

**SCHOOL NAME**  
**School Improvement Plan**  
**Annual Update: 2023-24**

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

**SCHOOL OVERVIEW**

**Description:** Ella Baker Elementary sits nestled in the woods of the Redmond Ridge East neighborhood in Redmond, Washington. This neighborhood is home to the majority of our 468 students who attend Ella Baker Elementary. Also included in our student body are approximately 90 students in three classrooms who participate in the Quest (HiCap) program each day. The students from Ella Baker Elementary will attend Timberline Middle School and then progress to Redmond High School. Ella Baker students bring a rich diversity of cultural backgrounds. At Ella Baker we celebrate this diversity and the individual uniqueness of each of our students. We intentionally focus on teaching students the Lake Washington Interdisciplinary Life Skills and Attributes through the “Baker Eight Traits” which include: Grit, Empathy, Self-Control, Embracing Diversity, Curiosity, Gratitude, Optimism, and Integrity. These traits applied in the classroom, on the playground, and in the community, prepare our students to be Changemakers - today and in the future. We believe in the success of every student at Ella Baker Elementary. We actively support each learner’s journey with classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system. Service-learning and integrated units of study are an effective way for our students to apply their classroom learning in a real-world setting. The units of study help our staff and students focus on the six C’s: Content, Citizenship, Character, Critical Thinking, Communication and Collaboration skills. We know that authentic opportunities to learn, serve, and grow are impactful for our students, so students engage in service-learning projects throughout the year and share their learning with the community during our annual “Shine the Light on Learning” event. Students also have access to a variety of leadership and enrichment opportunities such as big/little buddies, morning greeters, assemblies, student patrol, green team, recess coaches, choir, Take Action Club, and Baker Bear Television club (BBTV). These opportunities along with daily classroom meetings, help build a sense of belonging for all students. Ella Baker Elementary is recognized as a National School of Character by Character.org for 2022-2027. This is due to our staff’s commitment to implementing the 11 principles of schools of character. Ella Baker is the first school in Washington State to receive this honor. The staff will use the evaluation feedback to continue to serve students. Our school is also recognized as a Level 3 Green School due to our sustainability efforts. Ms. Ella Baker was quoted saying, “Give light, and people will find a way.” We are honored to shed the light of opportunity, knowledge, and service so our students can find their way.

**Mission Statement:** The mission of Ella Baker Elementary is to empower changemakers who know themselves, understand others and are inspired to make an impact on our world. Our vision is to inspire students to embrace their talents and passions within them to realize their potential, become global citizens and changemakers, and develop the academic and social skills that will make the world a better place.

**2023-24 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	<b>English Language Arts/Literacy</b>	<b>K-5 and low income students</b>	By Spring 2025, 75% of K-5 low-income students will be a “No” or “Low Risk” as measured by the

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

			FastBridge assessment (early reading for K-1 and aReading for 2-5).
<b>2</b>	<b>Math</b>	<b>K-5 and low income students</b>	By Spring 2025, 75% of K-5 low-income students will be a “No” or “Low Risk” as measured by the FastBridge assessment (early reading for K-1 and aReading for 2-5).
<b>3</b>	<b>Sense of Belonging</b>	<b>K-5 students, students receiving 504 support, and staff</b>	By Spring 2025, 85% of Grade K-5 students will indicate they have both a sense of belonging and can be themselves at Ella Baker and as measured by Ella Baker SEL Student Survey and Panorama survey in Spring 2025.

**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>	Reading and Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Desired Outcome</b>	By Spring 2025, 75% of K-5 low-income students will be a “No” or “Low Risk” as measured by the FastBridge assessment (early reading for K-1 and aReading for 2-5).	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>According to Spring 2022 FastBridge assessments, 62% of low-income students are at “Some” or “High Risk.”</p> <p>46% of K-1 students are at some or high risk as indicated by Spring 2022 FastBridge Early Reading. 47% of 2-5 students are at low, some or high risk as indicated by FastBridge in aReading.</p> <p>13% of our total student population is low income. There is a disproportionate number of students identified as low income who are in “some” or ”high” risk. 31% students in K-1 and 55% of students in 2-5 who are at “some” or “high” risk are in the sub group of low income. This is the largest opportunity gap amongst our subgroups.</p> <p>2023 update 51% of students are at some of high risk in 2-5. This is an improvement but continues to be a growth area. (aReading) 57% of students in K-1 are at some or high risk. This continues to be a growth area. (early Reading)</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Tier 1: Assess all students 3 times a year	Assess students 3x per year
	Tier 2: Progress monitor students K-5	Use FastBridge progress monitoring.
	FIA (4.2, 4.3) 3.3 Data based decision making 4.3 Data based decision making and SEL	Use of FIA to measure progress.

	<p>Tier 1: Use Fastbridge data to plan small group instruction and literacy with foundational skills</p> <p>MTSS: MTSS meetings twice a month</p> <p>Tier 1 and 2: Develop a 3-year plan to ensure regular, systematic, data driven collaborative practices between the MTSS Instructional Coach, intervention team/Special Education and classroom teachers to implement small group instruction in the classroom and in intervention groups.</p> <p>Tier 1: Provide opportunities for Lexia 2-3 times a week (40 minutes a week)</p> <p>Tier 1: Provide daily Haggerty instruction in all K-2 classes.</p> <p>Tier 2: Read Naturally 2<sup>nd</sup>-5<sup>th</sup> grade</p> <p>Tier 1: Teachers received instruction/training in small group literacy groups from MTSS Instructional Coach and Safety Net Teacher.</p>	<p>100% of staff using FastBridge data and implementing small group tier 1 and 2 instruction</p> <p>MTSS meetings twice a month</p> <p>Use of FIA to measure progress.</p> <p>Teacher monitors students data for completion and areas of needed intervention.</p> <p>Daily implementation of Haggerty phonemic awareness instruction.</p> <p>Weekly implementation of Read Naturally program for identified students in gen ed, intervention and special education.</p> <p>2 all staff training, individual Coaching Cycles, Staff OneNote tracking Literacy groups and Fastbridge screening data.</p>
<b>Timeline for Focus</b>	Spring, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	FastBridge Data, MTSS meeting reports, FastBridge progress reports, Wonders IRI's, Read Naturally.	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Mathematics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	3-5 <sup>th</sup> grade with an emphasis on low-income students.	
<b>Desired Outcome</b>	By Spring 2025, 85% of students will be at or above standard in SBA Math.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>In 2022, 76% of students were at or above standard in Math as measured by SBA. Additionally, upon further analysis a disproportionate number of students who are identified as low-income were at or above standard in SBA Math: 23%.</p> <p>2023 Update: 84% of students were at or above standard in Math as measured by SBA. 17% of students who are identified as low income are at or above standard.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Tier 1: Assess all students three times a year using FastBridge	Assess 3x a year
	Tier 1: Daily use of IM routines and use of support materials.	Instruction presents during admin formal and informal observation. Use of IM implementation rubric.
	Tier 1: Provide opportunities for DreamBox 2-3 days a week.	The teacher monitors students' data for completion and areas of needed intervention.
	FIA (3.3) Data-based decision making	Use of FIA to measure progress.
	Tier 1: Review IM pacing guide, lesson pacing, essential lessons, and dependency chart 2x per year.	Use of IM assessments, exit tickets, lesson quick checks, and unit assessments.
<b>Timeline for Focus</b>	Spring, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	MTSS meetings, FastBridge Data, IM quick checks, exit tickets and unit assessments, SBA.	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Sense of Belonging	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Desired Outcome</b>	By Spring 2025, 85% of Grade K-5 students will indicate they have both a sense of belonging and can be themselves at Ella Baker and as measured by Ella Baker SEL Student Survey and Panorama survey in Spring 2025.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	<p>In the Spring of 2022, 67% of students 3-5<sup>th</sup> reported a sense of belonging in their Panorama Survey.                      50% of K-2 students reported that they could be themselves and are respected by others at Ella Baker.                      69% of Ella Baker staff reported a sense of belonging.</p> <p>Focusing on our students and staff sense of belonging is key to the success of all students.</p> <p>In Spring of 2023, 75% of students 3-5<sup>th</sup> reported a sense of belonging in their Panorama Survey A deeper look at the Spring of 2023 72% of 3-5 gifted students indicated a Sense of Belonging.</p> <p>In Spring of 2023, 51.67% of K-2 students reported that they could be themselves and are respected by others at Ella Baker.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Tier 1: Teaching the terms "sense of belonging" and "be you." Teach and support our motto "Be Kind. Be Brave. Be You. Be the Change."	100% of teachers will explicitly teach our motto using common language and literature while reinforcing strategies to help students know their own identity and how to be supportive of others.
	Tier 2: Counselor and CIS focusing on students who voted "no" and "yes" and dive deeper into their "why?"	Counselor, CIS and Admin team will convene once/month to review data in SEL/Panorama and create action steps.  CIS will meet with students who indicated "no" on K-2 SEL survey and Counselor will meet with "no" 3-5 <sup>th</sup> students.  Team will implement 2 x 10 strategy for students indicating red
	Tier 1: Create and implement intentional K-5 classroom, den and	100% of Classrooms will use an implemented daily classroom

	<p>school-wide practices that build a sense of belonging.</p>	<p>meetings.</p> <p>100% of Dens will use an explicit strategy monthly.</p> <p>As a school: Staff will build relationships with various students, we will create multiple student leadership opportunities (BBTV, Green Team, Playworks, Take Action Club, Safety Patrol) and plan three schoolwide events each year: (B.O.Y. Book, Unity Day, Student Assemblies, Buddy Classrooms)</p>
	<p>Tier 2: Students who reported low sense of belonging and demonstrate challenges with social skills, will be invited to an alternate indoor lunch recess to play with peers (students can invite 1 friend each session) in a smaller environment.</p>	<p>CIS and classified staff will supervise, participate, and coach in play with students K-5 during indoor lunch recess (Baker Bear Club).</p>
	<p>Tier 1: Create intentional classroom and school-wide practices supporting students to be themselves.</p>	<p>100% of classroom teachers will teach and support "Embracing Diversity."</p>
	<p>Tier 1: Use National School of Character 11 Principles to create a caring community</p>	<p>Tier 1: Use NSOC self-assessment each year to gather data on progress on the 11 Principles</p>
	<p>Staff Sense of Belonging:          -Weekly huddle          -Monday Mingle          -Monthly spot check (survey) with follow up.          -Sunshine Team</p>	<p>Monthly spotcheck survey, staff survey with Panorama specific questions in the winter for formative feedback, end of year staff survey and Panorama survey</p>
<p><b>Timeline for Focus</b></p>	<p>Spring, 2022 - Spring, 2025</p>	
<p><b>Method(s) to Monitor Progress</b></p>	<ul style="list-style-type: none"> <li>• Panorama Fall and Spring Survey</li> <li>• Ella Baker SEL annual survey</li> <li>• Student Interviews</li> <li>• LEAP meetings to share implementation plans</li> <li>• Staff Spot Check</li> <li>• MTSS Meetings</li> </ul> <p>CIS Action Plan</p>	

## 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 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>2</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>
	Monthly PTA board and administrator meetings. Share ideas and gather input.	Fall 2022-Spring 2025
	Equity Team member input	Fall 2022-Spring 2025
	Student Goal Setting Conferences	Fall 2022-Spring 2025
	PTA General Membership Meeting	Fall 2022-Spring 2025
	Focus Groups of stakeholders: once/year with students and families.	Fall 2022-Spring 2025
<b>Strategy to Inform Students,</b>		
	<b>Action</b>	<b>Timeline</b>

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



<b>Families, Parents and Community Members of the SIP</b>	Principal or AP will give “State of the School” updates during PTA General Meetings.	Fall 2022-Spring 2025
	Bear Tracks	Fall 2022-Spring 2025
	Teacher Newsletters	Fall 2022-Spring 2025
	PTA General Membership Meeting	Fall 2022-Spring 2025
	Focus Groups of stakeholders: once/year with students and families.	Fall 2022-Spring 2025