

# Alcott Elementary

## School Improvement Plan 22-25

Annual Update: 2023-24

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

<b>SCHOOL OVERVIEW</b>
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**Description:** Louisa May Alcott said, “Educate yourself to take part in the world’s work...” At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global workplace, and prepared for personal success. At Alcott we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion and **Effort** every day. This represents the way that both staff and students support and interact with one another Every Day. We are part of a supportive community and PTSA. Family support is such a gift to our school, and we know this has a positive impact on student learning. Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. A student announcement each day reminds us to show Alcott C.A.R.E.s! As a school family, we focus on inclusive & equitable success, growth, and rigor for all students. We also believe in an education that builds creativity and healthy living throughout our programs. We continue to develop our professional learning community and focus on top notch teaching practices that support all learners, Every Day. Professional learning discussions take place throughout the school year, and we understand our collective responsibility for all the children we serve. Our professional learning is also extended through cross grade-level/program conversations with colleagues at other area elementary schools. We are thriving as a team at Alcott Elementary to support our community! Go Orcas!

**Mission Statement:** *Success for Every Student Every Day - OrcaStrongPodStrong!*

<b>2022-25 PRIORITIES AT A GLANCE</b>
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Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Social/Emotional	K-2	Monitoring primary SEL work (WA Standard 2 Self-Management) as a part of our 3-year implementation plan: 75% of 3 <sup>rd</sup> grade students will respond favorably in the category of emotional regulation on the 2025 Spring Panorama survey.
2	Social/Emotional	3-5	75% of 5 <sup>th</sup> grade students will respond favorably in the category of emotional regulation on the 2025 Spring Panorama survey.

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

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.

3	English Language Arts/Literacy	K-5	80% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2025 FastBridge “aReading” Assessment.
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**CONTINUOUS IMPROVEMENT PRIORITIES**

<b>Priority #1</b>		
<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Student Emotional Regulation	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Primary Level Grades	
<b>Desired Outcome</b>	Monitoring primary SEL work (WA Standard 2 Self-Management) as a part of our 3-year implementation plan: 75% of 3 <sup>rd</sup> grade students will respond favorably in the category of emotional regulation on the 2025 Spring Panorama survey.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	56% of 3 <sup>rd</sup> grade students responded favorably in the category of emotional regulation on the 2022 Spring Panorama survey. This is an area of growth as staff support students with social emotional skills in addition to academics. Aligns with WA SEL Standard 2, Self-Management.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Counselor classroom lessons tailored to emotional regulation strategies.	Student checks for understanding following lessons taught.
	Using classroom meeting times to review SEL skills.	Confirming weekly goal with staff.
	Learning spaces each include a calming or break area/zone for all students to access.	Check for completion during 22/23 school year & continued.
	Staff using Purposeful People SEL curriculum within the Be Well category.	Confirming weekly goal use with staff.
	Using “Alcott CAREs” as a part of our consistent school wide PBIS program.	Monitor CAREs slip data for growth.
	Staff understand and reference “Zones of Regulation” with students following yearly class lesson with counselor.	Confirm staff and student “Zones” introduction during 22/23 school year.
	Classified staff training to support with student emotional regulation.	Confirm multiple professional learning experiences.
	School prioritization of social-emotional instruction and support based upon school-wide and grade	Yearly FIA (Fidelity Integrity Assessment) survey review by MTSS Intervention Team of item 4.3 (Data-Based Decision Making)

	level Panorama Student Survey data.	
	Classified staff inclusion trainings during 23_24 school year.	Confirm completion as required.
	Special Services trainings around Peer work.	Impact discussion and peer examples shared end of year.
	CAREs on Campus Review Week schoolwide to support PBIS work.	Confirm learning space review 3 times at minimum per school year.
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	<p>Emotional Regulation category data check based upon Fall and Spring Panorama survey given to all students in 3<sup>rd</sup> grade. Teams to review grade level data and whole school 3-5 survey data. Data to be shared out twice yearly for all staff to review and support.</p> <p><b>*Fall 2023 Data Update:</b> 57% of 3<sup>rd</sup> grade students responded favorably in the category of emotional regulation on the 2023 Fall Panorama survey. 54% overall in Grades 3-5 at Alcott Elementary. District average is 52%.</p>	

**Priority #2**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Student Emotional Regulation	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Intermediate Level Grades	
<b>Desired Outcome</b>	75% of 5 <sup>th</sup> grade students will respond favorably in the category of emotional regulation on the 2025 Spring Panorama survey.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	55% of 5 <sup>th</sup> grade students responded favorably in the category of emotional regulation on the 2022 Spring Panorama survey. This is an area of growth as staff support students with social emotional skills in addition to academics. Aligns with WA SEL Standard 2, Self-Management.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Counselor classroom lessons tailored to emotional regulation strategies.	Student checks for understanding following lessons taught.
	Using classroom meeting times to review SEL skills.	Confirming weekly goal with staff.
	Learning spaces include a calming or break area/zone for all students to access.	Check for completion during 22/23 school year & continued.
	Staff using Purposeful People SEL curriculum within the Be Well category.	Confirming weekly goal use with staff.
	Using “Alcott CAREs” as a part of our consistent PBIS program.	Monitor CAREs slip data for growth.
	Staff understand and reference “Zones of Regulation” with students following yearly class lesson with counselor.	Confirm staff and student “Zones” introduction during 22/23 school year.
	Classified staff training to support with student emotional regulation.	Confirm multiple professional learning experiences.
	School prioritization of social-emotional instruction and support based upon school-wide and grade level Panorama Student Survey data.	Yearly FIA (Fidelity Integrity Assessment) survey review by MTSS Intervention Team of item 4.3 (Data-Based Decision Making)
	Classified staff inclusion trainings during 23_24 school year.	Confirm completion as required.
	Special Services trainings around Peer work.	Impact discussion and peer examples shared end of year.
5 <sup>th</sup> grade to focus on connected student growth goals 23_24 school year.	Tracked as a part of PGE process in 23_24 school year.	

	CAREs on Campus Review Week schoolwide to support PBIS work.	Confirm learning space review 3 times at minimum per school year.
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	<p>Emotional Regulation category data check based upon Fall and Spring Panorama survey given to all students in 5th grade. Teams to review grade level data and whole school 3-5 survey data. Data to be shared out twice yearly for all staff to review and support.</p> <p><b>*Fall 2023 Data Update:</b> 51% of 5<sup>th</sup> grade students responded favorably in the category of emotional regulation on the 2023 Fall Panorama survey. 54% overall in Grades 3-5 at Alcott Elementary. District average is 52%.</p>	

**Priority #3**

<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Students Receiving Multilingual Learner Services Literacy Growth	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Desired Outcome</b>	80% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2025 FastBridge “aReading” Assessment.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Data and Rationale Supporting Focus Area</b>	74.74% of students receiving multilingual learner services in grades 2-5 scored in the Low or Minimal Risk on the Fall 2022 FastBridge “aReading” Assessment. Students not receiving multilingual learner services scored 91.51%.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	K-2 staff using Heggerty Phonemic Awareness Curriculum.	Yearly use review.
	Minimum 3 times yearly scheduled collaboration meetings (staff and ML services staff).	Confirm 3 times attendance & additional informal meetings noted.
	Classrooms & Services Teams using MTSS tier 1 & tier 2 literacy interventions.	Yearly use review.
	Use of Critical Data Matrix during MTSS & GT process.	Services Team use & updates confirmation.
	Development and use of school schedule intervention blocks.	Yearly scheduled development and review.
	Yearly WIDA Screener data review to inform growth and multilingual services.	Confirm yearly review of multilingual state testing data by staff.
	Staff differentiation of instruction & growing Universal Design for Learning (UDL) practices.	Yearly FIA survey review by MTSS Intervention Team of item 3.2 (Academic Instruction).
	Instructional Playbook (Tier 1 instructional strategies) ongoing training.	23-24 introduction and year-long training.
	Teachers using small group instruction in classrooms to support targeted needs.	Weekly schedules and planning noting small group work.
	Ongoing professional learning communities (PLCs) to complete data cycles, including FastBridge.	Completing professional development sessions with sample data protocol. Teams to practice use during PLC meetings.
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	

<b>Method(s) to Monitor Progress</b>	Progress monitor Fall 2022 – Spring 2025 FastBridge Data  <b>*22_23 Fall Update</b> 74.74% of students receiving multilingual learner services in grades 2-5 scored in the Low or Minimal Risk on the Fall 2022 FastBridge “aReading” Assessment.
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**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>
	-Utilizing parent volunteers, community resources, and other district schools to support students and staff with feedback and goals.	Winter 2022 – Spring 2025
	-Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences.	Winter 2022 – Spring 2025

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

	-School Improvement Plan to be reviewed at a PTSA meeting.	Winter 2022 – Spring 2025
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	-School Improvement Plan to be shared at a PTSA meeting.	Winter 2022 – Spring 2025
	-School Improvement Plan will be posted on the Alcott website and shared with families.	Winter 2022 – Spring 2025