

# Dickinson Elementary School

## School Improvement Plan

### Annual Update: 2019-20

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

#### SCHOOL OVERVIEW

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

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

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

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

**Demographics:**<sup>1</sup>

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

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<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

<sup>2</sup> 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<sup>3</sup>

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

### ELA: By Grade Level, Smarter Balanced Assessment

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

### READING: By Group/Program, DIBELS Assessment<sup>4</sup>

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

### ELA: By Group/Program, Smarter Balanced Assessment<sup>5</sup>

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

## ACADEMIC PERFORMANCE DATA: MATH

## ACADEMIC PERFORMANCE DATA: SCIENCE

### MATH: By Grade Level, Smarter Balanced Assessment

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

### SCIENCE: By Grade Level, WCAS<sup>6</sup>

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

### MATH: By Group/Program, Smarter Balanced Assessment<sup>5</sup>

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

### SCIENCE: By Group/Program, WCAS

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

↘ = Cohort Track

<sup>3</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

<sup>4</sup> 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.

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

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

## ATTENDANCE DATA

### ATTENDANCE: By Grade

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

### ATTENDANCE: By Group/Program<sup>7</sup>

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

## WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

### MOST RECENT WSIF 3-YEAR SUMMARY<sup>8</sup>

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

↘ = Cohort Track

<sup>7</sup> Grades K-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

<sup>8</sup> 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.

<sup>9</sup> 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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Reading Foundational Skills	
<b>Focus Grade Level(s)</b>	Grades K-2	
<b>Desired Outcome</b>	89% of students in grades K-2 will score proficient or higher by Spring 2020 based on DIBELS Next and classroom-based assessments, including Wonders end-of-module assessments.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Our team analyzed 2019 Grades K-2 DIBELS data and determined that in order to move toward 100% proficiency, we will need to increase overall student proficiency by 5% each year. We know that Reading Foundational Skills are directly connected to students' ability to read to learn in Grades 3-5 and are integrated into all core subject areas. From Fall 2018 to Spring 2019, our proficiency increased from 81% to 84%, as measured by DIBELS. Based on past growth, we set a goal of continuing overall growth at a higher rate than last year, resulting in higher proficiency.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Grade Level Common Assessments	Teams determine which assessments they will use
	Grade Level Assessment Calendar	Each team creates an assessment calendar outlining their formative reading assessments
	Scoring rubrics with team	Teams work together to review and/or create rubrics
	Student Friendly Rubrics	Teams use student friendly rubrics aligned to Reading Foundational Common Core Standards
	Planning Unit Together	Teams plan each Wonders reading unit together
	Common Formative Assessments	Teams will create common formative assessments aligned with Reading Foundational Common Core Standards
	Common Scoring	Teams work together to score formative reading assessments
	Teachers Debrief Assessment and Planning Next Steps	Teacher use the assessment data to learn from one another and determine next steps

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

**Priority #2**

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

<b>Method(s) to Monitor Progress</b>	2019 SBA Performance Writing Task, Common Writing Assessments, Interim Writing Assessments, 2020 SBA Performance Writing Task
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**Priority #3**

<b>Priority Area</b>	Behavior	
<b>Focus Area</b>	PBIS Implementation (three-year plan)	
<b>Focus Grade Level(s)</b>	Grade K-5	
<b>Desired Outcome</b>	<p><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.</p> <p><u>Year 2:</u> We will systematically create a Tier 2 system and continually monitor and improve Tier 1.</p> <p><u>Year 3:</u> We will systematically create a Tier 3 system and continually monitor and improve Tier 1 and 2.</p>	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
<b>Data and Rationale Supporting Focus Area</b>	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.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Professional Development on the School-Wide Behavior Plan <ul style="list-style-type: none"> <li>- Tiers of Intervention – Guide to major and minor referrals</li> </ul>	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 <ul style="list-style-type: none"> <li>- Behavioral Referral Form – Major</li> <li>- Minor Behavior Data Collection Tool</li> </ul>	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.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	Staff Surveys, Number of Golden Tickets, Number of Major Office Referrals, Number of Professional Development Trainings, Tiered Fidelity Inventory results.	

**Priority #4**

<b>Priority Area</b>	High Levels of Collaboration and Communication															
<b>Focus Area</b>	Collaborative processes leading toward continuous improvement															
<b>Focus Grade Level(s)</b>	Grade K-5															
<b>Desired Outcome</b>	<p><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.</p> <p><u>Year 2:</u> Learn more about Professional Learning Communities and plan for tightening and honing our collaborative practices.</p> <p><u>Year 3:</u> Implement our plan and monitor for progress.</p>															
<b>Alignment with District Strategic Initiatives</b>	Professional Learning															
<b>Data and Rationale Supporting Focus Area</b>	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 step in creating feedback to one another is building a culture of trust.															
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<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020		
<b>Method(s) to Monitor Progress</b>	We will review our Nine Characteristics Data, give staff surveys about how we are doing, and measure different things that we are doing to improve the culture and trust among staff.		

## TECHNOLOGY INTEGRATION PLAN

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

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

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

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

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

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

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

## STATE ASSESSMENT PARTICIPATION

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

Strategies the school is using to meet participation requirements include:

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

## COMMUNITY ENGAGEMENT PLAN

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

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

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

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

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