



# Blackwell 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:** As you approach the front of our school, you will see a beautiful, colorful student-created mural depicting the sights and unique characteristics of our great Puget Sound region. At the center of this mural is a simple schoolhouse.

School is the center of the Blackwell community. Elizabeth Blackwell Elementary is located on the northern edge of the Sammamish Plateau. Situated in the Timberline neighborhood, we serve students from along Lake Sammamish to the west and the Sahalee neighborhood on the east. Our students move to Inglewood Middle School before entering Eastlake High School.

Our school hosts both K-5 general education and accelerated programs classrooms. The Lake Washington School District's Strategic Plan is to elevate our practices to provide learning environments in which connection, value and challenge are part of each student's educational experience. We strive to provide integrated, differentiated learning experiences for students. We get to know each student on an individual basis to address individual needs. We strive to engage students actively in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State Standards. We value diversity and embrace the richness of our many cultures within in our walls.

Parent involvement is a key component to the success of our students. We have a very active PTSA that supports many at school programs, provides resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated staff.

**Mission Statement:** *To nurture well-rounded students empowered to meet the challenges of our diverse, global society.*

#### Demographics:<sup>1</sup>

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		534	554	532	557
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0	0.0
	Asian	37.8	39.9	43.8	44.0
	Black/African American	0.4	0.7	0.9	1.4
	Hispanic/Latino of any race(s)	7.1	6.9	7.5	6.6
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0	0.0
	Two or more races	5.8	6.9	6.8	6.8
	White	48.9	45.7	41.0	41.1
Students Eligible for Free/Reduced Price Meals (%)		2.8	1.8	1.5	1.6
Students Receiving Special Education Services (%)		9.6	9.4	9.6	6.3
English Language Learners (%)		7.3	8.8	9.8	9.0
Students with a First Language Other Than English (%)		25.0	28.3	31.9	34.2

<sup>1</sup>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<sup>2</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	96	96	91	n/a
1 <sup>st</sup> Grade	94	94	95	n/a
2 <sup>nd</sup> Grade	92	94	94	n/a

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

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	84	88	90	n/a
4 <sup>th</sup> Grade	96	89	80	n/a
5 <sup>th</sup> Grade	94	96	95	n/a

**READING: By Group/Program, DIBELS Assessment<sup>3</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	>97	>97	97	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	90	81	>97	n/a
Two or more races	94	>97	82	n/a
White	91	91	91	n/a
English Learner	90	95	95	n/a
Low Income	-	-	-	n/a
Special Education	65	71	64	n/a

**ELA: By Group/Program, Smarter Balanced Assessment<sup>4</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	97	>97	96	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	93	84	82	n/a
Two or more races	93	>97	>97	n/a
White	87	86	82	n/a
English Learner	-	73	27	n/a
Low Income	-	-	-	n/a
Special Education	63	63	58	n/a

**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	2019-20
3 <sup>rd</sup> Grade	84	85	87	n/a
4 <sup>th</sup> Grade	91	85	76	n/a
5 <sup>th</sup> Grade	87	89	85	n/a

**SCIENCE: By Grade Level, WCAS<sup>5</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 <sup>th</sup> Grade	n/a	95	92	n/a

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

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	95	97	94	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	93	74	55	n/a
Two or more races	87	81	94	n/a
White	81	80	77	n/a
English Learner	-	55	42	n/a
Low Income	-	-	-	n/a
Special Education	38	59	42	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	95	97	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	93	91	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

<sup>2</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

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

<sup>5</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	2019-20
Kindergarten	84	89	90	n/a
1 <sup>st</sup> Grade	96	95	97	n/a
2 <sup>nd</sup> Grade	96	98	99	n/a
3 <sup>rd</sup> Grade	94	93	94	n/a
4 <sup>th</sup> Grade	97	97	95	n/a
5 <sup>th</sup> Grade	90	99	97	n/a

### ATTENDANCE: By Group/Program<sup>6</sup>

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	90	95	95	n/a
Black/African American	--	-	-	n/a
Hispanic/Latino	100	97	93	n/a
Two or more races	94	97	94	n/a
White	94	96	96	n/a
English Learner	93	92	94	n/a
Low Income	93	-	-	n/a
Special Education	87	98	87	n/a

## WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

### MOST RECENT WSIF 3-YEAR SUMMARY<sup>7</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 (%)	92	98	-	88	-	87	52	-	64
Math Proficiency Rate (%)	87	96	-	71	86	81	50	-	49
ELA Median Student Growth Percentile <sup>8</sup>	61	68	-	55.5	65.5	57	-	-	54
Math Median Student Growth Percentile	62	70	-	66	59.5	56	-	-	45.5
EL Progress Rate (%)	88	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	94	-	97	96	96	91	-	91

= cohort track  
 n/a = not available

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

<sup>7</sup> 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.

<sup>8</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>	Informational Writing														
<b>Focus Grade Level(s)</b>	3-5														
<b>Desired Outcome</b>	55% of students (Grade 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 Writing in Spring, 2022.														
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)														
<b>Data and Rationale Supporting Focus Area</b>	<p>Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores using a four-point rubric for the categories of organization/purpose and evidence/elaboration. Our most recent data was from the 2019 Spring writing performance task and was as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="padding: 5px;">Writing Type</th> <th colspan="2" style="padding: 5px;">% of Gr 3-5 students receiving at least three out of four on the scoring rubric</th> </tr> <tr> <th style="padding: 5px;">Organization/Purpose</th> <th style="padding: 5px;">Evidence/Elaboration</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Informational</td> <td style="padding: 5px;">47%</td> <td style="padding: 5px;">45%</td> </tr> <tr> <td style="padding: 5px;">Narrative</td> <td style="padding: 5px;">65%</td> <td style="padding: 5px;">64%</td> </tr> <tr> <td style="padding: 5px;">Opinion</td> <td style="padding: 5px;">66%</td> <td style="padding: 5px;">60%</td> </tr> </tbody> </table> <p>Overall, students are scoring less on informational writing as compared to narrative and opinion. This trend has been consistent over the past three years (2017-2019). This data supports an intentional focus on informational writing.</p> <p><i>Note: There is no data for the 2020 Spring writing performance task and SBA ELA due to the COVID school closure.</i></p>	Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric		Organization/Purpose	Evidence/Elaboration	Informational	47%	45%	Narrative	65%	64%	Opinion	66%	60%
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<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Action</th> <th style="width: 50%; padding: 5px;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information writing tasks.</td> <td style="padding: 5px;">% of teacher teams that have completed rubric and exemplar analysis</td> </tr> <tr> <td style="padding: 5px;">All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department.</td> <td style="padding: 5px;">% of teachers that access and align writing curriculum</td> </tr> <tr> <td style="padding: 5px;">All teams identify critical lesson components from applicable writing</td> <td style="padding: 5px;">Lesson components identified for all grade levels (K-5)</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information writing tasks.	% of teacher teams that have completed rubric and exemplar analysis	All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department.	% of teachers that access and align writing curriculum	All teams identify critical lesson components from applicable writing	Lesson components identified for all grade levels (K-5)						
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	units to focus on for upcoming school year.	
	Each grade level team to develop a plan of pre-assessment and post-assessment using the On-Demand Writing Assessments paired with the Informational unit.	Instructional plan completed
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction	% of teachers completing student work analysis
	Grade 3-5 students complete post-assessments using Smarter Balanced Interim Assessment Block (IABs) informational Performance Tasks	% of students completing SBA IAB
	Teachers complete score analysis. Machine scoring provides suggested scores for students in each category (from IABs).	% of teachers completing score analysis
	Additional instruction planned as needed based on analysis.	
	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.
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	After each writing unit, the Smarter Balanced IAB for the particular writing type will be given.	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	K-5 Math Growth	
<b>Focus Grade Level(s)</b>	3-5	
<b>Desired Outcome</b>	86% 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.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	<p>83% of students in grades 3-5 were at/above standard on the SBA in Spring of 2019.</p> <p>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).</p> <p>Of the three major content areas (math, ELA, science), math has historically been the area that our students have scored lowest.</p> <p><i>Note: There is no data for the 2020 Spring SBA in math due to the COVID school closure.</i></p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<p>Based on the 2018-19 SBA scores, grade level teams will focus on the following SBA target areas where students underperformed:</p> <p><u>Third Grade:</u></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Target H: Represent and interpret data (lower performance relative to the test as a whole).</li> </ul> <p><u>Fourth Grade:</u></p> <ul style="list-style-type: none"> <li>• Target A: Use the four operations with whole numbers to solve problems (lower performance relative to the test as a whole).</li> <li>• Target B: Gain familiarity with factors and multiples</li> </ul>	<p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p>

	<ul style="list-style-type: none"> <li>Target C: Generate and analyze patterns (performances is near the proficiency standard).</li> </ul> <p><u>Fifth Grade:</u></p> <ul style="list-style-type: none"> <li>Target J: Graph points on the coordinate plane to solve real-world and mathematical problems.</li> <li>Target K: Classify two-dimensional figures into categories based on their properties.</li> </ul>	
	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 instructional strategies as appropriate.	% 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 practice.	% of teachers in grades 3-5 who utilize SBA Interim Assessments.
	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: IAs, Safety Net, SpEd, Highly Capable, 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 and in-person support 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.
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2022	

<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"><li>1. Student progress on District/Grade Level Assessments<ul style="list-style-type: none"><li>• Teachers will monitor progress after/during each math unit.</li></ul></li><li>2. Student progress on FastBridge Assessments<ul style="list-style-type: none"><li>• Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.</li></ul></li><li>3. Student progress on SBA Interim Assessments</li><li>4. Yearly progress on SBA based on 1.5% growth each year</li></ol> <p><u>Benchmark Goal 2021</u> = 84.5% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</p> <p><u>Benchmark Goal 2022</u> = 86% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</p> <p><u>Benchmark Goal 2023</u> = 87.5% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</p>
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**Priority #3**

<b>Priority Area</b>	Social and Emotional
<b>Focus Area</b>	Increase positive student school behaviors across all settings
<b>Focus Grade Level(s)</b>	K-5
<b>Desired Outcome</b>	Increase the ability of student to regulate their emotions in positive ways from 55% to 60-70% as measured on the grade 3-5 Panorama survey by Spring, 2022.

<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
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**Data and Rationale Supporting Focus Area**

Positive student interactions and behaviors are foundational to creating an environment where students can strive to increase their social and academic growth. Blackwell’s vision of creating a learning community of limitless potential hinges on the belief that students feel safe, secure, and are filled with positive interactions. During Spring 2019 (the last year data was taken), students in grades 3-5 participated in a social emotional learning survey designed to provide perception data on their own social-emotional skills and to provide feedback for our school. Students indicated the following:

Student SEL Competencies	% of Grade 3-5 students indicating favorable perceptions		
	Fall 2018	Spring 2019	Difference
<b>Social Awareness:</b> How well students consider the perspective of others and empathize with them.	73%	72%	-1%
<b>Emotional Regulation:</b> How well students regulate their emotions.	54%	55%	+1%
<b>Student Support + Environment</b>			
<b>Sense of Belonging:</b> How much students feel that they are valued members of the school community.	72%	73%	+1%
<b>School Safety:</b> Perceptions of student physical and psychological safety at school.	76%	72%	-4%

	<p>This information provides a baseline for our school in collecting this type of SEL data. This information demonstrates relative strength in social awareness, sense of belonging, and school safety compared to emotional regulation. This supports a focus on providing systematic support for SEL competencies.</p>															
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<p><b>Timeline for Focus</b></p>	<p>Fall, 2020 - Spring, 2022</p>															
<p><b>Method(s) to Monitor Progress</b></p>	<p>Annual evaluation of progress using the Grade 3-5 Panorama survey (Fall and Spring survey windows). The Spring 2020 did not take place due to COVID in Spring 2020.</p> <p>Record of how many classroom lessons are taught to each grade level from Second Step curriculum.</p>															

**Priority #4**

<b>Priority Area</b>	High Levels of Collaboration and Communication	
<b>Focus Area</b>	<p>Positively build confidence and relationships with staff members to utilize and depend on one another.</p> <p>Focus areas will be questions 26 (work across grade levels), 27 (plan together), and 29 (increase trust) from the Nine Characteristics of Effective Schools Survey.</p>	
<b>Focus Grade Level(s)</b>	All Staff Members	
<b>Desired Outcome</b>	Increase agreement of High Levels of Collaboration of staff members to completely agree and mostly agree from a composite of 66% to 85% using the results of the annual Nine Characteristics of Effective school data by Spring, 2022.	
<b>Alignment with District Strategic Initiatives</b>	Professional Learning	
<b>Data and Rationale Supporting Focus Area</b>	<p>Based on Nine Characteristics survey data from Spring 2019, 23% of staff members agree completely, 43% of staff members agree mostly, 29% of staff members agree slightly, and 9% don't agree at all, within the priority area of "High Levels of Collaboration and Communication."</p> <p>This data improved during the Spring 2020 survey to 30% of staff members agree completely, 44% of staff members agree mostly 22% of staff members agree slightly, and 4% don't agree at all, within the priority area of "High Levels of Collaboration and Communication." This raises our composite score to 74% completely/mostly agree.</p> <p>Our staff analyzed the data and determined this to be the area of highest need. We believe that if we have a focus on increasing our ability to communicate effectively and intentionally collaborate throughout the school year then staff members will be able ensure that practices align with our student academic priorities leading to student success.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<p>Culture and relationship building activities will be embedded into staff gatherings.</p> <p>Staff recognition will be embedded into schoolwide positive behavior intervention supports model.</p>	Professionals in the building feel they are, known well and respected.
	<p>Professional development will align to school initiatives, goals, and vision.</p> <p>Clear processes and procedures through defining</p>	Professionals in the building feel they are helped to do their jobs well.

	<p>positive behavior intervention supports for staff and students will be developed.</p>	
	<p>Staff input will be gathered when determining professional development needs.</p>	<p>Professionals in the building feel they are given opportunities to continue to learn.</p>
	<p>Grade level team work together during team collaboration time.</p> <p>Intentional strategies will be implemented to ensure that all staff members get the opportunity to work together.</p>	<p>Professionals in the building are given opportunities to work together.</p>
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	<p>Three school developed surveys will be distributed to progress monitor success. The survey will address the measures of fidelity. Survey results will help us to monitor and adjust our actions to meet our goal. At the end of each school year the annual Nine Characteristics of Effective Schools survey will be given to compare the year-to-year survey data result to inform progress.</p>	

## 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
- 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.<sup>9</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>
	Use parent, high school, Watch DOGS, and other volunteers to support students in class through 1:1 and small group support.	On-going throughout the year
	Work with the PTSA to fund materials and professional learning opportunities to support SIP goals.	On-going throughout the year
	Use communication processes that further involve/inform parents in the areas of attendance and social emotional learning (e.g. school newsletters, teacher newsletters, curriculum night presentations, PTSA meeting reports, etc.).	On-going throughout the year
	Host principal talks (Java with Jim) to engage community members.	Quarterly
	Work with the school Equity Team to explore ways to more inclusively involve parents.	On-going throughout the year
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Inform community of process used to create SIP goals for Blackwell Elementary.	January 2021 PTSA General Membership Meeting  January 2021 school newsletter
	Provide periodic updates of SIP priorities throughout the year.	School newsletters in February, April, and/or June

<sup>9</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

	Post completed SIP to school website.	Once LWSD School Board approves Blackwell SIP – anticipated Winter, 2020.
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