

Clara Barton Elementary School Improvement Plan Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Clara Barton Elementary is situated atop Education Hill in the North Redmond area of Redmond, Washington. The school serves approximately 395 students, most of whom reside in the surrounding neighborhood. Our students typically move to Redmond Middle School and then on to Redmond High School.

Clara Barton Elementary embodies the values of our community by prioritizing student success in both academic achievement and social-emotional development. Our dedicated and innovative staff deliver a high-quality education that meets the needs of our diverse student body. We are committed to academic rigor while ensuring that every child receives consistent instruction in social-emotional skills, supporting the growth of the whole child. Central to this commitment is our Equity & Social-Emotional Learning Committee, which advances the Barton Five Critical Success Skills: Self-Discipline, Empathy, Grit, Diversity, and Integrity. These skills are intentionally taught, modeled, and reinforced through daily classroom and weekly lessons in our Leadership Lab. Our staff values the importance of cultivating an environment where students feel safe to take risks, embrace challenges, and grow academically, socially, and emotionally. We remain steadfast in our dedication to providing exemplary learning experiences that prepare all students for success

Family and community engagement are essential to the success of our students. We are fortunate to have the strong support of a dedicated and dynamic PTSA. Our volunteers generously contribute countless hours to deliver an array of enriching programs and activities that nurture students' interests and passions.

Our leadership model empowers students to take an active role in school life, from presenting at Morning Meetings to leading school-wide assemblies through the Student Advisory Leadership Team. Together, we foster a collaborative community of learners committed to academic excellence and personal growth within a positive and supportive environment.

Mission Statement: *Barton Elementary is a school dedicated to nurturing hearts and minds by investing in every aspect of our students' lives. We are dedicated to creating exceptional experiences for every student.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-5	By May 2026, 100% of the 80 students identified as “Some Risk” or “High Risk” on the Fall 2025 universal screeners; Early Reading (Grades K–1) and eReading (Grades 2–5), will demonstrate “Aggressive” or “Typical” growth on the FastBridge Group Growth Report.

¹ LWSD School Board Approval on <insert date>

2	Mathematics	2	The second-grade cohort will grow from 61% decomposing (operations) to 80% decomposing (operations) by June of 2026
3	Social Emotional Learning	K-5	The percentage of students responding favorably to the Panorama survey question, “When you are at school, how much do you feel like you belong?”, will increase from 60% in Spring 2025 to 70% in Spring 2026.

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																																
Focus Grade Level(s) and/or Student Group(s)	K-5																																
Focus Area	Reading																																
Desired Outcome	By May 2026, 100% of the 80 students identified as “Some Risk” or “High Risk” on the Fall 2025 universal screeners; Early Reading (Grades K–1) and eReading (Grades 2–5), will demonstrate “Aggressive” or “Typical” growth on the FastBridge Group Growth Report.																																
Current Data Supporting Focus Area	Proficient skills in reading are essential to the success of students across disciplines and concepts. According to Fall Fastbridge data, 80 students are identified as “Some Risk” or “High Risk” on the Fall 2025 universal screeners. The number of students identified at risk at each grade level are as follows:																																
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	<p>K-2 teachers will deliver structured literacy instruction using Haggerty and UFLI in addition to the Reading Wonders curriculum.</p> <p>Teachers will engage in professional learning on Sheltered Instruction Observation Protocol & use in all classrooms to support students with emerging language skills.</p> <p>Safety Net & ML intervention team will collaborate regularly with classroom teachers to align and support instruction at Tier 1.</p> <p>Use of Fastbridge data twice annually to provide formative data to develop effective interventions and guide instruction.</p>	<p>Teachers will use a systematic reading instruction support with students.</p> <p>Teachers will complete the LWSD professional learning sessions on SIOP, implementing components within their lesson planning daily.</p> <p>Teachers will complete the Scope & Sequence planning tool developed by the intervention team. The Instructional Leadership Team will monitor progress of this tool throughout the school year.</p> <p>Teachers will administer the Fastbridge assessment for use in team data analysis and planning for intervention at mid-year.</p>
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • Teacher newsletters • Weekly all school admin community newsletters • Teacher & admin phone calls and invitations for one-on-one conversations • In-person curriculum night • Family connection meetings • January conferences • Staff members accessing translator and translator technologies • Teachers sharing instructional strategies aimed to boost achievement and promoting independent reading and Lexia use at home. 	
Timeline for Focus	September, 2025 to May, 2026	
Method(s) to Monitor Progress	Fastbridge, standardized assessments, progress monitoring, teacher-created benchmarks, and grade-level reading inventories.	

Priority #2

Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	2	
Focus Area	Numerical concepts and operations	
Desired Outcome	<p>The second-grade cohort will grow from 61% decomposing (operations) to 80% decomposing (operations) by June of 2026.</p> <p>85% of students in third through fifth grade will be at minimal or low risk as assessed via A-Math Fastbridge</p>	
Current Data Supporting Focus Area	<p>Numerical concepts and operations are a foundational skill to apply to all areas of mathematics. Data analysis at the target level of the Screening to Intervention report on FastBridge indicates a relative weakness in this area relative to other math skills. The second-grade cohort had the lowest math data points of the six grades we support. The Building Leadership Team (BLT) has chosen to take a long-term targeted focus on this cohort of students to get them to grade level in math.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will plan for differentiated instruction in small groups to target specific math skills for all students.	Teachers will deliver math instruction in differentiated skill groups.
	Teachers will provide multi-modal instruction to ensure students have access to many ways to comprehend and represent number sense.	Teachers will provide support tools for students to develop number sense (manipulatives, models, number lines, technology tools).
	Teachers will use district technology tools to support student learning and use the data from these tools to inform classroom instruction.	Teachers will use Dreambox during the school day and meet regularly to review student data.
	Teachers will engage in professional learning on effective implementation of the Illustrative Math curriculum.	Teachers will complete the LWSD professional learning sessions on Illustrative Math, implementing daily.
	Use of FastBridge data twice annually to provide formative data to develop effective interventions and guide instruction.	Second Grade will administer the FastBridge assessment for use in team data analysis and planning for intervention at mid-year.
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • Teacher newsletters • Weekly all school admin community newsletters • Teacher & admin phone calls and invitations for one-on-one conversations • In-person curriculum night 	

	<ul style="list-style-type: none"> • Family connection meetings • January conferences • Staff members accessing translator and translator technologies • Teachers sharing instructional strategies aimed to boost achievement, and partner with families to boost mathematical opportunities in the home by sharing Illustrative Mathematics Home Connection resources.
Timeline for Focus	September, 2025 to June, 2026
Method(s) to Monitor Progress	FastBridge, standardized assessments, small group progress monitoring, teacher-created benchmarks.

Priority #3

Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	3 rd – 5 th	
Focus Area	Sense of Belonging	
Desired Outcome	To increase the positive response rate to the Panorama survey question, “When you are at school, how much do you feel like you belong?”, from 60% in Spring 2025 to 70% in Spring 2026.	
Current Data Supporting Focus Area	Students who feel they belong are more motivated, engaged, and persistent in their studies. From Fall 2024 to Spring 2025, Barton’s Panorama survey data for 3-5 graders decreased from 64% to 60%.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach language around belonging and relationship building and how to apply strategies independently	SEL lessons in Leadership Lab and counselor lessons
	Community events will have peace corners for students and community members with regulatory needs.	Accessible space with chairs, headphones, and fidgets at all events.
	Relationship Mapping to identify individual students who feel disconnected and share with staff.	Utilize Panorama Data – counselor in collab with GenEd educators.
	Identify students' connectivity language	Morning meeting slides, student presentations, student created posters and art projects.
	100% of classrooms in Grades K-5 will deliver Social-Emotional instruction at Tier 1 as a team weekly during “Leadership Lab.”	100% of classrooms in Grades K-5 will have 45 minutes of SEL targeted instruction per week as provided by the instructional block schedule.
	School Counselor and Special Education staff will provide Tier 2 & Tier 3 support for students as needed.	Small group schedules and data logs.
	The school will implement “Peace Corners” with sensory support tools and Zones strategy reminders in all instructional areas.	100% of instructional areas will have posted Peace Corners for students to access to support emotional regulation.
	Strategy to Engage Students, Families, Parents and Community Members	Throughout the 25-26 school year, Barton staff will invite community volunteers to engage with students in various activities and spaces. Barton staff will partner with the PTSA to host community events that support community members' needs and interests. As well as seek connection through: <ul style="list-style-type: none"> • Teacher newsletters

	<ul style="list-style-type: none"> • Weekly all school admin community newsletters with a section focused on SEL and belonging. • Teacher & admin phone calls and invitations for one-on-one conversations • In-person curriculum night • September’s family connection meetings • Caregiver input at key events throughout the year • January conferences • Staff members accessing translator and translator technologies • Home visits to build connection and share resources
Timeline for Focus	Spring, 2025 to Spring, 2026
Method(s) to Monitor Progress	Panorama Spring data

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.