathematical Concepts and Procedures Claim. While there are growth opportunities in other claims as well, we wish to focus our efforts here in a clear, shared effort to build our students' skills. In 2019, 73% of our 5th grade General Education (Non HC) students were at/near/above standard on the Concepts and Procedures claim, 75% of our 4th grade General Education (Non HC) students were at/near/above standard on the Concepts and Procedures claim, and 82% of our 3rd grade General Education (Non HC) students were at/near/above standard on the Concepts and Procedures claim. Our district Math Curriculum may change next year. We want our growth goal to span that adoption and adjustment period and beyond.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Safety Net Math Groups	Progress Monitoring
	Before School Safety Net Math	Progress Monitoring
	Rainbow Math	Student Data, Monthly progress
	Small group instruction/intervention	Classroom Observations, PCC team data
	Dreambox Math Program	Dreambox Dashboard tracking of use and growth
	Multiplication Math fact fluency practice	Teacher data tracking fluency facts monthly
	Environmental supports (Number lines, Hundreds charts, Math Facts)	All Supports Visible by 12/15/2019
	PTSA Family Math Night	Attendance and Parent Feedback
	Math Madness (Playing/Speaking vocally)	Team/Student Data
	Parent Communication	Monthly Principal Newsletters with strategies shared

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Monthly progress updates, sharing of practices, and vertical conversations. SBA data each year and Interim Assessments will be used to monitor progress toward our goal, as well as Math Screener data available starting January 2020.

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Writing
Focus Grade Level(s)	Grades 3, 4, 5
Desired Outcome	The percentage of non-highly capable students scoring Above Standard on the Writing SBA will increase from 50% to 65%.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Our ELA data indicates ELA/Literacy as an area that many of our students across grade levels struggle with reaching or exceeding proficiency. Our school-wide data indicates that 62% of all 3rd, 4th, and 5th graders exceeded standard in Writing; however, in our non-highly capable classrooms, we saw the following data: 3rd grade: 52% of students exceeded standard, 4th grade: 51% of students exceeded standard, and in 5th grade, 47% of students exceeded standard.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Writing Cohort Participation	Tracking data from participation and Staff-led PD
	Focus on Writing to Explain across content areas	Bimonthly Staff Meeting Vertical Strategy Sharing
	Family Communication Re: Strategies	Bimonthly Parent Information shared
	Daily Use of Content and Language Objectives (SIOP)	Formal and Informal Observation Data

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	Interim Assessment data for grades 3, 4, 5, Classroom Writing Samples in all grades K-5.

Priority #3	
Priority Area	Family Engagement
Focus Area	Family Engagement
Focus Grade Level(s)	Grades K-5
Desired Outcome	The percentage of staff members reporting that Redmond Elementary has a high level of Family and Community Involvement will increase from 79% agreeing mostly or completely to 85% agreeing mostly or completely.
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement
Data and Rationale Supporting Focus Area	Nine Characteristics Survey Data Parent Visitor logs
Strategy to Address Priority	(see table below)

Action	Measure of Fidelity of Implementation
EL Family Field trips	Document occasions and number of families who participate
Monthly "Coffees with the principals"	Track attendance and content
Parent surveys Fall/Spring	Percentage of participation
Increase Parent Volunteer Opportunities	Compare percentage on End of Year parent survey to 2018 responses
Family Literacy Night	Three times per year goal
Family Digital Citizenship Workshops	Two times per year
Community Dinners	Do three times per year
Grade Level Family Meals	At least once/year per grade
All Grade Activities w/Family Involvement (Pumpkinology, etc.)	Assess mid and End of Year
Family Prompts in Newsletter	Monthly (teachers and Principal)
Cultural Connections	At least once a year

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	Nine Characteristics Survey Data. Number of parents participating in WatchDOGS. Percent of families who attend Fall and Winter Conferences. Parent Surveys Twice a Year.

Priority #4	
Priority Area	Clear and Shared Focus
Focus Area	Clear and Shared Focus
Focus Grade Level(s)	All, K-5
Desired Outcome	Staff reporting that Redmond Elementary School has a Clear and Shared Focus will increase from 73% agreeing mostly or completely to 85% agreeing mostly or completely.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	In our Spring 2019 Nine Characteristics Survey, 73% of reporting staff indicated that they agree mostly or completely that our school has a clear and shared focus. Our school and district have undergone several changes in the past few years, including administrative and instructional staffing as well as student enrollment, and unifying to focus intentionally in just a few areas has been identified as a priority. We believe that by focusing intentionally on increasing family engagement as well as our two academic goal areas, we will be able to make identifiable, smaller progress goals ultimately leading to a greater sense of shared purpose.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Vertical conversations among grade teams.	Calendar indicating occurrence at least once every two months.
	Review of actions taken towards three goal areas at least monthly.	Staff Meeting Notes.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Springtime Nine Characteristics Survey. Monthly check-ins during staff meetings RE: our three other goals and task progress.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

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Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Gather Input from Parents at "Coffee w/Principal" Meetings	Monthly
	Panorama Survey	Fall and Spring
	Safety Net and EL Parent Nights	Fall 2019 and 2020
	Family Literacy Nights	Three times per year
	Equity Team Student and Parent Groups	Three times per year

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post Updates Monthly in Parent Newsletters	Monthly
	Curriculum Nights	Yearly, in August/September
	PTSA Meetings	Quarterly

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Rockwell Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Nestled in a bustling international neighborhood, Norman Rockwell Elementary is a high performing elementary school in the Redmond region, serving students in grades Kindergarten through Five. Rockwell students matriculate forward to Redmond Middle School and Redmond High School, along with other choice schools and programs. With a focus on empathy, kindness, equity, and inclusion, Rockwell is guided by both the Lake Washington School District mission and vision, as well as our school vision statement: "Every student at Rockwell will develop the knowledge, skills, and personal attributes needed to become successful members of our community and the world."

Innovation and technology are integral components of the Rockwell instructional program, and we work daily to provide our students with collaborative, rigorous learning opportunities rooted in instructional Best Practice and the efficacious use of technology. We incorporate numerous state-of-the-art technological tools into daily instruction, including Smart Boards, which may be found in every classroom and instructional space, and 1:1 devices for every 5th grade student. In 2018, Rockwell was awarded a Lake Washington School District Innovation Grant to build an "Outdoor Education Classroom" for interactive, hands-on science lessons. Students throughout our school now use this learning space on a regular basis.

Our diversity is a source of strength, and we take great pride in serving students and families from across the globe. Currently, there are 32 different languages spoken at Rockwell (in addition to English) on a daily basis. As our student population continues to become more diverse, we are engaging in professional learning as a staff in order to meet needs of all students in our classrooms. This year, we continue our work in the area of Culturally Responsive Teaching (CRT), a pedagogical approach centered on relationship building, climate, and the use of students' cultural referents as assets to guide instructional practices. Additionally, we are engaged as a staff in work around Sheltered Instruction Observation Protocol (SIOP) to support our learners with emerging English skills. While designed with English Learners in mind, the instructional practices at the heart of SIOP benefit all students at our school.

This spirit of inclusion extends toward promoting student and family voice as well. Student leaders collaborate with teachers and school administrators on service and community projects throughout the year. Further, Rockwell was one of three schools nationwide to be awarded the prestigious Phoebe Apperson Hearst Family-School Partnership Award of Merit by the National PTA. Rockwell received this award as a result of collaborative work performed by the Rockwell PTA, Rockwell staff, and school administration geared toward making our school a welcoming and inclusive community for all students and families.

Mission Statement: We will prepare every student at Norman Rockwell for his or her future. We commit to: * Believe in the potential of every child. * Create a learning environment that supports and motivates each student. * Provide rigorous, challenging curriculum and instruction. * Empower students to become thoughtful, compassionate members of a diverse society.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		631	635	570
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.2
	Asian	44.1	46.0	42.3
	Black/African American	0.8	0.6	1.2
	Hispanic/Latino of any race(s)	5.2	6.3	8.4
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	7.6	7.4	7.9
	White	42.3	39.7	39.8
Students Eligible for Free/Reduced Price Meals (%)		3.1	2.8	4.4
Students Receiving Special Education Services (%)		6.6	7.9	8.3
English Language Learners (%)		19.6	19.9	20.0
Students with a First Language Other Than English (%)		39.5	42.2	43.5
Mobility Rate (%)[2]		12.8	11.8	11.4

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	89	78	89
1st Grade	93	93	88
2nd Grade	93	91	92

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	91	82	82
4th Grade	85	86	82
5th Grade	88	86	92

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	93	94
Black/African American	-	-	-
Hispanic/Latino	83	68	74
Two or more races	81	82	86
White	89	83	90
English Learner	89	82	86
Low Income	-	-	36
Special Education	53	55	52

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	91	94
Black/African American	-	-	-
Hispanic/Latino	63	64	68
Two or more races	87	76	71
White	87	85	85
English Learner	52	46	63
Low Income	55	54	67
Special Education	43	40	41

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	95	83	85
4th Grade	85	93	82
5th Grade	86	81	93

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	86	90

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	95	96
Black/African American	-	-	-
Hispanic/Latino	63	64	67
Two or more races	90	80	71
White	87	83	86
English Learner	72	77	72
Low Income	64	62	33
Special Education	43	33	32

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	89
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	>97	-
White	n/a	80	94
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	31	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	86	84	90
1st Grade	90	89	93
2nd Grade	89	92	92
3rd Grade	90	95	95
4th Grade	91	95	93
5th Grade	92	97	92

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	90	91
Black/African American	--	-	-
Hispanic/Latino	88	90	96
Two or more races	88	91	98
White	90	94	92
English Learner	88	84	86
Low Income	85	100	96
Special Education	86	88	87

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	88	93	-	-	90	87	55	60	49
Math Proficiency Rate (%)	87	95	-	-	88	84	75	55	44
ELA Median Student Growth Percentile[9]	57	62	-	53.5	49.5	55	-	46.5	41.5
Math Median Student Growth Percentile	62	66	-	62	52	58	72	56	58
EL Progress Rate (%)	87	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	94	-	-	95	95	91	90	90

⬰ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Phonics, Foundational Skills, Reading Comprehension
Focus Grade Level(s)	Kindergarten – Second Grade
Desired Outcome	92% (270 of 293) of K-2 students will be at or above standard using End of Year Dynamic Indicators of Basic Elementary Literacy (DIBELS) data in Spring 2020. 94% (275 of 293) of K-2 students will be at or above standard using End of Year DIBELS data in Spring 2021.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Reading fluency and comprehension are foundational skills necessary for success across the academic spectrum. While Rockwell's primary-age readers generally perform strongly on the DIBELS End of Year measure (90.2% of K-2 students scored at or above standard in Spring of 2019), there are opportunities for growth for sub-groups of learners within our school, including our primary-grade English Learners who, by contrast, scored at 86.4% at or above standard as a constituent group on the End of Year DIBELs measure. Further, a discrepancy exists for our students receiving Specially Designed Instruction (SDI): 52% of students in this group scored at or above standard on the 2019 End of Year DIBELS measure. This area of focus will also serve the cohort of students on the cusp of DIBELS proficiency, our "emerging readers" who will move to standard as a result of the strategies outlined below. An examination of DIBELS Pathway Achievement data also supports a focus in this area: 15% of Rockwell K-2 student experienced below or well-below growth over the course of the 2018-2019 academic year. Upon reviewing our students' DIBELS and Smarter Balanced Assessment (SBA) performance data as staff, we observed a longitudinal trend of a precipitous drop in assessment performance between the 2nd and 3rd grade years, pointing to foundational skills in fluency and burgeoning skills in reading comprehension. This data point is further borne out by classroom-based measures, including formative assessments and Common District Student Assessments (CDSA's). These data points support a focus on reading comprehension and reading fluency for our primary-level learners.
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Use of Words Their Way (WTW) student groupings.</td><td>Teachers will monitor WTW performance and adjust groupings quarterly to ensure students are</td></tr></table>

		grouped at their appropriate levels of performance.
	Use of Read Naturally passages to support emerging readers.	Teachers will maintain running records of Read Naturally data to monitor growth over time.
	Use of Wonders End-of-Unit Assessments.	Teachers will administer Wonders End-of-Unit Assessments quarterly and discuss performance data in grade level and cross-grade level groups.
	Use of Fountas and Pinnell Resources.	Teachers will administer Fountas and Pinnell benchmark assessments quarterly and discuss performance data in grade level and cross-grade level groups.
	K-2 teams will align their PGE goals to Reading Standards to promote the mastery of foundational reading skills.	Analysis of DIBELS assessments for levels of growth. Examination of student performance on classroom assessments, including CDSAs, Wonders Assessments, and Fountas and Pinnell assessments.
	Push-In and Pull-Out English Learner, Safety Net, and Special Education support aligned with instruction in grade-level classrooms.	Classroom and English Learner, Safety Net, and Special Education teachers will meet regularly to discuss current curricula and academic work.
	Utilization of LEAP time for the purpose of vertical teaming with reading.	100% of teachers will participate in vertical teaming (work in alignment with Priority #4).
	Teachers will use SIOP strategies to support students with emerging English skills during literacy instruction.	100% of teachers will use SIOP strategies during reading instruction.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	- DIBELS End of Year Assessments: Spring, 2020; Spring, 2021 - DIBELS Retell Assessments: Spring, 2020; Spring, 2021 - Read Naturally passages - Wonders Assessments - Fountas and Pinnell Benchmark Assessments: Fall, 2019 and Spring, 2020; Fall 2020 and Spring 2021	

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts and Procedures
Focus Grade Level(s)	3rd Grade – 5th Grade
Desired Outcome	80% (14 of 18) of 3-5 grade students qualifying for English Learner services will be at or above standard on the Mathematics SBA in June 2020. 88% (16 of 18) of 3-5 grade students qualifying for English Learner service will be at or above standard on the Mathematics SBA in June 2021.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	A review of our trending data over the past four academic years shows that our students receiving English Learner (EL) services have historically performed below their non-EL peers on the Mathematics SBA. This can be illustrated by our 2019 Mathematics SBA performance: while 87.9% of all Intermediate students performed at or above average on the test, EL students in 3rd, 4th, and 5th grades performed at rates of 78%, 78%, and 60% respectively. Further, we have a cohort of recently exited EL students (seven) who could benefit from added mathematics support. As a staff, we would like to elevate our practice to meet the needs of our EL population.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Grade level teams focus on lower target strands from the 2018 and 2019 tests, where students are underperforming, and develop a plan to enrich instruction.	3rd Grade: • Target A: Represent and solve problems involving multiplication and division. • Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 4th Grade: • Target A: Use the four operations with whole numbers to solve problems. • Target L: Draw and identify lines, angles, and classify shapes by properties of their lines and angles. 5th Grade: • Target H: Represent and interpret data. • Target J: Graph points on the coordinate plane to solve real-world and mathematical problems.
	Instructional team will engage in Professional Learning related to	Instructional team will engage in three Leap Professional Learning

	Sheltered Instruction Observation Protocol (SIOP).	Sessions related to SIOP each academic year. SIOP teacher leads will serve as consults and work with teachers and teams as requested.
	Instructional team will utilize SIOP strategies during mathematics instruction, particularly in relation to accessing academic vocabulary.	100% of teachers will use SIOP strategies during mathematics instruction.
	Teams will utilize SBA Interim Assessments	Interim assessments will be administered twice or more yearly.
	Additional Math instruction will be integrated into other content areas (science).	Classroom teachers will emphasize and reinforce mathematical skills, vocabulary, and concepts through practical application during science instruction.
	Push-in and pull-out EL support aligned with instruction in grade-level classrooms.	Classroom and EL teachers will meet regularly to discuss current curricula and academic work.
	Differentiated math groups in grades 3-5.	Teachers will differentiate groups for math rotations in grades 3-5.
	Special Education mathematics pull-out sessions will occur during appropriate times (i.e., not during mathematics instruction).	Resource Room teachers will collaborate with classrooms teachers to design SDI/group schedules that take place outside of mathematics instruction.
	Accessing of building personnel and resources (e.g., Safety Net, Special Education, Highly Capable) to support mathematics work.	Classroom teachers will meet with interventionists to discuss student needs and available resources. The principal will ensure time during Leap sessions for collaboration in this area.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	• SBA Interim Assessments – administered twice or more, yearly. • SBA Mathematics Assessment: Spring, 2020; Spring 2021.	

Priority #3	
Priority Area	Behavior
Focus Area	Reduction of Office Referrals (Think Papers)
Focus Grade Level(s)	Kindergarten – 5th Grade
Desired Outcome	We will reduce office referrals by 25% or more in the 2019-2020 school year.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Norman Rockwell Elementary staff are engaged in year one of the MTSS-B PBIS program. By better understanding the framework, philosophy, and practice that makes for a successful PBIS school, we are looking to develop, grow, and sustain a positive learning environment where all students, staff, and community members are safe, respectful, responsible, and kind. In the 2018-2019 school year, there were 178 office referrals for infraction of school-wide or in-classroom behavior expectations. Through developing, aligning, and implementing systems of support via the PBIS framework and philosophy, our goal will be to reduce the percentage of office referrals by 50% in the 2019-2020 school year.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Develop five or fewer positively stated behavioral expectations by setting/location for student and staff behavior.	Five or fewer behavior expectations exist that are positive, posted, and identified for specific settings and at least 90% of staff can list at least 67% of the expectations.
	Teach expected social behaviors directly to all students in classrooms and across other campus settings/locations.	Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings and at least 70% of students can list at least 67% of the expectations.
	Establish clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed vs. staff-managed problems.	Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families.
	Develop procedures that emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	Documentation includes and emphasizes proactive approaches and administration reports consistent use.
	Develop and implement a formal system of feedback and acknowledgment that is consistently used by staff and regularly received by students.	Form a system for acknowledging student behavior is used by at least 90% of staff and received by at least 50% of students.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	- Excel tracking sheet monitored monthly. - Tiered Fidelity Inventory – twice per school year. - Annual evaluation of PBIS framework – once at the end of the school year.

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Collaboration Across Grade-Levels
Focus Grade Level(s)	Kindergarten – 5th Grade
Desired Outcome	80% of staff who answer the Nine Characteristics survey will respond favorably (agree mostly or agree completely) to the question stating, "The staff works in teams across grade levels to help increase student learning."
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	After reviewing the results from the Nine Characteristics survey, we have identified the "High Levels of Collaboration and Communication" category as an area for continued improvement. Within this component, we've identified working in teams across grade-levels as the primary interest for staff. While the results in the other subcategories show 70% and above favorable responses, this section shows that only 65% of the staff agree mostly or completely. We would like to see an increase in this area. It is important for grade-levels to be given the opportunity to collaborate with other grade-levels within their grade band (Primary and Intermediate). We would also like to provide opportunities for collaboration across grade bands, in hopes of better aligning our instruction.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Create mixed grade-level groups during SIOP professional development.	Teachers will collaborate with various grade-levels and will share instructional strategies.
	Provide time for cross-level planning for grade bands (Primary and Intermediate) during LEAP times.	Grade bands will understand the foci of each grade and will better support the efforts of each grade-level.
	Equity/CRT professional development with mixed grade-level groups.	Staff will hear various perspectives from other staff as we better understand the district's equity focus and efforts.
	Meet quarterly as grade-level bands to assess progress toward priorities #1 and #2.	Teachers in grades K-2 and 3-5 will meet quarterly to: set a grade-band academic growth goal, monitor progress and share strategies, implement changes to practice based on student performance.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	• May 2020 Nine Characteristic Survey

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒ Digital Citizenship
☒ Integrating core instructional technologies
☒ Utilizing digital tools to enhance learning
☐ Applying Ed Tech Learning Standards
☐ Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Qualitative and quantitative data collected from both "Coffee with Mr. Clark" parent input sessions and PTA General Membership meetings.	September 2019 – January 2020
	Feedback gathered during EL School-Family Partnership team events.	September 2019 – January 2020
	National PTA School of Excellence pre- and post- surveys administered to families.	October 2019 and May 2020
	Feedback gathered from parents/family members during October conferences.	October 14, 2019 – October 17, 2019
	Opportunities provided for parent/family input and feedback on the Rockwell School Improvement Plan during Rockwell's "Dog Day" school business day.	August 27, 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Formal introduction of our School Improvement Plan (SIP), along with periodic updates, at parent meetings.	September 2019 – Introduction of SIP process and document. January 2020 – Formal Presentation of SIP plan. March 2020 – SIP "Status Update" at PTA General Membership Meeting.

[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

		June 2020 – SIP End-of-Year "State of the Union" presentation at PTA General Membership Meeting.
	Opportunities provided for parent/family input and feedback on the Rockwell School Improvement Plan during Rockwell's "Dog Day" school business day.	August 27, 2019.
	Information about Rockwell's School Improvement Plan shared in the School Newsletter and PTA Beagle Bugle	January 2020.
	National PTA School of Excellence pre- and post- surveys administered to families.	October, 2019, and May, 2020.

Rosa Parks Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Rosa Parks Elementary School first opened for the 2006-2007 school year. Located in Redmond, our school serves students in kindergarten through fifth grade. We meet the needs of all learners by providing a wide array of service delivery models to extend and remediate learning. Our services models include small group pull-out instruction, push-in support, and coteaching with the goal of achieving inclusive classroom environments for all students. Students at Rosa Parks also benefit from an arts integrated approach to teaching and learning, and in partnership with our PTSA we have an artist in residence program that integrates theater standards with academic standards. Students from Rosa Parks Elementary School go on to attend Timberline Middle School and Redmond High School.

Mission Statement: To grow the whole child as a joyful, lifelong learner within a respectful environment.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		649	644	659
Racial Diversity (%)	American Indian/Alaskan Native	0.6	0.0	0.5
	Asian	49.6	51.4	55.8
	Black/African American	1.9	1.7	2.0
	Hispanic/Latino of any race(s)	6.3	5.6	5.0
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	5.6	6.1	5.9
	White	35.9	34.5	30.7
Students Eligible for Free/Reduced Price Meals (%)		1.7	1.5	2.4
Students Receiving Special Education Services (%)		7.7	6.9	8.6
English Language Learners (%)		13.5	13.9	15.9
Students with a First Language Other Than English (%)		36.3	38.9	41.2
Mobility Rate (%)[2]		7.2	12.9	8.3

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	95	90	84
1st Grade	96	>97	86
2nd Grade	>97	96	93

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	85	91	88
4th Grade	93	89	93
5th Grade	90	93	89

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	97	95
Black/African American	-	-	90
Hispanic/Latino	>97	93	71
Two or more races	94	>97	78
White	96	91	78
English Learner	96	91	76
Low Income	-	-	-
Special Education	78	79	48

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	96	95
Black/African American	-	-	-
Hispanic/Latino	92	>97	80
Two or more races	86	86	86
White	84	87	86
English Learner	50	63	33
Low Income	-	55	27
Special Education	38	77	58

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	87	90	89
4th Grade	95	83	92
5th Grade	89	92	88

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	93	89

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	96	95
Black/African American	-	-	-
Hispanic/Latino	88	>97	80
Two or more races	86	82	95
White	83	82	84
English Learner	79	83	57
Low Income	-	55	46
Special Education	33	58	38

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	92	80
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	90	40

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	90	87	91
1st Grade	88	94	86
2nd Grade	94	94	89
3rd Grade	96	93	93
4th Grade	97	94	93
5th Grade	91	96	96

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	92	94	90
Black/African American	--	92	93
Hispanic/Latino	90	97	89
Two or more races	86	100	90
White	95	91	95
English Learner	89	92	89
Low Income	70	90	94
Special Education	87	82	79

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	90	94	-	-	91	85	58	55	58
Math Proficiency Rate (%)	91	97	-	-	84	85	73	62	53
ELA Median Student Growth Percentile[9]	57	63	-	59	45.5	55	50.5	-	46
Math Median Student Growth Percentile	68	73	-	66	64	64.5	71.5	-	64
EL Progress Rate (%)	89	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	94	-	96	96	96	92	87	92

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Information and Opinion Writing</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grades 3-5</td></tr>
<tr><td>Desired Outcome</td><td>70% of grade 3-5 students will score at least three out of four on the evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational Writing by Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:

Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	49%	49%
Narrative	73%	72%
Opinion	46%	45%

Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.

</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
3rd-5th grade teacher teams review scoring rubric and student exemplars (provided by SBA) for information and opinion writing tasks.	Percentage of teacher teams that have completed rubric and exemplar analysis.
All grade levels (K-5) collaborate to ensure alignment and share teaching strategies for elaboration/evidence within writing	Percentage of teachers that access and align writing curriculum.

</td></tr>
</table>

	units designed by Teaching and Learning Department	
	3rd-5th grade teams identify critical lesson components from applicable writing units to focus on for the upcoming school year.	Lesson components identified for 3rd-5th grades.
	3rd-5th grade teams develop a pre- and post- assessment plan using the On-Demand Writing Assessments paired with the Information and Opinion units.	Instructional plan completed.
	Cross-curricular evidence-based explanations in science and mathematics content areas (K-5).	Cross-curricular writing opportunities are identified and applied for all grade levels.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Teachers will monitor student progress by analyzing student work using our district informational and opinion writing rubrics.	

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Reading
Focus Grade Level(s)	Grade K-2
Desired Outcome	85% of students who qualify as English Learners, will score at or above benchmark on the DIBELS assessment by the Spring assessment window, 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	In the 2018-2019 school year, 80.4% of English learning Kindergarten students, 69.6% of English learning 1st grade students, and 69.2% of English learning 2nd grade students were at or above benchmark based on the end of year DIBELS assessment. Reading is a foundational skill for success in all content areas, so our focus will be to increase the total number of students who are proficient readers as well as close the achievement gap that exists between our English Learners and general education students.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Safety Net and English Language teachers will use a combination of push-in and pull-out service delivery models to provide supplemental instruction to students.	Instructional plan completed.
	SIOP strategies will be utilized school wide.	Teacher reflection around SIOP strategies and teacher self-assessments will be used periodically throughout the year.
	EL teachers will conduct progress monitoring for EL students, analyze areas for growth and collaborate with classroom teachers to refine small group instruction as needed.	

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Teachers will monitor progress by completing DIBELS benchmark assessments and DIBELS progress monitoring measures.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Self-Regulation
Focus Grade Level(s)	Grade K-5
Desired Outcome	75% of all students will be able to regulate their emotions according to teacher observation and self-perception data as recorded by teacher-created rubrics and Panorama survey data by Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	At the end of the 2018-2019 school year, 54% of students responded favorably on the Panorama survey when prompted to rate their ability to regulate their emotions. At the beginning of the 2018-2019 school year, 48% of students responded favorably to the same survey questions, representing growth of 6% over the year. With focused, strategic, and school-wide instruction, we believe we can significantly increase students' abilities to self-regulate their emotions. We have also noticed that students are coming into kindergarten less ready for kindergarten socially and emotionally, according to the TSGold assessment. Social Emotionally K-Ready? _table below_

Social Emotionally K-Ready?

Ready?	2016-2017	2017-2018	2018-2019
N	36%	46%	49%
Y	64%	54%	51%

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	School wide adoption of the Zones of Regulation.	Percentage of teachers confident in teaching the Zones curriculum.
	Teach the Zones and strategies for getting back to the "Green Zone."	Instructional plan completed percentage of teachers confident in teaching Zones curriculum.
	Increase student access to sensory walks.	Add sensory walks to common spaces.
	Community education events.	
	Create and implement observational data rubrics to cross-check student self-perception data.	Percentage of teachers who complete observational data records/rubrics.
	Student support teams will identify additional strategies for students who qualify for Special Education support.	
	The school counselor will use the Recess Leaders program to help	Data collected by the counselor: what the problem was, whether the

	students develop social-emotional regulation and problem-solving skills.	problem was solved, and the tools the students used to solve it.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Panorama survey data, teacher observation checklists, and TS Gold assessment, Guidance Team referral data.	

Priority #4	
Priority Area	Clear and Shared Focus

Focus Area	Staff to keep the school's goals in mind when making important decisions.
Focus Grade Level(s)	All school staff
Desired Outcome	85% of school staff will respond agree completely or agree mostly to the statement "the staff keep the school's goal in mind when making important decisions" by Spring 2022.
Alignment with District Strategic Initiatives	School Equity Teams
Data and Rationale Supporting Focus Area	28% of respondents of the Nine Characteristics Survey responded agree slightly to the statement "the staff keep the school's goal in mind when making important decisions," at the end of the 2018-2019 school year. In addition, 30% of staff responded agree slightly or don't agree at all to the statement, "the staff share a common understanding of what the school wants to achieve." By spending time over the next two years to refine our school vision and outline long-term goals, we will be able to establish a clear sense of purpose and priorities when we have important decisions to make.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff will connect professional learning to the school's mission statement.	Percentage of staff meeting/professional learning agendas that align with mission.
	We will begin our meetings with a review of how our work together connects to our mission.	Meeting agendas contain relevant connections to mission.
	When discussing new initiatives or revising existing practice, we will connect our perspectives with our over-arching mission.	Staff self-assessments.
	Presenters will explicitly state the connections between professional learning and the school SIP and/or district strategic plan.	

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Nine Characteristics Survey

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☐ Digital Citizenship
☐ Integrating core instructional technologies
☒ Utilizing digital tools to enhance learning
☐ Applying Ed Tech Learning Standards
☐ Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parent Feedback Open House	October 2019
	Coffee and Conversation session	October 2019
	Parent Feedback Survey	Yearly, through 2022

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Coffee and Conversation session	January 2020
	School Newsletter	Monthly, through 2022
	PTSA General Membership Meeting	March 2020
	Curriculum Night All School Meeting	August 2020
	Coffee and Conversation sessions	Monthly, through 2022

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Rose Hill Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: The diversity of our school is a source of strength and pride. The PTSA and our Natural Leaders are active in supporting the educational process and provides enriching programs, which further enhance the positive school climate and culture for students, staff and community members. One of our primary focuses at Rose Hill Elementary is: "Every student succeeds." Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement for each student. Together, as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement. Using data as evidence, our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, ELL and Instructional Assistants. We aim to have high levels of high functioning collaboration using a Data Team protocol. Additionally, this year we have changed our schedule to increase instructional time for students by integrating SIOP (Sheltered Instruction Observation Protocol) in all academic areas. The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. We have EL and general education teacher partnerships engaged in co-teaching core curriculum. Rose Hill Elementary is also utilizing our Safety Net staff to exercise two models; both push-in and pull-out for in-class support as well as small group instruction, this provides additional support for our classroom teachers and students. These models also increase the number of Safety Net students receiving services this year.

Mission Statement: Rose Hill Elementary Community empowers students to continually improve as independent learners and critical thinkers.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		449	477	488
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	19.6	25.8	30.3
	Black/African American	1.6	1.7	1.6
	Hispanic/Latino of any race(s)	22.5	20.3	17.2
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	9.8	10.3	12.1
	White	46.3	41.7	38.7
Students Eligible for Free/Reduced Price Meals (%)		26.9	20.7	19.7
Students Receiving Special Education Services (%)		14.5	11.5	10.2
English Language Learners (%)		24.9	23.4	20.1
Students with a First Language Other Than English (%)		37.9	40.3	39.5
Mobility Rate (%)[2]		16.3	34.6	15.8

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	96	91	80
1st Grade	83	84	88
2nd Grade	81	84	86

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	67	73	68
4th Grade	65	64	80
5th Grade	73	76	84

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	93	91
Black/African American	-	-	-
Hispanic/Latino	75	72	62
Two or more races	88	92	89
White	88	86	85
English Learner	81	79	71
Low Income	71	69	58
Special Education	56	56	50

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	78	81	83
Black/African American	-	-	-
Hispanic/Latino	38	45	51
Two or more races	89	91	82
White	77	77	86
English Learner	9	25	30
Low Income	37	43	45
Special Education	24	29	44

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	64	65	68
4th Grade	61	62	66
5th Grade	66	67	72

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	74	71

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	82	84	90
Black/African American	-	-	-
Hispanic/Latino	33	30	40
Two or more races	74	86	78
White	71	72	71
English Learner	26	29	32
Low Income	33	27	28
Special Education	26	24	29

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	82	80
Black/African American	n/a	-	-
Hispanic/Latino	n/a	33	46
Two or more races	n/a	-	-
White	n/a	87	76
English Learner	n/a	-	-
Low Income	n/a	33	33
Special Education	n/a	30	29

⬊ = Cohort Track

[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	88	88	85
1st Grade	90	88	91
2nd Grade	94	92	92
3rd Grade	97	87	91
4th Grade	93	89	88
5th Grade	91	93	89

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	85	83	86
Black/African American	--	82	-
Hispanic/Latino	91	83	83
Two or more races	96	96	95
White	94	96	93
English Learner	84	79	83
Low Income	88	84	82
Special Education	93	84	83

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	69	79	-	44	-	77	27	44	29
Math Proficiency Rate (%)	67	83	-	39	-	74	36	39	26
ELA Median Student Growth Percentile[9]	60	72	-	57.5	63	58	50	60	59
Math Median Student Growth Percentile	63	66	-	60	75	64	57	61	57.5
EL Progress Rate (%)	82	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	87	-	89	96	96	87	90	89

⬏ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

	CONTINUOUS IMPROVEMENT PRIORITY
	Priority #1
Priority Area	Mathematics
Focus Area(s) • Claims • Targets • Standards	Our focus in kindergarten is on identifying and visualizing the numbers 1-5, cardinality of numbers, patterns, and flexibly counting backwards from ten. Our focus in 1st grade is on computing using counting on and number lines. We will also focus on math fact fluency and counting backwards. We will focus on patterns, as well. Have students show their work and explain their thinking using multiple strategies. Our focus in 2nd grade is on math fact fluency and two-digit addition and subtraction with regrouping.
Focus Grade Level(s)	Kindergarten, 1st grade, 2nd grade
Desired Outcomes 1. Below Standard Goal 2. Above Standard Goal **3.** Gap/Equity Driven Goal	Kindergarten: 1st grade: • We will move first graders from 25% to 70% proficiency, as measured by our Timed Test for Addition. • We will move first graders from 7% to 65% proficiency, as measured by our Timed Test for Subtraction. 2nd grade: • By the end of the 2019-2020 school year, 68% of our 2nd graders (54/80) will meet or exceed standard on the Topic 9 Assessment. Below: Students not at standard in fact fluency will spend two times per week in a focused math rotation. Above: Students above standard in fact fluency will explain their thinking using multiple strategies Gap/Equity: Students will work in small group math centers and receive 1:1 support from parent volunteers.
Alignment with District Strategic Plan	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area(s) • What data informs your focus area decisions?	We will use enVision Topic assessments as pre-assessments and summative assessments. We will also use timed fact fluency tests. As a staff, we have noticed that students are struggling with math fact fluency. Students have difficulty adding, subtracting, regrouping, and visualizing number sense.

• What rationale beyond data do you have for your focus areas?	2nd grade sees a deficit in students' ability to work on math fact fluency and two-digit addition subtraction with regrouping.

Strategy to Address Priority 19-20	Action	Measure of Fidelity of Implementation
	Weekly timed fact fluency tests in 1st grade and 2nd grade.	Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.
	Creating/reviewing number lines in K, 1st grade, and 2nd grade.	Building PD time or release time will be granted to allow for professional collaboration.
	Book study for "Spend Sum Time with Numbers 1-9."	
	Buy reckenrecks to use with students.	

Strategy to Address Priority 20-21 (Tentative)	Action	Measure of Fidelity of Implementation
	DIBELS math screener	

Strategy to Address Priority 21-22 (Tentative)	Action	Measure of Fidelity of Implementation
	DIBELS math screener	

Timeline for Focus	Fall 2019- Spring 2022

| Method(s) to Monitor Progress for 19-20 | Kindergarten: Focus on number recognition/identification for the numbers 1-10 using a mixed assessment. Create a counting on/counting backwards assessment. Practice addition and subtraction for numbers 1-5. Work on manipulating numbers (touch counting, counting on, number lines, counting backwards, hundred charts, patterns, flashcards, math talks, reckenrecks). Utilize WaKids assessments, as well.

First grade: Take enVision topic assessment and give it as a pre-assessment at the beginning of the year. Give it as a summative assessment at the end of the year. Also, give 1-minute timed fact fluency tests for BOY, MOY, and EOY. Focus on adding and subtracting within the numbers 1-10.

Second grade: Take enVision Topic 9 assessment and give it as a pre-assessment at the beginning of the year. Give it as a summative assessment at the end of the year. Also, give timed fact fluency tests. Focus on adding and subtracting within the numbers 1-20. |
|---|---|

CONTINUOUS IMPROVEMENT PRIORITY	
Priority #2	
Priority Area	Math
Focus Area Option(s) • Claims • Targets • Standards	We have decided to focus on one math claim from the SBA assessment: <u>Concepts and Procedures</u> We are focusing on three targets per grade level within the overall claim to increase proficiency in concepts and procedures: • Third grade: A, D, E • Fourth grade: A, D, E • Fifth grade: A, C, D
Focus Grade Level(s)	Grades 3, 4, and 5
Desired Outcomes 4. Below Standard Goal 5. Above Standard Goal **6.** Gap/Equity Driven Goal	We have selected three outcomes to support the following groups of students: those that are below standard in the claim, those that are near/at standard in the claim and a gap/equity driven group that is below standard in the claim. We have created goals for each year in this three-year plan. 1. For the 2019-2020 school year, as measured by end of year SBA data, the intermediate team will increase percentage of students scoring near/at/above from 80% (2018-2019) to 90% (2019-2020): Five Year Outlook *(table below)* 2. For the 2019-2020 school year, as measured by end of year SBA data, the intermediate team will increase percentage of students scoring in "above standard" range from 51% (2018-2019) to 55% (2019-2020): Five Year Outlook

Five Year Outlook

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Result	76% near, at or above standard	80% near, at or above standard	TBD	TBD	TBD
Goal			90% near, at or above standard	92% near, at or above standard	95% near, at or above standard

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Result	50% above standard	53% above standard			
Goal			55% above standard	58% above standard	60% above standard

3. For the 2019-2020 school year, as measured by end of year SBA data, the intermediate team will increase percent of ELL students scoring near/at/above from 42% (2018-2019) to 70% (2019-2020), reducing the gap between general achievement and that of ELL students from 38 to 20 percentage points.

Five Year Outlook

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Result	39% near, at, or above standard	42% near, at, or above standard			
Goal			70% near, at, or above standard	77% near, at, or above standard	85% near, at, or above standard
Gap Goal	37	38	20	15	10

Alignment with District Strategic Plan	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area(s) • What data informs your focus area decisions? • What rationale beyond data do you have for your focus areas?	Our focus area goals are based on a two-year analysis of SBA assessment data. Our data showed that the concepts and procedures claim was consistently lower compared to the other claims. Furthermore, our gaps with EL students were also the widest and most evident in this claim. We identified the "Concepts and Procedures" claim as a domain for inquiry and, through discussion, further specified three target areas as foci of intervention. For all three grade levels, targets pertain to problem solving, facility with four operations, and base-ten understanding. By using CCSS, we will design and test intervention along mathematics progressions across grades.

	We believe that a concerted focus on this claim and the specific targets identified above will improve student's overall proficiency on the mathematics SBA. More importantly, we believe it will also build important foundational skills allowing students to achieve higher growth in future grade levels.

Strategy to Address Priority 19-20

Action	Measure of Fidelity of Implementation
Identify and/or create diagnostic assessment to guide intervention. (Screen for computational fluency, base ten understanding, and number sense.) Implement screening, scoring, and planning for intervention with vertical coherence.	Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.
Based on diagnostic assessment, implement MTSS focused on students current conceptual understanding and procedural fluency and anchored in mathematics learning progressions (Math SN).	SN teachers will confer with classroom teachers frame intervention lessons-based diagnostics.
Engage in cross-grade professional learning focused on developing common understanding of concepts and procedures described in focus targets (e.g. book study, track vertical progression of CCSS, workshop common language and practices).	Building PD time or release time will be granted to allow for professional collaboration.
Establish cross-grade practices to support all mathematicians (e.g. number talks, common language and practice to describe mathematics practices, common accountable talk and student discourse routines).	Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture. Confer with primary grade colleagues to establish vertical K-5 alignment.
Based on professional learning and collaboration, implement SIOP and CRT strategies in the classroom (e.g. emphasize and support development of mathematics vocabulary, model & elicit multiple representation, emphasize and facilitate student discourse).	Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture. Confer with primary grade colleagues to establish vertical K-5 alignment.

Strategy to Address Priority 20-21 (Tentative)	Action	Measure of Fidelity of Implementation
	Analyze effectiveness of SNET program for 19-20.	Schedule a grade level (3-5) meeting in August to look at data for SNET math students.
	Work on goals focusing on increasing alignment across K-5.	Continue to dedicate LEAP and staff meeting time for vertical alignment.

Strategy to Address Priority 21-22 (Tentative)	Action	Measure of Fidelity of Implementation
	Work on goals focusing on increasing alignment across K-5.	Continue to dedicate LEAP and staff meeting time for vertical alignment.

Timeline for Focus	Fall, 2019- Spring, 2022
Method(s) to Monitor Progress for 19-20	We will use two different methods to monitor progress in the 2019-20 school year. First, we use the assessment screener that is created this year to track specific landmarks in computational fluency. Second, teachers will administer interim assessments that are centered on the targets identified above.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Panorama Survey (Sense of belonging) Fall 2018 to Spring 2019, students' response rate dropped from 70 to 68%.
Focus Grade Level(s)	Grade 3-5
Desired Outcome	Increase Response rate back to 75% or higher on Panorama survey
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Social Emotional Survey-Panorama Data (Sense of Belonging). We believe that this focus area is a keystone rationale.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Second Step Lessons – Respect, inclusion, friendship, etc.	Pre- Post survey after Second Step Lessons
	School Wide Project – Bulletin Board/show student work	Completed Bulletin Board
	Special Lunch with teachers/Admin	Teacher/Admin Report

Timeline for Focus	Winter, 2019 - Spring, 2022
Method(s) to Monitor Progress	Panorama survey result.

Priority #4		
Priority Area	High Levels of Collaboration and Communication	
Focus Area(s)	Collaboration Across Grade Levels	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	Staff completely agrees or mostly agrees that there is opportunity for collaboration and communication across grade levels.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	In the Nine Characteristics data from 2018-19, 14% of staff agree slightly that the staff has a high level of collaboration and communication. We would like to raise the percentage of combined agree mostly and agree slightly to 96%.	

Strategy to Address Priority 19-20	**Action**	**Measure of Fidelity of Implementation**
	Provide opportunities for staff to work across grade levels.	Keep a running record of collaboration between grade levels at LEAP meetings and staff meetings.
	Grade level sharing occurs during BLT meetings. This information is shared with staff through BLT notes and representatives reporting out to their grade levels.	Survey staff in January and April on progress towards the goal of collaboration across grade levels.
	Provide opportunities for multi-grade level input during LEAP activities such as SIOP and CRT trainings.	
	Create vertical PD around shared Math SIP goals.	

Strategy to Address Priority 20-21 (Tentative)	**Action**	**Measure of Fidelity of Implementation**
	Reflect on Nine Characteristics data for 2019-20 and revise goal in response to data.	

Strategy to Address Priority 21-22 (Tentative)	**Action**	**Measure of Fidelity of Implementation**
	Reflect on Nine Characteristics data for 2019-20 and revise goal in response to data.	

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Communication with staff through informal and formal feedback.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Share school-wide math data with families.	Fall 2019
	Grade levels engage families in SIP goals.	Ongoing
	Staff share instructional strategies aimed to boost achievement with families.	Ongoing
	Identify and partner with parent organizations including PTSA and Natural Leaders.	Fall 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Refer to SIP goals throughout the year and remind parents that they are partners in reaching goals	Ongoing
	Host parent events intended to inform and empower parents as partners including: -tech night -math night	Fall and Spring 2019-20
	Specifically engage our Spanish speaking parent community on our goals and create opportunities to share instructional strategies and tools in home language	Fall 2019-Spring 2020

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Rush Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Rush Elementary is a school where all students are provided a rich academic program in a safe, nurturing environment. Rush is situated in South-Redmond and most students who graduate from Rush Elementary go on to attend Rose Hill Middle School and then Lake Washington High School. Benjamin Rush Elementary was first opened on April 27th, 1970, with over 600 students and 20 teachers. The first school building served the community for over 40 years until students and staff moved into our current building in January 2013. Since then, four portables have been added to accommodate our growing student population.

One of our strengths as a community is the diversity of our students who bring rich knowledge and experiences from many cultural backgrounds. Our students and families speak more than 40 languages and come from all over the United States and the world. We have the largest English Language program in the district and provide a differentiated model to support each student. The PTA is active in supporting the educational process and provides enriching programs which further enhance the positive school climate and culture for our students and their families. We are confident that Rush provides a strong academic and social learning experience where children can thrive. Our teachers spend considerable time in staff development to continuously improve their practices and meet the needs of each child. We believe that every student can achieve high standards and we work hard to ensure success for each of our students.

Mission Statement: Accept where students are, then inspire, engage, and challenge to reach personal success.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		603	630	667
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.3
	Asian	45.3	51.3	54.6
	Black/African American	1.5	1.1	1.1
	Hispanic/Latino of any race(s)	6.6	6.2	5.3
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.2
	Two or more races	6.0	7.5	6.3
	White	40.5	33.5	32.4
Students Eligible for Free/Reduced Price Meals (%)		6.4	5.2	5.8
Students Receiving Special Education Services (%)		11.6	11.0	11.2
English Language Learners (%)		30.9	29.2	28.9
Students with a First Language Other Than English (%)		51.2	55.2	56.9
Mobility Rate (%)[2]		23.9	24.8	24.9
ACADEMIC PERFORMANCE DATA: LITERACY				

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	81	82	88
1st Grade	86	84	90
2nd Grade	81	90	86

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	74	78	85
4th Grade	82	80	86
5th Grade	82	83	82

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	91	93
Black/African American	-	-	-
Hispanic/Latino	68	53	69
Two or more races	75	78	76
White	80	81	84
English Learner	76	82	84
Low Income	53	23	53
Special Education	50	48	48

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	84	85	88
Black/African American	-	-	-
Hispanic/Latino	59	53	83
Two or more races	87	76	87
White	79	84	84
English Learner	43	42	54
Low Income	57	35	41
Special Education	52	28	55

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	84	78	91
4th Grade	81	79	85
5th Grade	71	73	69

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	79	80

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	82	89
Black/African American	-	-	-
Hispanic/Latino	59	53	56
Two or more races	80	76	83
White	72	77	82
English Learner	69	48	71
Low Income	41	30	24
Special Education	32	28	30

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	86	79
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	76	86
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	85	80	75
1st Grade	88	79	83
2nd Grade	92	88	88
3rd Grade	93	96	92
4th Grade	93	93	93
5th Grade	92	96	93

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	88	85	84
Black/African American	--	-	-
Hispanic/Latino	89	83	74
Two or more races	97	95	91
White	92	90	93
English Learner	85	81	81
Low Income	92	78	69
Special Education	89	89	84

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	82	87	-	-	85	84	42	44	41
Math Proficiency Rate (%)	80	89	-	-	79	78	59	40	35
ELA Median Student Growth Percentile[9]	57	61	-	43	66.5	58.5	67	49	45.5
Math Median Student Growth Percentile	54	54	-	46	58	55	55.5	44	40
EL Progress Rate (%)	93	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	89	87	-	79	93	93	85	90	86

            = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Informational Writing
Focus Grade Level(s)	Grades K – 5
Desired Outcome	Students in grades 3-5 will score an average of 2.5 (out of 4) on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational Writing in Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Students are assessed on three types of writing on the English Language Arts/Literacy Smarter Balanced Assessment (ELA SBA): informational, narrative, and opinion. Students receive scores on a four-point rubric for organization/purpose and evidence/elaboration. They also receive a score on a three-point rubric for conventions. Data from the 2019 Spring writing performance task is as follows:

Writing Type	Average Score of Students in Grades 3-5 (out of 4)		Average Score Students in Grades 3-5 (out of 2)
	Organization/ Purpose	Evidence/ Elaboration	Conventions
Informational	2.11	2.07	1.68
Narrative	2.63	2.59	1.64
Opinion	2.29	2.17	1.75

Overall, Rush students scored significantly lower in informational writing in both organization/design and evidence/elaboration. This trend has been consistent over the past two years.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Teachers will review the standards and proficiency scales for informational writing (organization/design and evidence/elaboration) to create a progression of learning for students in K-5.	Document showing the progression of learning for organization/design and evidence/elaboration in informational writing for K-5.
All grade-level teams (K-5) will identify critical lessons that teach organization/purpose and evidence/elaboration in informational writing as well as possible	Percentage of grade-level teams that have identified critical lessons. Percentage of grade level teams that have developed supplemental resources.

	supplemental resources to use as needed.	
	All grade-level teams (K-5) will review the scoring rubric in the district's informational writing curriculum. Teachers will then score student writing together in grade level teams. The focus will be in the areas of organization/purpose and evidence/elaboration.	Percentage of teacher teams that have scored student informational writing pieces together.
	All teachers (K-5) will collaborate to develop common language to use when teaching informational writing.	Percentage of teachers that use the common language.
	All teachers in grades 3-5 will review the Smarter Balance Informational Performance Tasks Writing Rubrics. Teachers will also practice scoring the Informational Annotated Anchor papers.	Percentage of teachers that have scored the anchor papers.
	All grade-levels teams (K-5) will collaborate to understand the standards and rubrics of the other grade levels, specifically the grade above and below their grade level.	Percentage of teachers that access and align writing curriculum.
	Grade 3-5 students will complete a post-assessment using Smarter Balanced Interim Assessment Block (IAB) for informational writing.	Percentage of students completing SBA IAB.
	Grades K-5 students will participate in small group instruction to target skill deficits in informational writing after the initial unit.	Percentage of teachers that perform small group instruction.
	Additional instruction will be planned as needed based on data analysis.	
Timeline for Focus	Winter, 2019 - Spring, 2022	
Method(s) to Monitor Progress	After each informational writing unit, on-demand writing prompts will be given and scored. After each informational writing unit, the Smarter Balanced IAB will be given to student in grades 3-5. Each Spring, the English Language Arts/Literacy Smarter Balanced Assessment will be given to students in grades 3-5.	

<table>
<tr><td colspan="2" align="center">**Priority #2**</td></tr>
<tr><td>**Priority Area**</td><td>Mathematics</td></tr>
<tr><td>**Focus Area**</td><td>Representing and Interpreting Data</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>Grades K-5</td></tr>
<tr><td>**Desired Outcome**</td><td>80% of 5th graders will be proficient on the Mathematics SBA by Spring 2022. Specifically, scores in the area of representing and interpreting data will increase compared to the rest of the assessment.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>The Mathematics SBA is divided into three claims: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communication and Reasoning. The Concepts and Procedures claim is further divided into targets. In all grades, the target, "Represent and interpret data," is one of the lowest claims. Also, in 5th grade, the added target, "graph points on the coordinate plane to solve real-world and mathematical problems," is lower than the other claims. By increasing student learning in the area of representing and interpreting data, SBA scores should increase. This will also support students as we implement the new science curriculum that is aligned to the Next Generation Science Standards (NGSS).</td></tr>
</table>

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will review the standards and proficiency scales to create a progression of learning for interpreting and representing data for students in K-5.	Document showing the progression of learning for interpreting and representing data for K-5.
	All grade-level teams (K-5) will review current curriculum for topics which cover representing and interpreting data in math. Teachers will identify gaps in the curriculum and develop supplemental lessons to fill the gaps.	Percentage of grade-level teams that have identified which topics involve representing and interpreting data. Percentage of grade-level teams that have developed supplemental lessons.
	All teachers (K-5) will collaborate to develop common vocabulary to use when teaching representing and interpreting data.	Percentage of teachers that use the common vocabulary, and have it posted in their classrooms.
	All grade-level teams will develop three common formative assessments that will assess students understanding of interpreting and representing data throughout the year.	Percentage of grade-level teams that have developed and given three formative assessments on interpreting and representing data.
	As teachers implement the new Amplified science, they will	Percentage of teachers that are using Amplify to teach science.

	identify and prioritize the lessons/units that focus on data interpretation.	
	Additional instruction will be planned as needed based on data analysis	
Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Three common formative assessments on interpreting and representing data in each grade level . Each Spring, the Mathematics Smarter Balanced Assessment will be given to students in grades 3-5.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Emotional Regulation
Focus Grade Level(s)	Grades K-5
Desired Outcome	70% of students in grades 3-5 will self-report that they are able to regulate their emotions based on the Panorama Survey.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	The Panorama Survey asks students to reflect on their own social-emotional learning as well as the school culture around belonging and safety. All students in grades 3-5 take the survey twice a year, once in the Fall and once in the late Spring. The data reports the number of favorable responses based on a five-point scale. In order to be a "favorable answer", students must respond in one of the top two categories:

Topics	Percentage of Favorable Answers
Emotion Regulation	55%
Social Awareness	74%
Sense of Belonging	71%
School Safety	70%

Based on the 2019 Spring Panorama Survey, emotional regulation was significantly lower than the other three topics.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will be trained to teach the emotion management unit from Second Step.	Percentage of teachers trained.
	Teachers will teach the Emotion Management unit from Second Step.	Percentage of teachers who teach all the lessons.
	Teachers will have a calm-down area in their classroom and will teach students how to use it.	Percentage of classrooms with a calm-down area.
	Counselor will provide small-group instruction for students who need Tier 2 support in learning and practicing emotional skills.	Number of students referred to the counselor and number students who completed the Tier 2 instruction.
	Staff will develop a common language around emotion management.	Percentage of classrooms with the common language posted.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	Second Step summative knowledge assessment for Emotion Management given twice a year. Panorama Survey results (Fall and Spring)

	Priority #4	
Priority Area	Focused Professional Development	
Focus Area	Feedback on Instructional Practices	
Focus Grade Level(s)	Grades K-5	
Desired Outcome	Based on the Nine Characteristics of Highly Effective Schools Survey, question 47, "staff members get help in areas they need to improve," will increase from a weighted average of 3.07 to an average weighted score of 3.37 on the 2019-2020 survey. In order to accomplish this goal, we will also work to increase the score on question 44 of the Nine Characteristics of Highly Effective Schools Survey: "teachers provide feedback to each other to help improve instruction." This score will increase from an average weighted score of 2.9 to an average weighted score of 3.2.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	The Nine Characteristics of Highly Effective Schools Survey requires staff to rate their perception of a variety of areas impacting teaching and learning at Rush Elementary. The survey includes 60 statements that staff report if they: don't agree, agree slightly, agree mostly, or agree completely. The results are reported as a weighted average by assigning each answer a value of 1 (don't agree) through 4 (agree completely). Staff looked at the statements that had a weighted score lower than 3.2 and then chose an area to focus on that would have a large impact on students learning. The Nine Characteristics Survey from 2019 showed a weighted average score of 3.07 on the statement, "staff members get the help they need to improve." Only 11 out of 41 staff members agreed completely with this statement.	

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Survey staff to determine professional development needs in November and February.	Percentage of staff that complete the surveys.
	Provide targeted professional development based on the survey results.	Percentage of staff who participate in the professional development. Feedback on the professional development to determine effectiveness.
	Organize peer observation cycles; teachers will observe each other and provide feedback. They will repeat the process six weeks later.	Percentage of teachers who participate in at least one observation cycle.
	Organize observations of highly skilled teachers in specific content areas.	Percentage of teachers who participate in the observations.

Timeline for Focus	Fall, 2019 – Spring 2020

Method(s) to Monitor Progress	In February, we will survey staff to determine their upcoming professional development needs as well as how effective the professional development has been so far this year. The summative measure will be the results of our 2020 Nine Characteristics of Effective Schools Survey.

TECHNOLOGY INTEGRATION PLAN

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2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

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The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Inform students, families, parents and community this year (see plan below).	November 2019 to June 2020
	Run data meetings to allow families and community members to provide input on SIP goals for next year. These meetings will also allow families to provide feedback on this community engagement plan. Data meetings will be held at various times (e.g., before school, during school, and in the evening). They will also be at varying locations including our large apartment complexes and interpreters will be provided as needed. Childcare will also be provided, as needed.	June and September 2020
	Gather priorities from our families on goals for next year. This will include email surveys, paper feedback forms at Open House, face-to-face conversations at conferences and school events, and paper surveys that can be returned to the school.	October in 2020
Strategy to Inform Students, Families, Parents and Community	Action	Timeline
	Include articles in our school newsletter to inform families about our SIP goals as well as progress	November 2019 to June 2020

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Members of the SIP	towards the goals. We will create a "School Improvement Corner" in the newsletter to provide weekly information about our SIP.	
	Share SIP information with small groups of 4th and 5th graders.	November and December 2019
	Share SIP information with families and students during January conferences.	January 28, 29 and 30, 2020
	Send out a survey to determine familiarity with the school SIP plan.	The survey will be available the first two weeks of February 2020
	Analyze the survey data and report the results back to the community.	Last two weeks of February
	Provide drop-in sessions for families and the community, as needed, based on the survey results. Drop-in sessions will be held at various times (e.g., before school, during school, in the evening). They will also be at varying locations including our large apartment complexes and interpreters will be provided as needed.	February and March 2020
	Present information about our SIP at school events (e.g., Science Fair, Open House, PTA meetings) that include a method for families to provide input and feedback.	Ongoing
	Discuss ways to communicate with and involve families during the PTA board and general meetings and adjust the plan based on the feedback.	November 2019, February 2020, and May 2020

Sandburg Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg Elementary community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum and are strategically exposed to the responsibilities of global citizenship. We have 445 K-5 students, 2 pre-school sessions, and we share a campus with Discovery Community School. Together, our school community supports approximately 540 students, and we view ourselves as one community. Our students come from well-educated families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, remain diligent with recycle and compost, and complete service projects to benefit our community. In partnership with Discovery Community School, we have been recognized with a Washington State Green Ribbon School Leader in Pillar 3 (2018-19) award for environmental and sustainability education for our students. We have also been a King County Sustaining Green School for five years running, a program which recognizes us for our progress toward reducing environmental impact and costs.

The Carl Sandburg staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student learning needs. Classroom doors are open to team members and teachers throughout the district. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance-based process to become National Board Certified. We are a school that values rigorous academics and also values the arts. Our PTSA supports a strong art docent program in addition to teaching the district arts curriculum. As a school this year, we are focused on working with students around being inclusive and creating belonging for all students. This work includes student education around diversity, disability awareness, and celebrating differences; updating our book collections to represent our diverse students, a school Equity team meets to evaluate and expand our practices from an equity lens, and we have a focus on systems of support to make sure all students can succeed with their learning. We are deeply committed to equity and making sure all students are supported to be successful learners. In addition, our school is currently focusing on growth in a number of other areas as well: 1) Implementing new Amplify science curriculum, 2) Teachers continue learning about Sheltered Instruction Observation Protocol (SIOP) to support English Language Learners and all students in becoming strong users of academic vocabulary as well as successful readers and writers. This learning is also part of our efforts to be Culturally Responsive teachers and to close the Achievement Gaps that persist for some of our students. 3) Social-Emotional Curriculum learning continues. We continue to work on meeting the needs of and supporting every student through programs like the Peaceful Patio, an alternate recess space, and a Sensory Library. Our building has adopted a Building-wide social and emotional curriculum, called Second Steps and Kelso's Choices, and we have also implemented a "Be Kind. Be Safe. Be Responsible." motto that we use year-round and have a recognition program timed to it to celebrate our

students' positive choices. We have a very active PTSA and parent volunteer community. We engage families with frequent home-to-school communications, opportunities for involvement, and also community and family events such as Multi-cultural and STEM nights.

Mission Statement: As a school community we are committed to educate, support, and inspire every student to ensure their endless possibilities. We expect all students to reach or surpass grade level standards given comprehensive instruction, district aligned curriculum, and targeted and timely intervention and enrichment. Our students benefit from the collaborative efforts of both staff and parents.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		458	461	492
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	7.0	8.5	10.8
	Black/African American	0.0	0.0	0.6
	Hispanic/Latino of any race(s)	7.6	7.4	8.1
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.6
	Two or more races	7.9	8.5	8.9
	White	77.5	75.7	70.9
Students Eligible for Free/Reduced Price Meals (%)		5.3	4.5	7.2
Students Receiving Special Education Services (%)		14.3	15.5	17.9
English Language Learners (%)		6.0	7.0	10.9
Students with a First Language Other Than English (%)		10.3	12.8	19.7
Mobility Rate (%)[2]		11.4	10.2	10.6

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	95	95	78
1st Grade	81	80	88
2nd Grade	88	92	88

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	76	78	79
4th Grade	90	78	79
5th Grade	83	85	82

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	90
Black/African American	-	-	-
Hispanic/Latino	67	79	75
Two or more races	94	90	82
White	88	87	86
English Learner	76	86	80
Low Income	50	-	50
Special Education	58	70	60

ELA: By Group/Program, Smarter Balanced Assessment [5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	90	>97	89
Black/African American	-	-	-
Hispanic/Latino	64	70	75
Two or more races	83	88	90
White	82	78	79
English Learner	-	-	-
Low Income	64	46	50
Special Education	39	39	41

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	86	81	75
4th Grade	84	86	78
5th Grade	76	72	62

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	79	77

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	95	89
Black/African American	-	-	-
Hispanic/Latino	73	65	60
Two or more races	88	76	80
White	81	81	69
English Learner	-	-	-
Low Income	60	46	40
Special Education	43	45	44

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	80
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	82	76
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	40

↘ = Cohort Track
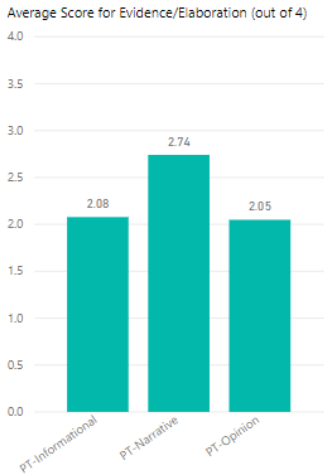
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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	90	86	93
1st Grade	88	98	97
2nd Grade	92	96	96
3rd Grade	88	97	99
4th Grade	93	93	96
5th Grade	91	97	88

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	88	93	100
Black/African American	--	-	-
Hispanic/Latino	82	94	83
Two or more races	83	97	93
White	92	95	95
English Learner	74	85	91
Low Income	71	81	81
Special Education	83	100	95

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	83	92	-	-	84	84	-	62	41
Math Proficiency Rate (%)	82	92	-	66	84	82	-	59	43
ELA Median Student Growth Percentile[9]	59.5	60	-	47	60.5	60.5	-	58.5	52.5
Math Median Student Growth Percentile	59	66	-	37	60	59	-	50	38
EL Progress Rate (%)	74	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	91	-	91	94	95	-	86	92

⬋ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Providing Text Evidence
Focus Grade Level(s)	Grade K-5
Desired Outcome	Students in grades 3-5 will score an average of 3 out of 4 on the Evidence/Elaboration rubric for the Smarter Balance ELA assessment.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	In 2019, students in grades 3-5 overall scored with 80% meeting or exceeding standards on the SBA ELA assessment. Further breaking this down, we see that 11% of students are below standard on the reading subtest, 9% on the writing subtest, 8% on listening, and 11% on research and inquiry. Only 41% of our students receiving Special Education services scored at or above standard, with the their most significant subtest areas of need in writing and research/inquiry (41% below standard respectively). Only 43% of our English Language Learners score at or above standard, with their most specific subtest areas of need in writing and research/inquiry (57% and 43% below standard respectively). Our goal to support all students and our commitment to closing achievement gaps has led us to analyze the areas students are struggling in. After analyzing writing, since that is a high area of need, we found that currently students score on average a 2.05-2.74 out of 4 on the Evidence/Elaboration rubric depending on genre, with the highest score in Narrative writing, and the lowest in Opinion and Information writing. Average Score for Evidence/Elaboration (out of 4) PT-Informational: 2.08 PT-Narrative: 2.74 PT-Opinion: 2.05

After analyzing the target level data for our students, we found that the use of text evidence is a key area we can support our students in for growth in all subtest areas. In written responses to reading, students will work on using evidence from the text to support their conclusions and claims, and also analyzing text structures and features to use as evidence for their interpretations and explanations, which will support student performance on the reading and research subtests.

Students will also learn to use information from reading and research--their text evidence—to elaborate more in their own writing, improving their written response to opinion and informational texts.

As a secondary focus to support use of text evidence, we will connect to text structures and features to help students understand the organization of information within the source text.

Specifically, we will focus on these areas, which were relatively less high performing target areas within the SBA assessment:

Target 6 (Opinion Writing) WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, *develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate* to purpose and audience and related to the opinion presented.

Target 7 (Opinion Writing) COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, *elaborate and include supporting reasons from sources and an appropriate conclusion.*

Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, *use explicit details and implicit information from the text* to support the inference or conclusion provided.

Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.

Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.

Target 13 (Informational Text) TEXT STRUCTURES OR FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation

K-5 collaboration to ensure alignment with expectations/language for text evidence and close reading.	Percentage of teachers that align instructional strategies/language related to use of text evidence.
Grade level teams will decide on a pre- and post- assessment for monitoring growth in this area, using the SBA ELA Evidence/Elaboration rubric as well as District Writing Curriculum rubrics.	Percentage of teachers that implement planned assessment measures.
Teachers will use exemplar texts and anchor papers from District Writing Curriculum and SBA resources to model for students the effective use of text evidence.	Percentage of teachers using these resources.
Teachers are receiving professional learning in SIOP strategies; current focus on comprehensible input and strategies to promote higher-order thinking skills will help teachers focus on text evidence.	Percentage of teachers who apply learning in their practice.
Teachers in grades 3-5 will use CER (Claim, Evidence, Reasoning) as a structure to help students understand the components of written response and using texts they have read.	Percentage of teachers implementing instructional strategy.
Teachers in grades K-2 will introduce more texts which students read to get information for use as evidence in writing.	Percentage of teachers implementing instructional strategy.
Teachers in grades K-3 will focus on helping students identify not only main ideas but also the key or most significant details that support the main idea.	Percentage of teachers implementing instructional strategy.
Teachers will use SBA Interim Assessments strategically to measure needs and strengths in the area of using text evidence.	Percentage of teachers giving SBA Interim Assessments.
We have re-organized our master schedule to align ELA intervention services and create more opportunities for targeted small group instruction both inside and outside the classroom.	Percentage of students performing at standard by subgroup, beginning to narrow achievement gaps for students receiving special education and ELL services.

Timeline for Focus	Fall, 2019 - Spring, 2022

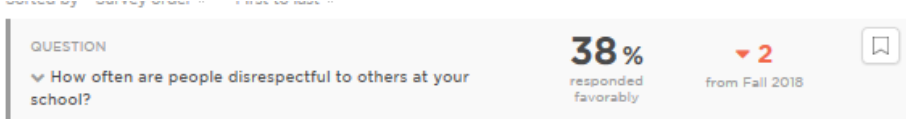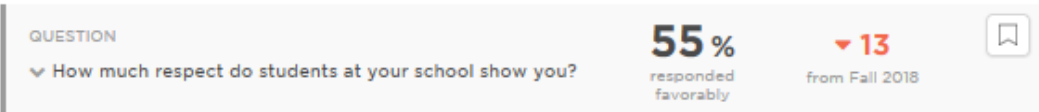| Method(s) to Monitor Progress	Wonders assessments, district created common assessments, SBA interim assessments, monitoring against SBA rubrics for Evidence/Elaboration.

Priority #2	
Priority Area	Mathematics
Focus Area	Problem Solving/Modeling and Data Analysis
Focus Grade Level(s)	Grades 3-5
Desired Outcome	85% of students in grades 3-5 will score at or above grade level on the Smarter Balanced Math Assessment.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Overall, in SBA Math assessments, our performance has decreased from 2018 to 2019, including when looking at student cohort groups. We currently have 71% of students performing at standard, and when looking at subgroups only 44% of students receiving Special Education are at or above standard in Math and only 43% of English Language Learnings are at or above standard in math. In seeking to improve results, we have identified the claim area of Problem Solving, Modeling & Data Analysis for students in grades 3-5 as an area of focus: *47% of Sandburg students were above standard, 38% were at or near, and 15% were below standard in this claim area. *Considering each grade separately, 3rd grade had 13% below standard, 4th grade had 14% below standard, and 5th grade had 18% below standard in this category in 2019. We also observed that the claim data in this category had higher numbers of students in the "At or Near" category, suggesting this is an area with more "bubble students" or students who are on the boundaries of meeting standard. In addition, we have identified the following target and claim areas for focus: *3rd grade: Problem solving with multiplication and division. *4th grade: Problem solving/Modeling with factors and multiples. *5th grade: Understanding patterns and relationships with decimals and fractions and Representing and Interpreting Data. *All grades:

	Target A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. Target D: Interpret results in the context of a situation. Target F: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	K-5 Collaboration to align practices and discuss teaching strategies to support problem solving and data analysis.	Percentage of teachers implementing agreed upon strategies.
	Increased small group instruction within math lessons to compliment whole group instruction.	Percentage increase in small group targeted math instruction.
	Determine common pre- and post-assessments to use schoolwide to support math learning.	Tools identified in support with district for screening.
	Increased orientation grades K-5 toward applying mathematics to problem solving authentic, "every day" problems using data and concepts and procedures.	Percentage of teachers implementing agreed upon strategies.
	Locate or develop extra problem-solving practices including areas of needed support: fractions and decimals, factors and multiples, and multiplication and division.	Teachers working collaboratively to find or create extra opportunities for practice in these areas.
	Use of SBA Interim assessments to support progress monitoring in these claim areas.	Percentage of teachers administering SBA Interim blocks.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	SBA interims, agreed upon assessments from Envisions math curriculum and LWSD created common assessments (CDSAs).	

<table>
<tr><td colspan="2" align="center">**Priority #3**</td></tr>
<tr><td>**Priority Area**</td><td>Social and Emotional</td></tr>
<tr><td>**Focus Area**</td><td>Respectful Interactions</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>Grades K-5</td></tr>
<tr><td>**Desired Outcome**</td><td>On the Panorama Survey, students will increase favorable responses on the question "how much respect do students at your school show you?" from 55% to 65% and on the questions "how often are people disrespectful to others at your school" from 38% responding favorably to 50% responding favorably.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>

QUESTION
How often are people disrespectful to others at your school?   **38**% responded favorably   ▼ 2 from Fall 2018

A favorable response on this question is considered when students report almost never or once in a while.

Answer distribution
Almost never — 20 (9%)
Once in a while — 60 (28%)
Sometimes — 57 (27%)
Frequently — 53 (25%)
Almost always — 21 (10%)
Number of responses 0   50   100

QUESTION
How much respect do students at your school show you?   **55**% responded favorably   ▼ 13 from Fall 2018

A favorable response on this question is reporting quite a bit of respect or a tremendous amount of respect.

Answer distribution
No respect at all — 8 (4%)
A little bit of respect — 34 (16%)
Some respect — 52 (25%)
Quite a bit of respect — 92 (44%)
tremendous amount of respect — 24 (11%)
Number of responses 0   100

</td></tr>
<tr><td>**Strategy to Address Priority**</td><td>

Action	Measure of Fidelity of Implementation

</td></tr>
</table>

Students will learn and will implement respectful language when interacting with others, including staff, parents, and community members.	Percentage of students responding favorably to Panorama survey questions in future surveys.
Staff will model effective language and provide direct, explicit instruction in respectful discourse.	Percentage of teachers reporting instruction in this area.
Staff will bring in resources and professional learning to help teachers effectively teach challenging students.	Scheduled and implemented professional learning.
Staff will work together to review current discipline practices and suggest changes.	Process completed by school year end. Percentage of decrease in discipline referrals.
Counselor Lessons, social groups, and Peaceful patio will continue.	Number of students served in programs.
Lunchroom behavior expectations and systems reviewed and revised.	Revised systems in place by end of school year
Attend PBIS training (implementation in future years)- Counselor and Administrators will attend PBIS trainings with goal of implementing schoolwide in future years.	Attendance at professional learning as set up within LWSD.
Focus assemblies and guest speakers on topics related to respect, belonging, and diversity.	Number of students participating in discourse in these areas.
School-wide behavioral expectations and positive reinforcer will be used consistently by all.	Percentage of staff implementing positive behavior support language and using ticket recognition system.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	Panorama data, student survey data

Priority #4	
Priority Area	Focused Professional Development

Focus Area	Effective Professional Development
Focus Grade Level(s)	Staff
Desired Outcome	90% of staff will agree completely or agree mostly that Professional Development is focused and effective on the LWSD Nine Characteristics Survey (Measured with Sandburg).
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Currently, 83% of staff agree completely or mostly that Professional Development is focused and effective. 11% agree only slightly, and 1% disagrees completely. This is our lowest area on the Nine Characteristics Survey. Within the questions making up this area, only 80% of staff felt like Assessment results are used to determine professional learning, and only 81% felt like they get help in the areas they need to improve.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional Learning work team will survey staff to determine areas that staff feel are important for professional growth.	Staff created survey
	Professional Learning work team will plan and implement three LEAP professional learning times, with subjects based on staff needs survey.	Percentage of staff agreeing on Nine Characteristics survey in 2020
	District directed initiatives involving professional learning will continue with every effort made to align these with areas of need as identified by staff survey.	Percentage of staff agreeing on Nine Characteristics survey in 2020

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Nine Characteristics Survey

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☒Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parents/PTSA members review drafts and provide feedback.	October 2019
	Parent input requested through Principal Chats (in-person through PTSA meetings, coffee chats, and online, i.e.: through Facebook).	Ongoing 2019-20 school year
	School Equity Team will solicit participation and input from parents.	Spring 2020+

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	School Goals Presentation at curriculum night.	September 2019
	Publish SIP in school newsletters and on website.	By January 2020
	Ongoing discussion with community through newsletters and reports at PTSA and community meetings.	Throughout 2019-20 school year

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Smith Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Samantha Smith Elementary is a high performing, diverse community of about 685 students. Like other elementary schools in the Lake Washington School District we serve students from kindergarten through fifth grade. We are also a host site of a Highly Capable Program serving 2nd through 5th grade students. We are located off of 228th NE Street on the Sammamish Plateau. Although we are a nestled neighborhood school, our boundaries extend to the Issaquah School District line and all the way down to the lake road. Students that attend Smith typically, then, move to Inglewood Middle School, and then on to Eastlake High School.

We are in our 31st year of operation. Our namesake is a child peacemaker. In 1982, ten-year-old Samantha Smith wrote a letter to Mr. Andropov in the Soviet Union. She asked Mr. Andropov if he would vote for war or not. He was touched by this correspondence and invited Samantha and her parents to visit him in the Soviet Union. This made world news and was an inspiration to many. Sadly, Samantha died in 1985 in a plane crash. We remember her as a child peacebuilder. All our students are Samantha Smith peacebuilders. We teach children the Peacebuilders Promise: to praise people, to give up put downs, to seek wise people, to notice hurts and right wrongs, and to help others.

Mission Statement: Our school mission is "Success, Care, and Respect for All Learners." All students will have the knowledge, skills, and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		638	697	664
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.3
	Asian	52.7	57.0	57.7
	Black/African American	0.3	0.3	0.6
	Hispanic/Latino of any race(s)	4.9	5.0	5.3
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	6.6	6.0	5.4
	White	35.4	31.3	30.7
Students Eligible for Free/Reduced Price Meals (%)		1.6	1.3	0.7
Students Receiving Special Education Services (%)		4.4	5.3	4.6
English Language Learners (%)		10.9	9.8	11.9
Students with a First Language Other Than English (%)		33.0	34.5	36.1
Mobility Rate (%)[2]		5.0	7.2	8.6

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[1] Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	97	84	79
1st Grade	89	96	93
2nd Grade	95	96	94

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	86	93	91
4th Grade	91	81	87
5th Grade	86	93	95

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	97	96	93
Black/African American	-	-	-
Hispanic/Latino	92	87	71
Two or more races	89	92	92
White	89	86	86
English Learner	93	88	87
Low Income	-	-	-
Special Education	-	50	40

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	95	97
Black/African American	-	-	-
Hispanic/Latino	89	95	80
Two or more races	74	82	91
White	79	81	82
English Learner	60	82	-
Low Income	-	-	-
Special Education	41	45	55

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	91	94	95
4th Grade	95	91	92
5th Grade	83	87	84

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	96	>97
Black/African American	-	-	-
Hispanic/Latino	78	77	70
Two or more races	74	82	96
White	81	85	79
English Learner	92	82	-
Low Income	-	-	-
Special Education	45	50	55

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	90	94

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	96	>97
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	83	88
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	81	89	89
1st Grade	95	84	92
2nd Grade	94	96	92
3rd Grade	96	96	97
4th Grade	96	93	93
5th Grade	96	93	97

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	96	94	94
Black/African American	--	-	-
Hispanic/Latino	100	92	94
Two or more races	93	90	94
White	90	89	92
English Learner	89	90	91
Low Income	80	-	-
Special Education	92	78	94

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	90	96	-	90	81	84	-	-	53
Math Proficiency Rate (%)	90	97	-	78	78	84	-	-	56
ELA Median Student Growth Percentile[9]	62	65.5	-	60	68	53	-	-	39
Math Median Student Growth Percentile	62	69	-	67	53	55	-	-	31
EL Progress Rate (%)	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	96	-	-	93	95	93	78	95

◢ = Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Informational and Opinion Writing
Focus Grade Level(s)	Grades 3-5
Desired Outcome	60% of grade 3-5 students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Information Writing in spring, 2021.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Students are assessed in three areas of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric the categories of organizational/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task is as follows:

Writing Type	% of Grade 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	46%	44%
Narrative	67%	67%
Opinion	48%	46%

Overall, students are scoring lower on informational and opinion writing as compared to narrative writing. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff will spend time reviewing the SBA rubrics and student exemplars to better understand what students are expected to do for the SBA informational and opinion writing assessments.	% of teachers will have reviewed the rubrics and exemplars for SBA informational and opinion writing.

	Staff will contribute to this goal by focusing on the organizational piece associated with all forms of writing. We will focus on teaching that all writing pieces are organized with a beginning, middle, and end.	% of teachers will use the district provided rubrics for organization for kindergarten level.
	Teach the On-Demand Unit, Grade On-Demand Unit with SBA rubric vs. LWSD rubric.	% of staff will plan, collaborate, and teach.
	Grade level team members will score district writing performance assessments for informational and opinion writing tasks.	% of teams will score based on district writing rubric and compile data.
	We will use the LWSD Informational scoring rubric and use the data collected from student assessments for instructional purposes.	% of teachers will utilize the Student Rubric.
Timeline for Focus	Fall, 2019 - Fall, 2021	
Method(s) to Monitor Progress	Smarter Balanced Assessment in grades 3-5, in class work samples, curriculum-based assessments.	

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts/Procedures: Number and Operations Base Ten
Focus Grade Level(s)	Grades 3-5
Desired Outcome	92% of grade 3-5 students will be at standard on the Smarter Balanced Performance by Spring of 2021.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	One area that our teachers consistently see need in is in the area of Numbers and Operations (under the SBA Claim area of Concepts and Procedures). Currently, in grades 3-5 we are at a 90.4%, overall. However, if our Highly Capable students are pulled-out, we are at 86.3%. Strengthening these math skills will help all other areas in mathematical learning.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Kindergarten will contribute to this goal by doing more daily activities that introduce concepts of base ten. For example: using base ten blocks	Kindergarten Teachers will share the different activities they are using for the daily routines and STEM activities.

	in daily charts for days of schools and in weekly STEM activities.	
	Staff will utilize IA support to re-teach skills that are below standard based on end of topic tests. Grade level team members will give operations assessment fluency four times a year.	% of teachers will assess, provide reteaching, re-assess after reteaching.
	Staff will be using a Math assessment that is administered several times a year to measure student growth in Number Sense. Additionally, we are collecting data from Envision Topic Assessments.	% of teachers will use district math assessments.
Timeline for Focus	Fall, 2019 - Fall, 2021	
Method(s) to Monitor Progress	Smarter Balanced Assessment in grades 3-5, in class work samples, curriculum-based assessments.	

Priority #3	
Priority Area	Behavior
Focus Area	Office Referrals
Focus Grade Level(s)	Grades K-5
Desired Outcome	Office discipline referrals will be reduced by 40% by Spring of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	While there are multiple facets of behavior, behavior, discipline, and PBIS implementation at Smith, we chose to address a narrow measurable goal of office referrals for behavior. There was a total of 88 office referrals during the 2018-2019 school year at Smith Elementary. Those referrals by grade level were: K (24) 1st (23) 2nd (9) 3rd (8) 4th (15) 5th (10) While the reasons for the referrals were varied, the most common infractions were: • Physical with body • Staff disrespect/defiance • Language/hurtful words

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Creation of Positive Behavior Committee (PBC).	Meet monthly, engage in book study, include a classified staff member.
	New searchable behavior tracking system for admin/office staff.	Train staff. Use to track data more efficiently to: Determine location(s) where behavior takes place. Determine times of day/week when behavior takes place. Ensure that number of referrals per student are accounted for and progressive discipline is being implemented.

		Track types of behaviors occurring at our school.
	Evaluate Peacebuilder Curriculum	Include on PBC agendas – emphasis on maintaining Peacebuilders as culture as related to Samantha Smith, a child Peacebuilder.
	Provide Training/Prof. Development	CPI De-escalation Training SuperFlex Training for counselor and Special Education teacher Work with LWSD PBIS team for training and resources. Trauma Training for staff
Timeline for Focus	Fall, 2019 - Fall, 2021	
Method(s) to Monitor Progress	Monthly, PBC meetings, dissemination/inclusion of classified staff, multiple benchmarks throughout school year, reflection and evaluation of data at monthly admin/counselor meetings.	

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Staff routinely work together to plan what will be taught.
Focus Grade Level(s)	Grade K-5
Desired Outcome	Our current 82% of those agreeing completely and agreeing mostly that staff routinely work together to plan what will be taught will increase to 90% by the end of the 2021 school year as measured by our Nine Characteristics Annual Survey.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Historically, our Nine Characteristics Results are very positive. Given this year's results, there were three areas in which one person did not agree. Of those three areas, the area our staff wanted to focus on improving was the area around planning together to plan what is being taught. Given our team meeting structure, nesting our SIP goals with our professional growth goals, and using our Building Leadership Team to determine all professional development throughout the year, this felt like a strong focus.

Strategy to Address Priority		
	Action	**Measure of Fidelity of Implementation**
	One Cross grade level PCC/year.	% of staff will set calendar PCC that meets the requirement.
	Our specialist team collaborate throughout the year to integrate Music and Physical Education.	Dance Week in them month of October, Aerobic Drumming during Spring Semester, schedule building throughout the year. Uniformed specialist grading based on participation.
	Grade level teams meet weekly in addition to our built in LEAP team collaboration days.	100% of grade level teams will access Cornerstone, complete objectives, outcomes and next steps after every team collaboration day. We also have a team OneNote.

Timeline for Focus	Fall, 2019 - Fall, 2021
Method(s) to Monitor Progress	We plan to assess this informally through monthly Building Leadership Team Meetings and through our annual Nine Characteristics Survey.

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☒Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Teachers will share growth goal areas at conferences.	October and January
	Monthly Meetings with PTSA Board.	Monthly
	Principal will update PTSA General Membership	October
	SIP will be posted to school website.	November
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Teachers will share growth goal areas at conferences.	October and January
	Monthly Meetings with PTSA Board.	Monthly
	Principal will update PTSA General Membership.	October
	SIP will be posted to school website.	November

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

Thoreau Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Henry David Thoreau Elementary sits nestled in the woods of the Finn Hill neighborhood in Kirkland, Washington. This neighborhood is home to the majority of our 473 students who attend Thoreau Elementary. Also, included in our student body are approximately 100 students in four classrooms who travel to Thoreau from surrounding neighborhood schools to attend the Quest (HiCap) program each day. Additionally, Thoreau houses a pull-out Quest classroom where students 2nd-5th grade attend once per week for HiCap enrichment programing. The students from Thoreau Elementary progress on to Finn Hill Middle School and Juanita High School. Thoreau students bring a rich diversity of cultural backgrounds. Our students speak more than 30 different languages at home and currently 8.3% of students receive additional support as English Language Learners. Our student body is composed of 60% white students, 17% Asian students, 12% two or more races students, 10% Hispanic students, and 1% Black/African-American students. At Thoreau, we celebrate this diversity and the individual uniqueness of each of our students.

Mission Statement: The mission of Henry David Thoreau Elementary is to be a collaborative community that encourages individual growth and achievement by focusing on what is best for students. Our Vision states, "Students will be confident, engaged, knowledgeable community members, equipped for life-long learning." We believe in the success of every student at Thoreau Elementary. We actively support each learner's journey through classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		426	463	473
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.2
	Asian	15.0	16.2	16.7
	Black/African American	1.2	0.7	0.9
	Hispanic/Latino of any race(s)	9.9	10.8	10.6
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	11.3	11.5	11.6
	White	62.2	60.7	60.0
Students Eligible for Free/Reduced Price Meals (%)		15.2	13.3	14.4
Students Receiving Special Education Services (%)		12.4	15.1	14.4
English Language Learners (%)		7.4	7.4	8.3
Students with a First Language Other Than English (%)		19.4	19.2	21.9
Mobility Rate (%)[2]		9.6	9.7	10.1

ACADEMIC PERFORMANCE DATA: LITERACY

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[1] Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	74	83	79
1st Grade	82	82	84
2nd Grade	86	84	79

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	86	80	87
4th Grade	84	82	80
5th Grade	95	87	82

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	>97
Black/African American	-	-	-
Hispanic/Latino	72	80	64
Two or more races	71	74	77
White	84	83	82
English Learner	54	77	63
Low Income	60	75	65
Special Education	46	48	48

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	>97
Black/African American	-	-	-
Hispanic/Latino	72	74	75
Two or more races	86	71	64
White	87	82	83
English Learner	-	-	40
Low Income	71	44	53
Special Education	55	53	41

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	80	82	82
4th Grade	68	79	69
5th Grade	78	70	70

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	83	74

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	96	>97
Black/African American	-	-	-
Hispanic/Latino	50	67	46
Two or more races	62	64	48
White	76	76	74
English Learner	-	-	20
Low Income	39	50	41
Special Education	38	42	35

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	83	68
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	62	46

⬐ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	92	95	90
1st Grade	89	94	93
2nd Grade	93	96	95
3rd Grade	87	92	95
4th Grade	93	95	94
5th Grade	94	94	92

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	92	97	92
Black/African American	--	-	-
Hispanic/Latino	89	88	85
Two or more races	88	94	93
White	92	95	95
English Learner	97	97	90
Low Income	80	85	88
Special Education	82	92	91

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	84	96	-	69	78	85	-	53	55
Math Proficiency Rate (%)	75	92	-	55	60	76	-	42	41
ELA Median Student Growth Percentile[9]	51	72	-	56	48	45	-	45	40
Math Median Student Growth Percentile	59	68	-	61.5	65	50	-	43	43
EL Progress Rate (%)	78	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	97	-	92	90	96	96	84	95

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

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<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>Computation, Problem Solving, & Communication</td></tr>
<tr><td>Focus Grade Level(s)</td><td>K-3</td></tr>
<tr><td>Desired Outcome</td><td>85% of Grade 3 students will score At or Above Standard as measured by the Smarter Balanced Math Assessment in 3rd Grade in Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

Third grade is the first year of state formalized math assessment. This score is a good measure of the foundational skills laid by our primary teachers. This strong foundation is essential for our students' success as mathematicians for years to come.

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	80	82	82
4th Grade	68	79	69
5th Grade	78	70	70

</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Team focus on writing to explain as it relates to communicating reasoning section of SBA assessment.	Development and use of classroom rubrics and success criteria, quick checks, topic assessments, and student led number talks.
Focus on NCTM mathematical practice of "Modeling with mathematics" by using diagrams and pictorial representations of mathematics.	% of students able to explain their thinking using numbers and pictures.
Focus on NCTM mathematical practice of "Reason abstractly and quantitatively" by using Number Talks.	Evidence of number talks in student math journals and on classroom anchor charts. Frequency of teacher collaborating on how to increase student ability to Reason Abstractly and Quantitatively during PLC meetings.
Focus on NCTM mathematical practice of "Attend to Precision" by teaching Addition and Subtraction Strategies.	Post anchor charts, data charts of student growth
Use Dreambox computer program to practice, reinforce, and remediate math concepts.	Quantity of time spent on Dreambox.

</td></tr>
</table>

	Protected small group differentiation time (Success Time) to ensure students receive just-in-time feedback and support.	% of kids receiving small group support daily.
Timeline for Focus	Fall, 2019 – Spring, 2022	
Method(s) to Monitor Progress	- Formative classroom assessments - Summative classroom assessments (enVision topic tests) - Semester Report Card grades - SBA interim tests	

<table>
<tr><td colspan="2" align="center">Priority #2</td></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>Computation, Problem Solving, & Communication</td></tr>
<tr><td>Focus Grade Level(s)</td><td>4th & 5th</td></tr>
<tr><td>Desired Outcome</td><td>85% of Grade 4 and 5 students will score At or Above Standard as measured by the Smarter Balanced Math Assessment in 4th and 5th Grade in Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>The percentage of students at or above standard at Thoreau tends to drop as our kids get older. We know that strong math skills are important to our students' success as they transition to middle school.
MATH: By Grade Level, Smarter Balanced Assessment</td></tr>
</table>

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	80	82	82
4th Grade	68	79	69
5th Grade	78	70	70

<table>
<tr><td rowspan="6">Strategy to Address Priority</td><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Teachers engage in professional learning about ways to effectively and collaboratively teach differentiated lessons.</td><td>% of teachers engaged in training and applying learning in their classrooms.</td></tr>
<tr><td>Protected small group differentiation time (Success Time) to ensure students receive just-in-time feedback and support.</td><td>% of kids receiving small group support daily.</td></tr>
<tr><td>Use of research-based strategies to meet the needs of students during success time.</td><td>% of kids receiving small group support daily.
% of students engaged during independent work time.
Student progress towards learning goals.</td></tr>
<tr><td>Use of collaborative teacher practices among teacher teams.</td><td>Consistent learning targets between classrooms.
Consistent collaboration and communication between teachers.</td></tr>
</table>

	Use of assessments to drive instructional decisions.	% of teachers using pre and post tests to plan instruction.

<table>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2022</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>

Formative classroom assessments
Summative classroom assessments (enVision topic tests)
Semester Report Card grades
SBA interim tests
PLC meeting notes

</td></tr>
<tr><td colspan="2" align="center">Priority #3</td></tr>
</table>

Priority Area	Social and Emotional
Focus Area	Tier 1 SEL taught by classroom teachers in all classrooms.
Focus Grade Level(s)	3-5
Desired Outcome	On the Panorama survey, students who answer favorably for emotion regulation will move from 49% favorable in the spring of 2018 to 60% or higher in the spring of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Currently students in grades 3-5 answer 49% favorably on the emotion regulation components in the Panorama Survey. The district average is 51%. We believe with full implementation of Tier 1 SEL instruction using Second Step curriculum by all classroom teachers K-5 while supported by our school counselor, we will see this percentage increase over time.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	2019-20: 2/3 Quest Teachers Piloting full implementation of Second Step with their students.	PGE Logs, Panorama Data
	2019-20: Implementing a blended model with all classroom teachers to teach some Second Step and Counselor to teach some. Number of lessons varies by grade level.	Counselor OneNote Scope and Sequence, Teacher reporting, Panorama 3-5
	2019-20: All classrooms implementing daily class meetings.	Master Schedule, Teacher Reporting
	2020-22: All classroom teachers teaching Tier 1 Second Step	Master Schedule, Teacher Reporting, Observation Notes
	2020-22: All classrooms with a "Calm Corner"	Teacher Reporting, Observation Notes

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Counselor surveys of teachers who are teaching Second Step with fidelity, Panorama Data, 9 Characteristics Student Data

Priority #4	
Priority Area	High Levels of Family and Community Involvement
Focus Area	Parent and community involvement on Equity Team
Focus Grade Level(s)	K-5
Desired Outcome	By spring of 2022, the number of staff answering favorably on the 9 Characteristics survey, High Levels of Family and Community Involvement, will increase from 85% to 93%.
Alignment with District Strategic Initiatives	School Equity Teams
Data and Rationale Supporting Focus Area	We currently have no parents on the Equity Team. It is the recommendation of the Equity trainers that parents be involved in this work by joining this committee.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	2019-20: Equity Team Meet and Greet	12/5 the Equity Team and Family Engagement Team will host a parent meet and greet to inform them of our work, build relationships, and seek to identify parents who would be interested in joining the Equity team.
	2019-20: Parents will be added to school Equity Team	Equity team meeting minutes
	2020-22: Equity team with parent members will host coffee chats and evening events to inform parents and community about our Equity work.	Meeting agendas, event calendar
	2020-22: Parent volunteers from traditionally underrepresented racial groups will increase throughout our school.	Volunteer sign ins, Teacher Reporting

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Equity team meeting minutes, 9 Characteristics survey

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:
* Common language on the importance of state testing is used by all schools in the district.
* Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
* Make-up testing is provided for students that miss the school's date.
* Test completion lists are monitored by both school testing coordinators and district personnel.
* The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Monthly PTA board and administrator meetings. Share ideas and gather input.	Fall 2019-Spring 2022
	Equity Team member input pending parent members in 2019-20.	Winter 2019-Spring 2022
	Goal Setting Conferences	Fall 2019-Winter 2022
	PTA General Membership Meeting	Fall 2019-Fall 2022
	Translated documents	Fall 2019-Spring 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal or AP will give "State of the School" updates during PTA General Meetings.	Fall 2019-Spring 2022
	Frog News	Fall 2019-Spring 2022
	Teacher Newsletters	Fall 2019-Spring 2022
	Goal Setting Conferences	Fall 2019-Winter 2022
	Translated document	Fall 2019-Spring 2022

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r

![Lake Washington School District logo]

Twain Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Mark Twain Elementary is a wonderful K-5 school located in the North Rose Hill neighborhood of Kirkland, Washington, serving a diverse population of about 660 highly valued children and families. We are a community of learners who value the importance of a school grounded in strong instructional practice. As students, staff, and parents, we pride ourselves on maintaining a learning environment that is welcoming, culturally responsive, and inclusive in our instructional practice by removing barriers and focusing instructional practices that improve our school and community. We have a dedicated and highly skilled staff; our parent community is very active and supportive in our school. Our PTSA provides generous support, both financially and in volunteer hours, in the areas of science, math, art and literacy enrichment, general academic support and extracurricular activities. Our staff is committed to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The primary focus of our 2019-20 School Improvement Plan will continue to focus on building on our success in all academic area. As a school, we are continuing our work around Equity and Inclusion. Our fundamental goal is to remove barriers to learning and create a learning environment that is representative and culturally responsive of the students we are serving. Our goal is to be a model for others to follow.

Mission Statement: Everyone in the school committed to developing thinkers, problem solvers, and lifelong learners, while creating partnerships with families.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		580	603	623
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.6
	Asian	16.9	19.7	20.9
	Black/African American	1.7	1.8	1.8
	Hispanic/Latino of any race(s)	13.3	13.9	16.2
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.3
	Two or more races	10.0	10.8	10.4
	White	57.6	53.1	49.8
Students Eligible for Free/Reduced Price Meals (%)		16.6	15.5	16.1
Students Receiving Special Education Services (%)		13.3	12.4	13.8
English Language Learners (%)		16.6	16.8	18.6
Students with a First Language Other Than English (%)		28.0	28.8	30.4
Mobility Rate (%)[2]		12.4	10.4	12.2

ACADEMIC PERFORMANCE DATA: LITERACY

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	92	84	80
1st Grade	82	83	84
2nd Grade	81	86	92

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	82	80	82
4th Grade	67	82	73
5th Grade	76	78	89

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	92	89
Black/African American	-	-	-
Hispanic/Latino	73	76	75
Two or more races	88	>97	>97
White	85	80	83
English Learner	69	74	78
Low Income	61	59	65
Special Education	35	48	64

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	89	90	88
Black/African American	-	-	-
Hispanic/Latino	58	57	71
Two or more races	68	79	79
White	78	85	84
English Learner	29	42	47
Low Income	39	53	57
Special Education	29	55	55

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	86	78	86
4th Grade	67	78	66
5th Grade	69	70	80

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	76	82

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	87	88	92
Black/African American	-	-	-
Hispanic/Latino	53	48	55
Two or more races	62	72	72
White	78	81	80
English Learner	33	46	55
Low Income	49	50	50
Special Education	24	30	33

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	88	94
Black/African American	n/a	-	-
Hispanic/Latino	n/a	38	67
Two or more races	n/a	-	-
White	n/a	83	85
English Learner	n/a	-	-
Low Income	n/a	44	56
Special Education	n/a	-	58

⬊ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	88	94	84
1st Grade	89	91	91
2nd Grade	92	94	94
3rd Grade	94	95	97
4th Grade	97	92	91
5th Grade	95	96	92

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	91	93	86
Black/African American	91-	100	83
Hispanic/Latino	85	91	84
Two or more races	94	95	95
White	94	94	95
English Learner	87	89	85
Low Income	82	91	85
Special Education	86	88	88

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	77	88	-	55	73	81	-	51	41
Math Proficiency Rate (%)	74	82	-	48	68	79	-	49	29
ELA Median Student Growth Percentile[9]	57	64	-	51	62	56	57	51.5	48
Math Median Student Growth Percentile	55.5	65.5	-	40.5	59	56	49	47	59
EL Progress Rate (%)	77	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	93	-	89	95	95	89	88	90

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Mathematics

Focus Area	Our focus, this year, will be in Math. Specifically, around the SBA Math Claim: Concepts and Procedures.
	
	We are focusing on two targets per grade level within the overall claim to increase proficiency in concepts and procedures.
	
	• Third Grade – D: Solve problems involving the four operations
	    G: Solve problems involving measurement
	
	• Fourth Grade – C: Generate and analyze patterns
	    I: Solve problems involving measurement
	
	• Fifth Grade – B: Analyze patterns and relationships
	    H: Represent and Interpret data

Focus Grade Level(s)	Grades 3-5
Desired Outcome	We have chosen the three outcomes to support the following groups of students, those that are below standard in the claim, those that are near/at standard in the claim and focusing on our SPED students as part of our achievement gap population. 1. For the 2019-2020 school year, as measured by the end of the year SBA data, the intermediate team will increase the percent of students scoring <u>near or above standard</u> from 86% (2018-2019) to 88% (2019-2020) Five Year Outlook

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Results	86%	86%	TBD	TBD	TBD
Goal			88%	90%	92%

2. For the 2019-2020 school year, as measured by the end of the year SBA data, the intermediate team will increase the percent of

students scoring <u>above standard</u> from 66% (2018-2019) to 70% (2019-2020)

Five Year Outlook

	2017-2018	2018-2019	2029-2020	2020-2021	2021-2022
Results	62%	66%	TBD	TBD	TBD
Goal			70%	72%	75%

3. For the 2019-2020 school year, as measured by the end of the year SBA data, the intermediate team will increase the percent of SPED students scoring near/at/above standard from 54% (2018-2019) to 60% (2019-2020)

Five Year Outlook

	2017-2018	2018-2019	2029-2020	2020-2021	2021-2022
Results	42%	54%	TBD	TBD	TBD
Goal			58%	60%	65%

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	- We identified areas within our SBA performance that our students continue to struggle in compared to other areas. Also, our achievement gap continues to widen within our SPED population. - We identified the "Concepts and Procedures" Claim as an area of focus because over the course of the last couple of years we have underperformed consistently in two target areas. For all three grades, our emphasis will be in problem solving and analyzing and interpreting data. - We believe through our new instructional framework where all students will have access to core instruction plus access to Power Groups, which are new this year and are designed to meet all student needs whether it is remediation, SDI, enhancement or other intervention will support student academic growth.
Strategy to Address Priority	<table><tr><td align="center">**Action**</td><td align="center">**Measure of Fidelity of Implementation**</td></tr></table>

	Create grade level teams that include intervention teachers that represent safety net and special education along with general education teachers.	Grade level teams will meet weekly to discuss tools, strategies and intervention results. A comprehensive team of general education teachers and intervention teachers provide immediate resources and support.
	Identify/utilize a diagnostic assessment to help guide instructional practice but also the formation of Power Groups to address academic hole and services.	All teachers who are supporting and teaching Power groups will progress monitor every six weeks following the benchmark assessment. Since we do not yet have an adopted district Math progress monitoring tool, grade level teams are utilizing curricular and developed assessments.
	Engage in meaningful team dialogue through common planning to ensure that all students are receiving core instruction. No students will be pulled from core instruction.	Following best practice, all students will access core, plus more (Power Groups) grade level teams will work to ensure all students have meaningful access to core instruction. We will utilize Power Groups to meet Safety Net and SPED needs for compliance.
	We will evaluate the effectiveness of our new inclusive model as it will have a direct impact on academic performance.	Student academic performance is expected to improve with our new instruction focus on every student accessing Core Instruction - time and assessment results should support this claim.
	Continue to make professional learning on best practice apart of our culture. This include professional development in UDL strategies.	Creating opportunities for outside experts to deliver professional development along with working with consultants already supporting our building with inclusive instruction practices.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	We will use a couple of methods to monitor progress. The first will be curricular assessment that grade level teams agree on to progress monitor. For example, some grades used the MDIS as a benchmark tool to develop initial Power Groups and then have been progress monitoring with curricular assessments. Secondly, teachers will use a district adopted tools following this year to help progress monitor student growth. We are currently part of the pilot of these tools.	

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Our focus this year, again, will be in Literacy. Specifically, around the student's growth as measured with DIBELS:
	We are focusing on two targets, Phonemic Awareness in K-1 (PSF) and Phonics in grades 1-2, specifically NWF. Our goal is that with direct support and instruction in these identified areas our overall proficiency score in grades will improve.
Focus Grade Level(s)	Grades K-2
Desired Outcome	We have chosen the following focus areas to help improve our overall literacy scores in our primary grades. They are both instrumental in develop literacy skills in primary students and through our observations something that we need to continue to focus on.

Priority #2 table continued:

Desired Outcome (cont.)
1. As measured by the end of the year DIBELS data, the primary team will increase the percent of kindergarten students who are proficient from 80% (2018-2019) to 85% (2019-2020).
2. As measured by the end of the year DIBELS data, the primary team will increase the percent of 1st Grade students who are proficient from 85% (2018-2019) to 88% (2019-2020).
3. As measured by the end of the year DIBELS data, the primary team will increase the percent of 2nd Grade students who are proficient from 93% (2018-2019) to 95% (2019-2020).

Grade	2016-2017 Results	2017-2018 Results	2018-2019 Results	**2019-2020 Goal**
Kindergarten	92%	84%	80%	**85%**
1st grade	82%	83%	85%	**88%**
2nd Grade	82%	86%	93%	**95%**

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	• Our focus on these two specific literacy skills is the result of looking at data with the grade level team along with the intervention team and recognizing the importance of skill acquisition in these two areas and long-term reading success.
	• We believe through our new instructional framework, where all students will have access to core instruction plus access to Power Groups, which are new this year and designed to meet all student needs whether it is remediation, SDI, enhancement or other intervention will support student academic growth.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Creating an instructional framework where all students are accessing Core Instruction with their teacher rather than having students pulled. To do this, we have created Power Groups, which are designed to provide academic intervention, access, and enhancement to meet all our student's needs. Students have 30 minutes of Power Group time four days a week, focusing on specific skill development.	Teachers will be progress monitoring utilizing DIBELS and other tools supported by the district.
	Engage in meaningful team dialogue through common planning to ensure that all students are receiving core instruction. No students will be pulled from core instruction.	Following best practice, all students will access core, "plus more" (Power Groups). Grade level teams will work to ensure all students have meaningful access to core instruction. We will utilize Power Groups to meet Safety Net and SPED needs for compliance.
	Providing layered support for the primary grades which begins with all students accessing core instruction and using data to inform interventions. The layered support also provides access to instructional resource and experts within their field to support the general education teacher.	The primary teams have up 12 members supporting students. We have intentionally placed intervention teachers on these teams to be a source of information. When students access literacy Power groups, there are up to 12 - 13 adults supporting all students within a grade band.
	We also benchmarked all primary students using the same tool. We then have developed a progress monitoring calendar, so all teachers will progress monitor about every six weeks. Intervention teachers will progress monitor every two weeks, which is required.	Examining the data from progress monitoring to drive our intervention support as well and instruction. It also provides teacher with an up-to-date picture of student performance.
	We are also utilizing Lexia as part of the district pilot in Kindy as well as Wonder Works and SIPPS to ensure we are providing early intervention.	As part of the pilot we are asking that tools are used with fidelity and on a regular basis. Safety Net, SPED and ELL teachers are all helping to support the general education teacher with these tools.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	• Progress monitoring is occurring at all levels to help inform and drive instruction. K-2 will continue to use DIBELS as their multi-	

	point, across time tool along with district and curricular assessments to monitor growth. Kindergarten also has access to Lexia, which we are piloting as a grade level and intervention teachers are utilizing SIPPS for our students demonstrating characteristics of dyslexia.

Priority #3	
Priority Area	Social and Emotional
Focus Area	• In analyzing last year's Panaroma Survey results, we have chosen the Student SEL Competency of emotional regulation. This includes how often students can pull themselves out of a bad mood, the ability to stay relaxed when angry, and the ability to self-calm when things go wrong.
Focus Grade Level(s)	Grades 3-5
Desired Outcome	• We have chosen the focus of emotional regulation in our intermediate grades because learning to self-calm is an imperative life skill as students enter secondary schools. Additionally, we focus significant primary instructional time on self-regulation (ex. Kelso's Choices) and would it is clear based on the data our intermediate students need continued instruction in this area.

	How often are you able to pull yourself out of a bad mood?	When things go wrong how calm are you able to stay?	Once you are upset how often can you get yourself to relax?	When everyone gets angry how relaxed can you stay?
2018-2019 Spring Results Percent favorable	39%	43%	48%	49%
2019-2020 Spring Results Goal Percent favorable	50%	55%	59%	60%

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	• Results indicate that in Spring 2019 47% of Mark Twain students responded favorably to questions asking how well they can manage their emotions. • Student's favorable responses went down 4% from Fall 2018 to Spring 2019 (fall was 51% favorable). • District average is 51% favorable.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	In talking with general education teachers, intervention teachers and support staff along with district initiatives around Social/emotional Learning we were intentional in developing our master schedule	Master schedule to include 3-5 SEL instruction weekly in each classroom by the counselor.

	this year to include scheduled SEL instructional time by the counselor for grades 3-5.	
	K-2 instruction in every classroom by the counselor on Kelso's choices.	At least monthly, K-2 classroom lessons by the counselor.
	All discipline reflections include self-regulation. Students are asked what they can differently next time (such as Kelso's Choices or self-calming strategies).	Reflection sheets are completed with administrators and/or the counselor. A copy goes to the teacher and a copy goes home to reinforce strategies. Administration sends an email home with every reflection sheet. Specifically, noting the emotional regulation strategy the student is working on.
	Targeted interventions for Tier 2 and 3 students. A team that includes admin and the counselor will meet every two weeks to discuss students in need of targeted interventions and discuss if interventions are working for current Tier 2 and 3 students.	RTI team meeting notes in Teams.
	Refined Student Intervention Team meeting monthly and as needed - Clear referral process and forms - Scheduled check back intervals - Weekly classroom observations by BIT team members that include data	SIT team meeting notes in Teams.
	Special Education is hosting a before school social skills groups focused on mindfulness and self-calming for students who qualify in social/emotional and behavior.	IEP goal data.
	Targeting school wide positive reinforcement systems one emotional regulation (Gotcha Tickets, PAWSome notes, and Paw Pride awards).	We will be tracking the amount of positive reinforcement monthly (Gotcha tickets and PAWSome notes) and make an effort to increase the number of tickets/notes given.
	New school wide focus includes emotional regulation strategies: **Problem solving,** socially aware, working hard, and **staying safe**. School wide expectations are reinforced during announcements, classroom lessons, and assemblies.	We will be tracking the amount of PAWSome notes that are given out specifically around problem solving and staying safe.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	• Progress monitoring will occur in grades 3-5 using the Panorama Survey. • The amount of Gotcha tickets and PAWSome notes given out will be tracked monthly.

Priority #4	
Priority Area	Effective School Leadership
Focus Area	• As part of our on-going work towards creating an inclusive and equitable learning environment for all students, we will be evaluating our new frameworks for teaching that we are implementing this year in all grades
Focus Grade Level(s)	• Grades K-5
Desired Outcome	• Our desired outcome would be to create an instructional service model that is culturally responsive, and equitable by identifying and removing barriers to educational opportunities. • The outcome would be that all students are accessing core instruction and receiving data driven intervention to enhance or provide identified intervention in skills. • An additional outcome would be that administrative leadership is modeling the desired behavior and using an equitable and inclusive mindset when working with the school community around student learning. As measured by the Nine Characteristics Survey data, specifically, pour goal would be in improve our weighted score on specific questions to 3.0 or higher.
Alignment with District Strategic Initiatives	Inclusive Early Learning
Data and Rationale Supporting Focus Area	• Nine Characteristics Survey data measurement for this goal Questions #18 – Leaders advocate for instruction of all student, #14 – I believe all students can learn complex concepts, #8 -The staff share a common understanding of what the school wants to achieve, and #26 -The staff works in teams across grade levels to help increase student learning. • As part of equity work, we are focusing on inclusive educational practice and creating learning opportunities in a least restrictive environment. Historically, that has resulted in students being removed for intervention services or placed in environments other than the general education classroom. • We have created a continuum of service for our most impacted students. We have created entry points to access the general educational classroom for even our most impacted student group. Research and observable data have shown that the social emotional benefits are present because of the social emotional peer models. • District and building data continue to demonstrate that our achievement gap continues to grow. We are seeing small incremental improvement in math, but the achievement gap continues to grow in ELA. Traditional intervention would include additional support for struggling students in an alternative learning environment such as school, classroom or small space. Rather than continuing to do what has not worked we are adopting UDL

	Action	Measure of Fidelity of Implementation
	principals and an inclusive approach which is designed to benefit all students.	
Strategy to Address Priority	All 660 students were assessed to determine a benchmark to start from. We decided that for ELA we would use DIBELS because it was a tool that we were already using for K-2 literacy and intervention.	A common tool was decided on, so we were able to talk a common language. Although, the tool assessed different attributes at each grade it will allow for grade level and vertical collaboration efforts. We are waiting for the district to approve a math progress monitoring tool so currently grade levels are using curricular assessment and those they develop.
	Data driven decisions will help to determine remediation and Challenge. All students based on the benchmark assessment, will be place in an ELA Power Group K-5, and Math Power Group grades 2-5.	The power groups will be providing skill specific instruction to students based on progress monitoring that will occur on designated dates. Students who are in Safety Net will be progress monitored every two weeks which is required.
	All grade level teams will have intervention teachers who will plan and be available to discuss strategies and intervention.	The goal is to create comprehensive teams with experts available during the planning and analyzing stage of data, planning and instruction.
	The new framework is a result of observing other schools who are working on inclusive practices. We are having all students, through our entry point process, have access to core curriculum and additional service within the general education setting and other related intervention or SDI will occur during Power groups	We are expecting students' academic performance to improve through accessing core instruction with peer when traditionally they would have been pulled for intervention. In addition, the intervention will be progressed monitored and focusing on skill development.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Progress monitoring is occurring at all levels to help inform and drive instruction. K-5 will continue to use DIBELS as their multi point, across time tool along with district and curricular assessments to monitor growth in ELA. Grade level teams in grades 2-5 will determine the appropriate math assessment. We will also use anecdotal observations, on-going collaboration and over time we should see student performance on district assessments improve. In regards to the leadership assessment we will use the yearly Nine Characteristic Survey that our staff take to assess our progress.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:
- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our "why" drives us. We do this all-important work because we want all our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.[10] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Attend PTSA meetings and engage the board and members present.	Ongoing 2019-20 school year
	Send out a survey to gather priorities from our families on our goals for next year.	September/October 2020

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Host parent events intended to inform and empower parents as partners including: -tech night -literacy night	Ongoing 2019-20 school year
	Create a bulletin board near the front of the school to school to update the community on our goals and progress.	Ongoing 2019-20 school year
	Include articles in our school newsletter to inform families about our SIP goals as well as progress towards the goals. We will create a "School Improvement Corner" in the newsletter to provide weekly information about our SIP.	Ongoing 2019-20 school year
	Attend PTSA meetings and engage the board and members present.	Ongoing 2019-20 school year
	Post SIP on website.	January 2020

Wilder Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Above the main entrance to Wilder is a beautiful stained-glass window, which incorporates color and design with our school mission statement: "Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader." As a staff, we feel our mission helps us to do our part in accomplishing both the Lake Washington School District Mission "Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society" and the Lake Washington School Vision: "Every student will be Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success." The Lake Washington School District student profile calls on us, as educators, to provide learning environments in which Connection, Value and Challenge are part of a student's educational experience. For us, this means we strive to provide integrated learning experiences for students and get to know each student on an individual basis. We strive to actively engage students in their learning in classrooms where every student knows they are safe and respected. We teach a rigorous curriculum in which students know what is expected. PTSA enrichment programs continue to compliment the work of our teachers. Student's participation in drama, art, chess, language programs, choir, movement class, Watershed, salmon projects, Math Adventures, and other programs enrich the education experience for our students. All of these opportunities demonstrate a strong commitment to our community for student success and make a Wilder education something special. Wilder Elementary School is located in the northeastern part of the district. Wilder Elementary first opened in 1989 and serves students from the communities surrounding the Bear Creek Watershed. Our students will attend Timberline Middle School and Redmond High School.

Mission Statement: "Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader."

Demographics:[1]

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

		2016-17	2017-18	2018-19
Student Enrollment (count)		609	615	366
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	37.4	37.1	21.3
	Black/African American	1.2	1.1	1.1
	Hispanic/Latino of any race(s)	7.2	8.1	8.5
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.3
	Two or more races	5.3	5.0	5.7
	White	48.8	48.5	63.1
Students Eligible for Free/Reduced Price Meals (%)		2.5	2.1	3.5
Students Receiving Special Education Services (%)		9.6	9.0	10.1
English Language Learners (%)		11.0	9.2	5.9
Students with a First Language Other Than English (%)		24.5	25.7	18.4
Mobility Rate (%)[2]		5.4	7.0	9.6

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[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	89	88	89
1st Grade	97	87	77
2nd Grade	94	95	89

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	87	87	90
4th Grade	95	87	89
5th Grade	93	91	90

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	94	>97
Black/African American	-	-	-
Hispanic/Latino	80	79	50
Two or more races	94	>97	-
White	94	88	85
English Learner	89	86	78
Low Income	-	-	-
Special Education	65	65	41

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	95	90
Black/African American	-	-	-
Hispanic/Latino	95	79	87
Two or more races	>97	88	>97
White	87	85	89
English Learner	90	-	-
Low Income	75	50	-
Special Education	89	53	38

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	87	90	93
4th Grade	95	88	80
5th Grade	87	83	82

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	81	86

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	95	90
Black/African American	-	-	-
Hispanic/Latino	95	79	73
Two or more races	94	81	>97
White	82	82	84
English Learner	80	-	-
Low Income	92	43	-
Special Education	67	47	38

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	90	93
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	75	80
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	45	-

↘◣ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	91	83	89
1st Grade	92	95	95
2nd Grade	89	93	92
3rd Grade	95	94	97
4th Grade	93	95	98
5th Grade	89	93	96

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	91	92	94
Black/African American	--	-	-
Hispanic/Latino	86	83	90
Two or more races	91	100	100
White	93	93	95
English Learner	91	88	100
Low Income	100	100	100
Special Education	90	91	97

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	92	96	-	88	-	88	-	75	82
Math Proficiency Rate (%)	91	98	-	90	-	85	-	72	72
ELA Median Student Growth Percentile[9]	62	67	-	61	42.5	59	-	42	68.5
Math Median Student Growth Percentile	65	72	-	61.5	68.5	61	-	59	48
EL Progress Rate (%)	91	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	94	-	91	95	97	93	93	96

= Cohort Track

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[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Non-Sense Words
Focus Grade Level(s)	Grades K-2
Desired Outcome	95% of grade K-2 students will score proficient on 2020 EOY DIBELS Non-Sense Words Assessment.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	K-2 students are assessed by the DIBELS assessment BOY, MOY, EOY annually. Data from Spring EOY DIBELS assessment shows EOY scores trend downward from BOY baseline scores.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	89	88	89
1st Grade	97	87	77
2nd Grade	94	95	89

Strategy to Address Priority		
	Action	**Measure of Fidelity of Implementation**
	All K-2 Wilder students will be assessed using DIBELS 3 times/year.	100% of 2nd Grade Students Assessed by BOY, MOY, EOY window deadlines.
	Safety Net monitoring will occur for any students not at benchmark in NSF.	100% Students not at benchmark in NSF as measured by DIBELS BOY, MOY, EOY assessments progressed monitored.
	Non-Sense Phonics games implemented throughout 2019-2020 in classroom reading programs.	On-going use of Non-Sense Phonics games by end of BOY assessment window.
	Non-Sense Phonics games resource list provide to parents for home practice.	Resource list compiled, reviewed and given to parents at January conferences.

Timeline for Focus	2019 – 2020 School Year
Method(s) to Monitor Progress	MOY DIBELS assessment results will be analyzed in February to determine progress towards goal. For students in Safety Net, progress monitoring will occur every two weeks and results analyzed to determine progress.

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Listening
Focus Grade Level(s)	Grades 3-5
Desired Outcome	100% of students will be at or above standard in the Listening portion of the Spring 2020 SBA ELA.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Listening Claim data shows a decrease in students above standard in Listening in 5th grade from 4th grade. 62% of students in 4th grade were above standard in Listening. 42% of students were above standard in 5th grade.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Written Responses assign to students after read aloud.	100% of 3-5 grade level teachers assigning written responses after class read alouds.
	Listening Activities from Wonders Curriculum implanted.	100% of 3-5 grade level teachers utilizing Wonders Listening Curriculum.
	SBA Interim Assessments testing Listening Comprehension utilized.	100% of 3-5 Grade Level Teachers assessing students in Listening Comprehension using SBA Interim Assessment block.
	Grid and Graph it Listening Curriculum implemented.	100% of Grade Level Teachers implement Grid and Graph it Listening Curriculum.
	All 3-5 grade level teams establish listening protocols for classroom directions	Instructional Listening Protocols completed.

Timeline for Focus	2019 -2020 School Year
Method(s) to Monitor Progress	Check-ins for implementation of Listening Actions to occur at established team LEAP Wednesdays throughout 2019-2020 school year.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Respect
Focus Grade Level(s)	Grades K-5
Desired Outcome	90% of students will report they have been treated respectfully on Spring 2020 Panorama Survey.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Our Spring Panorama data showed an 11-point decrease from Fall to Spring in the levels of respect shown student to student.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach Self Respect to Students. Define what it looks like. Define what it sounds like.	Lesson components identified for K-5 grade levels.
	Emphasis on respecting self (students) integrated with informational and opinion writing prompts.	100% of teachers integrating self-respect writing prompts when teaching informational and opinion writing units.
	Establish Restorative Circles and Parking Lots.	Established Restorative Circle and Parking Lot protocols in 100% of classrooms.
	Share Panorama data regarding respect with students.	Sharing of Panorama data by counselor in all classrooms.
	Home/Parent connections regarding self and student to student respect education at Wilder via School Newsletter	Communication to occur bi-monthly.

Timeline for Focus	2019-2020 School Year
Method(s) to Monitor Progress	Check-ins to occur at scheduled TEAM LEAP Wednesdays for 2019-2020 school year.

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Trust
Focus Grade Level(s)	All Wilder Staff
Desired Outcome	Spring 2020 Nine Characteristics Survey data responses will show 100% of staff agree completely, agree mostly that staff members trust each other.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Our Spring 2019 Nine Characteristics Survey data shows 35% of staff members agreed slightly or not at all that staff members trust each other.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Add "Respect" to our building norms.	Successful use of super majority function (60% approval) of our building decision making model to modify building norms.
	Personal and school connection time built in to staff meeting agendas.	Staff meetings starting with discussion starter prompts related to trust.
	Organize physical space of staff room to facilitate discussions/teaming.	Purchase and installation of additional tables.
	Self-Reflection survey completed by staff members after each staff led professional development indicating quality of respect demonstrated.	Self-Reflection Survey developed and implemented after each staff led Professional Development.

Timeline for Focus	2019 – 2020 School Year
Method(s) to Monitor Progress	Monthly staff meeting reflection

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3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
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Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Review with PTSA Board goal areas for 2019-2020 and solicit input.	November 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Review of 2019-2020 SIP at PTSA meeting.	November 2019
	SIP planned shared in School Newsletter.	November 2019
	Classroom instruction for respectful behavior.	2019-2020 School Year

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r