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

Action	Measure of Fidelity of Implementation

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	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]

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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. |
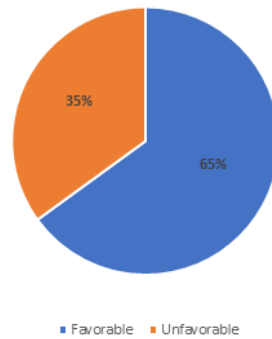| --- | --- | --- |
	Intentional, targeted, and systematic instruction focusing on foundational reading skills in classroom instruction (small group, one-one, etc.).	PGE Growth Data DIBELS
	Collaboration between general education teachers, English Language, and Safety Net support group teachers.	Systematic 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.

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

	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

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

	Sense of Belonging - BOY 2018-19 26% 74% ■ Favorable ■ Unfavorable **Sense of Belonging - EOY 2018-19** 35% 65% ■ Favorable ■ Unfavorable
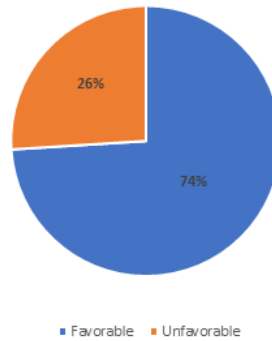
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Teaching the terms "sense of belonging" and "be you." Teach and support our motto "Be Kind. Be Brave. Be You. Be the Change."	100% of teachers will explicitly teach our motto using common language and literature, while 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