# **Explorer Community School**

**School Improvement Plan**

**Annual Update: 2020-21**

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.*

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| **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. 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. With the help of so many dedicated staff and parents over the years, the Explorer Community School has become a great success.

Our school community aims to inspire a life-long passion for learning in an atmosphere of fun, trust, and respect. Our focus is the social, academic, and emotional growth of children; enabling them to build their own future and positively impact their world. Our students learn about leadership through ASB. Students work in four teams including Virtues Project Television (VPTV); Publications, Service, and Spirit. Their focus this year is service to others. Our students donate uneaten food to a local food bank and are learning how to give back to the community at large by be a giving citizen. We are also building a community garden this year, which will not only help our students learn about botany and horticulture, it will also provide food for our community. The school community cares for and preserves the wetlands onsite 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*:*** *To create a learning partnership among children, teacher, and parents.*

**Demographics:[[1]](#footnote-2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Student Enrollment (count) | 73 | 71 | 69 | 72 |
| Racial Diversity (%) | American Indian/Alaskan Native | 0.0 | 0.0 | 0.0 | 0.0 |
| Asian | 43.8 | 40.8 | 34.8 | 43.1 |
| Black/African American | 0.0 | 0.0 | 0.0 | 0.0 |
| Hispanic/Latino of any race(s) | 4.1 | 2.8 | 2.9 | 1.4 |
| Native Hawaiian/Other Pacific Islander | 0.0 | 0.0 | 0.0 | 0.0 |
| Two or more races | 4.1 | 2.8 | 4.3 | 6.9 |
| White | 47.9 | 53.5 | 58.0 | 48.6 |
| Students Eligible for Free/Reduced Price Meals (%) | 0.0 | 0.0 | 0.0 | 1.4 |
| Students Receiving Special Education Services (%) | 13.7 | 12.7 | 10.1 | 8.3 |
| English Language Learners (%) | 2.7 | 7.0 | 2.9 | 5.6 |
| Students with a First Language Other Than English (%) | 23.3 | 28.2 | 25.0 | 28.8 |

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| **ACADEMIC PERFORMANCE DATA: LITERACY** |

**READING: By Grade Level, DIBELS Assessment[[2]](#footnote-3) ELA: By Grade Level, Smarter Balanced Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | ***Percent at or above standard*** |  | **Grade** |  | ***Percent at or above standard*** |
| 2016-17 | 2017-18 | 2018-19 | 2019-20 |  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Kindergarten | - | - | - | n/a |  | 3rd Grade | >90 | >90 | >90 | n/a |
| 1st Grade | >90 | - | >90 | n/a |  | 4th Grade | >90 | >90 | >90 | n/a |
| 2nd Grade | >90 | - | >90 | n/a |  | 5th Grade | >90 | >90 | >90 | n/a |

**READING: By Group/Program, DIBELS Assessment[[3]](#footnote-4) ELA: By Group/Program, Smarter Balanced Assessment [[4]](#footnote-5)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group/Program** | ***Percent at or above standard*** |  | **Group/Program** | ***Percent at or above standard*** |
| 2016-17 | 2017-18 | 2018-19 | 2019-20 |  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Asian | >90 | - | - | n/a |  | Asian | >90 | >90 | >90 | n/a |
| Black/African American | - | - | - | n/a |  | Black/African American | - | - | - | n/a |
| Hispanic/Latino | - | - | - | n/a |  | Hispanic/Latino | - | - | - | n/a |
| Two or more races | - | - | - | n/a |  | Two or more races | - | - | - | n/a |
| White | >90 | - | >90 | n/a |  | White | >90 | >90 | >90 | n/a |
| English Learner | - | - | - | n/a |  | English Learner | - | - | - | n/a |
| Low Income | - | - | - | n/a |  | Low Income | - | - | - | n/a |
| Special Education | - | - | - | n/a |  | Special Education | - | - | - | n/a |

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| **ACADEMIC PERFORMANCE DATA: MATH** |  | **ACADEMIC PERFORMANCE DATA: SCIENCE** |

 **MATH: By Grade Level, Smarter Balanced Assessment SCIENCE: By Grade Level, WCAS[[5]](#footnote-6)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | ***Percent at or above standard*** |  | **Grade** | ***Percent at or above standard*** |
| 2016-17 | 2017-18 | 2018-19 | 2019-20 |  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| 3rd Grade | >90 | >90 | >90 | n/a |  | 5th Grade | n/a | 87 | >90 | n/a |
| 4th Grade | >90 | >90 | >90 | n/a |  |  |
| 5th Grade | 88 | >90 | >90 | n/a |  |  |

**MATH: By Group/Program, Smarter Balanced Assessment5 SCIENCE: By Group/Program, WCAS**

 **= cohort track
n/a = not available**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group/Program** | ***Percent at or above standard*** |  | **Group/Program** | ***Percent at or above standard*** |
| 2016-17 | 2017-18 | 2018-19 | 2019-20 |  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Asian | >90 | >90 | >90 | n/a |  | Asian | n/a | - | - | n/a |
| Black/African American | - | - | - | n/a |  | Black/African American | n/a | - | - | n/a |
| Hispanic/Latino | - | - | - | n/a |  | Hispanic/Latino | n/a | - | - | n/a |
| Two or more races | - | - | - | n/a |  | Two or more races | n/a | - | - | n/a |
| White | >90 | >90 | >90 | n/a |  | White | n/a | - | - | n/a |
| English Learner | - | - | - | n/a |  | English Learner | n/a | - | - | n/a |
| Low Income | - | - | - | n/a |  | Low Income | n/a | - | - | n/a |
| Special Education | - | - | - | n/a |  | Special Education | n/a | - | - | n/a |

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| **ATTENDANCE DATA** |

 **ATTENDANCE: By Grade ATTENDANCE: By Group/Program[[6]](#footnote-7)**

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| --- | --- | --- | --- | --- |
| **Grade** | ***Percent avoiding chronic absenteeism*** |  | **Group/Program** | ***Percent avoiding chronic absenteeism*** |
| 2016-17 | 2017-18 | 2018-19 | 2019-20 |  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Kindergarten | - | - | - | n/a |  | Asian | 90 | 90 | 96 | n/a |
| 1st Grade | 79 | 79 | 93 | n/a |  | Black/African American | -- | - | - | n/a |
| 2nd Grade | 94 | 88 | 85 | n/a |  | Hispanic/Latino | - | - | - | n/a |
| 3rd Grade | 93 | 93 | 100 | n/a |  | Two or more races | - | - | - | n/a |
| 4th Grade | 92 | 91 | 93 | n/a |  | White | 92 | 89 | 92 | n/a |
| 5th Grade | 94 | 100 | 100 | n/a |  | English Learner | - | - | - | n/a |
|  |  |  |  |  |  | Low Income | - | - | - | n/a |
|  |  |  |  |  |  | Special Education | - | - | - | n/a |

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| **WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA** |

**MOST RECENT WSIF 3-YEAR SUMMARY[[7]](#footnote-8)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | All Students | Asian | Black/ African American | Hispanic/ Latino | Two or more races | White | English Language Learners | Low income | Students with disabilities |
| ELA Proficiency Rate (%) | - | - | - | - | - | - | - | - | - |
| Math Proficiency Rate (%) | - | - | - | - | - | - | - | - | - |
| ELA Median Student Growth Percentile[[8]](#footnote-9) | 61.5 | 64.5 | - | - | - | 54 | - | - | - |
| Math Median Student Growth Percentile | 46.5 | 49 | - | - | - | 40.5 | - | - | - |
| EL Progress Rate (%) | - | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Regular Attendance Rate (%) | 93 | 93 | - | - | - | 92 | - | - | - |

 **= cohort track
n/a = not available**

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| **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.

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| **Priority #1** |
| **Priority Area** | English Language Arts/Literacy |
| **Focus Area** | Writing – Evidence and Elaboration |
| **Focus Grade Level(s)** | Grades 3-5 |
| **Desired Outcome**  | 95% of students in grades 3-5 will score a 3 or higher in the evidence and elaboration strand of writing by Spring 2020, based on common writing assessments, Interim SBA Performance Task, and Summative SBA ELA Performance Task. |
| **Alignment with District Strategic Initiatives** | Multi-Tiered Systems of Support - Academics (MTSS-A) |
| **Data and Rationale Supporting Focus Area** | Our team analyzed 2019 grade 3-5 SBA data and determined that the lowest area was writing. As we looked further at our data, we realized that the area of evidence and elaboration was the lowest strand. 85% of students scored 3 or higher in the evidence and elaboration strand of the writing assessment based on the 2018-2019 Summative SBA ELA Performance Task. Students didn’t take the SBA in the Spring of 2020, so we were unable to analyze that data. |
| **Strategy to Address Priority** |

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| **Action** | **Measure of Fidelity of Implementation** |
| Common Assessment Calendar | Team will create an assessment calendar outlining writing units. |
| Scoring Exemplars with Team and Students | Team will work together to review and score exemplars and then do the same with students. |
| Student Friendly Rubrics | Team will use student-friendly rubrics aligned to the SBA rubrics. |
| Students Self-Evaluate | Students score their writing pieces prior to turning them in. |
| Anchor Papers | Teachers use LWSD anchor papers to calibrate scoring and share with students. |
| Teachers Debrief Assessment and Use for Planning and Next Steps | Teachers use the assessment data to learn from one another and determine next steps. |
| Multi-age Learning | Team will plan elaboration unit to deliver to all students in multi-age groups. |

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| **Timeline for Focus** | Fall, 2020 - Spring, 2021 |
| **Method(s) to Monitor Progress** | Common Writing Assessments, Interim Writing Assessments, and 2020 Performance Writing Task. |
| **Priority #2** |
| **Priority Area** | English Language Arts/Literacy |
| **Focus Area** | Writing: Evidence and Elaboration |
| **Focus Grade Level(s)** | Grades 1-2 |
| **Desired Outcome**  | 81% of students in grades 1-2 will score a 3 or higher in the evidence and elaboration strand of writing by Spring 2021 based on common writing assessments throughout the year. |
| **Alignment with District Strategic Initiatives** | Multi-Tiered Systems of Support - Academics (MTSS-A) |
| **Data and Rationale Supporting Focus Area** | Our team analyzed 2019 grade 3-5 SBA data and determined that the lowest area was writing. As we looked further at our data, we realized that the area of evidence and elaboration was the lowest strand. We want our students in grades 1-2 to start focusing on this area so that when they take the SBA in grade 3, they will be proficient. We were unable to analyze the 2020 SBA data due to COVID-19. |
| **Strategy to Address Priority** |

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| **Action** | **Measure of Fidelity of Implementation** |
| Common Assessment Calendar | Team will create an assessment calendar outlining writing units. |
| Scoring Exemplars with Team and Students | Team will work together to review and score exemplars and then do the same with students. |
| Student friendly rubrics | Team will use student friendly rubrics aligned to the SBA rubrics. |
| Student self-evaluation | Students score their writing pieces prior to turning them in. |
| Anchor Papers | Teachers use LWSD anchor papers to calibrate scoring and share with students. |
| Teacher debrief assessment and planning next steps | Teachers use the assessment data to learn from one another and determine next steps. |
| Multi-age Learning | Team will plan elaboration unit to deliver to all students in multi-age groups. |

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| **Timeline for Focus** | Fall, 2020 - Spring, 2021 |
| **Method(s) to Monitor Progress** | Common Writing Assessments from our writing and science curriculum.  |

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| **Priority #3** |
| **Priority Area** | Family Engagement |
| **Focus Area** | We will partner with and support our families to increase student attendance and engagement. |
| **Focus Grade Level(s)** | Grades 1-5 |
| **Desired Outcome**  | 100% of families will have experienced at least one connection that supported the growth of their student during remote learning as measured by staff and family surveys. |
| **Alignment with District Strategic Initiatives** | Family and Community Feedback Processes |
| **Data and Rationale Supporting Focus Area** | During remote instruction, we noticed that most of our students who were not engaged or attending live instruction were from traditionally marginalized groups: students of color, students living in poverty, students receiving services in EL or Resource. |
| **Strategy to Address Priority** |

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| **Action** | **Measure of Fidelity of Implementation** |
| Reach out to families using an interpreter to help them log into Teams. | Measure the number of times we have used an interpreter each quarter. |
| Home visits to work around technology and to provide other resources. | Measure the number of times our team has conducted home visits to support technology and other resources. |
| Help center on Wednesdays to support families logging into Teams and practicing submitting assignments, etc. | Our technology team will track the number of families who are accessing the Help Center. |
| Invite a parent to be part of our Equity Leadership Team. | We will track the number of meetings the parent attends. |
| Monthly Admin Q & A time. | We will track the number of meetings and the number of those who attend. |
| Teachers meet with each family during the first week of school for Family Connections. | We will survey teachers to determine how many families participated in the Family Connections meeting the first week of school. |
| Teachers meet with families on Wednesdays to problem-solve technology and remove barriers for students and families. | We will survey teachers and families to determine how many families have worked with our team to problem-solve tech issues or remove other barriers. |
| Our librarian is setting up an opportunity for students to check out books remotely and deliver. them to our families who are traditionally marginalized. | We are collecting data on the number of opportunities and the number of families that the book mobile has impacted. |

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| **Timeline for Focus** | Fall, 2020 - Spring, 2021 |
| **Method(s) to Monitor Progress** | We will survey families and staff in the Fall, Winter, and Spring to determine the percentage of families who have experienced at least one connection that supported growth of their student during remote learning. |

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| **Priority #4** |
| **Priority Area** | High Levels of Collaboration and Communication |
| **Focus Area** | Collaborative processes leading toward continuous improvement |
| **Focus Grade Level(s)** | Grades 1-5 |
| **Desired Outcome**  | Through building a culture of trust and caring, our staff will increase Nine Characteristics Survey results from 72% of staff either agreeing completely or agreeing mostly that teachers provide feedback to each other to help improve instruction to 80% of staff either agreeing completely or agreeing mostly that teachers provide feedback to each other to help improve instruction, as measured by the Spring 2021 Nine Characteristics Survey. |
| **Alignment with District Strategic Initiatives** | Professional Learning |
| **Data and Rationale Supporting Focus Area** | Based on the 2018-19 Nine Characteristics Survey, 72% of staff either agreed completely or agreed mostly that teachers provide feedback to each other to help improve instruction. We decided that the first stop in creating feedback to one another is building a culture of trust. |
| **Strategy to Address Priority** |

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| **Action** | **Measure of Fidelity of Implementation** |
| Team Building | We plan and implement team building activities before LEAP trainings and time is carved out for Team Building. |
| Culture Leadership Team | Plans monthly activities to provide opportunities for staff to socialize and learn about one another. |
| Sharing Teaching Practices | During Staff Meetings and LEAP trainings, time is carved out to share teaching practices. |
| Collaborative Book Studies | All certificated staff are studying “Distance Learning Playbook.” |

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| **Timeline for Focus** | Fall, 2020 - Spring, 2021 |
| **Method(s) to Monitor Progress** | We will review our Nine Characteristics Data, give staff surveys about how we are doing, and measure different things that we are doing to improve the culture and trust among staff. |

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| **TECHNOLOGY INTEGRATION PLAN** |

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

[x] Digital Citizenship
[ ] Integrating core instructional technologies
[x] Utilizing digital tools to enhance learning
[ ] Applying Ed Tech Learning Standards
[ ] Embedding digital citizenship & media literacy
[x] Teaching digital learning in both traditional and remote learning settings

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| **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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was met.

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.

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| **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.[[9]](#footnote-10) The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

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| **Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP** |

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| **Action** | **Timeline** |
| Principal Newsletter | Family Newsletters are sent to families weekly sharing and engaging families in the work of our school. |
| Parent Meetings (update and feedback) | Principal meets with parent groups monthly to share the work of our school and to receive feedback. |
| PTSA and Principal Meetings (update and feedback) | Administrators meet monthly with PTSA President and Vice President to go over plans for school, to collaborate, and to receive feedback on the work of our school. |
| Family Connection Meetings | Staff engage in weekly Family Connection Meetings with students and families. |
| Principal Q & A Meeting | Principal provides a monthly Principal Q & A meeting to engage families, answer questions, and to learn how we can adjust to meet their needs. |
| Parent Involvement on our Equity Leadership Team | We have three parent members on our Equity Leadership Team. |

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| **Strategy to Inform Students, Families, Parents and Community Members of the SIP** |

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| **Action** | **Timeline** |
| Principal Newsletter | Family Newsletters are sent to families weekly. |
| Social Media | We post information on our Facebook page to help engage families in upcoming events and important information. |
| Parent Meetings | Administrators meet with our parent group monthly to share the work of our school and to receive feedback |
| PTSA and Principal Meetings | Administrators meet monthly with PTSA President and Vice President to go over the plans for our school, to collaborate, and to receive feedback on the work of our school. |
| Website | We post our SIP on our website for families and the community to view. |

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1. Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year. [↑](#footnote-ref-2)
2. Based on DIBELS Next Assessment, End-of-Year Benchmark. [↑](#footnote-ref-3)
3. Grades K-2 combined. Student/Program groups with less than 10 students marked as “-“ and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories. [↑](#footnote-ref-4)
4. Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-“ and data not displayed due to privacy reasons. [↑](#footnote-ref-5)
5. WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18. [↑](#footnote-ref-6)
6. Grades K-5 combined. Student/Program groups with less than 10 students marked as “-“ and data not displayed due to privacy reasons. [↑](#footnote-ref-7)
7. Washington School Improvement Framework measures compile data across three years (2017-2019) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-“ and not displayed due to privacy reasons. [↑](#footnote-ref-8)
8. Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high. [↑](#footnote-ref-9)
9. LWSD’s policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265 [↑](#footnote-ref-10)