

SAMANTHA SMITH ELEMENTARY

School Improvement Plan

Annual Update: 2022-23

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 beautifully diverse community of about 620 Kindergarten through 5th grade learners. In addition to 24 general education classes, Smith Elementary hosts 4 classes of 2nd through 5th grade students from the district Highly Capable Program. Located in a neighborhood on the Sammamish Plateau, school boundaries extend from the surrounding neighborhoods to the Issaquah School District line and down to Lake Sammamish. Students that attend Smith typically move to Inglewood Middle School, and then onto Eastlake High School.

As a high performing school, Samantha Smith is proud of the high number of students performing at or above grade level standard. We attribute this success to strong classroom instruction, leveraging key resources for learning, a supportive PTSA, and trusted partnerships with families. The Samantha Smith staff value professional learning, and continually pursue new methods to better reach the needs of all learners. We are especially focused on learning strategies to support underperforming groups of students. In addition to a focus on academics, we know that tending to the social and emotional needs of our students is critical in them experiencing a strong sense of belonging and success at school. Schoolwide we use a positive behavior system “SWIM” to teach our Dolphins (students) to be safe, work hard, have integrity, and to be mindful. Additionally, our teachers, school counselor, administration, and classified staff work collaboratively to teach students important emotional regulation and self-efficacy skills.

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.*

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	K -5	90% of 3 rd – 5 th grade students (current K – 2 nd students) will score At or Above Standard as measured by the Spring 2025 Smarter Balanced Assessment.
2	Literacy	K -5	85% of the 68 students identified as some risk or high risk by the fall reading universal screeners (early Reading K-1 and aReading 2-5) at the beginning of year will show Aggressive or Typical Growth by end of year 2023, as demonstrated on the FastBridge Group Growth Report.

¹ LWSD School Board Approval on <insert date>

3	Social/Emotional	K -5	80% of 3 rd – 5 th grade students (current K – 2 nd grade students) will measure as favorable in Emotion Regulation as measured by the Panorama Survey in the Spring of 2025.
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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	Mathematics	
Focus Area	Math	
Focus Grade Level(s) and/or Student Group(s)	K – 5 th Grade	
Desired Outcome	90% of 3 rd – 5 th grade students (current K – 2 nd students) will score At or Above Standard as measured by the Spring 2025 Smarter Balanced Assessment.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Illustrative Math was adopted by LWSD in 2021 to better align with current best practice in math instruction and support the learning of Common Core standards for mathematical practices and content. Improving math outcomes for all students, especially those in typically under performing groups is a key priority. As this curriculum presents a large shift in the way teachers approach instruction, continued focus on deeper implementation and student outcomes is crucial for the next few years.</p> <p>Currently, overall student performance at Smith Elementary is at 85% proficiency. Subgroup proficiency:</p> <ul style="list-style-type: none"> • 57% Low Income • 39% Special Education • 87% Non-Special Education • 81% Non-Highly Capable • 98% Highly Capable • 83% Multilingual Learners • 86% Non-Multilingual 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Whole group Tier 1 Instruction using Illustrative math with fidelity.	Classroom observations and PLC team meeting notes.
	Dedicated LEAP and staff meeting time to curriculum implementation.	Professional development calendar.
	Peer observations of math lessons.	Scheduled by at least one member of each grade level team.
	Professional development about how to support students with Tier 2 needs in general education setting.	Professional development calendar and learning targets.

	Strategic use of IA support for targeted instructional Tier 2 needs as designated by MTSS-I team.	MTSS-I team notes and IA schedule.
	MTSS – Intervention team support of students showing risk indicators.	MTSS – I team meeting and follow up notes.
Timeline for Focus	Fall, 2022 - Spring, 2025	
Method(s) to Monitor Progress	Spring SBA scores in 2023, 2024, and 2025 FastBridge screening and progress monitoring data SBA Interim Assessments	

Priority #2		
Priority Area	English Language Arts/Literacy	
Focus Area	Reading	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	85% of the 68 students identified as some risk or high risk by the fall reading universal screeners (early Reading K-1, aReading 2-5, and CBMR-English 2-5) at the beginning of year will show Aggressive or Typical Growth by end of year 2023, as demonstrated on the FastBridge Group Growth Report.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>As a high performing school, it is important to focus resources and interventions on the relatively small number of students who are showing risk indicators in reading. The number of students identified at risk at each grade level are as follows:</p> <ul style="list-style-type: none"> • 5th – 13 students • 4th – 8 students • 3rd – 8 students • 2nd – 16 students • 1st -11 students • Kindergarten – 12 students 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	CORE Reading Fundamentals training for K-2 teachers in collaboration with LWSD and CORE consultant.	Attendance record.
	Whole group use of Heggerty in K-1 classrooms and whole group or small group in 2 nd grade based on data.	Classroom observations and PLC team meeting notes.
	Lexia used with fidelity for at-risk students.	Lexia usage reports.

	<p>MTSS – Intervention team available to support teachers with of students showing risk indicators.</p> <p>IA support schedule leveraged to support needs identified by FastBridge and MTSS- I team.</p> <p>Tier 2 Reading support available for students identified at risk in all general education classrooms.</p>	<p>MTSS – I team meeting and follow up notes.</p> <p>IA schedule.</p> <p>Additional components on FIA Item 3.1; specifically, MTSS instructional systems available to all students when needed.</p>
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	<p>FastBridge End of Year aReading and Early Reading assessments</p> <p>MOY FastBridge progress monitoring for all students.</p> <p>Monthly progress monitoring data for students at risk.</p>	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Emotion Regulation	
Focus Grade Level(s) and/or Student Group(s)	K -5	
Desired Outcome	80% of 3 rd – 5 th grade students (current K – 2 nd grade students) will measure as favorable in Emotion Regulation as measured by the Panorama Survey in the Spring of 2025.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>The fall 2022 Panorama Survey indicated that Emotional Regulation was the biggest topic of need school wide, with only 56% of student measuring favorable. Specific needs are in the areas of pulling out of a bad mood, relaxing after becoming upset, and staying calm when things go wrong.</p> <p>The schools current score of Installing on the MTSS Fidelity Integrity Assessment for components 4.1 <i>Our school has schoolwide systems to promote positive behavior and social emotional learning for all students</i> and 4.2 <i>Our school provides multi-tiered instruction and support based on functions of behavior and social-emotional learning with fidelity</i> indicate a need for growth in these specific components that will impact improved Emotional Regulation by students.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Classroom teachers teaching Character Strong lessons with emotional regulation focus threaded throughout.	Teacher lesson plans.
	Kelso’s Choices program taught in K-1 classrooms by counselor and teachers. -Big Problem/Small Problem -Nine choices/Kelso’s wheel -I’m strong enough and smart enough to solve small problems	Counselor lesson plans. Teacher lesson pans.
	Emotional Regulation lessons taught by school counselor in general education classrooms -Flip your Lid -Zones of Regulation	Counselor lesson plans.
	All general education classrooms have emotional regulation space and tools.	Classroom walk throughs.
	Targeted small group instruction for students needing additional or intensified support. -Worry	Small group attendance records. Teacher referral slips. Tier 2 interventions data sheet. Tier 2 intervention meeting notes.

	-Self-control -Mindful mornings	
	LINKS mentorships program	LINKS mentor registration and referrals. Tier 2 interventions data sheet. Tier 2 intervention meeting notes.
	Individual Check-In and Check-Out system for students needing additional emotional regulation support.	Tier 2 interventions data sheet. Tier 2 intervention meeting notes.
	Track kids with no self-identified strengths on Panorama survey Emotional Regulation in Tier 2 team.	Tier 2 interventions data sheet. Tier 2 intervention meeting notes.
Timeline for Focus	Fall, 2022 - Spring, 2025	
Method(s) to Monitor Progress	Yearly FIA scores. Student Panorama data.	

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.

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.² 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
	Share SIP goals with PTSA board and ask for input.	December
	Regular admin attendance at PTSA meetings	Monthly
	Engaged parents on work teams (Academic, Equity, PBIS) when appropriate	Yearly
	Family survey	Winter 2023
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Share finalized SIP with community via Parent Square.	January
	Weekly admin message to families via Parent Square.	Weekly on Fridays
	Begin coffee with admin opportunities.	Starting in January

² LWSD's policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>