

Explorer Community School 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: 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. All students at Explorer attend music and PE twice a week and Library once a week. Our students also have the opportunity to be in student leadership, Junior PlayWorks Coaches, and Green Team. We have also brought back the WatchDogs program after being tabled during the pandemic. This program involves thirty volunteer hours per week by men in our community to support both learning and safety of our students. Our students learn about leadership through ASB. Students work in three teams including Dreagle TV; Assemblies, Green Team, and morning announcements. We have also adopted the PlayWorks Recess Reboot program and have almost 30 junior coaches from fourth and fifth grade who support this program at recess. We are a Green Team School. Our students donate uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen. Additionally, we have a community garden. Not only do our students learn about botany and horticulture, but they also grow food that will be donated to our community. We are also an Eco-School through National Wildlife Federation. We are committed to providing a sustainable and healthy place to explore new educational horizons. The Explorer community cares for and preserves the wetlands on site 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.

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.

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

¹ LWSD School Board Approval on <insert date>

2023-24 PRIORITIES AT A GLANCE

| Priority | Priority Area | Focus Grade Level(s) and/or Student Group(s) | Desired Outcome |
|-----------------|----------------------|---|---|
| 1 | ELA | 1-2 | By spring 2024, 100% students in first and second grade will demonstrate growth or maintain a score of minimal risk on the <i>FastBridge</i> reading assessment 1 st Grade: <i>earlyReading English</i> and 2 nd Grade: <i>aReading</i> and <i>CBMreading English</i> |
| 2 | ELA | 3-5 | By spring 2024, 100% students in grades 3-5 will demonstrate growth or maintain a score of minimal risk on the <i>FastBridge</i> reading assessment <i>aReading</i> . |
| 3 | SEL | 1-5 | Increase sense of belonging scores by 5% based on Panorama data |

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 | | |
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| Priority Area | English Language Arts/Literacy | |
| Focus Area | Phonics, Phonemic Awareness | |
| Focus Grade Level(s) and/or Student Group(s) | First and Second Grade | |
| Desired Outcome | By spring 2024, we will go from 97% of first and second grade students at low/minimal risk to 100% based on EOY earlyReading English FastBridge scores for 1 st grade and EOY aReading FastBridge scores for 2 nd grade. | |
| Alignment with District Strategic Initiatives | MTSS | |
| Data and Rationale Supporting Focus Area | <ul style="list-style-type: none"> • Student goals were set using <i>FastBridge</i> assessment data from the Sept-Oct 2023 BOY assessment window. • Priority areas for intervention were determined through analysis of the <i>FastBridge</i> S2I report following BOY assessment, identifying <i>Phonics & Fluency</i> as the greatest area of need for students in grades 1 and 2. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Heggerty K-2 | Training, materials provided – observable during SGI |
| | Optional PD Meetings | Offered 1 x per month with topics like UDL, SGI, Heggerty, Clicker, Assistive Tech, Classlink, Quick Cards – survey done to determine staff interest |
| | Sped/Gen Ed “office hours” | Held weekly, on main calendar |
| | Literacy Intervention Blocks | Built into specialist schedule |
| | Small Group Training from Literacy Department | Provided to all staff on All day LEAP |
| | Utilize parent volunteers to reteach challenging concepts one-on-one with students. | Weekly volunteer schedule |

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| | Implement small groups to address individual student needs. | Small group calendar created by teachers and revisited as student need changes |
| | Lexia & Lexia Skill Builders | Time provided weekly in class for students to work on Lexia |
| Timeline for Focus | Fall, 2023 - Spring, 2026 | |
| Method(s) to Monitor Progress | FastBridge BOY, MOY, EOY | |

Priority #2

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| Priority Area | English Language Arts/Literacy | |
| Focus Area | Phonics, Phonemic Awareness, Fluency | |
| Focus Grade Level(s) and/or Student Group(s) | 3-5 | |
| Desired Outcome | By spring 2024, 100% students in grades 3-5 will demonstrate growth or maintain a score of minimal risk on the <i>FastBridge</i> reading assessment <i>aReading</i> . | |
| Alignment with District Strategic Initiatives | MTSS | |
| Data and Rationale Supporting Focus Area | <ul style="list-style-type: none"> • Student goals were set using <i>FastBridge</i> assessment data from the Sept-Oct 2023-2024 BOY assessment window. • Priority areas for intervention were determined through analysis of the <i>FastBridge</i> S2I report following BOY assessment, identifying General Reading (based on Fast Bridge) as the greatest area of need for students in grades 3-5. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Heggerty 3-5 Heggerty Bridge the Gap | Training, materials provided – observable during SGI |
| | Optional PD Meetings | Offered 1 x per month with topics like UDL, SGI, Heggerty, Clicker, Assistive Tech, Classlink, Quick Cards – survey done to determine staff interest |
| | MTSS coaching cycles | Tracked by MTSS coach |
| | Sped/Gen Ed “office hours” | Held weekly, on main calendar |
| | Literacy Intervention Blocks | Built into specialist schedule |
| | Small Group Training from Literacy Department | Provided to all staff on All day LEAP |
| | Utilize parent volunteers to reteach challenging concepts one-on-one with students. | Weekly volunteer schedule |
| | Implement small groups to address individual student needs. | Small group calendar created by teachers and revisited as student need changes |
| | Lexia & Lexia Skill Builders | Time provided weekly in class for students to work on Lexia |
| Timeline for Focus | Fall, 2023 - Spring, 2026 | |

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| Method(s) to Monitor Progress | FastBridge BOY, MOY, EOY |
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Priority #3

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| Priority Area | Social and Emotional | |
| Focus Area | Emotional Regulation | |
| Focus Grade Level(s) and/or Student Group(s) | 1-5 | |
| Desired Outcome | Increase Explorer overall Panorama Sense of Belonging score from 58% to 63% | |
| Alignment with District Strategic Initiatives | Inclusion | |
| Data and Rationale Supporting Focus Area | Current Panorama score is 58%. Sense of belonging is connected to students feeling safe, valued, and heard at school. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Classroom teachers will check in daily with Zones of Regulation. | Forms survey measure implementation |
| | Classroom teachers will lead a mindfulness/regulation strategy during morning meeting. | Teacher survey to check in monthly |
| | Work with students on common application and common social/emotional language. | Teach “Flying Lessons” in all areas of the school at BOY Teach monthly SOAR (PBIS) lessons to classes using lessons created by MTSS 1 team |
| | Establish more opportunities for calming corners and sensory items. | Provide areas in the classroom, recess, and lunch for calming down |
| | Establish Motor Room and train students and staff about its use | Track use |
| Timeline for Focus | Fall, 2022 - Spring, 2025 | |
| Method(s) to Monitor Progress | Twice a year Panorama Survey, MTSS Behavior Referrals, Monthly rating scale re: regulation improvement for teachers. Zones of Regulation temp checks throughout the day morning, after lunch, end of day. Tier 2 interventions (Check in check out, class pass) | |

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.² The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

| | | |
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| 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 and Steering to share the work of our school and to receive feedback. |
| | Steering and Principal Meetings (updates and feedback) | Administrators meet monthly with Steering Leads to go over plans for school, to collaborate, and to receive feedback on the work of our school. |

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

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| | Parent/Teacher Conferences | Teachers collaborate with families twice a year through Parent/Teacher conferences. |
| | Technology and School Resources Connection Event | During Goal-setting conferences in the Fall, multi-lingual staff provided support for families to access technology and library resources available through the school district. |
| 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. |
| | Parent Survey | Gain feedback from parents on school improvement goals to use for future planning |