

# Christa McAuliffe Elementary

## School Improvement Plan

### Annual Update: 2023-24

*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 whose efforts are supported by staff, parents, and students. Our collaborative work has resulted in student education, school celebrations/recognitions, diversified book collections, and parent connection events.

Christa McAuliffe Elementary houses both the Full-Time and Pull-Out Quest (gifted) programs. 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.*

---

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

**2023-24 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	93% 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	93% of students in grades 3 – 5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2026.
<b>3</b>	Social Emotional Learning (SEL)	Grades 3 - 5	<p>90% of students in grades 3 – 5 will respond favorably or neutral in Emotional Regulation as measured by the Panorama Survey in Spring of 2026.</p> <p>70% of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2026.</p>

**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>	Focus on SBA Target areas within English Language Arts/Literacy in grades 3 -5 that scored lower on the 2023 SBA relative to other portions of the test. This includes Reading Literary Text and Writing.	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 – 5	
<b>Desired Outcome</b>	93% 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 2026.	
<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 reading and writing were lower for our students relative to other portions of the test. These target areas varied depending on grade level.</p> <p>Students scored lower across the following areas:</p> <ul style="list-style-type: none"> <li>• Reading Literary Text: Grades 3, 4, and 5</li> <li>• Research and Inquiry: Grades 3 and 5</li> <li>• Writing: Grades 3 and 4</li> <li>• Reading Informational Text: Grades 4 and 5</li> <li>• Listening: Grades 4</li> <li>• Research and Inquiry: Grade 5</li> </ul> <p>In an effort to increase student performance within English Language Arts/Literacy, teachers in grade levels 3 - 5 will design instruction/intervention that focuses on the target areas in which students within their grade level performed lower relative to other portions of the test.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<p>Grade level teams will focus on the following 2023 SBA target areas where students underperformed relative to other portions of the test:</p> <p><u>Third Grade:</u></p> <ul style="list-style-type: none"> <li>• Reading Literary Text</li> </ul> <p><u>Target 4: Reasoning and Evidence</u></p>	% of teachers in grades 3-5 who use SBA target data to inform instruction.

	<ul style="list-style-type: none"> <li>• Writing Target 9: Edit</li> <li>• Research and Inquiry Target 2: Interpret and Integrate Information</li> </ul> <p><u>Fourth Grade:</u></p> <ul style="list-style-type: none"> <li>• Reading Literary Text Target 7: Language Use</li> <li>• Reading Informational Text Target 11: Reasoning and Evidence</li> <li>• Writing Target 1: Write/Revise Texts</li> <li>• Writing Target 2: Compose Full Texts</li> <li>• Listening Target 4: Listen/Interpret</li> </ul> <p><u>Fifth Grade:</u></p> <ul style="list-style-type: none"> <li>• Reading Literary Text Target 2: Central Ideas</li> <li>• Reading Literary Text Target 3: Word Meanings</li> <li>• Reading Literary Text Target 7: Language Use</li> <li>• Reading Informational Text Target 12: Analysis Within or Across Texts</li> <li>• Reading Informational Text Target 14: Language Use</li> <li>• Research and Inquiry Target 3: Analyze Information/Sources</li> <li>• Research and Inquiry Target 4: Use Evidence</li> </ul>	
	<p>Teachers in grades 3-5 will share SBA writing practices with staff during LEAP time (vertical teaming) for the purpose of aligning writing and grading practices.</p>	<p>% of teachers who participate in vertical teaming.</p>
	<p>Teachers in grades K-5 will incorporate culturally responsive teaching strategies into literacy instruction.</p>	<p>% of teachers who provide writing prompts that interest students and connect to background knowledge.</p>
	<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</p>	<p>% of teachers who provide targeted writing instruction as outlined by our grade band focus areas.</p>

	explicitly teach organizational structure.	
	Grade level teams in grades K-5 will identify critical lesson components that support organization and revision.	% of teachers who work in grade level teams to plan units and lessons to support organization and revision.
	Teachers in grades K-5 will calibrate grading processes and discuss/explore how teams assess writing.	% of teachers who participate in calibration of grading processes.
	Teachers in grades K-5 will implement a regular intervention block schedule that supports literacy.	% of teams who implement a regular intervention block schedule.
	Teachers in grades K-2 will use Heggerty and Secret Sources resources to support reading efforts.	% of teachers who use Heggerty and Secret Sources resources.
	Teachers in grades K-5 will collaborate with the MTSS coach to grow in the area of instruction.	% of teachers who collaborate with the MTSS coach.
	Staff meeting time will be used to learn and reflect upon strategies included within the Instructional Playbook.	% of Instructional Playbook strategies covered at staff meeting time.
	Special Education, Safety Net, and Multilingual teachers will create schedules that supports students within K-5 literacy intervention blocks.	% of teachers who create schedules to support students within literacy intervention block times.
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026	
<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. Student progress on District Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress after each writing unit via district provided rubrics.</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. Yearly progress on SBA</li> <li>4. Progress within classrooms using Street Data methodologies <ul style="list-style-type: none"> <li>• Ex: Student observations, student/parent conversations</li> </ul> </li> </ol>	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Focus on SBA Target areas within Mathematics in grades 3 -5 that scored lower on the 2023 SBA relative to other portions of the test. This includes Problem Solving and Geometry.	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 - 5	
<b>Desired Outcome</b>	93% of students in grades 3 – 5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2026.	
<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 varied depending on grade level.</p> <p>Students scored lower across the following areas:</p> <ul style="list-style-type: none"> <li>• Geometry and Measurement: Grades 3 and 5</li> <li>• Problem Solving: Grade 4</li> </ul> <p>The data supports an increased focus in math instruction at McAuliffe. Teachers in grade levels 3 - 5 will design instruction/intervention that focuses on the target areas in which students within their grade level performed lower relative to other portions of the test.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<p>Grade level teams will focus on the following 2023 SBA target areas where students underperformed relative to other portions of the test:</p> <p><u>Third Grade:</u></p> <ul style="list-style-type: none"> <li>• Concepts and Procedures Target J: Geometric measurement - perimeter</li> </ul> <p><u>Fourth Grade:</u></p> <ul style="list-style-type: none"> <li>• Concepts and Procedures Target A: Use the four operations with whole numbers to solve problems.</li> </ul> <p><u>Fifth Grade:</u></p> <ul style="list-style-type: none"> <li>• Concepts and Procedures Target K: Classify two-dimensional figures into</li> </ul>	<p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p>

	<p>categories based upon their properties.</p> <p>Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical teaming in math to ensure students receive exposure to late Spring units prior to the SBA.</p> <p>Teachers in grades 3-5 will utilize supplemental math resources to address growth areas.</p> <p>School administration will provide teachers in grades 3-5 with IA support to assist with math goals.</p> <p>Teachers in grades 4-5 will provide intentional math homework to target specific math skills.</p> <p>Utilization of FastBridge assessment data to determine instructional needs.</p> <p>Teachers in grades 4-5 will use a variety of strategies to support students during intervention block times: <ul style="list-style-type: none"> <li>• Grades 4: Flexible small groups with parent volunteers</li> <li>• Grade 5: Flexible math groupings.</li> </ul> </p> <p>Teachers in grades K-5 will implement a regular intervention block schedule that supports math.</p> <p>Special Education teachers will create schedules that supports students within K-5 math intervention blocks.</p> <p>Teachers in grades K-5 will collaborate with the MTSS coach to grow in the area of instruction.</p> <p>Staff meeting time will be used to learn and reflect upon strategies included within the Instructional Playbook.</p>	<p>% of teachers in grades K-5 who participate in vertical teaming related to math.</p> <p>% of teachers in grades 3-5 who utilize supplemental math resources.</p> <p>Administration will assign IA support to teachers in grades 3-5.</p> <p>% of teachers in grades 4-5 who provide homework targeting specific math skills.</p> <p>Teachers and administration will monitor usage by students to ensure accurate and current data is available.</p> <p>% of teachers in grades 4-5 who use flexible math groupings.</p> <p>% of teams who implement a regular intervention block schedule.</p> <p>% of Special Education teachers who create schedules to support students within math intervention block times.</p> <p>% of teachers who collaborate with the MTSS coach.</p> <p>% of Instructional Playbook strategies covered at staff meeting time.</p>
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026	
<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. 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</li> </ol>	

	<ul style="list-style-type: none"> <li>Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.</li> </ul> <ol style="list-style-type: none"> <li>Yearly progress on SBA</li> <li>Progress within classrooms using Street Data methodologies <ul style="list-style-type: none"> <li>Ex: Student observations, student/parent conversations</li> </ul> </li> </ol>
--	---

<b>Priority #3</b>		
<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>	<p>90% of students in grades 3 – 5 will respond favorably or neutral in Emotional Regulation as measured by the Panorama Survey in Spring of 2026.</p> <p>70% of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2026.</p>	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>Although we showed great improvement on the 2023 Panorama Survey, survey results indicated Emotional Regulation was the lowest area on the Panorama survey, with 85% of students in grades 3-5 responding favorably or neutral.</p> <p>Score Breakdown: Emotional Regulation</p> <ul style="list-style-type: none"> <li>Overall Favorability/Neutral Score: 85% (scoring at level 3, 4, or 5)</li> <li>Overall Favorability Score: 54% (scoring at level 4 or 5)</li> </ul> <p>Subtopic Breakdown: Emotional Regulation Focus Areas</p> <ul style="list-style-type: none"> <li>Being calm when things go wrong: 85% (48% at level 4-5)</li> <li>Getting yourself to relax when you are upset: 87% (58% at level 4-5)</li> </ul>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers in grades K-5 will focus SEL instruction and support on the following two emotional regulation subtopics: <ul style="list-style-type: none"> <li>Getting yourself to relax when you are upset.</li> <li>Being calm when things go wrong.</li> </ul>	% of teachers incorporating these subtopics into SEL lessons.
	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 who participate in Second Steps training and deliver Second Steps lessons in classrooms.



	<p>Classroom Strategies:</p> <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> <li>• Adding calm transitions with lights off</li> <li>• Using “worry notes”</li> <li>• Teaching and reinforcing Kelso’s Choices strategies</li> </ul>	<p>% of teachers who utilize classroom strategies.</p>
	<p>Counselor Strategies:</p> <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 rotating basis throughout the year</li> <li>• Partner with other ELC schools on Counseling professional development for parents</li> <li>• Recess monitors (Astronaut Program) and Kindness Coaches</li> <li>• Small group intervention and instruction</li> <li>• Teaching and reinforcing Kelso’s Choice strategies</li> </ul>	<p>Administrator monthly check-ins with Counselor to monitor success and implementation of strategies.</p>
	<p>Use of LEAP time for all-staff Professional Development</p>	<p>% of teachers participate in LEAP activities.</p>
<p><b>Timeline for Focus</b></p>	<p>Fall, 2023 - 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. 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 observations, student/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>
	<p>McAuliffe Elementary teachers/staff will utilize parent volunteers to support students in class to support SIP goals. Examples include:</p> <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>	<p>This action will take place throughout the 2023-2026 school years.</p>

<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>Administration will work with the PTSA to fund materials and professional development opportunities to support SIP goals. Examples Include:</p> <ul style="list-style-type: none"> <li>• Books (for students and teacher Professional Learning)</li> <li>• STARS/AR</li> <li>• Musical Instruments</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> <li>• Stipends to fund clubs and activities (ASB, Choir, Outdoor Education, Field Day, Green Team, McAuliffe Reads, Running Club)</li> <li>• Field Trip Support</li> </ul>	<p>This action will take place throughout the 2023-2026 school years.</p>
	<p>McAuliffe Elementary teachers/staff will collaborate with the PTSA to host community events that support SIP goals. 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> <li>• PTSA Events (Art Walk, Spelling Bee, Talent Show, Bingo Night, Block Party, International Night, STEM Fair)</li> </ul>	<p>This action will take place throughout the 2023-2026 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> <ul style="list-style-type: none"> <li>• Parent Square</li> <li>• Teacher Newsletters</li> <li>• Conferences</li> <li>• Monthly School Newsletter</li> </ul>	<p>This action will take place throughout the 2023-2026 school years.</p>

	<ul style="list-style-type: none"> <li>• School Website</li> <li>• Curriculum Night</li> <li>• Cultural Assemblies</li> </ul>	
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<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 2024, or earlier.
	McAuliffe community will be updated of the SIP process via the November 2023 monthly newsletter (sent by Parent Square).	The monthly newsletter will be emailed to families on November 3, 2023.
	Update the McAuliffe community of SIP process and availability at the November 2023 PTSA meeting.	The PTSA meeting will take place on Monday, November 13th.