

# Rachel Carson 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.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Rachel Carson Elementary School is located on the Sammamish Plateau along 244th Ave. NE. As our student’s progress through the Eastlake Learning Community, they begin in elementary school as Rachel Carson Falcons, transition to middle school and become Inglewood Knights, and lastly end their time in the Lake Washington School District as an Eastlake High School Wolf. Carson’s mission is to ensure that all students are empowered and inspired to learn, grow, and graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Our staff provides students with an education that is academically rigorous while, at the same time, teaching students skills to be emotionally and physically ready for the global workplace. At Rachel Carson, we take pride in teaching our students character traits that are vital for success. Not only do we explain these traits but also put them into practice as kindness and compassion are seen every day in our classrooms, hallways, lunchroom, and at recess. Rachel Carson is in its 15th year as a school community. On our campus, we are fortunate to have 525 students in preschool through fifth grade, who come from diverse backgrounds and a range of educational experiences. As we continue to grow, we become more diverse, which is a true asset. The diversity of our population provides rich opportunities to learn from other cultures, embrace our similarities, respect differences, and work together as Rachel Carson Falcons. For the 2023-2024 school year, we continue to be academically focused, specifically around our inclusion work and ensuring access for each student. Our school culture focuses on growth mindset, which is key to achieving goals. We want our students to understand that we all make mistakes, and it is our responsibility to learn and grow from them. Our teachers continue to teach students that when they do not know a concept, they just don’t know it yet. Through hard work, persistence, support from teachers and community members, they will accomplish their goals and achieve life-long learning. Parent, family, and community engagement is essential to Rachel Carson’s success. We highly encourage volunteers at our school, and we see our community as partners in learning for today and the future. At Rachel Carson, we have many volunteer programs, our volunteers spend time at school, helping students grow both academically and socially. Rachel Carson has an active PTSA that works hard to fund many of the resources provided to the school to meet student achievement goals. The process of developing our School Improvement Plan enables us to set goals for student achievement, monitor our progress with the goals, and ensure that our students learn, grow, and benefit from the education they greatly deserve. Here at Rachel Carson, it truly is a great day to be a Falcon!

**Mission Statement:** *Educate, inspire, empower, look for awesome. Partners in learning for today and the future.*

---

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

**2023-24 PRIORITIES AT A GLANCE**

<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	<b>Literacy- Word Segmenting</b>	<b>Pk-2<sup>nd</sup> Grade</b>	<b>First grade scores will improve from 79% on track to 100% on track as assessed via Fastbridge</b>
<b>2</b>	<b>Mathematics</b>	<b>3<sup>rd</sup>-5<sup>th</sup></b>	<b>85% of students in third through fifth grade will be at minimal or low risk as assessed via A-Math Fastbridge</b>
<b>3</b>	<b>Social and Emotional</b>	<b>2<sup>nd</sup>-5<sup>th</sup></b>	<ol style="list-style-type: none"> <li>1. Per school created assessment, third through fifth grade students will go from 81.5% of students being able to remain regulated when others around them are escalated to 90% of students being able to remain regulated when others around them are escalated.</li> <li>2. Per school created assessment, second grade students will go from 67% of students being able to remain regulated when others around them are escalated to 80% of students being able to remain regulated when others around them are escalated.</li> </ol>

**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>	Word Segmenting	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Preschool-2 <sup>nd</sup>	
<b>Desired Outcome</b>	First grade scores will improve from 79% on track to 100% on track as assessed via Fastbridge	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Segmenting words is an essential skill for reading and spelling skills. Segmenting promotes decoding skills and helps with overall reading fluency which then allows for students to comprehend the text with more ease.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Heggerty	Daily 15 minute practice across k-1 grade level band
	Wonders Curriculum	Phonics games and syllable work throughout the year, as needed/supplemental
	Letters and Sounds	Preschool to promote oral phonics
	Wonders Phonemic Awareness	Four times weekly
	Intervention Blocks/Small Groups	Four times weekly
	Alternative hands-on ways to manipulate sound/activities	Special education/intervention/small group
	Instructional Assistants/Parent Volunteers	Leveled reading groups with support
<b>Timeline for Focus</b>	Fall, 2023 – Spring, 2025	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Fastbridge results at BOY, MOY, EOY</li> <li>• Safety Net progress monitoring</li> <li>• Phonics and Fluency through Wonders</li> <li>• Teacher created assessments</li> <li>• Weekly and end-of-unit assessments</li> <li>• Formative assessments through Heggerty practice</li> <li>• TS Gold- Preschool</li> <li>• Teacher observation during small group reading instruction</li> <li>• Formal observations of staff via Danielson Framework</li> </ul>	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Mathematics Computation	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	3 <sup>rd</sup> -5 <sup>th</sup>	
<b>Desired Outcome</b>	85% of students in third through fifth grade will be at minimal or low risk as assessed via A-Math Fastbridge	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Fastbridge AMath 2-5 (2022-2023 school year); SBA 2022-2023 Math 3-5 Assessments.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Regular computation assessments	Uniform assessments across each grade level (can be teacher / PLC created)
	Designated curriculum resources that specifically support computation (e.g. extra practice worksheet, flashcards)	Teacher created, commercially produced—to be agreed upon by PLC—team specific, based on student need.
	Designated class time for computation instruction and practice	Consistent, regular class time focus—to be agreed upon in PLC: team specific, based on student need.
	Math Professional Learning	100% teacher participation
	Aligned Special Education Scheduling	100% collaboration w/ staff
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Fastbridge A-math assessments</li> <li>• Teacher created interim assessments</li> <li>• SBA Math Assessments</li> <li>• Informal checks for understanding</li> </ul>	

**Priority #3**

<b>Priority Area</b>	Social and Emotional																			
<b>Focus Area</b>	Emotional Regulation, MTSS-B																			
<b>Focus Grade Level(s) and/or Student Group(s)</b>	2 <sup>nd</sup> -5 <sup>th</sup> Grade, 2 <sup>nd</sup> grade cohort being a targeted subgroup																			
<b>Desired Outcome</b>	<p>3. Per school created assessment, third through fifth grade students will go from 81.5% of students being able to remain regulated when others around them are escalated to 90% of students being able to remain regulated when others around them are escalated.</p> <p>4. Per school created assessment, second grade students will go from 67% of students being able to remain regulated when others around them are escalated to 80% of students being able to remain regulated when others around them are escalated.</p>																			
<b>Alignment with District Strategic Initiatives</b>	MTSS																			
<b>Data and Rationale Supporting Focus Area</b>	Historically the Carson Panorama data shows that students need the most instruction and practice around the area of emotional regulation. This is a broad challenge to address. Due to this, Carson took what emotional regulation is and created a more specific school-wide survey to get to the root of the challenge. The assessment had 11 specific questions around the topic of emotional regulation and the data shows that students have the most challenging time being able to remain regulated when others around them are escalated.																			
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Classroom SEL Meetings</td> <td>100% of classroom teachers participating</td> </tr> <tr> <td>MTSS-B School-Wide Programming/Systems</td> <td>Lower discipline referrals</td> </tr> <tr> <td>Zones of Regulation</td> <td>100% of classrooms receiving intentional instruction</td> </tr> <tr> <td>CharacterStrong Purposeful People Curriculum</td> <td>100% of teachers providing minimum of one lesson per week</td> </tr> <tr> <td>Individual and Group Counseling Sessions around Emotional Regulation</td> <td>As needed based on current student referral</td> </tr> <tr> <td>Student Daily Check-in/Check-Out</td> <td>Data will reflect reduction of pinpointed behaviors addressed in plan</td> </tr> <tr> <td>Size of Problem Lessons</td> <td>100% of students will receive this instruction</td> </tr> <tr> <td>Assessing k-2 Students around Emotional Regulation</td> <td>School-wide assessment: BOY/EOY</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Classroom SEL Meetings	100% of classroom teachers participating	MTSS-B School-Wide Programming/Systems	Lower discipline referrals	Zones of Regulation	100% of classrooms receiving intentional instruction	CharacterStrong Purposeful People Curriculum	100% of teachers providing minimum of one lesson per week	Individual and Group Counseling Sessions around Emotional Regulation	As needed based on current student referral	Student Daily Check-in/Check-Out	Data will reflect reduction of pinpointed behaviors addressed in plan	Size of Problem Lessons	100% of students will receive this instruction	Assessing k-2 Students around Emotional Regulation	School-wide assessment: BOY/EOY
Action	Measure of Fidelity of Implementation																			
Classroom SEL Meetings	100% of classroom teachers participating																			
MTSS-B School-Wide Programming/Systems	Lower discipline referrals																			
Zones of Regulation	100% of classrooms receiving intentional instruction																			
CharacterStrong Purposeful People Curriculum	100% of teachers providing minimum of one lesson per week																			
Individual and Group Counseling Sessions around Emotional Regulation	As needed based on current student referral																			
Student Daily Check-in/Check-Out	Data will reflect reduction of pinpointed behaviors addressed in plan																			
Size of Problem Lessons	100% of students will receive this instruction																			
Assessing k-2 Students around Emotional Regulation	School-wide assessment: BOY/EOY																			
<b>Timeline for Focus</b>	Winter, 2023 – Fall, 2024																			
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• School-Wide Emotional Regulation Assessment</li> <li>• Fall and Spring Panorama Survey Results</li> </ul>																			

## 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>
	Curriculum Night	September 2023
	Goal-Setting Conferences	October 2023
	Student-Led Conferences	January 2024
	Community Feedback	2023-2024 School Year
	Parent volunteers	2023-2024 School Year
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	School Information Communication via ParentSquare	Bi-Monthly, as needed 2023-2024
	Classroom Newsletters	Weekly, 2023-2024
	PTSA Meetings	Monthly, 2023-2024

<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>

