



Redmond Elementary 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.

SCHOOL OVERVIEW

Description: Redmond Elementary School is a thriving, diverse school in the heart of Redmond. With a population just over 650, we house diverse programs including many general education classrooms, two Special Education Intervention classrooms, and four Highly Capable/Quest classrooms. Our staff come from all over this country and share a strong commitment to academic excellence as well as social justice. Our families come from all over the world and there are more than 40 languages spoken by our community. We welcome and foster relationships with our community partners in an effort to make our school feel like home for every family we serve.

Mission Statement: *Redmond Elementary believes in equity and excellence for every student. We will provide each student with the academic, social, and emotional instruction and supports needed to find their purpose and succeed in a global community. All families will be welcomed and supported as partners.*

Demographics:¹

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		729	782	605	651
Racial Diversity (%)	American Indian/Alaskan Native	0.1	0.4	0.5	0.5
	Asian	48.0	51.9	44.1	47.8
	Black/African American	2.3	2.7	3.5	2.9
	Hispanic/Latino of any race(s)	11.7	9.3	12.4	11.5
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0	0.2
	Two or more races	8.4	6.8	6.9	7.2
	White	29.5	28.9	32.6	30.0
Students Eligible for Free/Reduced Price Meals (%)		16.5	14.7	19.8	19.5
Students Receiving Special Education Services (%)		11.0	8.2	10.4	9.1
English Language Learners (%)		21.7	19.8	24.6	25.8
Students with a First Language Other Than English (%)		44.5	48.6	50.1	50.6

¹Enrollment 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 Assessment²

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	93	93	93	n/a
1 st Grade	84	85	82	n/a
2 nd Grade	92	90	82	n/a

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 rd Grade	83	90	81	n/a
4 th Grade	84	86	83	n/a
5 th Grade	85	85	83	n/a

READING: By Group/Program, DIBELS Assessment³

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	95	96	93	n/a
Black/African American	-	90	-	n/a
Hispanic/Latino	80	68	72	n/a
Two or more races	89	84	85	n/a
White	90	88	81	n/a
English Learner	85	83	86	n/a
Low Income	73	64	61	n/a
Special Education	74	55	65	n/a

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	96	97	92	n/a
Black/African American	70	69	60	n/a
Hispanic/Latino	60	61	53	n/a
Two or more races	71	75	80	n/a
White	76	82	85	n/a
English Learner	45	56	41	n/a
Low Income	46	59	48	n/a
Special Education	32	40	41	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
3 rd Grade	79	83	77	n/a
4 th Grade	77	83	75	n/a
5 th Grade	78	76	71	n/a

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS⁵

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 th Grade	n/a	82	81	n/a

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	94	96	92	n/a
Black/African American	30	31	27	n/a
Hispanic/Latino	47	46	40	n/a
Two or more races	75	71	70	n/a
White	70	71	75	n/a
English Learner	49	53	48	n/a
Low Income	33	37	29	n/a
Special Education	27	19	31	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	94	91	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	53	n/a
Two or more races	n/a	69	-	n/a
White	n/a	70	86	n/a
English Learner	n/a	-	33	n/a
Low Income	n/a	36	46	n/a
Special Education	n/a	39	39	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 DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	82	91	82	n/a
1 st Grade	85	84	87	n/a
2 nd Grade	85	89	82	n/a
3 rd Grade	91	93	89	n/a
4 th Grade	90	92	86	n/a
5 th Grade	94	94	91	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	89	93	88	n/a
Black/African American	89	100	85	n/a
Hispanic/Latino	84	77	82	n/a
Two or more races	80	88	85	n/a
White	90	91	86	n/a
English Learner	84	86	89	n/a
Low Income	74	81	75	n/a
Special Education	78	78	76	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	86	96	70	58	77	84	45	52	41
Math Proficiency Rate (%)	80	94	30	45	74	76	46	34	29
ELA Median Student Growth Percentile ⁸	63.5	71	-	51	54	58	42.5	48.5	37.5
Math Median Student Growth Percentile	59	69	-	37.5	49.5	53	48	39	39
EL Progress Rate (%)	83	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	90	92	95	84	85	91	85	79	83

= 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	Mathematics														
Focus Area	Claim 1: Concepts and Procedures														
Focus Grade Level(s)	Grades 3, 4, 5														
Desired Outcome	<p>General Education students in Grades 3, 4, and 5 scoring At/Near Standard or Above Standard on the Concepts and Procedures claim of the SBA will be maintained at 78% by Fall 2022.</p> <p>**Fall 2021 scores indicate that 70% of students in Grades 3-5 scored At/Near Standard or Above Standard overall. While we do not know what the disaggregated score for Concepts and Procedures are, it is safe to assume that they are lower than 78%.</p>														
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)														
Data and Rationale Supporting Focus Area	<p>Our students have shown struggles in the past few years in the Mathematical Concepts and Procedures Claim. While there are growth opportunities in other claims as well, we wish to focus our efforts here in a clear, shared effort to build our students' skills. In 2019, 73% of our 5th grade General Education (Non HC) students were At/Near/Above Standard on the Concepts and Procedures claim, 75% of our 4th grade General Education (Non HC) students were At/Near/Above Standard on the Concepts and Procedures claim, and 82% of our 3rd grade General Education (Non HC) students were At/Near/Above Standard on the Concepts and Procedures claim. Our district Math Curriculum may change next year, and we want our growth goal to span that adoption and adjustment period and beyond.</p>														
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Math Madness (Playing/Speaking vocally)</td> <td>Team/Student Data</td> </tr> <tr> <td>Centers for Extension, Intervention, On-level Activities</td> <td>Team collaboration notes</td> </tr> <tr> <td>Illustrative Math Number talks (Warmups)</td> <td>Classroom Observations, PLC team data</td> </tr> <tr> <td>Small group instruction/intervention</td> <td>Classroom Observations, PCC team data</td> </tr> <tr> <td>Dreambox Math Program</td> <td>Dreambox Dashboard tracking of use and growth</td> </tr> <tr> <td>Multiplication Math fact fluency practice</td> <td>Teacher data tracking fluency facts monthly</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Math Madness (Playing/Speaking vocally)	Team/Student Data	Centers for Extension, Intervention, On-level Activities	Team collaboration notes	Illustrative Math Number talks (Warmups)	Classroom Observations, PLC team data	Small group instruction/intervention	Classroom Observations, PCC team data	Dreambox Math Program	Dreambox Dashboard tracking of use and growth	Multiplication Math fact fluency practice	Teacher data tracking fluency facts monthly
	Action	Measure of Fidelity of Implementation													
	Math Madness (Playing/Speaking vocally)	Team/Student Data													
	Centers for Extension, Intervention, On-level Activities	Team collaboration notes													
	Illustrative Math Number talks (Warmups)	Classroom Observations, PLC team data													
	Small group instruction/intervention	Classroom Observations, PCC team data													
	Dreambox Math Program	Dreambox Dashboard tracking of use and growth													
Multiplication Math fact fluency practice	Teacher data tracking fluency facts monthly														

	Environmental supports (Number lines, Hundreds charts, Math Facts)	All Supports Visible by 12/15/2019
	Implement Purposeful People Character Strong lessons (monthly traits)	Classroom Observations, PLC team data
	Counselor lessons	Classroom Observations, PLC team data
	Daily SEL time	Classroom Observations, PLC team data
	Small groups run by counselor	Classroom Observations, PLC team data
	Lunch Buddies	Teacher survey at the end
	Parent Communication including Family Unit Letters, Principal Newsletters	Monthly Tracking Data
	Parent Volunteers for Multiplication/Division Math Facts on Fridays	Student Data + Monthly Progress
	Address gaps of knowledge caused by the pandemic	Progress Monitoring
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Monthly progress updates, sharing of practices, and vertical conversations. SBA data each year and Interim Assessments will be used to monitor progress toward our goal, as well as Fastbridge data available starting Fall of 2021.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Foundational Literacy Skills	
Focus Grade Level(s)	K, 1, 2	
Desired Outcome	85% of more of Kindergarten and 1 st Grade students will demonstrate proficiency in the ‘Phonemic Awareness’ component as measured by earlyReading on the Screening-to-Intervention (s2i) Report. Kindergarten will continue to focus Phonemic Awareness as well as a focus on Phonics.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<p>A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the Fall FastBridge universal screener data, both Kindergarten, 1st grade, and 2nd grade level data had less than 85% of students demonstrating proficiency in ‘Phonemic Awareness’. Also – can choose to focus on Phonics and Fluency Instead, where scores are lower and have more potential for growth</p> <p>Kindergarten was at 83% on track and 1st grade was at 83% on track when reviewing the ‘Phonemic Awareness’ component of the grade-level s2i Report. 2nd Grade is 80% on track in ‘Phonemic Awareness’ as per Fall Fastbridge data.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement whole-class Heggerty in collaboration with Safety Net teachers K-1.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.
	Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group.	Instruction present during admin formal and informal observations.
	Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness including: (fill in from linked plans in s2i report).	Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook, small group instruction “yellow pages”, etc.).
	Home to school connection: alphabet chant, ABC flashcards, segmenting directions with word lists attached, and games.	Prepared materials given out during October and January conferences. Materials also distributed as needed based on student progress.

	Practice Sight Words	Utilizing Wonders curricular tools to support instruction.
	Differentiated small group reading	Utilizing Wonders curricular tools to support instruction.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • FastBridge universal screener benchmarks (Fall, Winter, Spring) • Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness • Use of LWSD Foundational Skills Mini-Assessments found on grade-level Curriculum Cloud (link to Kinder; link to 1st Grade) • Wonders Placement and Diagnostic Handbook - Phonological/Phonemic Awareness Surveys • Heggerty Form A, Form B, Form C Assessments (by grade level) 	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s)	Grades K-5	
Desired Outcome	The percentage of Students reporting a Sense of Belonging at School will be 80% or higher. OR – look at specific subgroups? Hispanic/Latino? Special Education? Hispanic/Latino: 65%	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Panorama Survey Data	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Morning Meetings	PLC notes
	Purposefull People	Schoolwide collaboration and Vertical Teaming data
	Affinity Groups	Equity Team Reports
	Promotion of intentional friendships across classrooms	Recess Observations
	Character Strong SEL Lessons	Observations/note taking
	Restorative Justice Circles	Observations/note taking
	Daily/Hourly Emotional Check-Ins	Data collection
	1:1 Conferencing	Observation/note taking
	PBIS Learning/Implementaion	FIA Data
	Providing opportunities to share about selves, families, and cultures with class – parts of their identity.	Beginning of the year get-to-know-you project, All About posters, Holiday Quilt Squares, art projects for all holidays celebrated
	Eliciting family input about student identity	Family connection meetings, emails to families inquiring about customs and traditions,
	Facilitating a unit on identity	“What’s your Story?” booklets
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Collaboration within and across teams, regular check-ins, classroom surveys, monitoring of recess observations	

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 not 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
	Panorama Survey	November and Spring
	Curriculum Night Attendance	September 2021
	Equity Team Student Affinity Groups	Spring 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post Updates in Parent Newsletters	Quarterly
	Curriculum Nights	September
	PTSA Meetings	Quarterly

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