Explorer Community School
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: 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 and Green Team. Our students learn about leadership through ASB. Students work in three teams including Dreagle TV; Assemblies, Green Team, and morning announcements. 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.*

2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	**ELA**	**1-2**	By spring 2025, 100% students in first and second grade will demonstrate growth or maintain a score of minimal risk on the *FastBridge* reading assessment 1st Grade: *earlyReading English and 2nd Grade: aReading and CBMreading English*
2	**ELA**	**3-5**	By spring 2025, 100% students in grades 3-5 will demonstrate growth or maintain a score of

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

			minimal risk on the *FastBridge* reading assessment *aReading*.
3	**SEL**	**1-5**	Increase Emotional Regulation 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.

<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, Phonemic Awareness</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>First and Second Grade</td></tr>
<tr><td>Desired Outcome</td><td>By spring 2025, 100% students in grades 1st and 2nd will demonstrate growth or maintain a score of minimal risk EOY earlyReading English FastBridge scores for 1st grade and EOY aReading FastBridge scores for 2nd grade.</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 2023 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 1 and 2.</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</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>
<tr><td>Utilize parent volunteers to reteach challenging concepts one-on-one with students.</td><td>Weekly volunteer schedule</td></tr>
<tr><td>Implement small groups to address individual student needs.</td><td>Small group calendar created by teachers and revisited as student need changes</td></tr>
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	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	

<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, Phonemic Awareness, 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>By spring 2025, 100% of students in grades 3-5 will demonstrate growth or maintain a score of minimal risk on the FastBridge reading assessment aReading.</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 2023-2024 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.</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 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>
<tr><td>Utilize parent volunteers to reteach challenging concepts one-on-one with students.</td><td>Weekly volunteer schedule</td></tr>
<tr><td>Implement small groups to address individual student needs.</td><td>Small group calendar created by teachers and revisited as student need changes</td></tr>
<tr><td>Lexia & Lexia Skill Builders</td><td>Time provided weekly in class for students to work on Lexia</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>1-5</td></tr>
<tr><td>Desired Outcome</td><td>Increase the Explorer Panorama Emotional Regulation score overall from 48% to 53% 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 48%. 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 meeting.</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>
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<tr><td>Timeline for Focus</td><td>Fall, 2022 - Spring, 2025</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Twice a year Panorama Survey, MTSS Referrals, Monthly rating scale re: regulation improvement for teachers. Zones of Regulation “temp” checks</td></tr>
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	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 and Steering to share the work of our school and to receive feedback.
	Steering and Principal Meetings (updates and feedback)	Principal meets 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

	Principal and Parent Coffee Chats	Principal provides an open forum quarterly and invites parents to 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