

# Christa McAuliffe 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.<sup>1</sup>*

#### 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.*

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<sup>1</sup> LWSD School Board Approval on <insert date>

**2022-23 PRIORITIES AT A GLANCE**

<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	English Language Arts/Literacy	Grades 3 – 5	88% of students in grades 3 – 5 will be at or above standard in English Language Arts (ELA) as measured by the Smarter Balanced Assessment in Spring of 2025.
<b>2</b>	Mathematics	Grades 3 - 5	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 2025.
<b>3</b>	Social Emotional Learning (SEL)	Grades 3 - 5	75% of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2025.

**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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Writing: Revising paragraphs, organizing ideas, providing evidence	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 – 5	
<b>Desired Outcome</b>	88% of students in grades 3 – 5 will be at or above standard in English Language Arts (ELA) as measured by the Smarter Balanced Assessment in Spring of 2025.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>After examining McAuliffe’s ELA target data we have found that performance in some target areas within writing were lower for our students relative to other portions of the test. These target areas were consistent across grades 3, 4, and 5.</p> <p>Specifically, students scored lower in the target area of “writing and revising brief texts”. Included within this target area is revising one or more paragraphs, organizing ideas, and providing supporting evidence.</p> <p>The data supports an increased focus on writing instruction at McAuliffe. Targeted instruction will be provided within narrative, opinion, and informational writing units.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers in grades 3-5 will share SBA writing prompts with staff during LEAP time (vertical teaming) for the purpose of aligning writing units and grading practices.	% 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 writing within multiple content areas.	% of teachers who integrate 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.

	<p>Targeted writing instruction within grades K-5 will take place as follows: (A) Teachers in grades K-2 will focus on main idea and details; and (B) Teachers in grades 3-5 will explicitly teach organizational structure.</p>	<p>% of teachers who provide targeted writing instruction as outlined by our grade band focus areas.</p>
	<p>Teachers in grades K-5 will analyze student work in comparison to annotated student samples and rubrics and adjust instruction as needed.</p>	<p>% of teachers who participate in the analysis of annotated student samples.</p>
	<p>Grade level teams in grades K-5 will identify critical lesson components from applicable writing units that support organization and revision.</p>	<p>% of teachers who work in grade level teams to plan units and lessons to support organization and revision.</p>
	<p>Teachers in grades K-5 will calibrate grading processes and discuss/explore how teams assess writing.</p>	<p>% of teachers who participate in calibration of grading processes.</p>
	<p>Teachers in grades 3-5 will access SBA Interim Assessments to help prepare students for writing assessments.</p>	<p>% of teams who access SBA Interim Assessments.</p>
<p><b>Timeline for Focus</b></p>	<p>Fall, 2022 - Spring, 2025</p>	
<p><b>Method(s) to Monitor Progress</b></p>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>1. Student progress on District Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress after each writing unit.</li> </ul> </li> <li>2. Student progress on SBA Interim Assessments</li> <li>3. Yearly progress on SBA</li> <li>4. Progress within classrooms using Street Data methodologies <ul style="list-style-type: none"> <li>• Ex: Student work, observations, etc.</li> </ul> </li> </ol>	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Math Target Areas: <ul style="list-style-type: none"> <li>• Grade 3: Geometric Measurement and Perimeter</li> <li>• Grade 4: Measurement and Data</li> <li>• Grade 5: Fractions and Representing and Interpreting Data</li> </ul>	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 - 5	
<b>Desired Outcome</b>	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 2025.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>After examining McAuliffe’s Math target data we have found that performance in some target areas within mathematics were lower for our students relative to other portions of the test. These target areas differed across grades 3, 4, and 5.</p> <p>Specifically, students scored lower across the following areas:</p> <ul style="list-style-type: none"> <li>• Grade 3: Geometric Measurement and Perimeter</li> <li>• Grade 4: Measurement and Data</li> <li>• Grade 5: Fractions and Representing and Interpreting Data</li> </ul> <p>The data supports an increased focus in math instruction at McAuliffe. Explicit instruction will be provided within the specific target areas that were lower for each grade level.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Grade level teams will focus on the following 2022 SBA target areas where students underperformed relative to other portions of the test: <p><u>Third Grade:</u></p> <ul style="list-style-type: none"> <li>• Target I: Geometric measurement - area</li> <li>• Target J: Geometric measurement - perimeter</li> </ul> <p><u>Fourth Grade:</u></p> <ul style="list-style-type: none"> <li>• Target I: Measurement and data – solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit</li> </ul>	% of teachers in grades 3-5 who use SBA target data to inform instruction.

	<p><u>Fifth Grade:</u></p> <ul style="list-style-type: none"> <li>• Target E: Use equivalent fractions as a strategy to add and subtract fractions</li> <li>• Target H: Represent and interpret data</li> </ul>	
	<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>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 4-5 will provide intentional math homework to target specific math skills.</p>	<p>% of teachers in grades 4-5 who provide homework targeting specific math skills.</p>
	<p>Resource Room teachers will schedule SpEd pull-out and push-in instruction during identified content areas.</p>	<p>Resource Room teachers will design schedules that best support students.</p>
	<p>Utilization of FastBridge assessment data to determine instructional needs.</p>	<p>Teachers and administration will monitor usage by students to ensure accurate and current data is available.</p>
	<p>Teachers in grades 3-5 will use flexible math groupings as follows:</p> <ul style="list-style-type: none"> <li>• Grades 3-4: Flexible small groups with parent volunteers (1-2 times each week).</li> <li>• Grade 5: Flexible math groupings using curriculum to meet specific student needs.</li> </ul>	<p>% of teachers in grades 3-5 who use flexible math groupings.</p>
<p><b>Timeline for Focus</b></p>	<p>Fall, 2022 - Spring, 2025</p>	
<p><b>Method(s) to Monitor Progress</b></p>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>1. Student progress on District Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress after/during each math unit.</li> </ul> </li> <li>2. Student progress on FastBridge Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.</li> </ul> </li> <li>3. Student progress on SBA Interim Assessments</li> </ol>	

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|  | <ol style="list-style-type: none"><li>4. Yearly progress on SBA</li><li>5. Progress within classrooms using Street Data methodologies<ul style="list-style-type: none"><li>• Ex: Student work, observations, etc.</li></ul></li></ol> |
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**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Emotional Regulation	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 – 5	
<b>Desired Outcome</b>	75% of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2025.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>McAuliffe’s 2022 Panorama Survey results for grades 3 – 5 indicated Emotional Regulation as being an area of need. This topic was the lowest scored area on the Panorama survey for McAuliffe Elementary. Only 49% of McAuliffe students responded favorably overall in this topic.</p> <p>Overall Favorability Score: 49%</p> <p>Subtopic Favorability Scores:</p> <ul style="list-style-type: none"> <li>• Pull yourself out of a bad mood: 45%</li> <li>• Control your emotions: 65%</li> <li>• Being calm when things go wrong: 45%</li> <li>• Being relaxed when others are angry: 37%</li> <li>• Getting yourself to relax when you are upset: 53%</li> </ul>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers in grades K-5 will participate in Second Steps training and deliver Second Steps lessons in classrooms that directly address emotional regulation.	% of teachers in who participate in Second Steps training and deliver Second Steps lessons in classrooms.
	Classroom Strategies: <ul style="list-style-type: none"> <li>• Use of breathing techniques</li> <li>• Sensory tools/items for classrooms</li> <li>• Creation of “Calm Down” corner in classrooms</li> <li>• Movement breaks</li> <li>• Use of Panorama Playbook strategies and lessons</li> </ul>	% of teachers in who utilize classroom strategies.
	Counselor Strategies: <ul style="list-style-type: none"> <li>• Teaching “Zones of Regulation”</li> <li>• Parent communication about strategies to utilize at home (monthly)</li> <li>• Second Step lessons delivered in grades K-5 on a</li> </ul>	Administrator monthly check-ins with Counselor to monitor success and implementation of strategies.



	<p>rotating basis throughout the year</p> <ul style="list-style-type: none"> <li>• Partner with other ELC schools on Counseling professional development for parents</li> <li>• Recess monitors and Kindness Coaches</li> <li>• Small group intervention and instruction</li> </ul>	
	Use of LEAP time for all-staff Professional Development	% of teachers participate in LEAP activities.
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>1. Panorama Survey results for grades 3-5</li> <li>2. Number of students referred to the Student Intervention Team (SIT) for SEL support</li> <li>3. Counselor and Administration student discipline referrals</li> <li>4. Progress using Street Data methodologies <ul style="list-style-type: none"> <li>• Ex: Student and parent conversations</li> </ul> </li> </ol>	

## 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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	McAuliffe Elementary teachers/staff will utilize parent volunteers to support students in class to support SIP goals. Examples include: <ul style="list-style-type: none"> <li>• Art Start</li> <li>• McAuliffe Volunteer Program (MVP)</li> <li>• Math Groups</li> <li>• Read Naturally</li> <li>• Field Trip Volunteers</li> </ul>	This action will take place throughout the 2022-2025 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 2022-2025 school years.

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

	<p>Examples Include:</p> <ul style="list-style-type: none"> <li>• Funding for books</li> <li>• STARS/AR</li> <li>• Professional Development in SEL and Equity</li> <li>• IM Math workbook teacher copies</li> <li>• Classroom funds for teachers</li> <li>• Financial support of PBIS incentives</li> </ul>									
	<p>McAuliffe Elementary teachers/staff will collaborate with the PTSA to host community events, as allowed under COVID protocols, that support SIP goals.</p> <p>Examples Include:</p> <ul style="list-style-type: none"> <li>• New family dinner</li> <li>• SPED Coffee</li> <li>• Volunteer Tea</li> <li>• Welcome Back Coffee</li> <li>• Fun Run</li> <li>• Graduation/Promotion</li> <li>• Assemblies</li> <li>• Parent Education Events</li> </ul>	<p>This action will take place throughout the 2022-2025 school years.</p>								
	<p>The McAuliffe Elementary Equity Team will collaborate with parents, students, and our PTSA to support equity work as it relates to our SIP goals.</p> <p>Parent Square</p> <ul style="list-style-type: none"> <li>• Teacher Newsletters</li> <li>• Conferences</li> <li>• Monthly School Newsletter</li> <li>• School Website</li> <li>• Curriculum Night</li> </ul>	<p>This action will take place throughout the 2022-2025 school years.</p>								
<p><b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b></p>	<table border="1"> <thead> <tr> <th data-bbox="456 1262 980 1297"><b>Action</b></th> <th data-bbox="980 1262 1495 1297"><b>Timeline</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1297 980 1423">The McAuliffe Elementary SIP will be posted on the school website.</td> <td data-bbox="980 1297 1495 1423">Upon approval by the LWSD School Board, the McAuliffe Elementary SIP will be posted by January 2023, or earlier.</td> </tr> <tr> <td data-bbox="456 1423 980 1556">McAuliffe community will be updated of the SIP process via the November 2022 monthly newsletter (sent by Parent Square).</td> <td data-bbox="980 1423 1495 1556">The monthly newsletter will be emailed to families on November 4, 2022.</td> </tr> <tr> <td data-bbox="456 1556 980 1659">Update the McAuliffe community of SIP process and availability at the November 2022 PTSA meeting.</td> <td data-bbox="980 1556 1495 1659">The PTSA meeting will take place on a Thursday in November of 2022.</td> </tr> </tbody> </table>	<b>Action</b>	<b>Timeline</b>	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 2023, or earlier.	McAuliffe community will be updated of the SIP process via the November 2022 monthly newsletter (sent by Parent Square).	The monthly newsletter will be emailed to families on November 4, 2022.	Update the McAuliffe community of SIP process and availability at the November 2022 PTSA meeting.	The PTSA meeting will take place on a Thursday in November of 2022.	
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