Mead Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.[1]

SCHOOL OVERVIEW

Description: Margaret Mead Elementary is located in Sammamish, Washington. Mead Elementary opened in 1979 as the first LWSD elementary school in the area currently known as the Sammamish Plateau. In 1999, the community was incorporated as the City of Sammamish. Students from Margaret Mead transition to Inglewood Middle School followed by Eastlake High School.

Mead is a diverse community of learners. Our students come from countries around the globe and speak more than twenty languages. One program unique to Mead is the STEM Choice Program. STEM enrolls 120 students via a district directed lottery process. Highlights of STEM include additional study in engineering, technology, and Next Generation Science Standards.

The staff at Margaret Mead Elementary are committed to student success. Teachers focus on the success of every student by providing rigorous instruction based on state and district standards and a safe and welcoming learning environment. The Mead staff highly value the partnership with our parent community, including our active PTSA.

At Mead, we follow the MEAD Way. The MEAD Way is our common language and expectation about how we interact in community together. We demonstrate **The Mead Way** by: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

Mead Elementary celebrated its fortieth anniversary year by opening a brand-new school building in 2019. The new, beautifully updated building provides many new opportunities including a cafeteria/commons, additional classrooms with expansive shared learning spaces, an art science room, and state of the art technology in every classroom.

Mission Statement: *Prepare, Challenge, Inspire.* Our vision statement: *Preparing every student for lifelong success.*

Demographics:[2]

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		604	646	665	680
Racial Diversity (%)	American Indian/Alaskan Native	0.5%	0.5%	0.6%	0.6%
	Asian	31.3%	34.7%	36.4%	40.7%
	Black/African American	0.8%	1.4%	2.1%	2.1%
	Hispanic/Latino of any race(s)	5.6%	5.9%	5.6%	5.4%
	Native Hawaiian/Other Pacific Islander	0.5%	0.3%	0.2%	0.0%
	Two or more races	6.6%	8.0%	5.7%	5.3%
	White	54.6%	49.2%	49.5%	45.9%
Students Eligible for Free/Reduced Price Meals (%)		4.6%	4.8%	4.7%	2.4%
Students Receiving Special Education Services (%)		9.9%	10.8%	10.1%	7.9%
English Language Learners (%)		14.2%	14.9%	14.1%	19.3%

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[1] LWSD School Board Approval on <insert date>

[2] Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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	Foundational Literacy Skills
Focus Grade Level(s)	K-1
Desired Outcome	85% or more of kindergarten and 1st Grade students will demonstrate proficiency in the 'Phonemic Awareness' component of FastBridge as measured by earlyReading on the Screening-to-Intervention (s2i) Report.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment
Data and Rationale Supporting Focus Area	A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the fall FastBridge universal screener data, kindergarten had 82% of students demonstrating proficiency and 1st grade level data had less than 80% of students demonstrating proficiency. Kindergarten was at 82% on track and 1st grade was at 69% on track when reviewing the 'Phonemic Awareness' component of the grade-level s2i Report.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement whole-class Heggerty in collaboration with Safety Net teachers K-1.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.
	Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group.	Instruction present during admin formal and informal observations.
	Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness.	Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook, small group instruction "yellow pages," etc.).

Timeline for Focus	Fall, 2021 - Spring, 2023
Method(s) to Monitor Progress	- FastBridge universal screener benchmarks (Fall, Winter, Spring) - Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness - Wonders End of Unit Tests for informational and fiction passages - Wonders Fluency Passage – "Ben's Birthday"

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Opinion Writing
Focus Grade Level(s)	K-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 Writing in Spring, 2023.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment
Data and Rationale Supporting Focus Area	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: *(see table below)* Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over past years (2017-2019). This trend and data support a focus on writing. The current emphasis selected by staff will be on opinion writing.

Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric	
	Organization/Purpose	Evidence/Elaboration
Informational	42%	43%
Narrative	78%	77%
Opinion	54%	47%

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for opinion writing tasks.	% 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	% of teachers that access and align writing curriculum.
	All grade level teams identify critical lesson components from applicable writing units to focus on for upcoming school year.	Lesson components identified for all grade levels (K-5).

	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction.	% of teachers completing student work analysis.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	Each grade level team to develop a plan of pre-assessment and post-assessment using the On-Demand Writing Assessments paired with the Opinion units.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Emotion Regulation
Focus Grade Level(s)	K- 5
Desired Outcome	Increase the ability of students to regulate their emotions in positive ways from 46% to 55-60% as measured on the grade 3-5 Panorama survey by Spring, 2023.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Supportive Learning Environment
Data and Rationale Supporting Focus Area	On the Fall 2021 Panorama Social Emotional Learning Survey, in the category of Emotion Regulation, 46% of students in grades 3 – 5 responded favorably regarding their ability to regulate their own emotions. The specific regulation skills surveyed included: • Ability to pull self out of a bad mood - 43% answered favorably • Ability to remain relaxed when others are angry - 40% answered favorably • Ability to control emotions- 57% answered favorably • Ability to calm down and relax when upset - 47% answered favorably • Ability to stay calm when things go wrong - 43% answered favorably With the return of students to in person learning after 18 months of remote learning due to Covid, Mead student discipline concerns have increased significantly over fall of 2019 (based on Making It Right Plan data). The increase in unexpected student behavior aligns to student Panorama self-assessment data around emotional regulation.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff to analyze date from grade 3-5 student Panorama survey to identify areas of relative need.	Dissemination of data to staff to raise awareness of student perceptions.
	Daily building wide support of the Mead Way providing common language and expectations for behavior and interactions.	% of staff communicating/supporting the use of the Mead Way.
	The school counselor will use Kelso Choices and Second Step Curriculum to teach students how to manage thoughts and feelings and appropriate interpersonal interactions.	% of classrooms who receive the Kelso Choices and Second Step instruction from counselor.

	Classroom teachers will review the counselor taught lessons with their classes.	% of teachers that review, model and practice lessons.
	The school counselor will lead some small groups for students who are struggling with the skill of emotional regulation.	% of students participating in small groups.
	Students in grades 3-5 will participate in the Panorama Survey in spring, 2022 and 2023.	% of students who participate in the Spring survey.
	Use of building wide "Whinnies" to support positive behavior choices. Goal is five whinnies to each student during the year.	% of teachers that provide five whinnies to each student.
	Implementation of "Student of the Month" to support positive behavior choices.	% of teachers selecting two Students of the Month each month.
	Mead PCC will select and communicate a monthly interpersonal skill/ attribute that will align to whinnies and Student of the Month selection. Morning announcements and commons video screens will support communication of the skill of the month.	Artifacts from this work (PowerPoint slides, yearly list of highlighted attributes, PCC team meeting notes).
	Improved record keeping of student discipline via Making It Right Plans resulting from students unable to regulate emotions.	Data keeping of Making It Right Plans.
	MTSS support person at recess for students identified by staff as needing additional support for regulating emotions.	% of Making It Right Plans completed during recess decreases.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	Progress will be monitored by the following: Annual evaluation of progress using the Grade 3-5 Panorama survey (Fall and Spring survey windows). The Spring 2020 did not take place due to COVID in Spring 2020. Record of how many classroom lessons are taught to each grade level from Second Step curriculum and Kelso Choices. Review of data for Making It Right Plans.	

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 instruction.
   Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Spring Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies within instruction
☐Utilizing digital tools to enhance learning and ensure student access to content
☐Applying Ed Tech Learning Standards across content areas

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.

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.[3] 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
	SIP draft presented to the PTSA board.	November, 2022
	Mead Student Leadership Team (4th/5th graders) will be given opportunity to give feedback/input into activities for Priority #3 (Social/Emotional Goal).	February, 2022
	Monthly meetings with PTSA Board.	Monthly
	SIP will be posted to school website.	February, 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Mead SIP posted on Mead website.	January, 2022
	Invitation to review the SIP sent to all parents via monthly principal e-newsletter.	February, 2022
	Final SIP shared at PTSA Board and general membership meeting.	February, 2022
	Principal will update PTSA General Membership.	October, 2022

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[3] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265