



Explorer Community School

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: The Explorer Community School shares a campus with Dickinson Elementary in Redmond, Washington. As our students leave Explorer Community School, they attend various middle schools around the district, depending on their home school. Explorer Community School opened its doors in the Fall of 1996 and has a mixed-grade classroom environment with three classrooms: 1st/2nd grade, 2nd/3rd grade, and 4th/5th grade.

We have high levels of parental participation who are highly involved in enhancing the learning of our students. It is not uncommon to see volunteers reading in the back of the classrooms with students or working on math with a small group. A high level of parental involvement has always been a critical part of the uniqueness of Explorer, which creates a strong sense of community between the administration, teachers, parents, and students.

With the help of so many dedicated staff and parents over the years, the Explorer Community School has become a great success. Our school community aims to inspire a life-long passion for learning in an atmosphere of fun, trust, and respect. Our focus is the social, academic, and emotional growth of children; enabling them to build their own future and positively impact their world. Our students learn about leadership through ASB. Students work in four teams Positive Behavior Television (BPTV); Publications, Service, and Spirit. Their focus this year is service to others. Our students donate uneaten food to a local food bank and are learning how to give back to the community at large by be a giving citizen. We are also building a community garden this year, which will not only help our students learn about botany and horticulture, but it will also provide food for our community. The school community cares for and preserves the wetlands onsite and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction, and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

Mission Statement: *To create a learning partnership among children, teacher, and parents.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		71	69	72	72
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.0%	0.0%	0.0%
	Asian	40.8%	34.8%	43.1%	45.8%
	Black/African American	0.0%	0.0%	0.0%	0.0%
	Hispanic/Latino of any race(s)	2.8%	2.9%	1.4%	2.8%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	2.8%	4.3%	8.3%	11.1%
	White	53.5%	58.0%	47.2%	40.3%
Students Eligible for Free/Reduced Price Meals (%)		0.0%	0.0%	1.4%	2.8%
Students Receiving Special Education Services (%)		12.7%	10.1%	9.7%	11.1%
English Language Learners (%)		7.0%	2.9%	5.6%	11.1%

¹ LWSD School Board Approval on <insert date>

² 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.

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	Mathematics												
Focus Area	Mathematics												
Focus Grade Level(s)	Grades 1-2												
Desired Outcome	99% of our grade 1-2 students will be at grade-level or have minimal or low risk in mathematics based on the FastBridge BOY, MOY, EOY assessments and the Unit Assessments in Illustrative Math.												
Alignment with District Strategic Initiatives	MTSS												
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment												
Data and Rationale Supporting Focus Area	To support the implementation of our new math curriculum, we decided to focus on mathematics. We are using our FastBridge BOY data which shows that 98% of grade 1-2 students have minimal or low risk in mathematics.												
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Action</th> <th style="width: 50%; text-align: center; padding: 5px;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">PLC Planning math units.</td> <td style="padding: 5px;">We provided a PLC training, and our PLC leads will lead our teams to determine how effective our teams are.</td> </tr> <tr> <td style="padding: 5px;">Professional Development around high-leverage teaching practices in mathematics.</td> <td style="padding: 5px;">We will determine how many professional development opportunities our Academic Leadership Team provided to staff around mathematics instruction.</td> </tr> <tr> <td style="padding: 5px;">Administrators will watch for high-leverage teaching practices and provide feedback.</td> <td style="padding: 5px;">Administrators will keep track of weekly feedback to teachers regarding mathematics instruction.</td> </tr> <tr> <td style="padding: 5px;">PLC teams will go on learning walks in each other's classrooms to hone their planning and teaching skills by providing feedback and redesigning lessons.</td> <td style="padding: 5px;">We will determine how many teams went on learning walks to provide feedback and redesign lessons.</td> </tr> <tr> <td style="padding: 5px;">Teachers will open their classrooms as Lab Classes where teachers can view the high-leverage practices in action.</td> <td style="padding: 5px;">We will determine how many teachers opened their classrooms for Lab Classes.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	PLC Planning math units.	We provided a PLC training, and our PLC leads will lead our teams to determine how effective our teams are.	Professional Development around high-leverage teaching practices in mathematics.	We will determine how many professional development opportunities our Academic Leadership Team provided to staff around mathematics instruction.	Administrators will watch for high-leverage teaching practices and provide feedback.	Administrators will keep track of weekly feedback to teachers regarding mathematics instruction.	PLC teams will go on learning walks in each other's classrooms to hone their planning and teaching skills by providing feedback and redesigning lessons.	We will determine how many teams went on learning walks to provide feedback and redesign lessons.	Teachers will open their classrooms as Lab Classes where teachers can view the high-leverage practices in action.	We will determine how many teachers opened their classrooms for Lab Classes.
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Timeline for Focus	Fall, 2021 - Spring, 2022												
Method(s) to Monitor Progress	FastBridge Fall, Winter, Spring assessments, classroom formative assessments, and end of unit assessments in Illustrative Math (IM).												

Priority #2

Priority Area	Mathematics	
Focus Area	Mathematics	
Focus Grade Level(s)	Grades 3-5	
Desired Outcome	98% of our grade 3-5 students will be at grade-level or have minimal or low risk in mathematics based on the FastBridge BOY, MOY, EOY assessments, Fall and Spring SBA and the Unit Assessments in Illustrative Math.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	To support the implementation of our new math curriculum, we decided to focus on mathematics. We are using our FastBridge BOY data which shows that 96% of grade 3-5 students have minimal or low risk in mathematics, as well as Fall SBA data for our 3-5 grades.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	PLC Planning math units.	We provided a PLC training, and our PLC leads will lead our teams to determine how effective our teams are based on the pre and post PLC assessment.
	Professional Development around high-leverage teaching practices in mathematics.	We will determine how many professional development opportunities our Academic Leadership Team provided to staff around mathematics instruction.
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Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	FastBridge Fall, Winter, Spring assessments, Fall and Spring SBA, classroom formative assessments, and end of unit assessments in Illustrative Math (IM).	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Student Sense of Belonging	
Focus Grade Level(s)	Grades 1-5	
Desired Outcome	80% of students score the Panorama Survey favorably for Sense of Belonging. 70% of students will favorably answer the question: How well do people at your school understand you as a person? 90% of students will favorably answer the question: How much do you feel like you belong at your school.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	On Spring 2021 Panorama Survey, 71% of students reported favorably for Sense of Belonging. 62% of students favorably answered the question: How well do people at your school understand you as a person? 80% of students favorably answered the question: How much do you feel like you belong at your school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Classroom teachers will greet students by name as they come into the classroom.	Teacher survey – MOY and EOY
	Classroom teachers will check in with students during morning meeting using the Zones of Regulation and will report students who are “red” to our school counselor so he may connect with the student.	Teacher survey – MOY and EOY Counselor spreadsheet
	Classroom teachers will lead some sort of mindfulness activity during morning meeting to set the stage for learning for the day.	Teacher survey – MOY and EOY
	Our Equity Leadership Team will choose monthly themes that represent our student population and purchase books for teacher read-alouds including talking points.	Equity Leadership Team books Teacher survey – MOY and EOY
	To bring out community together, we will have a beginning of the year assembly, whole-school sing alongs, and weekly announcements including Golden Ticket winners, Golden Award winners, and Monthly Golden Student.	Assemblies Video recorded weekly announcements

	Our Culture Leadership Team will plan monthly Spirit Day dress up events for students and staff.	Photos of Spirit Day
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	<p>We will use our Spring 2022 Panorama data in “Sense of Belonging” and monitor questions:</p> <ul style="list-style-type: none"> • How well do people at your school understand you as a person? • How much do you feel like you belong at your school? 	

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 Fall 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.³ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Principal Newsletters	Newsletters are sent to families weekly sharing and engaging families in the work of our school.
	Parent Meetings (updates and feedback)	Principal meets with parent groups monthly to share the work of our school and to receive feedback.
	PTSA and Principal Meetings (updates and feedback)	Administrators meet monthly with PTSA Presidents to go over plans for school, to collaborate, and to receive feedback on the work of our school.
	Parent/Teacher Conferences	Teachers collaborate families twice a year through Parent/Teacher conferences.
Principal Q & A Meetings	Principal offers a quarterly Principal Q & A Meeting to engage families, answer questions, and to learn how we can adjust to meet their needs.	
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal Newsletter	Family Newsletters are sent to families weekly.
	Website	We post information on our website for families to access.

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