Emily Dickinson Elementary

School Improvement Plan

Annual Update: 2024-25

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 300 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 a Multi-Language Learner (ML) classroom. In our second 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 multiple student leadership roles 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, STEAM, 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. Our students learn about leadership through ASB. Students work in three teams including Dreagle TV; Assemblies, Green Team, and through big/little buddy mentoring opportunities. 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*

2024-25 PRIORITIES AT A GLANCE

[1] LWSD School Board Approval on <insert date>

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ELA	K-2	By spring 2025, 100% students in grades K-2 will demonstrate growth on the *FastBridge* reading assessment K-1: *earlyReading*; 2nd : aReading
2	ELA	3-5	By spring 2025, 100% students in grades 3-5 will demonstrate growth on the *FastBridge* reading assessments
3	Behavior/Social Emotional	K-5	Increase Emotional Regulation 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.

<table>
<tr><th colspan="2">Priority #1</th></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Phonics and Phonemic Awareness</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>K-2</td></tr>
<tr><td>Desired Outcome</td><td>By spring 2025, 100% of K-1 grade students will demonstrate growth in early reading and phonics and 2nd grade students will demonstrate growth in aReading based on BOY FastBridge scores</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>MTSS</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

Student goals were set using FastBridge assessment data from the Sept-Oct 2024 BOY assessment window.
Priority areas for intervention were determined through analysis of the FastBridge S2I report following BOY assessment, identifying Phonics & Fluency as the greatest area of need for students in grades K-1.

<table>
<tr><td>Grade Level</td><td>BOY student at Some or High Risk (number and %)</td><td># of students we anticipate will move to low or minimal risk by EOY</td></tr>
<tr><td>K</td><td>10 out of 43 (23%)</td><td>4</td></tr>
<tr><td>1st</td><td>37 out of 54 (66%)</td><td>9</td></tr>
<tr><td>2nd</td><td>17 out of 55 (31%)</td><td>6</td></tr>
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<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Heggerty K-2</td><td>Training, materials provided – observable during SGI</td></tr>
<tr><td>UFLi K-2</td><td>Training, materials provided – observable during ongoing assessments in classroom small group learning.</td></tr>
<tr><td>MTSS coaching cycles</td><td>Tracked by MTSS coach</td></tr>
<tr><td>Sped/Gen Ed “office hours”</td><td>Held weekly, on main calendar</td></tr>
<tr><td>Literacy Intervention Blocks</td><td>Built into specialist schedule</td></tr>
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	Lexia & Lexia Skill Builders	Time provided weekly in class for students to work on Lexia.
	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	

<table>
<tr><th colspan="2">Priority #2</th></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Phonics and Fluency</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>3-5</td></tr>
<tr><td>Desired Outcome</td><td>3-5 By spring of 2025, 100% of students will demonstrate growth in general reading using the aReading FastBridge assessment.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>MTSS</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

Student goals were set using FastBridge assessment data from the Sept-Oct 2024-2025 BOY assessment window.
Priority areas for intervention were determined through analysis of the FastBridge S2I report following BOY assessment, identifying General Reading (based on Fast Bridge) as the greatest area of need for students in grades 3-5.

<table>
<tr><td>Grade Level</td><td>% Student at Some or High Risk – General Reading (aReading)</td><td># of students we anticipate will move to low or minimal risk by EOY</td></tr>
<tr><td>3rd</td><td>30%</td><td>4</td></tr>
<tr><td>4th</td><td>20%</td><td>5</td></tr>
<tr><td>5th</td><td>11%</td><td>2</td></tr>
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</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Heggerty K-2 (for 2)
Heggerty 3-5
Heggerty Bridge the Gap</td><td>Training, materials provided – observable during SGI</td></tr>
<tr><td>MTSS coaching cycles</td><td>Tracked by MTSS coach</td></tr>
<tr><td>Instructional Playbook and PLC Professional Development</td><td>Continued training and collaboration built into monthly staff and PLC team meetings.</td></tr>
<tr><td>Sped/Gen Ed “office hours”</td><td>Held weekly, on main calendar</td></tr>
<tr><td>Literacy Intervention Blocks</td><td>Built into specialist schedule</td></tr>
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<tr><td>Timeline for Focus</td><td>Fall, 2023 – Spring, 2026</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>FastBridge BOY, MOY, EOY</td></tr>
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<tr><th colspan="2">Priority #3</th></tr>
<tr><td>Priority Area</td><td>Social and Emotional</td></tr>
<tr><td>Focus Area</td><td>Emotional Regulation</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>K-5</td></tr>
<tr><td>Desired Outcome</td><td>Increase Dickinson overall Panorama Emotional Regulation from 52% to 57% based on EOY data.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Inclusion</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>The current Panorama score is 52%. Emotional Regulation is connected to how students regulate their emotions. When student emotions are regulated students feel safe, valued, and heard at school.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Classroom teachers will check in daily with Zones of Regulation.</td><td>Forms survey measure implementation</td></tr>
<tr><td>Classroom teachers will lead a mindfulness/regulation strategy during morning meetings.</td><td>Teacher survey to check in monthly</td></tr>
<tr><td>Work with students on common application and common social/emotional language.</td><td>Teach monthly SOAR (PBIS) expectations to students via staff created videos to be played in class with opportunities to review.</td></tr>
<tr><td>Morning announcements</td><td>Weekly Monday morning announcements shared over the school intercom to provide examples of and more instruction on SEL. Some of the scripts for these announcements come from Character Strong/Purposeful People and are directly tied to our SOARS (PBIS) expectations.</td></tr>
<tr><td>Establish more opportunities for calming corners and sensory items.</td><td>Provide areas in the classroom, recess, and lunch for calming down</td></tr>
<tr><td>Playworks for organized and structured games at recess</td><td>Train classified staff to assist with recess games and conflict management. Regularly scheduled meetings.</td></tr>
<tr><td>Establish Motor Room and train students and staff about its use</td><td>Track use</td></tr>
<tr><td>Reporting system to increase student opportunity to report bullying</td><td>Direct students to use Counselor Note box to offer anonymous reporting system</td></tr>
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</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2022 - Spring, 2025</td></tr>
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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 morning, after lunch, and 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 bi-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)	Principal meets monthly with PTSA Presidents to go over plans for school, to collaborate, and to receive feedback on the work of our school.
	Principal and Parent Coffee Chats	Principal provides an open forum quarterly and invites parents to

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

		meet to discuss concerns, ask questions, and provide an opportunity to build positive relationships with each other.
	Parent/Teacher Conferences	Teachers collaborate with families twice a year through Parent/Teacher conferences.
	Technology and School Resources Connection Event	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 bi-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