

Smith 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: Samantha Smith Elementary is a high performing, diverse community of about 685 students. Like other elementary schools in the Lake Washington School District we serve students from kindergarten through fifth grade. We are also a host site of a Highly Capable Program serving 2nd through 5th grade students. We are located off of 228th NE Street on the Sammamish Plateau. Although we are a nestled neighborhood school, our boundaries extend to the Issaquah School District line and all the way down to the lake road. Students that attend Smith typically, then, move to Inglewood Middle School, and then on to Eastlake High School.

We are in our 31st year of operation. Our namesake is a child peacemaker. In 1982, ten-year-old Samantha Smith wrote a letter to Mr. Andropov in the Soviet Union. She asked Mr. Andropov if he would vote for war or not. He was touched by this correspondence and invited Samantha and her parents to visit him in the Soviet Union. This made world news and was an inspiration to many. Sadly, Samantha died in 1985 in a plane crash. We remember her as a child peacebuilder. All our students are Samantha Smith peacebuilders. We teach children the Peacebuilders Promise: to praise people, to give up put downs, to seek wise people, to notice hurts and right wrongs, and to help others.

Mission Statement: Our school mission is “Success, Care, and Respect for All Learners.” All students will have the knowledge, skills, and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		638	697	664
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.3
	Asian	52.7	57.0	57.7
	Black/African American	0.3	0.3	0.6
	Hispanic/Latino of any race(s)	4.9	5.0	5.3
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	6.6	6.0	5.4
	White	35.4	31.3	30.7
Students Eligible for Free/Reduced Price Meals (%)		1.6	1.3	0.7
Students Receiving Special Education Services (%)		4.4	5.3	4.6
English Language Learners (%)		10.9	9.8	11.9
Students with a First Language Other Than English (%)		33.0	34.5	36.1
Mobility Rate (%) ²		5.0	7.2	8.6

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	97	84	79
1 st Grade	89	96	93
2 nd Grade	95	96	94

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	86	93	91
4 th Grade	91	81	87
5 th Grade	86	93	95

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	97	96	93
Black/African American	-	-	-
Hispanic/Latino	92	87	71
Two or more races	89	92	92
White	89	86	86
English Learner	93	88	87
Low Income	-	-	-
Special Education	-	50	40

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	95	97
Black/African American	-	-	-
Hispanic/Latino	89	95	80
Two or more races	74	82	91
White	79	81	82
English Learner	60	82	-
Low Income	-	-	-
Special Education	41	45	55

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	91	94	95
4 th Grade	95	91	92
5 th Grade	83	87	84

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	90	94

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	96	>97
Black/African American	-	-	-
Hispanic/Latino	78	77	70
Two or more races	74	82	96
White	81	85	79
English Learner	92	82	-
Low Income	-	-	-
Special Education	45	50	55

SCIENCE: By Group/Program, WCAS

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

↘ = 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	89	89
1 st Grade	95	84	92
2 nd Grade	94	96	92
3 rd Grade	96	96	97
4 th Grade	96	93	93
5 th Grade	96	93	97

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	96	94	94
Black/African American	--	-	-
Hispanic/Latino	100	92	94
Two or more races	93	90	94
White	90	89	92
English Learner	89	90	91
Low Income	80	-	-
Special Education	92	78	94

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 (%)	90	96	-	90	81	84	-	-	53
Math Proficiency Rate (%)	90	97	-	78	78	84	-	-	56
ELA Median Student Growth Percentile ⁹	62	65.5	-	60	68	53	-	-	39
Math Median Student Growth Percentile	62	69	-	67	53	55	-	-	31
EL Progress Rate (%)	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	96	-	-	93	95	93	78	95

↘ = 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	Informational and Opinion Writing														
Focus Grade Level(s)	Grades 3-5														
Desired Outcome	60% of grade 3-5 students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Information Writing in spring, 2021.														
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)														
Data and Rationale Supporting Focus Area	<p>Students are assessed in three areas of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric the categories of organizational/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task is 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 Grade 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 align="center">46%</td> <td align="center">44%</td> </tr> <tr> <td>Narrative</td> <td align="center">67%</td> <td align="center">67%</td> </tr> <tr> <td>Opinion</td> <td align="center">48%</td> <td align="center">46%</td> </tr> </tbody> </table> <p>Overall, students are scoring lower on informational and opinion writing as compared to narrative writing. 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 Grade 3-5 students receiving at least three out of four on the scoring rubric		Organization/Purpose	Evidence/Elaboration	Informational	46%	44%	Narrative	67%	67%	Opinion	48%	46%
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	Staff will contribute to this goal by focusing on the organizational piece associated with all forms of writing. We will focus on teaching that all writing pieces are organized with a beginning, middle, and end.	% of teachers will use the district provided rubrics for organization for kindergarten level.
	Teach the On-Demand Unit, Grade On-Demand Unit with SBA rubric vs. LWSD rubric.	% of staff will plan, collaborate, and teach.
	Grade level team members will score district writing performance assessments for informational and opinion writing tasks.	% of teams will score based on district writing rubric and compile data.
	We will use the LWSD Informational scoring rubric and use the data collected from student assessments for instructional purposes.	% of teachers will utilize the Student Rubric.
Timeline for Focus	Fall, 2019 - Fall, 2021	
Method(s) to Monitor Progress	Smarter Balanced Assessment in grades 3-5, in class work samples, curriculum-based assessments.	

Priority #2						
Priority Area	Mathematics					
Focus Area	Concepts/Procedures: Number and Operations Base Ten					
Focus Grade Level(s)	Grades 3-5					
Desired Outcome	92% of grade 3-5 students will be at standard on the Smarter Balanced Performance by Spring of 2021.					
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)					
Data and Rationale Supporting Focus Area	One area that our teachers consistently see need in is in the area of Numbers and Operations (under the SBA Claim area of Concepts and Procedures). Currently, in grades 3-5 we are at a 90.4%, overall. However, if our Highly Capable students are pulled-out, we are at 86.3%. Strengthening these math skills will help all other areas in mathematical learning.					
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	<p>in daily charts for days of schools and in weekly STEM activities.</p>	
	<p>Staff will utilize IA support to re-teach skills that are below standard based on end of topic tests.</p> <p>Grade level team members will give operations assessment fluency four times a year.</p>	<p>% of teachers will assess, provide reteaching, re-assess after reteaching.</p>
	<p>Staff will be using a Math assessment that is administered several times a year to measure student growth in Number Sense. Additionally, we are collecting data from Envision Topic Assessments.</p>	<p>% of teachers will use district math assessments.</p>
Timeline for Focus	Fall, 2019 - Fall, 2021	
Method(s) to Monitor Progress	Smarter Balanced Assessment in grades 3-5, in class work samples, curriculum-based assessments.	

Priority #3

Priority Area	Behavior							
Focus Area	Office Referrals							
Focus Grade Level(s)	Grades K-5							
Desired Outcome	Office discipline referrals will be reduced by 40% by Spring of 2022.							
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)							
Data and Rationale Supporting Focus Area	<p>While there are multiple facets of behavior, behavior, discipline, and PBIS implementation at Smith, we chose to address a narrow measurable goal of office referrals for behavior. There was a total of 88 office referrals during the 2018-2019 school year at Smith Elementary. Those referrals by grade level were:</p> <p>K (24) 1st (23) 2nd (9) 3rd (8) 4th (15) 5th (10)</p> <p>While the reasons for the referrals were varied, the most common infractions were:</p> <ul style="list-style-type: none"> • Physical with body • Staff disrespect/defiance • Language/hurtful words 							
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Creation of Positive Behavior Committee (PBC).</td> <td>Meet monthly, engage in book study, include a classified staff member.</td> </tr> <tr> <td>New searchable behavior tracking system for admin/office staff.</td> <td> Train staff. Use to track data more efficiently to: Determine location(s) where behavior takes place. Determine times of day/week when behavior takes place. Ensure that number of referrals per student are accounted for and progressive discipline is being implemented. </td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Creation of Positive Behavior Committee (PBC).	Meet monthly, engage in book study, include a classified staff member.	New searchable behavior tracking system for admin/office staff.	Train staff. Use to track data more efficiently to: Determine location(s) where behavior takes place. Determine times of day/week when behavior takes place. Ensure that number of referrals per student are accounted for and progressive discipline is being implemented.
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Provide Training/Prof. Development	CPI De-escalation Training SuperFlex Training for counselor and Special Education teacher Work with LWSD PBIS team for training and resources. Trauma Training for staff						
Timeline for Focus	Fall, 2019 - Fall, 2021						
Method(s) to Monitor Progress	Monthly, PBC meetings, dissemination/inclusion of classified staff, multiple benchmarks throughout school year, reflection and evaluation of data at monthly admin/counselor meetings.						

Priority #4

Priority Area	High Levels of Collaboration and Communication	
Focus Area	Staff routinely work together to plan what will be taught.	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	Our current 82% of those agreeing completely and agreeing mostly that staff routinely work together to plan what will be taught will increase to 90% by the end of the 2021 school year as measured by our Nine Characteristics Annual Survey.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	Historically, our Nine Characteristics Results are very positive. Given this year's results, there were three areas in which one person did not agree. Of those three areas, the area our staff wanted to focus on improving was the area around planning together to plan what is being taught. Given our team meeting structure, nesting our SIP goals with our professional growth goals, and using our Building Leadership Team to determine all professional development throughout the year, this felt like a strong focus.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	One Cross grade level PCC/year.	% of staff will set calendar PCC that meets the requirement.
	Our specialist team collaborate throughout the year to integrate Music and Physical Education.	Dance Week in them month of October, Aerobic Drumming during Spring Semester, schedule building throughout the year. Uniformed specialist grading based on participation.
	Grade level teams meet weekly in addition to our built in LEAP team collaboration days.	100% of grade level teams will access Cornerstone, complete objectives, outcomes and next steps after every team collaboration day. We also have a team OneNote.
Timeline for Focus	Fall, 2019 - Fall, 2021	
Method(s) to Monitor Progress	We plan to assess this informally through monthly Building Leadership Team Meetings and through our annual Nine Characteristics 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 Fall 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
	Teachers will share growth goal areas at conferences.	October and January
	Monthly Meetings with PTSA Board.	Monthly
	Principal will update PTSA General Membership	October
	SIP will be posted to school website.	November
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
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¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>