

Margaret Mead Elementary School

School Improvement Plan

Annual Update: 2023-24

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Margaret Mead Elementary is in Sammamish, Washington. Mead Elementary opened in 1979 as the first LWSD elementary school in the area currently known as the Sammamish Plateau. In 1999, the community was incorporated as the City of Sammamish. Students from Margaret Mead transition to Inglewood Middle School followed by Eastlake High School.

Mead is a diverse community of learners. Our students come from countries around the globe and speak more than twenty languages. One program unique to Mead is the STEM Choice Program. STEM enrolls 120 students via a district directed lottery process. Highlights of STEM include additional study in engineering, technology, and Next Generation Science Standards.

The staff at Margaret Mead Elementary are committed to student success. Teachers focus on the success of every student by providing rigorous instruction based on state and district standards and a safe and welcoming learning environment. The Mead staff highly value the partnership with our parent community, including our active PTSA.

At Mead, we follow the MEAD Way. The MEAD Way is our common language and expectation about how we interact in community together. We demonstrate **The Mead Way** by: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

Mead Elementary celebrated its fortieth anniversary year by opening a brand-new school building in 2019. The new, beautifully updated building provides many new opportunities including a cafeteria/commons, additional classrooms with expansive shared learning spaces, an art science room, and state of the art technology in every classroom.

Mission Statement: *Prepare, Challenge, Inspire.* Our vision statement: *Preparing every student for lifelong success.*

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	K-1	85% or more of kindergarten and 1 st grade students will demonstrate proficiency in the ‘Phonemic Awareness’ component of FastBridge as measured by earlyReading on the Screening-to-Intervention (s2i) Report by Spring, 2025.
2	Mathematics	3-5	85% of students in grades 3 – 5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring, 2025.

¹ LWSD School Board Approval on <insert date>

3	Social and Emotional	3-5	By spring, 2025, in the Panorama Survey category of Supportive Relationships, 85% or more of students in grades 3 – 5 will answer favorably to the question “Do you have a friend from school who you can count on to help you, no matter what?”
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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	English Language Arts/Literacy	
Focus Area	Foundational Literacy Skills	
Focus Grade Level(s) and/or Student Group(s)	K-1	
Desired Outcome	85% or more of kindergarten and 1 st grade students will demonstrate proficiency in the ‘Phonemic Awareness’ component of FastBridge as measured by earlyReading on the Screening-to-Intervention (s2i) Report by Spring, 2025.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the fall FastBridge universal screener data for fall, 2023, kindergarten had 85% of students demonstrating proficiency and 1st grade level data had less than 80% of students demonstrating proficiency.</p> <p>Kindergarten was at 85% on track and 1st grade was at 65% on track when reviewing the BOY ‘Phonemic Awareness’ component of the grade-level s2i Report.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement whole-class Heggerty in collaboration with Safety Net teacher K-1	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction
	Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group	Instruction visible during admin formal and informal observations
	Implement tier 2, small group targeted, differentiated instruction for all students, including students with risk indicators in phonemic awareness.	Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook, small group instruction “yellow pages”, etc.)
	Participation in Safety Net support for qualifying students.	Utilizing SIPPS & Wonder Works curricular tools to support instruction.

Timeline for Focus	Fall, 2023 - Spring, 2025
Method(s) to Monitor Progress	<ul style="list-style-type: none">• FastBridge universal screener benchmarks (Fall, Winter, Spring)• Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness• Wonders End of Unit Tests for informational and fiction passages. Wonders Fluency Passage – “Ben’s Birthday”

Priority #2

Priority Area	Mathematics	
Focus Area	Math Operations	
Focus Grade Level(s) and/or Student Group(s)	Grades 3 - 5	
Desired Outcome	85% of students in grades 3 – 5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring, 2025.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	After examining Mead’s SBA math data from spring, 2023, 78% of 5 th grade students, 84% of 4 th grade students and 85% of 3 rd grade students were at or above standard on the Math Summative measure of the SBA.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Grade level teams will review spring, 2023 SBA data to identify students falling below standard in math.	% of teachers in grades 3-5 who use SBA data to identify students and inform instruction.
	Utilization of FastBridge assessment data to determine instructional needs	Teachers and administration will monitor FastBridge BOY, MOY and EOY math data to monitor growth for the students in the identified group.
	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	% of teachers in grades K-5 who participate in horizontal and vertical teaming related to math
	Resource Room teachers will schedule SpEd pull-out and push-in instruction during identified math block including intervention block.	Resource Room teachers will design schedules that support every student’s access to classroom core instruction daily.
	Grade level intervention blocks utilizing IA support and teacher led small groups will be provided daily in each grade level.	Administration will assign IA support during intervention block in each grade level. Daily schedule will support a math intervention block at every grade level.
Timeline for Focus	Fall, 2023 - Spring, 2025	
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 	

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| | <ul style="list-style-type: none">• Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments. <ol style="list-style-type: none">3. Student progress on SBA Interim Assessments4. Yearly progress on SBA5. Progress within classrooms using Street Data methodologies <p>Ex: Student work, observations, etc.</p> |
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Priority #3

Priority Area	Social and Emotional	
Focus Area	Supportive Relationships	
Focus Grade Level(s) and/or Student Group(s)	K - 5	
Desired Outcome	By spring, 2025, in the Panorama Survey category of Supportive Relationships, 85% or more of students in grades 3 – 5 will answer favorably to the question “Do you have a friend from school who you can count on to help you, no matter what?”	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	On the Fall, 2023 Panorama Social Emotional Learning Survey, in the category of Supportive Relationships, of students in grades 3 – 5, 80% of students answered favorably overall. Within that category for the question, “Do you have a friend from school who you can count of to help you, no matter what?” 79% of 3 rd graders, 81% of 4 th graders and 82% of 5 th graders responded favorably. These percentages suggest room for growth toward the goal.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff to analyze data from grade 3-5 student Panorama survey to identify areas of relative need	Dissemination of data to staff to raise awareness of student perceptions
	Daily building wide support of the Mead Way providing common language and expectations for behavior and interactions.	% of staff communicating/supporting the use of the Mead Way.
	The school counselor will use Kelso Choices and Second Step Curriculum in classrooms monthly and as Tier 2 small group support to teach students how to manage thoughts and feelings and appropriate interpersonal interactions.	% of classrooms who receive the Kelso Choices and Second Step instruction from counselor
	Schoolwide implementation of and support for the Purposefull People program as part of our PBIS and MTSS work.	% of staff communicating/supporting the use of Purposefull People
	Use of PBIS positive affirmation system in classrooms, grade level cohorts and building wide to support positive behavior choices.	% of teachers communicating/supporting the use of PBIS positive behavior system as schoolwide positive reinforcement feedback.
Timeline for Focus	Fall, 2023 - Spring, 2025	
Method(s) to Monitor Progress	Progress will be monitored by the following:	

	<p>Annual evaluation of progress using the Grade 3-5 Panorama survey (Fall and Spring survey windows).</p>
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Record of how many classroom lessons are taught to each grade level from Second Step curriculum and Kelso Choices.

Review classroom, cohort and school wide data from PBIS reinforcement system.

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
	SIP draft presented to the PTSA board	January, 2024
	Mead Student Leadership Team (4 th /5 th graders) will be given opportunity to give feedback/input into activities for Priority #3 (Social/Emotional Goal)	February, 2024
	Monthly meetings with PTSA Board	Monthly
	SIP will be posted to school website	February, 2024
Strategy to Inform Students, Families, Parents and	Action	Timeline
	Mead SIP posted on Mead website	February, 2024

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

Community Members of the SIP	Invitation to review the SIP sent to all parents via monthly principal ParentSquare e-newsletter.	February, 2024
	Final SIP shared at PTSA Board and general membership meeting.	February, 2024
	Principal will update PTSA General Membership	Spring, 2024