

Blackwell 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: As you approach the front of our school, you will see a beautiful, colorful student-created mural depicting the sights and unique characteristics of our great Puget Sound region. At the center of this mural is a simple schoolhouse.

School is the center of the Blackwell community. Elizabeth Blackwell Elementary is located on the northern edge of the Sammamish Plateau. Situated in the Timberline neighborhood, we serve students from along Lake Sammamish to the west and the Sahalee neighborhood on the east. Our students move to Inglewood Middle School before entering Eastlake High School.

Our school hosts both K-5 general education and highly capable classrooms. The Lake Washington School District's Strategic Plan is to elevate our practices to provide learning environments in which connection, value and challenge are part of each student's educational experience. We strive to provide integrated, differentiated learning experiences for students. We get to know each student on an individual basis to address individual needs. We strive to engage students actively in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State Standards. We value diversity and embrace the richness of our many cultures within in our walls.

Parent involvement is a key component to the success of our students. We have a very active PTSA that supports many at school programs, provides resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated staff.

Mission Statement: *To nurture well-rounded students empowered to meet the challenges of our diverse, global society.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		554	532	552	526
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.0%	0.0%	0.2%
	Asian	39.9%	43.8%	43.7%	47.0%
	Black/African American	0.7%	0.9%	1.4%	1.5%
	Hispanic/Latino of any race(s)	6.9%	7.5%	6.5%	5.7%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	6.9%	6.8%	7.2%	7.0%
	White	45.7%	41.0%	41.1%	38.6%
Students Eligible for Free/Reduced Price Meals (%)		1.8%	1.5%	2.0%	0.8%
Students Receiving Special Education Services (%)		9.4%	9.6%	7.6%	8.2%
English Language Learners (%)		8.8%	9.8%	9.1%	11.4%

CONTINUOUS IMPROVEMENT PRIORITIES

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.

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 Writing														
Focus Grade Level(s)	3-5														
Desired Outcome	55% 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 Informational 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 have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores using a four-point rubric for the categories of organization/purpose and evidence/elaboration. Our most recent data was from the 2019 spring writing performance task and 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 style="text-align: center;">47%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>Narrative</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td>Opinion</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">60%</td> </tr> </tbody> </table> <p>Overall, students are scoring less on informational writing as compared to narrative and opinion. This trend has been consistent over the past three years (2017-2019). This data supports an intentional focus on informational writing.</p> <p><i>Note: There is no data for the 2020 and 2021 spring writing performance task and SBA ELA due to the COVID school closures and the delay in SBA testing.</i></p>	Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric		Organization/Purpose	Evidence/Elaboration	Informational	47%	45%	Narrative	65%	64%	Opinion	66%	60%
Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric														
	Organization/Purpose	Evidence/Elaboration													
Informational	47%	45%													
Narrative	65%	64%													
Opinion	66%	60%													
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 writing tasks.</td> <td>% 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>% of teachers that access and align writing curriculum.</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 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.								
Action	Measure of Fidelity of Implementation														
All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information 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 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).
	Each grade level team to develop a plan of pre-assessment and post-assessment using the On-Demand Writing Assessments paired with the Informational unit.	Instructional plan completed.
	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.
	Grade 3-5 students complete post-assessments using Smarter Balanced Interim Assessment Block (IABs) informational Performance Tasks.	% of students completing SBA IAB.
	Teachers complete score analysis. Machine scoring provides suggested scores for students in each category (from IABs).	% of teachers completing score analysis.
	Additional instruction planned as needed based on analysis.	
	Utilization of FastBridge assessment data to determine instructional needs.	Teachers and administration will monitor usage by students to ensure accurate and current data is available.
Timeline for Focus	Fall, 2019 - Spring, 2023	
Method(s) to Monitor Progress	After each writing unit, the Smarter Balanced IAB for the particular writing type may be given.	

Priority #2

Priority Area	Mathematics	
Focus Area	K-5 Math Growth	
Focus Grade Level(s)	3-5	
Desired Outcome	86% of students in grades 3-5 will be at or above standard in mathematics as measured by the Smarter Balanced Assessment in Spring of 2023.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	<p>83% of students in grades 3-5 were at/above standard on the SBA in Spring of 2019.</p> <p>When looking closer at the data, some demographic areas performed below the overall average in math for our school (as illustrated by the detailed information provided earlier in the SIP).</p> <p>Of the three major content areas (math, ELA, science), math has historically been the area that our students have scored lowest.</p> <p><i>Note: There is no data for the 2020 spring SBA in math due to the COVID school closure.</i></p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<p>Based on the 2018-19 SBA scores, grade level teams will focus on the following SBA target areas where students underperformed:</p> <p><u>Third Grade:</u></p> <ul style="list-style-type: none"> Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (lower performance relative to the test as a whole) Target H: Represent and interpret data (lower performance relative to the test as a whole) <p><u>Fourth Grade:</u></p> <ul style="list-style-type: none"> Target A: Use the four operations with whole numbers to solve problems 	<p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p>

	<p>(lower performance relative to the test as a whole)</p> <ul style="list-style-type: none"> • Target B: Gain familiarity with factors and multiples • Target C: Generate and analyze patterns <p>(performances is near the proficiency standard)</p> <p><u>Fifth Grade:</u> Target J: Graph points on the coordinate plane to solve real-world and mathematical problems</p> <ul style="list-style-type: none"> • Target K: Classify two-dimensional figures into categories based on their properties. 	
	Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical teaming for the purpose of ensuring students receive exposure to late spring units prior to the SBA.	% of teachers in grades K-5 who participate in vertical teaming related to math.
	Teachers in grades 3-5 will teach math instruction through differentiated instructional strategies as appropriate.	% of teachers in grades 3-5 who teach math using differentiated math groupings.
	Teachers in grades 3-5 will utilize supplemental math resources to address growth areas.	% of teachers in grades 3-5 who utilize supplemental math resources.
	Teachers in grades 3-5 will utilize SBA Interim Assessments to identify areas where additional support is needed and to provide students with practice.	% of teachers in grades 3-5 who utilize SBA Interim Assessments.
	Teachers in grades K-5 will provide additional math instruction that is integrated into other content areas.	% of teachers in grades 3-5 who integrate math instruction into other content areas as appropriate.
	Teachers in grades K-5 will access building personnel and resources to support students in the area of math (ex: IAs, Safety Net, SpEd, Highly Capable, and Full-time Quest programs).	% of teachers in grades 3-5 who access building personnel and resources available to them.
	Resource Room teacher will schedule SpEd pull-out instruction and in-person support during identified content areas.	Resource Room teachers will design schedules that best support students.

	Utilization of FastBridge assessment data to determine instructional needs.	Teachers and administration will monitor usage by students to ensure accurate and current data is available.
	Teachers investigate the new math curriculum- Illustrative Mathematics to find lessons and resources to support work on this goal.	% of teachers using the new math curriculum in the areas of measurement and whole number operations.
Timeline for Focus	Fall, 2020 - Spring, 2023	
Method(s) to Monitor Progress	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> 1. Student progress on District/Grade Level Assessments <ul style="list-style-type: none"> • Teachers will monitor progress after/during each math unit. 2. Student progress on FastBridge Assessments <ul style="list-style-type: none"> • Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments. 3. Student progress on SBA Interim Assessments 4. Yearly progress on SBA based on 1.5% growth each year <ul style="list-style-type: none"> • <u>Benchmark Goal 2021 = 84.5% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</u> • <u>Benchmark Goal 2022 = 86% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</u> • <u>Benchmark Goal 2023 = 87.5% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</u> 	

Priority #3

Priority Area	Social and Emotional
Focus Area	Increase positive student school behaviors across all settings
Focus Grade Level(s)	K-5
Desired Outcome	Increase the ability of students to regulate their emotions in positive ways from 55% to 60-70% 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

Positive student interactions and behaviors are foundational to creating an environment where students can strive to increase their social and academic growth. Blackwell’s vision of creating a learning community of limitless potential hinges on the belief that students feel safe, secure, and are filled with positive interactions.

During Spring 2019 (the last year data was taken), students in grades 3-5 participated in a social emotional learning survey designed to provide perception data on their own social-emotional skills and to provide feedback for our school. Students indicated the following:

Student SEL Competencies	% of Grade 3-5 students indicating favorable perceptions		
	Fall 2018	Spring 2019	Difference
Social Awareness: How well students consider the perspective of others and empathize with them.	73%	72%	-1%
Emotional Regulation: How well students regulate their emotions.	54%	55%	+1%
Student Support + Environment			
Sense of Belonging: How much students feel that they are valued members of the school community.	72%	73%	+1%
School Safety: Perceptions of student physical	76%	72%	-4%

	and psychological safety at school.																	
Strategy to Address Priority	<p>This information provides a baseline for our school in collecting this type of SEL data. This information demonstrates relative strength in social awareness, sense of belonging, and school safety compared to emotional regulation. This supports a focus on providing systematic support for SEL competencies.</p> <table border="1" data-bbox="456 388 1518 1251"> <thead> <tr> <th data-bbox="456 388 985 464">Action</th> <th data-bbox="985 388 1518 464">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 464 985 569">Staff analyze data from 3-5 student Panorama survey to identify areas of relative needs.</td> <td data-bbox="985 464 1518 569">Dissemination of data to staff to raise awareness of student perceptions.</td> </tr> <tr> <td data-bbox="456 569 985 747">Participation of CARES committee members in formal Positive Behavior Intervention System (PBIS) cohort professional learning and implementation.</td> <td data-bbox="985 569 1518 747">Attendance roster from PBIS Cohort 2 district professional learning sessions.</td> </tr> <tr> <td data-bbox="456 747 985 884">Development and refinement of CARES program based on research and practices of PBIS systems.</td> <td data-bbox="985 747 1518 884">Artifacts from this work (school signs/poster, data collection systems, communication, student recognition).</td> </tr> <tr> <td data-bbox="456 884 985 957">Professional learning for ALL staff in principles of PBIS.</td> <td data-bbox="985 884 1518 957">% of staff participating in professional learning.</td> </tr> <tr> <td data-bbox="456 957 985 1094">Instruction of SEL lessons using Second Step curriculum in all classes focusing on regulating emotions.</td> <td data-bbox="985 957 1518 1094">% of classrooms participating in lessons.</td> </tr> <tr> <td data-bbox="456 1094 985 1251">Improved record keeping of student discipline resulting from student actions of not being able to regulate emotions.</td> <td data-bbox="985 1094 1518 1251"></td> </tr> </tbody> </table>				Action	Measure of Fidelity of Implementation	Staff analyze data from 3-5 student Panorama survey to identify areas of relative needs.	Dissemination of data to staff to raise awareness of student perceptions.	Participation of CARES committee members in formal Positive Behavior Intervention System (PBIS) cohort professional learning and implementation.	Attendance roster from PBIS Cohort 2 district professional learning sessions.	Development and refinement of CARES program based on research and practices of PBIS systems.	Artifacts from this work (school signs/poster, data collection systems, communication, student recognition).	Professional learning for ALL staff in principles of PBIS.	% of staff participating in professional learning.	Instruction of SEL lessons using Second Step curriculum in all classes focusing on regulating emotions.	% of classrooms participating in lessons.	Improved record keeping of student discipline resulting from student actions of not being able to regulate emotions.	
Action	Measure of Fidelity of Implementation																	
Staff analyze data from 3-5 student Panorama survey to identify areas of relative needs.	Dissemination of data to staff to raise awareness of student perceptions.																	
Participation of CARES committee members in formal Positive Behavior Intervention System (PBIS) cohort professional learning and implementation.	Attendance roster from PBIS Cohort 2 district professional learning sessions.																	
Development and refinement of CARES program based on research and practices of PBIS systems.	Artifacts from this work (school signs/poster, data collection systems, communication, student recognition).																	
Professional learning for ALL staff in principles of PBIS.	% of staff participating in professional learning.																	
Instruction of SEL lessons using Second Step curriculum in all classes focusing on regulating emotions.	% of classrooms participating in lessons.																	
Improved record keeping of student discipline resulting from student actions of not being able to regulate emotions.																		
Timeline for Focus	Fall, 2020 - Spring, 2023																	
Method(s) to Monitor Progress	<p>Annual evaluation of progress using the Grade 3-5 Panorama survey (Fall and Spring survey windows). The Spring 2020 evaluation did not take place due to COVID in Spring 2020.</p> <p>Record of how many classroom lessons are taught to each grade level from Second Step curriculum.</p>																	

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 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.

<p>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</p>	Action	Timeline
	Use parent, high school, Watch DOGS, and other volunteers as allowed to support students in class through 1:1 and small group support.	On-going throughout the year once we are able to welcome back volunteers.
	Work with the PTSA to fund materials and professional learning opportunities to support SIP goals.	On-going throughout the year.
	Use communication processes that further involve/inform parents in the areas of social emotional learning (e.g. school newsletters, teacher newsletters, curriculum night presentations, PTSA meeting reports, etc.).	On-going throughout the year.
	Host principal talks (Java with Jim) to engage community members.	Quarterly
	Work with the school Equity Team to explore ways to more inclusively involve parents.	On-going throughout the year.
<p>Strategy to Inform Students, Families, Parents and Community Members of the SIP</p>	Action	Timeline
	Inform community of process used to create SIP goals for Blackwell Elementary.	January 2022 PTSA General Membership Meeting. January 2022 school newsletter.
	Provide periodic updates of SIP priorities throughout the year.	School newsletters in February, April, and/or June.
	Post completed SIP to school website.	Once LWSD school board approves Blackwell SIP – anticipated Winter, 2021.

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