

Emily Dickinson Elementary

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:

Description: Emily Dickinson Elementary School is in Redmond, Washington. The first Emily Dickinson Elementary School was built in 1977. Our current elementary building was built in 1992. We have a total enrollment of 305 students. When our students graduate from fifth grade, they attend Evergreen Middle School, and then Eastlake High School. In addition to Dickinson Elementary, our campus houses Explorer Community School. Our main campus includes one Pull-Out Quest classroom, a Highly Capable classroom, a Safety Net classroom, two special education classrooms, and two Multi Language Learner (ML) classrooms. In our first year of full inclusion, we have dissolved our learning centers, and all complex learners are attending their home schools with their peers.

All students at Dickinson Elementary 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 high levels of parental involvement through PTSA, which helps us enhance the learning of our students. They provide Art Smart, Big and Little Theater productions, Fun Run, Carnival, Brick Builders Night, STEM night and International Night. We have a wonderful community of volunteers who come to our school daily/weekly to support our students. It is not uncommon to see volunteers reading in the back of the classroom with individual students or working with small groups on math. 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 the National Wildlife Federation. We are committed to providing a sustainable and healthy place to explore new educational horizons. The Dickinson 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.

Mission Statement: Mission Statement: *Our mission is to cultivate curiosity, caring and perseverance in our students through equitable and collaborative practices*

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	K-1	By spring 2024, 100% students in grades K-1 will demonstrate growth on the <i>FastBridge</i> reading assessment K-1: <i>earlyReading</i> ;
2	ELA	2-5	By spring 2024, 100% students in grades K-5 will demonstrate growth on the <i>FastBridge</i> reading assessments 2 nd -3 rd : <i>aReading</i> ; 4 th -5 th : <i>aReading</i>
3	Behavior/Social Emotional	K-5	Increase Sense of Belonging Panorama Scores by 5%

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	Phonics and Phonemic Awareness												
Focus Grade Level(s) and/or Student Group(s)	K-2												
Desired Outcome	By spring 2024, 100% of K-2 students will demonstrate growth in a reading and phonics based on EOY FastBridge scores												
K-1 Goal:	K - By spring 2024, we will move from 84% of kindergarten and first grade students at low/minimal risk to 92% based on EOY aReading and phonics FastBridge scores.												
2 nd Goal	By spring 2024, we will move from 65% of 2 nd grade students low/minimal risk to 81% based on EOY aReading Fastbridge scores.												
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 K-1. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade Level</th> <th>BOY student at Some or High Risk (number and %)</th> <th># of students we anticipate will move to low or minimal risk by EOY</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>9 out of 56 (16%)</td> <td>4</td> </tr> <tr> <td>1st</td> <td>33 out of 53 (62%)</td> <td>18</td> </tr> <tr> <td>2nd</td> <td>19 out of 54 (35%)</td> <td>5</td> </tr> </tbody> </table>	Grade Level	BOY student at Some or High Risk (number and %)	# of students we anticipate will move to low or minimal risk by EOY	K	9 out of 56 (16%)	4	1 st	33 out of 53 (62%)	18	2 nd	19 out of 54 (35%)	5
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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											

	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 LWSD Professional Learning Department	Provided to all staff on All day LEAP
	Release day for learning walk and planning time with Literacy Trainer	Exit tickets, ongoing collaboration, Observable during WIN time
Timeline for Focus	Fall, 2023 – Spring, 2026	
Method(s) to Monitor Progress	FastBridge BOY, MOY and EOY	

Priority #2

Priority Area	English Language Arts/Literacy													
Focus Area	Phonics and Fluency													
Focus Grade Level(s) and/or Student Group(s)	3-5													
Desired Outcome	3-5 By spring of 2024, 100% of students will demonstrate growth in general reading using the aReading FastBridge assessment.													
3rd goal	By spring 2024, we will move from 68% of 3 rd grade students low/minimal risk to 76% based on EOY aReading FastBridge scores.													
4th goal	By spring 2024, we will move from 71% of 4 th grade students at low/minimal risk to 84% at low/minimal risk based on EOY aReading FastBridge scores.													
5th goal	By spring 2024, we will move from 84% of 5 th grade students at low/minimal risk to 88% at low/minimal risk based on EOY aReading FastBridge scores.													
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	Small Group Training from Whitney Blackstone	Provided to all staff on All day LEAP
	Release day for learning walk and planning time with Whitney Blackstone	Exit tickets, ongoing collaboration, Observable during WIN time
Timeline for Focus	Fall, 2023 – Spring, 2026	
Method(s) to Monitor Progress	FastBridge BOY, MOY, EOY	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Emotional Regulation	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	Increase Dickinson overall Panorama Emotional Regulation from 51% to 56% based on EOY data.	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	Current Panorama score of 60% Emotional Regulation, concerns are connected to students feeling safe 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 meetings.	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
	Playworks for organized and structured games at recess	Train JR Coaches to assist with recess games and conflict management. Regularly scheduled meetings.
	Establish Motor Room and train students and staff about its use	Track use
	Reporting system to increase student opportunity to report bullying	Direct students to use Counselor Note box to offer anonymous reporting system
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:

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.

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

	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