

# Clara Barton Elementary School

## School Improvement Plan

### Annual Update: 2019-20

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

#### SCHOOL OVERVIEW

**Description:** Clara Barton Elementary sits proudly on the top of Education Hill in the North Redmond region of Redmond, Washington. The majority of our 620 students live in the neighborhood surrounding Clara Barton Elementary. Within the school community, there are approximately 75 students in the three classrooms who are a part of the Quest (Highly Capable) program. The students from Clara Barton Elementary will attend Redmond Middle School, before progressing to Redmond High School.

Clara Barton is truly enhanced by its wonderfully diverse group of students, bringing rich knowledge and experiences from many cultural backgrounds. Most of our students come from homes where English was not the first language learned and as a result, more than 23% of our learners receive extra support as English Learners. Our student body consists of 46% Asian students, 30% White students, 16% Hispanic students, 6% of two or more races, and 3% Black/African American students.

Clara Barton Elementary is a school which reflects and represents our community's values: student success in both academics and the development of social-emotional skills. Our dedicated and innovative staff provide a high-quality education that meets the needs of our wonderfully diverse community. Our school is focused on providing academic rigor and regular instruction in social-emotional skills for every student. We believe in the importance of developing skills and strategies to support the whole child. Our Social-Emotional Learning Committee works to support the Barton 5 Critical Success Skills: Self-Discipline, Empathy, Grit, Diversity, and Integrity. These skills are taught, modeled, and reinforced with lessons in the classroom on a weekly basis through our unique Leadership Lab. The staff understands and values the importance of fostering an environment that students feel safe, so they can take risks and grow academically, socially, and emotionally. Service Learning is an essential component of who we are at Clara Barton. The goal is to develop leadership skills in service of improving our local & global communities. Students investigate and plan solutions to real-world problems by reflecting on knowledge and skills gained through academic studies. Teachers and students partner together to identify needs in our community, research and learn about the area of need, and design a project of service. These projects are woven into the planned curriculum so that students can see the skills they have learned applied to real-world needs.

We are fortunate to be supported by a dynamic and driven PTSA. Our volunteers give countless hours of their time to provide an array of stimulating programs and activities to engage and extend the interests and passions of our students. Additionally, our Watch D.O.G.S. Program offers 30 volunteer hours per week by men in our community to support student learning and safety and is an important resource in meeting our school goals. Annual goals have been developed to improve student learning in reading and math in addition to measures to assess progress in our efforts to become a highly effective school for all students. Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry within a Data Teams model to ensure student

success. Our school leadership model includes teachers at every level contributing to one of the areas of school focus: Instructional Leadership, Building Leadership, Equity, Safety, Social-Emotional Learning, and Service Learning. We are a community of learners with a laser focus on student achievement within a positive school environment, which facilitates personal growth in all aspects.

**Mission Statement:** Clara Barton Elementary is committed to nurturing hearts and minds by investing in every aspect of our students' lives.

**Demographics:**<sup>1</sup>

		2018-19
Student Enrollment (count)		526
Racial Diversity (%)	American Indian/Alaskan Native	0.2
	Asian	45.6
	Black/African American	3.2
	Hispanic/Latino of any race(s)	15.8
	Native Hawaiian/Other Pacific Islander	0.0
	Two or more races	5.5
	White	29.7
Students Eligible for Free/Reduced Price Meals (%)		20.4
Students Receiving Special Education Services (%)		12.3
English Language Learners (%)		23.3
Students with a First Language Other Than English (%)		47.7
Mobility Rate (%) <sup>2</sup>		12.9

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<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount. This school opened in fall of 2018. Only one year of data is available for this plan.

<sup>2</sup> Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

## ACADEMIC PERFORMANCE DATA: LITERACY

### READING: By Grade Level, DIBELS Assessment<sup>3</sup>

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	n/a	n/a	84
1 <sup>st</sup> Grade	n/a	n/a	71
2 <sup>nd</sup> Grade	n/a	n/a	94

### ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 <sup>rd</sup> Grade	n/a	n/a	80
4 <sup>th</sup> Grade	n/a	n/a	73
5 <sup>th</sup> Grade	n/a	n/a	66

### READING: By Group/Program, DIBELS Assessment<sup>4</sup>

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	93
Black/African American	n/a	n/a	-
Hispanic/Latino	n/a	n/a	56
Two or more races	n/a	n/a	92
White	n/a	n/a	82
English Learner	n/a	n/a	80
Low Income	n/a	n/a	47
Special Education	n/a	n/a	54

### ELA: By Group/Program, Smarter Balanced Assessment<sup>5</sup>

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	83
Black/African American	n/a	n/a	20
Hispanic/Latino	n/a	n/a	39
Two or more races	n/a	n/a	>97
White	n/a	n/a	82
English Learner	n/a	n/a	19
Low Income	n/a	n/a	34
Special Education	n/a	n/a	33

## ACADEMIC PERFORMANCE DATA: MATH

## ACADEMIC PERFORMANCE DATA: SCIENCE

### MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 <sup>rd</sup> Grade	n/a	n/a	84
4 <sup>th</sup> Grade	n/a	n/a	67
5 <sup>th</sup> Grade	n/a	n/a	57

### SCIENCE: By Grade Level, WCAS<sup>6</sup>

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 <sup>th</sup> Grade	n/a	n/a	60

### MATH: By Group/Program, Smarter Balanced Assessment<sup>5</sup>

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	86
Black/African American	n/a	n/a	20
Hispanic/Latino	n/a	n/a	30
Two or more races	n/a	n/a	80
White	n/a	n/a	74
English Learner	n/a	n/a	38
Low Income	n/a	n/a	24
Special Education	n/a	n/a	31

### SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	69
Black/African American	n/a	n/a	-
Hispanic/Latino	n/a	n/a	9
Two or more races	n/a	n/a	-
White	n/a	n/a	76
English Learner	n/a	n/a	<5
Low Income	n/a	n/a	21
Special Education	n/a	n/a	<5

↘ = Cohort Track

<sup>3</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

<sup>4</sup> 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.

<sup>5</sup> Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

<sup>6</sup> WCAS = Washington Comprehensive Assessment of Science. Given only to 5<sup>th</sup> grade at the elementary level. Assessment first given in 2017-18.

## ATTENDANCE DATA

### ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	n/a	n/a	81
1 <sup>st</sup> Grade	n/a	n/a	86
2 <sup>nd</sup> Grade	n/a	n/a	92
3 <sup>rd</sup> Grade	n/a	n/a	95
4 <sup>th</sup> Grade	n/a	n/a	92
5 <sup>th</sup> Grade	n/a	n/a	93

### ATTENDANCE: By Group/Program<sup>7</sup>

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	n/a	n/a	89
Black/African American	n/a	n/a	83
Hispanic/Latino	n/a	n/a	81
Two or more races	n/a	n/a	100
White	n/a	n/a	95
English Learner	n/a	n/a	85
Low Income	n/a	n/a	82
Special Education	n/a	n/a	84

## WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

### MOST RECENT WSIF 3-YEAR SUMMARY<sup>8</sup>

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math Proficiency Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA Median Student Growth Percentile <sup>9</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math Median Student Growth Percentile	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
EL Progress Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

↘ = Cohort Track

<sup>7</sup> Grades K-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

<sup>8</sup> Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). WSIF data not available for this school due to no data from 2016-2018. School opened in fall of 2018.

<sup>9</sup> 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.

**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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Reading: Analysis within or across texts	
<b>Focus Grade Level(s)</b>	Grade K-5	
<b>Desired Outcome</b>	The percentage of students proficient in the Reading claim on the Smarter Balanced Assessment in Grade 5 will increase from 81% to 91% by June of 2022.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Proficient skills in reading are essential to the success of students across disciplines and concepts. Data analysis of student performance at the target level in the Smarter Balanced Assessment reveals that analysis across texts remains a relative weakness in comparison with other reading skills, particularly within subgroups of students that are English Learners or qualify for Special Education services.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers will plan for differentiated instruction in small groups to target specific reading skills for all students.	Percentage of teachers will deliver reading instruction in differentiated skill groups.
	Primary teachers will deliver structured literacy instruction using Words Their Way and/or SIPPS in addition to the Reading Wonders curriculum.	Percentage of teachers in will use a systematic reading instruction support with students in Grades K-2.
	Teachers will engage in professional learning on Sheltered Instruction Observation Protocol & use in all classrooms to support students with emerging language skills.	Percentage of teachers will complete the LWSO professional learning sessions on SIOP, implementing components within their lesson planning daily.
	Safety Net & EL intervention team will collaborate regularly with classroom teachers to align and support instruction at Tier 1.	Percentage of 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.

	Use of SBA Interim Assessments twice annually to provide formative data for use in instruction.	Percentage of teachers in Grades 3-5 will administer one interim assessment for use in team data analysis and planning for intervention at mid-year.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Progress will be monitored during the school year through curriculum-based assessments, as well as annually by the Reading Claim and Target 5 of the SBA.	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Understanding place value system	
<b>Focus Grade Level(s)</b>	Grade K-5	
<b>Desired Outcome</b>	The percentage of students proficient in the Concepts & Procedures Claim of the Smarter Balanced Assessment will increase from 78% to 88% by June of 2022.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Numerical concepts and operations are a foundational skill to apply to all areas of mathematics. Data analysis at the target level of the Smarter Balanced Assessment indicates a relative weakness in this area relative to other math skills.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers will plan for differentiated instruction in small groups to target specific math skills for all students.	Percentage of 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.	Percentage of teachers in 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.	Percentage of teachers will use Dreambox and/or Aleks during the school day and meet regularly to review student data.
	Teachers will engage in professional learning on Sheltered Instruction Observation Protocol for use in all classrooms to support students with emerging language skills to build math vocabulary.	Percentage of teachers will complete the LWSB professional learning sessions on SIOP, implementing components within their lesson planning daily.
	Safety Net team will collaborate regularly with classroom teachers to align and support instruction at Tier 1.	Percentage of 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.
	Use of SBA Interim Assessments twice annually to provide formative data for use in instruction.	Percentage of teachers in Grades 3-5 will administer one interim assessment for use in team data analysis and planning for intervention at mid-year.

<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022
<b>Method(s) to Monitor Progress</b>	Progress will be monitored through curriculum-based assessments, as well as annually by the Target C of the Math SBA in Grade 5.



**Priority #3**

<b>Priority Area</b>		Social and Emotional	
<b>Focus Area</b>		Emotional Regulation	
<b>Focus Grade Level(s)</b>		Grade K-5	
<b>Desired Outcome</b>		Percentage of students responding favorably to Question 5 of the Panorama survey (“When things go wrong for you, how calm are you able to stay?”) will increase from 37% in Spring 2019 to 50% in Spring 2020.	
<b>Alignment with District Strategic Initiatives</b>		Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
<b>Data and Rationale Supporting Focus Area</b>		Student awareness of their emotional state and strategies to maintain a regulated emotional state when faced with stressors is an essential skill to support both mental health as well as academic success.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	
	School staff will deliver Zones of Regulation instruction at Tier 1.	Percentage of classrooms will have taught the vocabulary and strategies in addition to posting resources/strategies throughout the learning spaces.	
	Teachers will use a monthly skill of focus from Purposeful People (Character Strong) resources to provide consistent vocabulary and visuals to support Social-Emotional Learning.	Percentage of classroom teachers will post SEL support resources.	
	Grade levels will deliver 45-minutes of Social-Emotional instruction at Tier 1 as a team weekly during “Leadership Lab.”	Percentage of classrooms in Grades K-5 will have 45-minutes of SEL targeted instruction per week.	
	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.	Percentage of instructional areas will have posted Peace Corners for students to access to support emotional regulation.	
<b>Timeline for Focus</b>		Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>		Progress will be monitored through curriculum-based measurements, as well as through use of the Panorama survey twice annually.	

**Priority #4**

<b>Priority Area</b>	High Levels of Collaboration and Communication	
<b>Focus Area</b>	Horizontal and vertical teaming among teachers to improve student learning.	
<b>Focus Grade Level(s)</b>	Grade K-5	
<b>Desired Outcome</b>	Teachers with positive response to Question 26 of the 9 Characteristics Survey (“The staff works in teams across grade levels to help increase student learning”) will improve from 53% in Spring 2019 to 80% in Spring 2022.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Collective efficacy of teachers across teams has among the highest correlation to impact on student learning. As we are newly forming our school and learning about our student and community needs, the use of collaborative teams is essential to meet our academic and social-emotional goals.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	The Instructional Leadership Team will meet monthly to review the SIP and plan for Professional Learning across grade levels.	Monthly meeting agendas/logs
	Staff will be trained in the use of Data Teams Protocols to efficiently and effectively analyze student data to plan for instruction.	LEAP training; ILT notes
	LEAP activities will include vertical teaming opportunities with the purpose of aligning teaching practices with the SIP.	LEAP agendas
	Teachers will be provided with regular opportunities for collaboration to improve student academic and SEL skills.	LEAP calendar; agendas
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Question 26 of Nine Characteristics of Highly Effective Schools	

## 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 Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

## 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 2018. During that year, the participation rate was n/a for ELA and n/a for mathematics.

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.<sup>10</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Monthly PTA board and administrator meetings. Share ideas and gather input	Fall 2019-Spring 2022
	Student Goal Setting Conferences	Fall 2019-Winter 2022
	PTA General Membership Meeting	Spring 2020-Spring 2022
	9 Characteristics of Highly Effective Schools Survey	Spring 2020-Spring 2022
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Principal or AP will give “State of the School” updates during PTA General Meetings	Spring 2020-Spring 2022
	Sharing SIP goal process through principal letters	Spring 2020-Spring 2022
	SIP document translated	Fall 2019-Spring 2022

<sup>10</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>