

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 | |

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 | 87 | 82 | 76 |
| 1 st Grade | 88 | 85 | 88 |
| 2 nd Grade | 92 | 91 | 93 |

ELA: By Grade Level, Smarter Balanced Assessment

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

READING: By Group/Program, DIBELS Assessment⁴

| 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 Assessment⁵

| 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

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 | 88 | 87 | 93 |
| 4 th Grade | 94 | 89 | 90 |
| 5 th Grade | 86 | 88 | 83 |

SCIENCE: By Grade Level, WCAS⁶

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

MATH: By Group/Program, Smarter Balanced Assessment⁵

| 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

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 |
| 1 st Grade | 86 | 83 | 82 |
| 2 nd Grade | 92 | 90 | 81 |
| 3 rd Grade | 89 | 91 | 93 |
| 4 th Grade | 96 | 89 | 93 |
| 5 th Grade | 95 | 94 | 93 |

ATTENDANCE: By Group/Program⁷

| 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 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 (%) | 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

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 | <p>-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)</p> <p>-33% of English Learners overall were at or above standard on the SBA Reading Claim, which includes word meaning targets</p> <p>-82% of English Learners and Exited English Learners were at or above standard on the SBA Reading Claim</p> <p>-Word Meaning is an essential component of instruction within academic areas to support English Language Learning</p> <p>-Word Meaning includes focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines</p> | | | | | | | | | | |
| Strategy to Address Priority | <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>SIOP Professional Development for all certificated staff with teacher leads.</td> <td>Percentage of staff participation in professional development.</td> </tr> <tr> <td>Extended 3-day District SIOP training for grade level teams.</td> <td>Percentage of staff who have attended the additional District SIOP training.</td> </tr> <tr> <td>Staff attend other Professional Development courses attended with focus around supporting English Language learning.</td> <td>Percentage of staff who have attended the additional District EL focused training.</td> </tr> <tr> <td>Intervention & EL Staff to use vocabulary components, including <i>Oral Vocabulary and EL Vocabulary</i> within Wonder Works & Wonders English Language Development reading curriculum.</td> <td>Percentage of staff fully implementing vocabulary components within intervention curriculum.</td> </tr> </tbody> </table> | 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 <i>Oral Vocabulary and EL Vocabulary</i> within Wonder Works & Wonders English Language Development reading curriculum. | Percentage of staff fully implementing vocabulary components within intervention curriculum. |
| | 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 <i>Oral Vocabulary and EL Vocabulary</i> within Wonder Works & Wonders English Language Development reading curriculum. | Percentage of staff fully implementing vocabulary components within intervention curriculum. | | | | | | | | | | |
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|--------------------------------------|--|---|
| | <p>Staff to teach and utilize the following vocabulary focus strategies:</p> <ul style="list-style-type: none"> -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 4 th and 5 th 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 | <p>-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)</p> <p>-75% of Grade 3 English Learners were at or above standard on the 2019 Spring SBA ELA Reading Claim</p> <p>-83% of English Learners and Exited English Learners were at or above standard on the SBA Reading Claim</p> <p>-Word Meaning is an essential component of instruction within academic areas to support English learning</p> <p>-Word Meaning includes focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines</p> |

| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
|--------------------------------------|--|--|
| | SIOF Professional Development for all certificated staff with teacher leads. | Percentage of staff participation in professional development. |
| | Extended 3-day District SIOF training for grade level teams. | Percentage of staff who have attended the additional District SIOF 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 <i>Oral Vocabulary and EL Vocabulary</i> 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: <ul style="list-style-type: none"> -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 3 rd 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 | <table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>-Reviewing, adding and refining PBIS components in connection with Alcott CAREs.</td> <td>Percentage of program review beginning 2020-21 with 2019-20 preparation.</td> </tr> <tr> <td>-Cohort efforts coordinated with district PBIS professional development and planning.</td> <td>Percentage of PBIS refined implementation beginning in 2020-21.</td> </tr> <tr> <td>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</td> <td>Staff yearly input/feedback percentages based upon additions as improvement factors.</td> </tr> <tr> <td>-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.</td> <td>-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.</td> </tr> <tr> <td>Support staff team collaboration and best practices growth around Tier 2 and Tier 3 behavioral interventions. New learning shared and conversations with staff.</td> <td>-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</td> </tr> </tbody> </table> | 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 (3 rd -5 th) 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 | |
| | 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 (3 rd -5 th) 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 | <p>-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.</p> <p>-Collaboration not only among teams/levels but across school teams/levels contributes to furthered student success.</p> | |
| 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.

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 |
| | -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 |

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