

# SAMANTHA SMITH ELEMENTARY

## School Improvement Plan

### Annual Update: 2023 - 2024

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Samantha Smith Elementary is a beautifully diverse community of about 580 Kindergarten through 5<sup>th</sup> grade learners. In addition to 22 general education classes, Smith Elementary hosts 3 classes of 2<sup>nd</sup> through 5<sup>th</sup> 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 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. 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. We use a schoolwide 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.*

#### 2023-24 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 <sup>rd</sup> – 5 <sup>th</sup> grade students (current K – 2 <sup>nd</sup> students) will score At or Above Standard as measured by the Spring 2025 Smarter Balanced Assessment.
2	Literacy	K -5	85% of the 57 students identified as some risk or high risk by the fall 2023 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 2024, as demonstrated on the FastBridge Group Growth Report.
3	Social/ Emotional	K -5	60% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students (current K – 2 <sup>nd</sup> grade students) will respond as favorable and 85% favorable and

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

neutral combined, in Emotion Regulation as measured by the Panorama Survey in the 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>	Mathematics																																										
<b>Focus Area</b>	Math																																										
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K – 5 <sup>th</sup> Grade																																										
<b>Desired Outcome</b>	90% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students (current K – 2 <sup>nd</sup> students) will score At or Above Standard as measured by the Spring 2025 Smarter Balanced Assessment.																																										
<b>Alignment with District Strategic Initiatives</b>	MTSS																																										
<b>Data and Rationale Supporting Focus Area</b>	<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>Overall, proficiency of 3<sup>rd</sup> – 5<sup>th</sup> graders increased to 89% in the spring of 2023. Most subgroups showed a positive trend as well. A significant increase was seen in the subgroup of students receiving special education services. A significant decrease is notable among students who are identified as low income.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Spring 2022 SBA Math</b></th> <th style="text-align: center;"><b>Spring 2023 SBA Math</b></th> </tr> </thead> <tbody> <tr> <td><b>Overall Proficiency</b></td> <td style="text-align: center;">85%</td> <td style="text-align: center;">89%</td> </tr> <tr> <td colspan="3"><b>Subgroups:</b></td> </tr> <tr> <td>Low Income</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Non-Low Income</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">89%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>Non-Special Education</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>Non-Highly Capable</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">88%</td> </tr> <tr> <td>Highly Capable</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Multilingual Learners</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">87%</td> </tr> <tr> <td>Non-Multilingual</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">89%</td> </tr> <tr> <td>5<sup>th</sup> Grade</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>4<sup>th</sup> Grade</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">89%</td> </tr> <tr> <td>3<sup>rd</sup> Grade</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">96%</td> </tr> </tbody> </table> <p>Arrow to indicate progress of student cohort.</p>		<b>Spring 2022 SBA Math</b>	<b>Spring 2023 SBA Math</b>	<b>Overall Proficiency</b>	85%	89%	<b>Subgroups:</b>			Low Income	75%	60%	Non-Low Income	87%	89%	Special Education	39%	62%	Non-Special Education	87%	90%	Non-Highly Capable	81%	88%	Highly Capable	98%	100%	Multilingual Learners	89%	87%	Non-Multilingual	85%	89%	5 <sup>th</sup> Grade	89%	83%	4 <sup>th</sup> Grade	86%	89%	3 <sup>rd</sup> Grade	85%	96%
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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.
	Professional development and collaboration opportunities focused on Multilingual learners.	Professional development calendar and learning targets.
	Strategic student support for students who are identified as low income.	Academic team notes. Counselor & admin meeting notes.
	Creating regular student opportunities to engage with adaptive digital math tools such as Dreambox and Xtra Math.	Program usage reports.
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	Spring SBA scores in 2023, 2024, and 2025 FastBridge screening and progress monitoring data SBA Interim Assessments	

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	Reading
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5
<b>Desired Outcome</b>	85% of the 57 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 2024, as demonstrated on the FastBridge Group Growth Report.
<b>Alignment with District Strategic Initiatives</b>	MTSS

**Data and Rationale Supporting Focus Area**  
 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:

	<b># of Students at High Risk Fall 2023</b>	<b># of Students at Some Risk Fall 2023</b>	<b>Combined High &amp; Some Risk Total</b>
<b>Overall</b>			<b>57 students</b>
5 <sup>th</sup>	4 students	7 students	11 students
4 <sup>th</sup>	5 students	1 students	6 students
3 <sup>rd</sup>	3 students	7 students	10 students
2 <sup>nd</sup>	4 students	5 students	9 students
1 <sup>st</sup>	7 students	7 students	14 students
Kindergarten	2 students	5 students	7 students

**2022-2023 Results:**

	<b># of Students at Risk Fall 2022</b>	<b># of At Risk Students who Showed Aggressive or Typical Growth Spring 2023</b>
<b>Overall</b>	<b>64 students</b>	<b>50 students (78%)</b>
5 <sup>th</sup>	13 students	11 students (85%)
4 <sup>th</sup>	8 students	5 students (63%)
3 <sup>rd</sup>	8 students	8 students (100%)
2 <sup>nd</sup>	12 students	7 students (58%)
1 <sup>st</sup>	11 students	9 students (82%)
Kindergarten	12 students	10 students (83%)

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 <sup>nd</sup> grade based on data.	Classroom observations and PLC team meeting notes.
	Lexia used with fidelity for at-risk students.	Lexia usage reports.
	MTSS – Intervention team available to support teachers with of students showing risk indicators.	MTSS – I team meeting and follow up notes.
	IA support schedule leveraged to support needs identified by FastBridge and MTSS- I team.	IA schedule.
	Tier 2 Reading support available for students identified at risk in all general education classrooms.	Additional components on FIA Item 3.1; specifically, MTSS instructional systems available to all students when needed.
	Administration and grade level team mid-year data review meetings to gauge progress and determine next steps.	Meeting notes.
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	FastBridge End of Year aReading and Early Reading assessments MOY FastBridge progress monitoring for all students. Monthly progress monitoring data for students at risk.	

Priority #3	
<b>Priority Area</b>	Social and Emotional
<b>Focus Area</b>	Emotion Regulation
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K -5
<b>Desired Outcome</b>	60% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students (current K – 2 <sup>nd</sup> grade students) will respond as favorable and 85% favorable and neutral combined, in Emotion Regulation as measured by the Panorama Survey in the Spring of 2025.
<b>Alignment with District Strategic Initiatives</b>	MTSS
<b>Data and Rationale Supporting Focus Area</b>	In the fall of 2022, when this goal was initiated, the Panorama student survey indicated that Emotional Regulation was the biggest area of need school wide, with only 56% of student measuring favorable (87% favorable and neutral combined). Specific needs were in the areas of pulling out of a

bad mood, relaxing after becoming upset, and staying calm when things go wrong. In the spring of 2023, favorable response increased to 58% and then decreased again to 53% in the fall 2023.

### **Emotional Regulation**

	Fall 2018	Spring 2019	Fall 2019	Fall 2021	Fall 2022	Spring 2023	Fall 2023
<b>Favorable</b>	53%	51%	52%	51%	56%	58%	53%
<b>Favorable and Neutral Combined</b>	N/A	N/A	N/A	81%	87%	88%	85%

In the fall of 2022, the school’s scores on the MTSS Fidelity Integrity Assessment for components 4.1 *Our school has schoolwide systems to promote positive behavior and social emotional learning for all students* and 4.2 *Our school provides multi-tiered instruction and support based on functions of behavior and social-emotional learning with fidelity* were Installing (some but not all components in place). This indicated a need for growth in these specific components that hopefully will impact improved Emotional Regulation by students. Upon reassessment in the fall of 2023, we are still in the installing phase. Specific components needing to be added include:

**4.1:**

- A universal behavior and social emotional support system is clearly in place and includes teaching schoolwide behavioral expectations and social emotional learning skills, recognition systems, and/or restorative discipline policies.
- Procedures are in place and used to measure the fidelity of implementation of the universal behavior and social-emotional support system and practices.

**4.2:**

- Additional and Intensified support for behavior and social-emotional learning are matched by function and intensity to student need, and the instruction and support have:
  - professional learning for implementation
  - clearly defined decision rules for access and exit
  - procedures in place to monitor the fidelity of implementation and the overall effectiveness.
- Our school has Behavior and Social- Emotional Plans that:
  - incorporate input from families and/or students
  - incorporate assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc.
  - include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing

	As we work to increase our FIA SEL Items 4.1 and 4.2 stage of Implementation to Implementing (all components in place), we expect Emotional Regulation as reported by our 3 <sup>rd</sup> – 5 <sup>th</sup> graders on the Panorama survey to continue to increase.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Classroom teachers teaching Purposeful People 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 based on Strengths/Needs screener.	Small group attendance records. Teacher referral slips. Tier 2 interventions data sheet. Tier 2 intervention meeting notes.
	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.
	PBIS & SEL work team leading building work.	PBIS team meeting notes.
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	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.<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>
	Share SIP goals with PTSA board .	December
	Regular admin attendance at PTSA meetings	Monthly
	Engaged parents on work teams (Academic, Equity, PBIS) when appropriate	Yearly
	Family survey	Winter 2023
<b>Strategy to Inform Students, Families, Parents and</b>	<b>Action</b>	<b>Timeline</b>
	Share finalized SIP with community via Parent Square.	January

<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>



<b>Community Members of the SIP</b>	Weekly admin message to families via Parent Square.	Weekly on Fridays
	Begin coffee with admin opportunities.	Starting in January