![Lake Washington School District logo]

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

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

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	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.

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
Focus Grade Level(s)	Grades 3-5
Desired Outcome	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.
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. 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.

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	2019 SBA Performance Writing Task, Common Writing Assessments, Interim Writing Assessments, 2020 SBA Performance Writing Task
Priority #2	

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	Action	Measure of Fidelity of Implementation
	Team Building	Sub-group plans and implements team building activities before LEAP trainings and time is carved out for Team Building.
	Lab Classrooms – de-privatizing instruction	We identify staff members who are willing to have other come into their classrooms and learn.
	Learning Walks – de-privatizing	We will utilize the Writing Cohort to participate in learning walks
	Sharing Teaching Highlights	Time carved out to share teaching ideas that encourage collaboration and learning from one another.
	Building Trust in Teams	Use and follow the agreed upon norms.
	Collaborative Book Studies	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

	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.
- 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 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