

Carson 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: Rachel Carson Elementary School is located on the Sammamish Plateau along 244th Ave. NE. As our students progress through the Eastlake Learning Community, they begin in elementary school as Rachel Carson Falcons, transition to middle school and become Inglewood Knights, and lastly end their time in the Lake Washington School District as an Eastlake High School Wolf. Carson's mission is to ensure that all students are empowered and inspired to learn, grow, and graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Our staff provides students with an education that is academically rigorous while, at the same time, teaches students skills to be emotionally and physically ready for the global workplace. At Rachel Carson, we take pride in teaching our students character traits that are vital for success. Not only do we explain these traits but also put them into practice as kindness and compassion are seen every day in our classrooms, hallways, lunchroom, and at recess.

Rachel Carson is in its 12th year as a school community. On our campus, we are fortunate to have 440 students in preschool through fifth grade, who come from diverse backgrounds and a range of educational experiences. As we continue to grow, we become more diverse, which is a true asset. The diversity of our population provides rich opportunities to learn from other cultures, embrace our similarities, respect differences, and work together as Rachel Carson Falcons. At the end of the 2018-2019 school year, our student demographics represented 45% White, 39% Asian, 10% two or more races, 5% Hispanic/Latino, and 1% Black. Furthermore, 15% of our students receive special services, 8% are transitional bilingual, and 3% receive free or reduced-price meals.

For the 2019-2020 school year, we continue to be academically focused, especially in the areas of writing. During the last two years, Carson teachers engaged in professional learning around writing. In the coming years, we expect student achievement in writing to grow due to the professional development and ongoing collaboration with fellow learning community teachers. Our school culture focuses on growth mindset, which is key to achieving goals. We want our students to understand that we all make mistakes, and it is our responsibility to learn and grow from them. Our teachers continue to teach students that when they do not know a concept, they just don't know it yet. Through hard work, persistence, support from teachers and community members, they will accomplish their goals and achieve life-long learning.

Parent, family, and community engagement is essential to Rachel Carson's success. We highly encourage volunteers at our school, and we see our community as partners in learning for today and the future. At Rachel Carson, we have many volunteer programs, our volunteers spend time at school, helping students grow both academically and socially. Rachel Carson has an active PTSA that works hard to fund many of the resources provided to the school to meet student achievement goals. The process of developing our School Improvement Plan enables us to set goals for student achievement, monitor our progress with the

goals, and ensure that our students learn, grow, and benefit from the education they greatly deserve. Here, at Rachel Carson, it truly is a great day to be a Falcon!

Mission Statement: Educate, inspire, empower, look for awesome. Partners in learning for today and the future.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		457	473	489
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	28.9	36.2	38.9
	Black/African American	1.5	0.9	1.2
	Hispanic/Latino of any race(s)	5.7	6.1	5.1
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	7.2	8.3	9.8
	White	56.7	48.6	45.0
Students Eligible for Free/Reduced Price Meals (%)		2.1	2.1	2.7
Students Receiving Special Education Services (%)		18.0	14.6	14.8
English Language Learners (%)		8.8	8.3	9.4
Students with a First Language Other Than English (%)		22.4	26.6	28.8
Mobility Rate (%) ²		14.2	15.0	11.7

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

² 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 Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	94	94	94
1 st Grade	94	92	87
2 nd Grade	94	93	93

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	84	93	84
4 th Grade	85	86	93
5 th Grade	81	85	92

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	96
Black/African American	-	-	-
Hispanic/Latino	>97	92	-
Two or more races	85	89	89
White	92	88	88
English Learner	90	90	85
Low Income	-	-	-
Special Education	83	76	67

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	90	94
Black/African American	-	-	-
Hispanic/Latino	83	71	80
Two or more races	82	86	80
White	80	89	90
English Learner	-	-	-
Low Income	-	70	-
Special Education	51	59	58

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 rd Grade	85	94	86
4 th Grade	83	84	94
5 th Grade	69	80	86

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	84	88

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	97	94
Black/African American	-	-	-
Hispanic/Latino	75	71	73
Two or more races	78	71	80
White	74	81	87
English Learner	92	-	-
Low Income	-	50	-
Special Education	33	50	42

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	88	95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	70	-
Two or more races	n/a	-	80
White	n/a	83	83
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	40	43

↘ = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ 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.

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

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th 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	81	91	85
1 st Grade	97	96	95
2 nd Grade	96	96	92
3 rd Grade	91	96	91
4 th Grade	95	94	97
5 th Grade	99	97	97

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	89	91	92
Black/African American	--	-	-
Hispanic/Latino	96	93	86
Two or more races	90	100	100
White	96	97	94
English Learner	76	88	88
Low Income	100	100	93
Special Education	86	96	89

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	86	89	-	76	87	86	-	57	53
Math Proficiency Rate (%)	82	94	-	73	74	79	-	48	42
ELA Median Student Growth Percentile ⁹	51.5	59	-	51.5	42	51	-	-	34
Math Median Student Growth Percentile	53	58.5	-	46	38	50	-	-	46
EL Progress Rate (%)	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	91	-	-	-	98	85	-	94

↘ = Cohort Track

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

⁸ 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). OSPI suppression rules apply to some data marked as "--" and not displayed due to privacy reasons.

⁹ 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.

Priority #1															
Priority Area	English Language Arts/Literacy														
Focus Area	Opinion Writing														
Focus Grade Level(s)	3-5														
Desired Outcome	70% of Grade 3-5 students will score at least three of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Informative Writing in spring, 2020.														
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)														
Data and Rationale Supporting Focus Area	<p>Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Writing Type</th> <th colspan="2">% of Gr 3-5 students receiving at least three out of four on the scoring rubric</th> </tr> <tr> <th>Organization/Purpose</th> <th>Evidence/Elaboration</th> </tr> </thead> <tbody> <tr> <td>Informational</td> <td>48%</td> <td>47%</td> </tr> <tr> <td>Narrative</td> <td>69%</td> <td>68%</td> </tr> <tr> <td>Opinion</td> <td>38%</td> <td>38%</td> </tr> </tbody> </table> <p>Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.</p>	Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric		Organization/Purpose	Evidence/Elaboration	Informational	48%	47%	Narrative	69%	68%	Opinion	38%	38%
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Strategy to Address Priority	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information and opinion writing tasks</td> <td>Percentage of teacher teams that have completed rubric and exemplar analysis</td> </tr> <tr> <td>All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department</td> <td>Percentage of teachers that access and align writing curriculum</td> </tr> <tr> <td>All teams identify critical lesson components from applicable</td> <td>Lesson components identified for all grade levels (K-5)</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information and opinion writing tasks	Percentage of teacher teams that have completed rubric and exemplar analysis	All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department	Percentage of teachers that access and align writing curriculum	All teams identify critical lesson components from applicable	Lesson components identified for all grade levels (K-5)						
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All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department	Percentage of teachers that access and align writing curriculum														
All teams identify critical lesson components from applicable	Lesson components identified for all grade levels (K-5)														

	writing units to focus on for upcoming school year	
	Each grade level team to develop a plan of pre-assessment and post-assessment using the On-Demand Writing Assessments paired with the Informational and Opinion units.	Instructional plan completed
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction	Percentage of teachers completing student work analysis
	Grade 3-5 students complete post-assessments using Smarter Balanced IAB (both informational and opinion PT)	Percentage of students completing SBA IAB
	Teachers complete score analysis. Machine scoring provides suggested scores for students in each category.	Percentage of teachers completing score analysis
Timeline for Focus	Fall, 2019 - Fall, 2022	
Method(s) to Monitor Progress	After each writing unit, the Smarter Balanced IAB for the writing type that will be given.	

Priority #2

Priority Area	English Language Arts/Literacy
Focus Area	Informational Writing
Focus Grade Level(s)	K-2
Desired Outcome	90% of Grade K-2 students will score at least three out of four on the district writing rubric for informational writing. K- All About Books 1- How-To Procedural 2- All About Books

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
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Data and Rationale Supporting Focus Area	Writing Type		% of Gr 3-5 students receiving at least three out of four on the scoring rubric
		Organization/Purpose	Evidence/Elaboration
	Informational	48%	47%
	Narrative	69%	68%
	Opinion	38%	38%

After looking at the data from grades 3-5, we need to build a more solid foundation in the K-2 writing program. Beginning of the year writing will be used to create a baseline score.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teacher teams (K-2) review scoring rubric and student exemplars (provided by district writing curriculum) for information writing tasks.	Percentage of teacher teams that have completed rubric and exemplar analysis
	All grade levels (K-2) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department.	Percentage of teachers that access and align writing curriculum
	All teams identify critical lesson components from informational writing units to focus on for upcoming school year.	Lesson components identified for all grade levels (K-2)
	Each grade level team to develop a plan of pre-assessment and post-assessment using the Writing Assessments paired with the Informational units.	Instructional plan completed
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction.	Percentage of teachers completing student work analysis

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	After each writing unit, a writing sample will be graded using the district writing rubric.

Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s)	K-5	
Desired Outcome	Students in grades 3-5 will score 79% on “Sense of Belonging” on the Panorama Fall/Spring survey. (2019-2020)	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Fall 2018 79% Spring 2019 69% This data supports a focus on a sense of belonging because of the decrease seen in Spring 2019 Panorama Survey	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Create a school environment of understanding, openness and staff availability	Panorama Question: How well do people understand you as a person?
	All staff will be more visible during morning line up and after school dismisses	Panorama Question: How much support do the adults at your school give you?
	Counselor and class lessons on the definition of respect. How to show respect and how to give respect.	Panorama Question: How much respect do students at your school show you?
	All students know Carson school song. At assemblies the whole school will sing the song.	Panorama Question: How much do you feel like you belong at your school?
	Postcards to students	Number of postcards sent home
	Family culture environment in classrooms	Using culturally responsive teaching checklist
	Calling students by name	Using culturally responsive teaching checklist
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	Fall Panorama Survey Spring Panorama Survey Middle of year school created progress monitoring survey	

Priority #4

Priority Area	Frequent Monitoring of Learning and Teaching	
Focus Area	Teachers provide feedback to each other to help improve instruction.	
Focus Grade Level(s)	P-5	
Desired Outcome	95% of P-5 teachers will agree completely or mostly on the “Teachers provide feedback to each other to help improve instruction” on the Nine Characteristics Survey by Spring 2022.	
Alignment with District Strategic Initiatives	Strategic Partnerships	
Data and Rationale Supporting Focus Area	The 2018-2019 School Year Nine Characteristics Survey. 81% of staff agree completely or mostly per our baseline Nine Characteristics Data.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers can use Microsoft TEAMS to post requests for feedback and create an ongoing communication around instruction	Frequency of use will increase from 0% to 100% by Spring 2022
	Teachers can film themselves teaching a lesson and email to a willing teacher to provide confidential feedback	Frequency will increase from 0% to 40% by Spring 2022
	Teachers could use universal signups (email, OneNote, whiteboard in staff lounge) to sign up for discussion and/or exchanging of ideas	A survey of implementation
	Learning Walk	Increased percentage of teachers engaging in learning walks with their peers
	Vertically Aligned Conversations	Nine Characteristics Survey
Timeline for Focus	Spring, 2020 - Spring, 2022	
Method(s) to Monitor Progress	Nine Characteristics Survey Data School Created Progress Monitoring Survey	

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 met for ELA and met 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.¹⁰ 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
	Curriculum night	September 2019
	Goal-setting conferences	October 2019
	Community feedback	2019-2020 school year
	Principal coffee chats with parents	2019-2020 school year
	Parent volunteers	2019-2020 school year
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal newsletters	Monthly 2019-2020
	Classroom newsletters	Weekly 2019-2020
	Principal/Counselor coffee chats	Monthly 2019-2020
	Carson website	2019-2020 school year
	PTSA meetings	Monthly 2019-2020

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