

Smith 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: Samantha Smith Elementary is a high functioning, diverse community of about 605 students. Like other elementary schools in the Lake Washington School District, we serve students from kindergarten to fifth grade. We are also a host site of a Highly Capable Program serving 2nd through 5th grade students. We are located off 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 move to Inglewood Middle School, and then onto Eastlake High School.

We are in our 33rd year of operation. Our namesake is a child peacemaker, Samantha Smith in 1982, when she was ten years old, she 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 peace builder. All our students are Samantha Smith Dolphins. As an extension of being a peace builder, starting this year we began a new positive behavior system called SWIM. Students are taught to be safe, work hard, have integrity and to be mindful.

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:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		698	659	672	636
Racial Diversity (%)	American Indian/Alaskan Native	0.3%	0.3%	0.3%	0.3%
	Asian	57.4%	57.4%	60.0%	62.6%
	Black/African American	0.3%	0.6%	0.4%	1.1%
	Hispanic/Latino of any race(s)	5.0%	5.3%	5.2%	3.6%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	6.0%	5.5%	4.5%	3.8%
	White	30.9%	31.0%	29.6%	28.6%
Students Eligible for Free/Reduced Price Meals (%)		1.3%	0.9%	1.5%	1.1%
Students Receiving Special Education Services (%)		5.4%	4.9%	3.7%	3.5%
English Language Learners (%)		9.6%	10.6%	12.4%	15.1%

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	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, 2023.														
Alignment with District Strategic Initiatives	MTSS														
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students														
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 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 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 four years (2017-2021). 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	46%	44%	Narrative	67%	67%	Opinion	48%	46%
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	SBA informational and opinion writing assessments.	
	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, 2021 - Fall, 2023	
Method(s) to Monitor Progress	Smarter Balanced Assessment in 3-5 grades, 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 at standard on the Smarter Balanced Performance by Spring of 2023.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students	
Data and Rationale Supporting Focus Area	One area that our teachers consistently see need is in the area of Numbers and Operations (under the SBA Claim area of Concepts and Procedures). In grades 3-5 we were at a 90.4% overall. However, if our Highly Capable students are pulled out, we were at 86.3%. Strengthening these math skills will help all other areas in mathematical learning.	
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	Kindergarten will contribute to this goal by doing more daily activities that introduce concepts of base ten. For example: using base ten blocks in daily charts for days of schools and in weekly STEM activities.	Kindergarten Teachers will share the different activities they are using for the daily routines and STEM activities.
	Staff will utilize IA support to re-teach skills that are below standard based on end of topic tests Grade level team members will give operations assessment fluency four times a year.	% of teachers will assess, provide reteaching, re-assess after reteaching
	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 district math assessments.	% of teachers will use district math assessments.
Timeline for Focus	Fall, 2021 - Fall, 2023	
Method(s) to Monitor Progress	Smarter Balanced Assessment in 3-5 grades, 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 2023.							
Alignment with District Strategic Initiatives	MTSS							
Alignment with Characteristics of Effective Schools	Supportive Learning Environment							
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 were a total of 88 office referrals during the 2018-2019 school year at Smith Elementary. Those referrals by grade level were:</p> <ul style="list-style-type: none"> • K (24) • 1st (23) • 2nd (9) • 3rd (8) • 4th (15) • 5th (10) <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 <p>This goal was written before the Covid closure and remote learning. During the 18-month closure we didn't have these types of behavior issues. We are still using the same baseline data from the 2018-2019 since it is our most accurate and recent discipline data.</p>							
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		<ul style="list-style-type: none"> • 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. • Track types of behaviors occurring at our school.
	<p>Implement PBIS system at Smith created by PBIS Team with staff input.</p>	<ul style="list-style-type: none"> • SWIM Tickets. • SWIM Drawings. • Explicit behavior expectation lessons. • SWIM Fair (Teaching behavior expectations at specific locations around the school). • Reviewing behavior expectations when issues arise in an area. • Create unexpected behaviors staff video.
Timeline for Focus	Fall, 2021 - Fall, 2023	
Method(s) to Monitor Progress	Monthly PBIS Committe, dissemination/inclusion of classified staff, multiple benchmarks throughout school year, reflection and evaluation of data at monthly admin/counselor meetings.	

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 Fall 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 not 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
	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
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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>