

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 |

¹Enrollment 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 Assessment³

| Grade | Percent at or above standard | | |
|-----------------------|------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| Kindergarten | 89 | 78 | 89 |
| 1 st Grade | 93 | 93 | 88 |
| 2 nd Grade | 93 | 91 | 92 |

ELA: By Grade Level, Smarter Balanced Assessment

| Grade | Percent at or above standard | | |
|-----------------------|------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| 3 rd Grade | 91 | 82 | 82 |
| 4 th Grade | 85 | 86 | 82 |
| 5 th Grade | 88 | 86 | 92 |

READING: By Group/Program, DIBELS Assessment⁴

| 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 Assessment⁵

| 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

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

| Grade | Percent at or above standard | | |
|-----------------------|------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| 3 rd Grade | 95 | 83 | 85 |
| 4 th Grade | 85 | 93 | 82 |
| 5 th Grade | 86 | 81 | 93 |

SCIENCE: By Grade Level, WCAS⁶

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

MATH: By Group/Program, Smarter Balanced Assessment⁵

| 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

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 |
| 1 st Grade | 90 | 89 | 93 |
| 2 nd Grade | 89 | 92 | 92 |
| 3 rd Grade | 90 | 95 | 95 |
| 4 th Grade | 91 | 95 | 93 |
| 5 th Grade | 92 | 97 | 92 |

ATTENDANCE: By Group/Program⁷

| 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 SUMMARY⁸

| | 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

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 | <p>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.</p> <p>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).</p> <p>These data points support a focus on reading comprehension and reading fluency for our primary-level learners.</p> |
| Strategy to Address Priority | Action |
| | Use of Words Their Way (WTW) student groupings. |
| | Measure of Fidelity of Implementation |
| | Teachers will monitor WTW performance and adjust groupings quarterly to ensure students are |

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| | | 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 | <ul style="list-style-type: none"> • 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) | 3 rd Grade – 5 th 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 3 rd , 4 th , and 5 th 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. | 3 rd Grade: <ul style="list-style-type: none"> • 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. 4 th Grade: <ul style="list-style-type: none"> • 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. 5 th Grade: <ul style="list-style-type: none"> • 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 |

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| | 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 classroom 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 | <ul style="list-style-type: none"> • SBA Interim Assessments – administered twice or more, yearly. • SBA Mathematics Assessment: Spring, 2020; Spring 2021. | |

Priority #3

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| Priority Area | Behavior | |
| Focus Area | Reduction of Office Referrals (Think Papers) | |
| Focus Grade Level(s) | Kindergarten – 5 th 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. |

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| Timeline for Focus | Fall, 2019 - Spring, 2021 |
| Method(s) to Monitor Progress | <ul style="list-style-type: none">• 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

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| Priority Area | High Levels of Collaboration and Communication | |
| Focus Area | Collaboration Across Grade-Levels | |
| Focus Grade Level(s) | Kindergarten – 5 th 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 | <ul style="list-style-type: none"> • 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.

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 |
| | 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>

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| | | 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. |