McAuliffe Elementary School

School Improvement Plan

Annual Update: 2020-21

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

SCHOOL OVERVIEW

Description: Christa McAuliffe Elementary is located in Sammamish, Washington in the Lake Washington School District as part of the Eastlake High School feeder pattern.

The staff at Christa McAuliffe are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and fostering a partnership with our parent community.

Our Reach for the Stars program has positively contributed to school culture by encouraging students to be their best by showing kindness and respect to others and by being safe and responsible at school.

Parent involvement is a key component to the success of our students. We have an active PTSA that hosts a variety of community events, provides resources for teachers, and organizes enrichment opportunities for students. Parents volunteer throughout the school each day, supporting students and teachers as we work together to achieve school goals.

Christa McAuliffe Elementary houses a variety of programs that serve the needs of our diverse population. These programs include the Learning Center, Pull-Out Quest (gifted), and Full-Time Quest (gifted). They serve students from elementary schools within the Eastlake High School feeder pattern.

McAuliffe is a healthy school, both academically and culturally. This is evidenced by high test scores, positive reviews on staff and parent surveys, and high attendance at school and PTSA events. We have low staff turnover and parents seek housing within our school boundaries so their students can attend McAuliffe.

Mission Statement: *Christa McAuliffe Elementary exists to ensure all students are empowered, both socially and academically, to achieve personal success.*

Demographics:[1]

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		534	495	531	585
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0	0.0
	Asian	31.5	31.1	42.4	45.5
	Black/African American	1.1	2.0	1.7	1.2
	Hispanic/Latino of any race(s)	7.1	6.7	5.1	5.6
	Native Hawaiian/Other Pacific Islander	0.2	0.2	0.0	0.0
	Two or more races	6.0	6.1	6.4	6.3
	White	54.1	53.9	44.4	41.4
Students Eligible for Free/Reduced Price Meals (%)		3.7	4.0	2.4	1.9
Students Receiving Special Education Services (%)		13.5	12.5	13.4	11.3
English Language Learners (%)		10.9	10.3	11.9	11.1
Students with a First Language Other Than English (%)		26.6	29.0	36.0	40.8

[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[2]

Grade	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	91	89	91	n/a
1st Grade	90	94	89	n/a
2nd Grade	84	94	92	n/a

ELA: By Grade Level, Smarter Balanced Assessment

Grade		*Percent at or above standard*			
		2016-17	2017-18	2018-19	2019-20
3rd Grade		89	93	90	n/a
4th Grade		87	91	84	n/a
5th Grade		87	86	91	n/a

READING: By Group/Program, DIBELS Assessment[3]

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	93	>97	95	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	91	86	83	n/a
Two or more races	86	88	85	n/a
White	85	89	88	n/a
English Learner	76	83	86	n/a
Low Income	-	-	-	n/a
Special Education	34	50	65	n/a

ELA: By Group/Program, Smarter Balanced Assessment[4]

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	91	96	92	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	90	89	>97	n/a
Two or more races	79	82	83	n/a
White	87	88	86	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	55	64	63	n/a

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
3rd Grade	91	88	87	n/a
4th Grade	83	92	80	n/a
5th Grade	86	83	90	n/a

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[5]

Grade	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
5th Grade	n/a	87	90	n/a

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	95	94	92	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	80	89	93	n/a
Two or more races	79	82	83	n/a
White	84	86	82	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	55	59	46	n/a

SCIENCE: By Group/Program, WCAS

Group/Program	*Percent at or above standard*			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	86	93	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	-	n/a
Two or more races	n/a	-	-	n/a
White	n/a	90	90	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	-	-	n/a
Special Education	n/a	-	-	n/a

↘ **= cohort track**
n/a = not available

[2] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[3] 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.

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

[5] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	93	94	87	n/a
1st Grade	91	95	99	n/a
2nd Grade	93	95	96	n/a
3rd Grade	95	94	96	n/a
4th Grade	95	96	98	n/a
5th Grade	97	97	96	n/a

ATTENDANCE: By Group/Program[6]

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	92	95	95	n/a
Black/African American	--	91	100	n/a
Hispanic/Latino	90	91	93	n/a
Two or more races	97	100	97	n/a
White	96	96	96	n/a
English Learner	91	92	94	n/a
Low Income	88	94	100	n/a
Special Education	83	93	89	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[7]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	87	90	-	94	83	86	52	79	51
Math Proficiency Rate (%)	85	93	-	89	81	82	57	50	51
ELA Median Student Growth Percentile[8]	52	60.5	-	54	44	51	-	-	51
Math Median Student Growth Percentile	54	60	-	54.5	41	50.5	-	-	46.5
EL Progress Rate (%)	84	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	94	-	90	-	96	92	95	91

⬂ = cohort track
n/a = not available

---

[6] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[7] Washington School Improvement Framework measures compile data across three years (2017-2019) 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.

[8] 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	Informational & Opinion Writing
Focus Grade Level(s)	3-5
Desired Outcome	75% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 spring writing performance task was as follows:

Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	35%	36%
Narrative	76%	75%
Opinion	28%	26%

Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past few years. This data supports an increased focus on the areas of informational and opinion writing.

Note: There is no data for the 2020 spring writing performance task and SBA ELA due to the COVID school closure.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Teachers in grades 3-5 will share examples of writing prompts with K-2 teachers for the purpose of calibration and understanding of SBA expectations/criteria.	% of teachers who participate and engage in conversations regarding writing prompts.
Utilization of LEAP time for the purpose of vertical teaming in the area of writing.	% of teachers who participate in vertical teaming.

	Teachers in grades K-5 will work together to ensure fidelity and alignment of writing units developed by the Teaching and Learning Department.	% of teachers who use district provided writing curriculum.
	Teachers in grades K-5 will integrate informational and opinion writing within multiple content areas.	% of teachers who integrate informational and opinion writing within multiple content areas.
	Teachers in grades K-5 will incorporate culturally responsive teaching strategies into writing instruction.	% of teachers who provide writing prompts that interest students and connect to background knowledge.
	Teachers in grades K-5 will analyze and explore the weakest strands within our writing data, as shown by the SBA.	% of teachers who participate and act upon writing discussions that explore SBA data.
	Teachers in grades K-5 will analyze student work in comparison to annotated student samples and rubrics and adjust instruction as needed.	% of teachers who participate in the analysis of annotated student samples.
	Grade level teams in grades K-5 will identify critical lesson components from applicable writing units that support informational and opinion writing to focus on for upcoming school year.	% of teachers who work in grade level teams to plan units to support informational and opinion writing.
	Teachers in grades K-5 will calibrate grading processes and discuss/explore how teams are assess writing.	% of teachers who participate in calibration of grading processes.
	Teachers in grades 3-5 will access SBA Interim Assessments to help prepare students for writing assessments.	% of teams who access SBA Interim Assessments.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored through the following methods:	

Progress will be monitored through the following methods:

1. Student progress on District Assessments
   - Teachers will monitor progress after each writing unit.

2. Student progress on SBA Interim Assessments

3. Yearly progress on SBA

   Benchmark Goal 2020 = Was scheduled to be 45% of students in grades 3-5 scoring at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022. This assessment did not take place due to COVID.

	Benchmark Goal 2021 = 60% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022. Benchmark Goal 2022 = 75% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022.

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts & Procedures: Low target areas on the SBA
Focus Grade Level(s)	3-5
Desired Outcome	90% of students in grades 3-5 will be at or above standard in mathematics as measured by the Smarter Balanced Assessment in Spring of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	85.8% of students in grades 3-5 were at/above standard on the SBA in Spring of 2019. When looking closer at the data, some demographic areas performed below the overall average in math for our school (as illustrated by the detailed information provided earlier in the SIP). Of the three major content areas (math, ELA, science), math has historically been the area that our students have scored lowest in. *Note: There is no data for the 2020 spring SBA in math due to the COVID school closure.*

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Grade level teams will focus on the following SBA target areas where students underperformed: Third Grade: • Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (lower performance relative to the test as a whole) • Target H: Represent and interpret data (lower performance relative to the test as a whole) • Target I: Geometric measurement – understand concepts of area and relate area to multiplication and division (lower performance relative to the test as a whole) Fourth Grade: • Target A: Use the four operations with whole numbers to solve	% of teachers in grades 3-5 who use SBA target data to inform instruction.

- problems (lower performance relative to the test as a whole)
- Target C: Generate and analyze patterns (performances is near the proficiency standard)

Fifth Grade:
- Target I: Geometric measurement – understand concepts of volume and relate volume to multiplication and addition (lower performance relative to the test as a whole)

Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical teaming for the purpose of ensuring students receive exposure to late spring units prior to the SBA.	% of teachers in grades K-5 who participate in vertical teaming related to math.
Teachers in grades 3-5 will teach math instruction through differentiated math groupings.	% of teachers in grades 3-5 who teach math using differentiated math groupings.
Teachers in grades 3-5 will utilize supplemental math resources to address growth areas.	% of teachers in grades 3-5 who utilize supplemental math resources.
Teachers in grades 3-5 will utilize SBA Interim Assessments to identify areas where additional support is needed and to provide students with needed practice.	% of teachers in grades 3-5 who utilize SBA Interim Assessments.
School administration will provide teachers in grades 3-5 with targeted IA support during math instruction times.	Administration will assign IA support during times of math instruction to teachers in grades 3-5.
Teachers in grades K-5 will provide additional math instruction that is integrated into other content areas.	% of teachers in grades 3-5 who integrate math instruction into other content areas as appropriate.
Teachers in grades K-5 will access building personnel and resources to support students in the area of math (ex: Safety Net, SpEd, Highly Capable, Pull-Out Quest and Full-time Quest programs).	% of teachers in grades 3-5 who access building personnel and resources available to them.
Resource Room teachers will schedule SpEd pull-out instruction during identified content areas.	Resource Room teachers will design schedules that best support students.
Utilization of FastBridge assessment data to determine instructional needs.	Teachers and administration will monitor usage by students to ensure accurate and current data is available.

Timeline for Focus	Fall, 2019 - Spring, 2022

Method(s) to Monitor Progress	Progress will be monitored through the following methods:
	
	1. Student progress on District Assessments
	   • Teachers will monitor progress after/during each math unit.
	
	2. Student progress on FastBridge Assessments
	   • Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.
	
	3. Student progress on SBA Interim Assessments
	
	4. Yearly progress on SBA
	
	Benchmark Goal 2020 = 87% of students in grades 3-5 will score at or above standard in the area of math on the SBA. This assessment did not take place due to COVID.
	
	Benchmark Goal 2021 = 88% of students in grades 3-5 will score at or above standard in the area of math on the SBA.
	
	Benchmark Goal 2022 = 90% of students in grades 3-5 will score at or above standard in the area of math on the SBA.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Student Sense of Belonging
Focus Grade Level(s)	3-5
Desired Outcome	90% of students in grades 3-5 students will have a favorable sense of belonging as measured by the question on the Panorama social emotional learning survey that addresses "How much students feel they are valued members of the school community" by 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	71% of students have a favorable sense of belonging as measured by the spring 2019 Panorama survey question: "How much students feel they are valued members of the school community." This was the largest decrease of any question, declining by 7% from Fall 2018 to Spring 2019. McAuliffe has added multiple programs in recent years (pull-out Quest, full-time Quest, Highly Capable, Learning Center). Our school demographics have also changed quite a bit. As a result, we have many new students and families at our school, which provides us with an opportunity to better welcome them as valued members of our community. *Note: There is no data for the 2020 spring Panorama survey due to the COVID school closure.*
Strategy to Address Priority	

Action	Measure of Fidelity of Implementation
The school counselor will incorporate the concept of "sense of belonging" into her regularly scheduled class lessons.	The school counselor will create a counseling schedule and plan that provides focused instruction in the area of "sense of belonging."
The lead literacy teacher at our school will provide a diverse selection of books to teachers for our monthly read aloud program.	The lead teacher will provide books to teachers and regularly update the reading corner in the entry to highlight these selections.
The librarian and school counselor will administer the Panorama survey to all students in grades 3-5 in the library setting, ensuring consistent administration of the survey.	The librarian and school counselor will provide the Panorama survey to students in grades 3-5.
The principal and ASB lead teachers will provide a school theme promoting inclusivity, including recognizing students during morning announcements who are welcoming and inclusive.	The principal and ASB lead teachers will promote a theme of inclusivity through announcements, a highlighted book selection, and an all-school bulletin board in the main hallway.

| | The Equity Team will participate in two books studies, sharing learning with staff, for the purpose of providing a supportive, inclusive, and welcoming learning environment for our students. | The Equity Team will read the books: "Blind Spot" and "We Can't Teach What We Don't Know." Regular discussions and jigsaw learning will take place at Equity Team and Staff meetings. |
| | Staff will create "Equity Lessons" for teachers to deliver to their students. | Teachers will deliver the lessons to their students during the 2020-21 school year. |

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Progress will be monitored through the following methods:

Progress will be monitored through the following methods:

1. Informal check-ins with students by the school counselor during regularly scheduled lessons.

2. Monitoring of school discipline as it relates to/impacts this goal area.

3. Yearly progress updates on Panorama Survey in the area of "Favorable Sense of Belonging", specifically "How much students feel they are valued members of the school community".

Benchmark Goal 2020 = 78% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama survey. This assessment did not take place due to COVID.

Benchmark Goal 2021 = 83% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama survey.

Benchmark Goal 2022 = 90% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama survey.

Priority #4	
Priority Area	Supportive Learning Environment
Focus Area	Nine Characteristic survey question 53: "Students respect those who are different from them."
Focus Grade Level(s)	K-5
Desired Outcome	95% of staff members will respond agrees completely/mostly on question 53 of the Nine Characteristics survey in the spring of 2022.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	Focusing on question 53 on the Nine Characteristics survey would help us better support the goal stated Priority #3. That goal was created as a result of 71% of students responding that they feel they are "valued members of the school community" on the 2019 Panorama Survey (we do not have data for the 2020 survey due to the COVID school closure). During a Spring staff reflection activity, majority of staff selected question 53 on the Nine Characteristics survey as the area wanted to focus on during the 2020-2022 school years. Feedback from both certificated and classified staff supported this area of focus. McAuliffe has added multiple programs in recent years (Pull-out Quest, Full-time Quest, Highly Capable, Learning Center). Our school demographics have also changed quite a bit, with school diversity increasing as a result of our new programs and the change in demographics. This has created a need and opportunity to emphasize and encourage students to respect those who are different from them.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Teachers and the school counselor will focus on classroom activities that work on friendship skills and accepting others.	% of teachers who incorporate friendship skills into their lessons.
Teachers, the school, and PTSA will work together to provide students with opportunities to share their culture, traditions, etc.	Students will be given opportunities within the class and through PTSA events to share and celebrate family traditions.
Teachers will model respect and inclusion by including purposeful language and designing culturally responsive lessons.	% of teachers who model respect and inclusion.
The school will provide opportunities for students to interact with various populations around the school (ex: general education, Quest, Learning Center)	Field trips, recesses, lunches, and special programs will be designed to integrate students from various programs and populations.

	The Equity Team will participate in two books studies, sharing learning with staff, for the purpose of providing a supportive, inclusive, and welcoming learning environment for our students.	The Equity Team will read the books: "Blind Spot" and "We Can't Teach What We Don't Know". Regular discussions and jigsaw learning will take place at Equity Team and Staff meetings.
	Staff will create "Equity Lessons" for teachers to deliver to their students.	Teachers will deliver the lessons to their students during the 2020-21 school year.
Timeline for Focus	Fall, 2020 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored through the following method: 1. Nine Characteristics data per the 2021 and 2022 spring surveys. 2. Yearly progress updates on Panorama Survey in the area of "Favorable Sense of Belonging," specifically, "How much students feel they are valued members of the school community." Benchmark Goal 2021 = 83% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama survey. 3. Benchmark Goal 2022 = 90% of students in grades 3-5 will report they feel they are "valued members of the school community" as measured by the Panorama 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
☒Teaching digital learning in both traditional and remote learning settings

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 2019. During that year, the participation rate was met.

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.[9] 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
	McAuliffe Elementary teachers/staff will utilize parent, middle/high school, Watch DOGS, and other volunteers to support students in class in support of Priority areas #1 and #2.	This action will take place throughout the 2019-2022 school years.
	Administration will work with the PTSA to fund materials and professional development opportunities to support SIP goals in Priority areas #1, #,2, #3, and #4.	This action will take place throughout the 2019-2022 school years.
	McAuliffe Elementary teachers/staff will collaborate with the PTSA to host community events that support SIP goals in Priority areas #3 and #4.	This action will take place throughout the 2019-2022 school years.
	The McAuliffe Elementary Equity Team will continue to explore ways to involve parents and students in our equity work to support SIP goals in Priority areas #3 and #4.	This action will take place throughout the 2019-2022 school years.
Strategy to Inform Students, Families, Parents and Community	Action	Timeline
	Post the SIP on the McAuliffe Elementary website.	Upon approval by the LWSD School Board, the SIP will be posted by January 2021, or earlier.

[9] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265

Members of the SIP	Update the McAuliffe community of SIP process and availability via monthly newsletter in November 2020 and November 2021.	The monthly newsletter and update will go home to families on the first Friday of November.
	Update the McAuliffe community at the October 2020 and October 2021 PTSA meetings on SIP goals and processes.	The PTSA meetings will take place the third Thursday of the October.