

Alcott 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: 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 team, 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 Team Alcott Elementary to support our community! Go Orcas!

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

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-5 & Students Receiving ML Services	70% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aReading” Assessment.
2	Mathematics	K-5 & Students Receiving ML Services	75% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aMath” Assessment.
3	Social Emotional Learning	K-5	85% of 3 rd grade & 5 th grade students will respond favorably in the category of Social Awareness on the 2028 Spring Panorama survey.

¹ LWSD School Board Approval on <insert date>

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	Literacy	
Focus Grade Level(s) and/or Student Group(s)	K-5 students who receive Multilingual Learner services. Instructional practices to support growth for all students.	
Focus Area	Literacy Growth	
Desired Outcome	70% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aReading” Assessment.	
Current Data Supporting Focus Area	50% of students receiving multilingual learner services in grades 2-5 scored in the Low or Minimal Risk on the Spring 2025 FastBridge “aReading” Assessment.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-2 staff using Heggerty Phonemic Awareness Curriculum.	Yearly use review.
	K-2 staff using UFLI Curriculum.	Yearly use review.
	K-5 staff exploration and initial stages use of Word Study as optional resource.	Yearly review of increased usage and coaching cycle confirmation.
	K-5 staff use Lexia with students as a differentiation tool.	Yearly use review.
	Minimum 3 times yearly scheduled collaboration meetings (staff and ML services staff).	Confirm attendance & additional informal meetings noted.
	Classrooms & Services Teams use MTSS tier 1 & tier 2 literacy interventions.	Yearly use review.
	Use of Critical Data Matrix during MTSS & GT process.	Services Team use & updates confirmation.
	Use of school schedule intervention blocks.	Yearly scheduled and reviewed.
	Yearly WIDA Screener data review to inform growth and multilingual services approach.	Confirm yearly review of multilingual state testing data by staff.
	Teachers use frequently monitored small group instruction in classrooms to respond flexibly to student needs.	Weekly schedules and planning small group work. Connect to professional development using <i>The Framework for Teaching Domain 3</i> (Danielson 3 rd Edition)
	Staff engage each student with question/discussion/reflection strategies.	Connect to professional development using <i>The Framework for Teaching Domain 3</i> (Danielson 3 rd Edition)

	Staff engage each student through peer collaboration and purposeful learning.	Connect to professional development using The Framework for Teaching <i>Domain 3</i> (Danielson 3 rd Edition)
	Ongoing professional learning communities (PLCs) to complete data cycles, including FastBridge.	Teams to practice & use Data Protocol during PLC meetings
	K-5 staff exploration and initial stages use of Seesaw as a differentiated learning engagement tool.	Two staff trainings in 25_26 with follow up and feedback to gauge use and student engagement feedback.
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> -Utilizing parent volunteers, community resources, and other district schools to support students and staff with feedback and goals. -Staff using goal setting and reflection strategies with students. -Program, curriculum, and instructional communication with families. -Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences. -Plan shared with families. 	
Timeline for Focus	Spring, 2025 - Spring, 2028	
Method(s) to Monitor Progress	Fall/Winter/Spring FastBridge progress monitoring. Yearly monitoring until Spring 2028.	

Priority #2

Priority Area	Mathematics
Focus Grade Level(s) and/or Student Group(s)	K-5 students who receive Multilingual Learner services. Instructional practices to support growth for all students.
Focus Area	Mathematics Growth
Desired Outcome	75% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aMath” Assessment.
Current Data Supporting Focus Area	57% of students receiving multilingual learner services in grades 2-5 scored in the Low or Minimal Risk on the Spring 2025 FastBridge “aMath” Assessment.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-5 staff using Illustrative Mathematics adopted 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 use MTSS tier 1 & tier 2 instructional interventions.	Yearly use review.
	Use of Critical Data Matrix during MTSS & GT process.	Services Team use & updates confirmation.
	Use of school schedule intervention blocks.	Yearly scheduled and reviewed.
	Teachers use frequently monitored small group instruction in classrooms to respond flexibly to student needs.	Weekly schedules and planning, noting small group work. Connect to professional development using <i>The Framework for Teaching Domain 3</i> (Danielson 3 rd Edition)
	K-5 staff use DreamBox with students as a differentiation tool.	Yearly use review.
	Ongoing professional learning communities (PLCs) to complete data cycles, including FastBridge.	Teams to practice and use Data Protocol during PLC meetings.
	Staff engage each student with question/discussion/reflection strategies.	Ongoing professional development review using <i>The Framework for Teaching Domain 3</i> (Danielson 3 rd Edition)
	Staff engage each student through peer collaboration and purposeful learning.	Ongoing professional development review using <i>The Framework for Teaching Domain 3</i> (Danielson 3 rd Edition)
K-5 staff exploration and initial stages use of Seesaw as a differentiated learning engagement tool.	Two staff training courses in 25_26 with follow up and feedback to gauge use and student engagement feedback.	

Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> -Utilizing parent volunteers, community resources, and other district schools to support students and staff with feedback and goals. -Staff using goal setting and reflection strategies with students. -Program, curriculum, and instructional communication with families. -Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences. -Plan shared with families.
Timeline for Focus	Spring, 2025 - Spring, 2028
Method(s) to Monitor Progress	Fall/Winter/Spring FastBridge progress monitoring. Yearly monitoring until Spring 2028.

Priority #3

Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	K-5 students	
Focus Area	Social Awareness	
Desired Outcome	85% of 3 rd - 5 th grade students will respond favorably in the category of Social Awareness on the 2028 Spring Panorama survey.	
Current Data Supporting Focus Area	74% of 3 rd - 5 th grade students responded favorably in the category of Social Awareness on the 2025 Spring Panorama survey.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Counselor classroom lessons tailored to strategies, including social awareness.	Student checks for understanding and application
	Counselor to Teach Zones of Regulation yearly to classrooms and related empathy.	Student checks for understanding and application
	All staff using “Alcott CAREs” as a part of our consistent school wide PBIS program. Praising positive social awareness behaviors.	Review of “Orca Tails” count and staff check to measure positive reinforcement impact.
	CAREs on Campus review in September and following winter break.	Staff review of implementation & feedback.
	Using classroom/program meeting times or check-ins to review SEL skills and social awareness connected to: -Alcott CAREs -Purposeful People “Be Kind” Curriculum -Zones of Regulation Curriculum	Staff confirmation of regular use.
	Student awareness & access/use of calming or break area/zone for students in each classroom and learning space.	Staff confirmation of instruction and use.
	Positively highlighting student and family differences.	Student/staff application and confirmation.
	Celebration/Recognition Weeks and Heritage Months.	Staff confirmation of recognition.
	Ongoing certificated and classified training/discussions around equity & inclusion during the school year.	Confirmation of attendance and meeting agendas.
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> -Utilizing parent volunteers, community resources, and other staff to support students and staff with feedback and goal progress monitoring. -Staff using goal setting and reflection strategies with students. -Program, curriculum, and instructional communication with families. 	

	-Continued collaboration around school and PTSA goals to support success in learning with school year enrichment/support. -Plan shared with families.
Timeline for Focus	Spring, 2025 - Spring, 2028
Method(s) to Monitor Progress	Fall/Spring Panorama Survey progress monitoring. Yearly monitoring until Spring Panorama Survey 2028.

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.