

McAuliffe 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: Christa McAuliffe Elementary is located in Sammamish, Washington in the Lake Washington School District as part of the Eastlake High School feeder pattern.

The staff at Christa McAuliffe are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and fostering a partnership with our parent community.

Our Reach for the Stars program has positively contributed to school culture by encouraging students to be their best by showing kindness and respect to others and by being safe and responsible at school.

Parent involvement is a key component to the success of our students. We have an active PTSA that hosts a variety of community events, provides financial support and resources for our school, and organizes enrichment opportunities for students. Parents volunteer throughout the school each day, supporting students and teachers as we work together to achieve school goals.

Our staff and community are highly invested in our equity work. Christa McAuliffe has a large Equity Team comprised of staff and parents. Our collaborative work has resulted in the addition of student education, school celebrations/recognitions, diversified book collections, and parent connection events.

Christa McAuliffe Elementary houses a variety of programs that serve the needs of our diverse population. These programs include the Learning Center, Pull-Out Quest (gifted), and Full-Time Quest (gifted). These programs serve students from elementary schools within the Eastlake High School feeder pattern.

McAuliffe is a healthy school, both in terms of academics and school culture. This is evidenced by high test scores, positive reviews on staff and parent surveys, and high attendance at school and PTSA events. We have low staff turnover and parents seek housing within our school boundaries so their students can attend McAuliffe.

Mission Statement:

Christa McAuliffe Elementary exists to ensure all students are empowered, both socially and academically, to achieve personal success.

Demographics:²

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.

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		495	531	584	595
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.0%	0.0%	0.0%
	Asian	31.1%	42.4%	45.5%	51.4%
	Black/African American	2.0%	1.7%	1.2%	0.7%
	Hispanic/Latino of any race(s)	6.7%	5.1%	6.0%	3.9%
	Native Hawaiian/Other Pacific Islander	0.2%	0.0%	0.0%	0.0%
	Two or more races	6.1%	6.4%	6.0%	6.9%
	White	53.9%	44.4%	41.3%	37.1%
Students Eligible for Free/Reduced Price Meals (%)		4.0%	2.4%	1.9%	1.7%
Students Receiving Special Education Services (%)		12.5%	13.4%	11.8%	8.9%
English Language Learners (%)		10.3%	11.9%	11.1%	15.3%

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 & Opinion Writing														
Focus Grade Level(s)	Grades 3-5														
Desired Outcome	75% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2023.														
Alignment with District Strategic Initiatives	MTSS														
Alignment with Characteristics of Effective Schools	Frequent Monitoring of Learning and Teaching														
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 align="center">35%</td> <td align="center">36%</td> </tr> <tr> <td>Narrative</td> <td align="center">76%</td> <td align="center">75%</td> </tr> <tr> <td>Opinion</td> <td align="center">28%</td> <td align="center">26%</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 few years. This data supports an increased focus on the areas of informational and opinion writing. Despite lack of new SBA data due to the COVID school closure in 2020-2021, we anticipate this continuing to be an area of focus.</p> <p><i>Note: There is no data for the 2020 and 2021 Spring writing performance tasks and SBA ELA due to the COVID school closure.</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	35%	36%	Narrative	76%	75%	Opinion	28%	26%
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	Teachers in grades 3-5 will share examples of writing prompts with K-2 teachers for the purpose of calibration and understanding of SBA expectations/criteria.	% of teachers who participate and engage in conversations regarding writing prompts.
	Utilization of LEAP time for the purpose of vertical teaming in the area of writing.	% of teachers who participate in vertical teaming.
	Teachers in grades K-5 will work together to ensure fidelity and alignment of writing units developed by the Teaching and Learning Department.	% of teachers who use district provided writing curriculum.
	Teachers in grades K-5 will integrate informational and opinion writing within multiple content areas.	% of teachers who integrate informational and opinion writing within multiple content areas.
	Teachers in grades K-5 will incorporate culturally responsive teaching strategies into writing instruction.	% of teachers who provide writing prompts that interest students and connect to background knowledge.
	Teachers in grades K-5 will analyze and explore the weakest strands within our writing data, as shown by the SBA.	% of teachers who participate and act upon writing discussions that explore SBA data.
	Teachers in grades K-5 will analyze student work in comparison to annotated student samples and rubrics and adjust instruction as needed.	% of teachers who participate in the analysis of annotated student samples.
	Grade level teams in grades K-5 will identify critical lesson components from applicable writing units that support informational and opinion writing to focus on for upcoming school year.	% of teachers who work in grade level teams to plan units to support informational and opinion writing.
	Teachers in grades K-5 will calibrate grading processes and discuss/explore how teams are assess writing.	% of teachers who participate in calibration of grading processes.
	Teachers in grades 3-5 will access SBA Interim Assessments to help prepare students for writing assessments.	% of teams who access SBA Interim Assessments.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: <ol style="list-style-type: none"> 1. Student progress on District Assessments <ul style="list-style-type: none"> • Teachers will monitor progress after each writing unit. 	

	<ol style="list-style-type: none">2. Student progress on SBA Interim Assessments3. Yearly progress on SBA<ul style="list-style-type: none">• <u>Benchmark Goal 2022</u> = 60% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2022.• <u>Benchmark Goal 2023</u> = 75% of students in grades 3-5 will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational and Opinion Writing by the Spring of 2023.
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Priority #2

Priority Area	Mathematics					
Focus Area	Concepts & Procedures: Low target areas on the SBA.					
Focus Grade Level(s)	Grades 3-5					
Desired Outcome	90% 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	Frequent Monitoring of Learning and Teaching					
Data and Rationale Supporting Focus Area	<p>85.8% 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 in. Despite lack of new SBA data due to the COVID school closure in 2020-2021, we anticipate this continuing to be an area of focus,</p> <p><i>Note: There is no data for the 2020 and 2021 Spring SBA in math due to the COVID school closure.</i></p>					
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> <p>Grade level teams will focus on the following SBA target areas where students underperformed in 2019:</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) • Target I: Geometric measurement – understand concepts of area and relate </td> <td> <p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p> </td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	<p>Grade level teams will focus on the following SBA target areas where students underperformed in 2019:</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) • Target I: Geometric measurement – understand concepts of area and relate 	<p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p>
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	<p>area to multiplication and division (lower performance relative to the test as a whole)</p> <p><u>Fourth Grade:</u></p> <ul style="list-style-type: none"> • Target A: Use the four operations with whole numbers to solve problems (lower performance relative to the test as a whole) • Target C: Generate and analyze patterns (performances is near the proficiency standard) <p><u>Fifth Grade:</u></p> <ul style="list-style-type: none"> • Target I: Geometric measurement – understand concepts of volume and relate volume to multiplication and addition (lower performance relative to the test as a whole) 	
	<p>Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical teaming for the purpose of mastering our newly adopted math curriculum and to ensure students receive exposure to late Spring units prior to the SBA.</p>	<p>% of teachers in grades K-5 who participate in vertical teaming related to math.</p>
	<p>Teachers in grades 3-5 will utilize supplemental math resources to address growth areas.</p>	<p>% of teachers in grades 3-5 who utilize supplemental math resources.</p>
	<p>Teachers in grades 3-5 will utilize SBA Interim Assessments to identify areas where additional support is needed and to provide students with needed practice.</p>	<p>% of teachers in grades 3-5 who utilize SBA Interim Assessments.</p>
	<p>School administration will provide teachers in grades 3-5 with IA support to assist with math goals.</p>	<p>Administration will assign IA support to teachers in grades 3-5.</p>
	<p>Teachers in grades K-5 will provide additional math instruction that is integrated into other content areas.</p>	<p>% of teachers in grades 3-5 who integrate math instruction into other content areas as appropriate.</p>
	<p>Teachers in grades K-5 will access building personnel and resources to support students in the area of math (ex: Safety Net, SpEd, Highly</p>	<p>% of teachers in grades 3-5 who access building personnel and resources available to them.</p>

	Capable, Pull-Out Quest and Full-time Quest programs).	
	Resource Room teachers will schedule SpEd pull-out instruction 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.
Timeline for Focus	Fall, 2021 - 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 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 <ul style="list-style-type: none"> • <u>Benchmark Goal 2022</u> = 80% of students in grades 3-5 will score at or above standard in the area of math on the SBA. • <u>Benchmark Goal 2023</u> = 90% of students in grades 3-5 will score at or above standard in the area of math on the SBA. 	

Priority #3

Priority Area	Social and Emotional											
Focus Area	Student Sense of Belonging											
Focus Grade Level(s)	Grades 3-5											
Desired Outcome	90% of students in grades 3-5 students will have a favorable sense of belonging as measured by the question on the Panorama social emotional learning survey that addresses “How much students feel they are valued members of the school community” by Spring 2023.											
Alignment with District Strategic Initiatives	Equity											
Alignment with Characteristics of Effective Schools	Supportive Learning Environment											
Data and Rationale Supporting Focus Area	<p>71% of students have a favorable sense of belonging as measured by the spring 2019 Panorama survey question: “How much students feel they are valued members of the school community.” This was the largest decrease of any question, declining by 7% from Fall 2018 to Spring 2019.</p> <p>McAuliffe has added multiple programs in recent years (pull-out Quest, full-time Quest, Highly Capable, Learning Center). Our school demographics have also changed quite a bit the past few years. As a result, we have many new students and families at our school, which provides us with an opportunity to better welcome them as valued members of our community.</p> <p><i>Note: There is no data for the 2021 Spring Panorama survey due to the COVID school closure.</i></p>											
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>The school counselor will incorporate the concept of “sense of belonging” into her regularly scheduled class lessons.</td> <td>The school counselor will create a counseling schedule and plan that provides focused instruction in the area of “sense of belonging”.</td> </tr> <tr> <td>The lead literacy teacher at our school will provide a diverse selection of books to teachers for our monthly read aloud program.</td> <td>The lead teacher will provide books to teachers and regularly update the reading corner in the entry to highlight these selections.</td> </tr> <tr> <td>The librarian will add books to our school library that represent the diversity of our student population.</td> <td>The librarian will update staff each month on books added to the library.</td> </tr> <tr> <td>The librarian and school counselor will administer the Panorama survey to all students in grades 3-5 in the library setting, ensuring consistent administration of the survey.</td> <td>The librarian and school counselor will provide the Panorama survey to students in grades 3-5.</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	The school counselor will incorporate the concept of “sense of belonging” into her regularly scheduled class lessons.	The school counselor will create a counseling schedule and plan that provides focused instruction in the area of “sense of belonging”.	The lead literacy teacher at our school will provide a diverse selection of books to teachers for our monthly read aloud program.	The lead teacher will provide books to teachers and regularly update the reading corner in the entry to highlight these selections.	The librarian will add books to our school library that represent the diversity of our student population.	The librarian will update staff each month on books added to the library.	The librarian and school counselor will administer the Panorama survey to all students in grades 3-5 in the library setting, ensuring consistent administration of the survey.	The librarian and school counselor will provide the Panorama survey to students in grades 3-5.
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The librarian and school counselor will administer the Panorama survey to all students in grades 3-5 in the library setting, ensuring consistent administration of the survey.	The librarian and school counselor will provide the Panorama survey to students in grades 3-5.											

	<p>The principal and ASB lead teachers will provide a school theme promoting inclusivity, including recognizing students during morning announcements who are welcoming and inclusive.</p>	<p>The principal and ASB lead teachers will promote a theme of inclusivity through announcements, a highlighted book selection, and an all-school bulletin board in the main hallway.</p>
	<p>The Equity Team will design and lead school assemblies, events, and education opportunities for the purpose of providing a supportive, inclusive, and welcoming learning environment for our students.</p>	<p>Added events and enhanced work will focus on the following: Fall Cultural Assembly, Disability Awareness Month, Winter Cultural Assembly, Black History Month & MLK Day, Spring Cultural Assembly, Autism Awareness and Acceptance Month, and Asian and Asian Pacific Islander Heritage Month.</p>
	<p>Teachers will deliver “Equity Lessons” created by the Equity Team to students.</p>	<p>Teachers will deliver the lessons to their students during the 2021-2022 school year.</p>
<p>Timeline for Focus</p>	<p>Fall, 2021 - Spring, 2023</p>	
<p>Method(s) to Monitor Progress</p>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> 1. Informal check-ins with students by the school counselor during regularly scheduled lessons. 2. Monitoring of school discipline as it relates to/impacts this goal area. 3. Yearly progress updates on Panorama Survey in the area of “Favorable Sense of Belonging”, specifically “How much students feel they are valued members of the school community”. <ul style="list-style-type: none"> • <u>Benchmark Goal 2022</u> = 80% of students in grades 3-5 will report they feel they are “valued members of the school community” as measured by the Panorama survey. • <u>Benchmark Goal 2023</u> = 90% of students in grades 3-5 will report they feel they are “valued members of the school community” as measured by the Panorama 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 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.

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
	McAuliffe Elementary teachers/staff will utilize parent volunteers, as allowed under COVID protocols, to support students in class.	This action will take place throughout the 2021-2023 school years.
	Administration will work with the PTSA to fund materials and professional development opportunities to support SIP goals.	This action will take place throughout the 2021-2023 school years.
	McAuliffe Elementary teachers/staff will collaborate with the PTSA to host community events, as allowed under COVID protocols, that support SIP goals.	This action will take place throughout the 2021-2023 school years.
	The McAuliffe Elementary Equity Team will collaborate with parents, students, and our PTSA to support equity work as it relates to our SIP goals.	This action will take place throughout the 2021-2023 school years.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	The McAuliffe Elementary SIP will be posted on the school website.	Upon approval by the LWSD School Board, the McAuliffe Elementary SIP will be posted by January 2022, or earlier.
	Update the McAuliffe community of SIP process and SIP availability via monthly newsletter in October 2021 and October 2022.	The monthly newsletter and update will go home to families by the end of October in 2021 and 2022.
	Update the McAuliffe community of SIP process and availability at the November 2021 and November 2022 PTSA meetings.	The PTSA meetings will take place on a Thursday in November in 2021 and 2022.

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