

# Alcott Elementary

## School Improvement Plan

### Annual Update: 2021-22

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Louisa May Alcott said, “Educate yourself to take part in the world’s work...” At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global workplace, and prepared for personal success. At Alcott we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion and **Effort** every day. This represents the way that both staff and students support and interact with one another Every Day. We are part of a supportive community and PTSA. Family support is such a gift to our school, and we know this has a positive impact on student learning. Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. A student announcement each day reminds us all to show that Alcott C.A.R.E.s! As a school family, we focus on equitable success growth and rigor for all students. We also believe in an education that builds creativity and healthy living throughout our programs. We continue to develop our professional learning community and focus on top notch teaching practices that support all learners, Every Day. Professional learning discussions take place throughout the school year and we understand our collective responsibility for all the children we serve. Our professional learning is also extended through cross grade-level conversations with grade-alike colleagues at other area elementary schools. We are thriving as a team at Alcott Elementary to support our community! Go Orcas! Click or tap here to enter text.

**Mission Statement:** *Success for Every Student Every Day - OrcaStrongPodStrong!*

#### Demographics:<sup>2</sup>

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		838	676	719	699
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.0%	0.0%	0.0%
	Asian	64.4%	69.1%	69.4%	73.0%
	Black/African American	1.1%	1.0%	0.7%	0.7%
	Hispanic/Latino of any race(s)	4.4%	5.3%	5.3%	4.4%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	4.9%	3.8%	3.3%	2.9%
	White	25.2%	20.7%	21.3%	19.0%
Students Eligible for Free/Reduced Price Meals (%)		3.3%	4.1%	3.5%	2.6%
Students Receiving Special Education Services (%)		7.2%	8.1%	8.2%	8.0%
English Language Learners (%)		15.4%	20.4%	22.9%	22.5%

#### CONTINUOUS IMPROVEMENT PRIORITIES

<sup>1</sup> LWSD School Board Approval on <insert date>

<sup>2</sup> Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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>	Word Meaning & Vocabulary	
<b>Focus Grade Level(s)</b>	3-5	
<b>Desired Outcome</b>	90% of Grade 5 students will score at or above standard overall on Smarter Balanced ELA Assessment Spring 2022.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Alignment with Characteristics of Effective Schools</b>	Frequent Monitoring of Learning and Teaching	
<b>Data and Rationale Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>• 2019 Spring SBA ELA Target Data Reports noted Word Meaning across grades 3, 4, and 5 as lower performing relative to the test (as a whole).</li> <li>• 33% of English Learners overall were at or above standard on the SBA Reading Claim which includes word meaning targets.</li> <li>• 82% of English Learners and Exited English Learners were at or above standard on the SBA Reading Claim.</li> <li>• Word Meaning is an essential component of instruction within academic areas to support English Language Learning.</li> <li>• Word Meaning includes focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.</li> </ul>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	SIOP Professional Development for all certificated staff with teacher leads.	% of staff participation in professional development.
	Extended 3-day District SIOP training for grade level teams.	% of staff who have attended the additional District SIOP training.
	Staff attend other Professional Development courses attended with focus around supporting English Language learning.	% of staff who have attended the additional District EL focused training.
	Intervention & ML Staff to use vocabulary components, including <i>Oral Vocabulary and EL Vocabulary</i> within Wonder Works	% of staff fully implementing vocabulary components within intervention curriculum.

	<p>&amp; Wonders English Language Development reading curriculum.</p> <p>Staff to teach and utilize the following vocabulary focus strategies:</p> <ul style="list-style-type: none"> <li>• Illustrative Math unit vocabulary</li> <li>• Amplify Science curriculum unit vocabulary</li> <li>• New vocabulary strategies (Wonders Curriculum) during targeted small group reading instruction.</li> <li>• Weekly vocabulary component of whole group reading lessons along with new vocabulary strategies (Wonders Curriculum).</li> </ul> <p>Utilization of FastBridge assessment data to determine instructional needs. *Implementation begins Fall 2020</p>	<p>% of staff fully implementing vocabulary components within curriculum.</p> <p>% of staff completing FastBridge assessment</p>
<b>Timeline for Focus</b>	Winter, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Smarter Balanced Assessment 4 <sup>th</sup> and 5 <sup>th</sup> ELA Overall, Reading Claim, & EL Data Review Checks (Spring 2020, 2021, 2022). <i>Note: There is no data for Spring 2020 or Spring 2021 SBA ELA due to COVID school closure and remote instruction setting.</i>	

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Word Meaning and Vocabulary	
<b>Focus Grade Level(s)</b>	K-2	
<b>Desired Outcome</b>	90% of Grade 3 students will score at or above standard overall on Smarter Balanced ELA Assessment Spring 2022.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Alignment with Characteristics of Effective Schools</b>	Frequent Monitoring of Learning and Teaching	
<b>Data and Rationale Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>• 2019 Spring SBA ELA Target Data Reports indicated Word Meaning across grades 3, 4, and 5 as lower performing relative to the test (as a whole).</li> <li>• 75% of Grade 3 English Learners were at or above standard on the 2019 Spring SBA ELA Reading Claim</li> <li>• 83% of English Learners and Exited English Learners were at or above standard on the SBA Reading Claim.</li> <li>• Word Meaning is an essential component of instruction within academic areas to support English learning.</li> <li>• Word Meaning includes focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.</li> </ul>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	SIOP Professional Development for all certificated staff with teacher leads.	% of staff participation in professional development.
	Extended 3-day District SIOP training for grade level teams.	% of staff who have attended the additional District SIOP training.
	Staff attend other Professional Development courses attended with focus around supporting English Language learning.	% of staff who have attended the additional District EL focused training.
	Intervention & ML Staff to use vocabulary components, including <i>Oral Vocabulary and EL Vocabulary</i> within Wonder Works & Wonders English Language Development reading curriculum.	% of staff fully implementing vocabulary components within intervention curriculum.
	Staff to teach and utilize the following vocabulary focused materials:	% of staff fully implementing vocabulary components within curriculum.

	<ul style="list-style-type: none"> <li>• Envision Math unit vocabulary</li> <li>• Amplify Science curriculum unit vocabulary</li> <li>• Posting vocabulary in a visual way (ex: anchor charts, curriculum cards)</li> <li>• New vocabulary strategies (Wonders Curriculum) during targeted small group reading instruction.</li> <li>• Weekly vocabulary component of whole group reading lessons along with new vocabulary strategies (Wonders Curriculum).</li> </ul>	
	<p>Utilization of FastBridge assessment data to determine instructional needs. *Implementation begins Fall 2020</p>	<p>% of staff completing FastBridge assessment.</p>
<p><b>Timeline for Focus</b></p>	<p>Winter, 2019 - Spring, 2022</p>	
<p><b>Method(s) to Monitor Progress</b></p>	<p>Smarter Balanced Assessment 3rd ELA Overall, Reading Claim, &amp; EL Data Review Checks (Spring 2020, 2021, 2022). <i>Note: There is no data for Spring 2020 or Spring 2021 SBA ELA due to COVID school closure and remote instruction setting.</i></p>	

**Priority #3**

<b>Priority Area</b>	Behavior	
<b>Focus Area</b>	Positive Behavior Systems and Supports	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2022 (May 2022 student count) will decrease from 1.5% to 1.2%.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Alignment with Characteristics of Effective Schools</b>	Supportive Learning Environment	
<b>Data and Rationale Supporting Focus Area</b>	1.5% of students received multiple Alcott CAREs Discipline Slips in 2018/19 (May 2019 student count). Alcott will continue to build upon school wide plans to support with student social/emotional success.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Reviewing, adding, and refining PBIS components in connection with Alcott CAREs.	% of program review beginning 2020-21 with 2019-20 preparation.
	Cohort efforts coordinated with district PBIS professional development and planning.	% of PBIS refined implementation beginning in 2020-21.
	Alcott CAREs program additions: <ul style="list-style-type: none"> <li>• Monthly CAREs Traits.</li> <li>• Staff CAREs drawing and celebration as part of weekly announcement awards.</li> <li>• School CAREs signage developed and taught for each location and included as part of Sept. Assembly.</li> </ul>	Staff yearly input/feedback %s based upon additions as improvement factors.
	Counselor, CAREs Committee & Admin review of Panorama SEL Survey (3 <sup>rd</sup> -5 <sup>th</sup> ) and student data to inform counselor lessons, counselor small groups and school wide staff PBIS efforts.	<ul style="list-style-type: none"> <li>• Review of yearly Panorama SEL survey %s for 3-5 students.</li> <li>• Staff yearly input/feedback %s from counselor survey.</li> <li>• Counselor completion % of recommended Kelso's Choices &amp; Second Step lessons.</li> </ul>
	Support staff team collaboration and best practices growth around Tier 2 and Tier 3 behavioral interventions. New learning shared and conversations with staff.	At least one district training and/or professional development class/course around behavioral interventions for intervention and support staff. Classified staff professional development (district led) attendance % beginning in 2019/20.

	Alcott Equity Action Team & Staff to provide intentional support across school community.	Equity Team Spring review of support access success.
<b>Timeline for Focus</b>	Winter, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Yearly Spring 2020, 2021 and 2022 % of students who receive multiple Alcott CAREs Discipline Slips. <i>Note: No overall 2019-20 school year data due to COVID school closure. Modified PBIS "CAREs" components continuing in remote setting during remote school year 2020-21. Due to a 2020-21 reduction of in person student numbers, data was not reported out.</i>	

## 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 instruction.  
*Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.*
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

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

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

## 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>3</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>
	Utilizing parent volunteers, community resources, and other district schools to support students and staff with feedback and goals.	Winter 2020 – Spring 2022
	Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences.	Winter 2020 – Spring 2022
	School Improvement Plan process to be shared at a PTSA meeting.	Winter 2020, 2021, & 2022
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	School Improvement Plan to be shared at a PTSA meeting.	Winter 2020, 2021, & 2022
	School Improvement Plan will be posted on the Alcott website and noted in school newsletter.	Winter 2020, 2021, & 2022

<sup>3</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>