

Redmond Elementary School
Home of the Hawks

School Improvement Plan

Annual Update: 2023-24

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

SCHOOL OVERVIEW

Description: Redmond Elementary School is a diverse school serving the core downtown of Redmond and surrounding neighborhoods. There are currently 563 students enrolled in twenty-one general education classrooms, two Special Education Intervention Classrooms, two classrooms to support students with complex learning needs, and one Highly Capable classroom. Our staff share a strong commitment to academic excellence and social justice, serving students from all over the world who speak more than 30 languages, and represent a wide continuum of socio-economic conditions. We welcome and foster relationships with community partners to ensure both academic and social success for all students. Community partners include PTSA, Lunch Buddies, community volunteers, The Together Center, HealthPoint, Seamar, HopeLink and Community in the Schools. Every student is expected to participate in the general education curriculum. Based on data, some students receive additional services in Multi-Lingual Learning, Safety Net, Highly Capable, and Special Education. Improvement of student outcomes is a continuous process embraced by all staff. Both certificated and classified staff engage in professional development as a key to improving student achievement. Learning Enhancement and Academic Planning (LEAP) time is dedicated to professional learning communities to enhance effective and equitable instruction, curriculum, and assessment practices to improve the outcomes of the students we serve.

Multi-Lingual Learners	168 Students	29.8%
Low-Income	154 Students	27.4%
504s:	14 Students	2.5%
Served by SPED:	69 Students	12.3%

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 support needed to find their purpose and succeed in a global community. All families will be welcomed and supported as partners.*

2023-24 PRIORITIES AT A GLANCE

	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-2 Students	100% of students will make measurable grade level growth for phonemic awareness as measured by EOY Fastbridge universal screening.

¹ LWSD School Board Approval on <insert date>

			The number of students flagged for a risk indicator in Phonemic Awareness will reduce from 30.8% to 10% of students in grades K-2.
2	Mathematics	K-1 Students	The number of students flagged for a risk indicator in earlyMath- Numeral Identification will reduce from 22.7% to 10% of students in grades K & 1 based on FastBridge EOY data.
3	Social and Emotional Learning	3-5 Students	-The percentage of students responding favorably when asked on Spring 2024 Panorama Survey how well they regulate their emotion's will improve from 52% to 80%

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	Phonemic Awareness	
Focus Grade Level(s) and/or Student Group(s)	All students in grades kindergarten through second grade	
Desired Outcome	100% of students will make measurable grade level growth for phonemic awareness as measured by EOY Fastbridge universal screening. The number of students flagged for a risk indicator in Phonemic Awareness will reduce from 30.8% to 10% of students in grades K-2.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Phonemic awareness is a key foundational component of learning to read BOY and MOY FastBridge data shows significant opportunity to improve this critical foundational skill.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Effective and Efficient implementation of Heggerty Curriculum	Classroom Observations/Peer observations/FastBridge Assessments
	Explicit and systematic phonics instruction to ensure GPC- Grapheme-Phoneme Correspondence using district adopted curriculum, Wonders	Classroom Observations/Peer Observations/Wonders Assessments/FastBridge Assessments/Lexia Progress Reports
	Additional Productive Practice in SGI as Tier 2 Instruction in the general ed setting for students needing additional instruction and practice	Classroom Observations/Peer Observations/Wonders Assessments/FastBridge Assessments

	Additional Productive Practice in SN SGI setting as Tier 2.5 Instruction for students identified as some risk and high risk on universal screening and any additional diagnostic assessments.	Classroom Observations
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	• 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 • Wonders Placement and Diagnostic Handbook - Phonological/Phonemic Awareness Surveys • Heggerty Form A, Form B, Form C Assessments (by grade level)	

Priority #2		
Priority Area	Mathematics	
Focus Area	Composing and Decomposing Numbers	
Focus Grade Level(s) and/or Student Group(s)	All students in kindergarten and first grade	
Desired Outcome	The number of students flagged for a risk indicator in earlyMath-Numeral Identification will reduce from 22.7% to 10% of students in grades K & 1 based on FastBridge EOY data.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Student MOY Progress and EOY Achievement data, SBA continue to show students who struggle with composing and decomposing skills in kinder and first grade do not make sufficient gains in number sense, computational fluency, and mathematical reasonings.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Effective and Efficient Implementation of Whole Group IM and continued efforts to effectively implement IM Center Activities in K & 1	Classroom Observation/PLC Data/Unit Assessment/
	Greater Focus on Using Math Tools/Manipulatives to build conceptual understanding of target skill.	Classroom Observation/PLC Data/Unit Assessment Data
	Dreambox implementation as possible	Dreambox Dashboard tracking of use and growth.

Timeline for Focus	Fall, 2023 - Spring, 2024
Method(s) to Monitor Progress	• FastBridge Universal Screening Data-BOY, MOY, EOY • Standardized CBM Assessments • Continued Professional Learning sessions on Illustrative Math to calibrate effective practices of instruction including focusing on instructional routines that result in equitable access to learning.

Priority #3

Priority Area	Social and Emotional	
Focus Area	Emotional Regulation	
Focus Grade Level(s) and/or Student Group(s)	All students grade 3-5	
Desired Outcome	The percentage of students responding favorably when asked how well they can regulate their emotions on the Panorama Survey in grades 3-5 will go from 52% on the Fall 2022 survey to 80% on the Spring 2024 survey.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Post Pandemic Panorama data supports observational data that Red El students are easily emotionally dysregulated. Emotional regulation is an imperative life skill and will allow students to access academics more successfully.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	SWPBIS	SWPBIS Fidelity Implementation Rubric/ Observational Data/ODR's
	Direct Instruction with Purposeful People Lessons	Observational Data/Notetaking
	FLASH Curriculum	Observational Data/Notetaking
	Direct Instruction –Counselor	Lesson Planning documents and class scheduling.
	Kelso Choices Instruction in Classroom and on Playground in Conflict Management Space/Calm Down Corners	Direct Observation of Calm Down Corners in Classrooms/Counseling Office, and Direct Observation of Kelso's Choices Instruction in Classrooms.
	Morning Meetings	Direct Observations
	Family Education-PTSA, Coffee with Principal, Café con Leche, Newsletters.	Scheduling and Attendance Data at Meetings, Agendas, newsletters
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	Collaboration within and across grade level teams, regular check-in/check out with specific students identified for focus, and development of data tracking tool for incidents of emotional dysregulation at recess and classroom.	

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.

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 in the administration of state assessments, including the use of support 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 expect every student to have equitable and quality experiences in the Lake Washington School District and to ensure they develop of the composite set of skills and attributes necessary 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.² 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
	Regular attendance at PTSA Meetings	Monthly
	Parent Square-Hawk Herald	Biweekly
	Forms Input Surveys	As determined by MTSS Leadership team
	LWSD Parent/Student Surveys	Annually
	Café con Leche	3 times per year
	Principal Coffee	3-5 times per year
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	PTSA Meetings	Monthly
	School Newsletter	Biweekly
	School Website	Posted upon Approval
	Café con Leche	3 times per year
	Principal Coffees	3-5 times per year

² LWSD's policy is found at: <https://www.lwdsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>