



Elizabeth Blackwell 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: As you approach the front of our school, you will see a beautiful, colorful student-created mural depicting the sights and unique characteristics of our great Puget Sound region. At the center of this mural is a simple schoolhouse.

School is the center of the Blackwell community. Elizabeth Blackwell Elementary is located on the northern edge of the Sammamish Plateau. Situated in the Timberline neighborhood, we serve students from along Lake Sammamish to the west and the Sahalee neighborhood on the east. Our students move to Inglewood Middle School before entering Eastlake High School.

Our school hosts both K-5 general education and highly capable classrooms. The Lake Washington School District’s Strategic Plan is to elevate our practices to provide learning environments in which connection, value and challenge are part of each student’s educational experience. We strive to provide integrated, differentiated learning experiences for students. We get to know each student on an individual basis to address individual needs. We strive to engage students actively in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State Standards. We value diversity and embrace the richness of our many cultures within our walls.

Parent involvement is a key component to the success of our students. We have a very active PTSA that supports many at school programs, provides resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated staff.

Mission Statement: *To nurture well-rounded students empowered to meet the challenges of our diverse, global society.*

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	Grade 3-5	88% of students in grades 3 – 5 will be at or above standard in ELA as measured by the Smarter Balanced Assessment in Spring of 2026

¹ LWSD School Board Approval on <insert date>

2	Mathematics	Grade 3-5	80% 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
3	Social and Emotional	Grade K-5	85% of students in grades 3 – 5 will respond favorably in their Sense of Belonging as measured by the Panorama Survey in Spring of 2026.

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	Writing and revising text	
Focus Grade Level(s) and/or Student Group(s)	Grades 3-5	
Desired Outcome	<p>88% of students in grades 3 – 5 will be at or above standard in ELA as measured by the Smarter Balanced Assessment in Spring of 2026.</p> <p>Write or revise one or more paragraphs demonstrating ability to stay on topics or use sources; organize ideas and develop supporting evidence/reasons and elaboration.</p>	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>After examining Blackwell’s ELA target data in spring 2022, we have found that performance in some target areas within writing was 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 relatively lower in the target area of “writing and revising brief texts.” Included within this target area is writing and revising one or more paragraphs, organizing ideas, and providing supporting evidence and elaboration.</p> <p>The data supports an increased focus on writing instruction at Blackwell. Targeted instruction will be provided within narrative, opinion, and informational writing units.</p> <p>In addition, target areas noted in the spring 2023 SBA indicated relatively lower cohort target achievements for grades 3, 4, and 5. Specifically in 3rd grade in the area of Reading Literary Text, in 4th grade in the area of Writing, and in 5th grade in the area of Reading Informational Text and Research & Inquiry.</p> <p>The data supports an increase focus on these areas in our instruction of these reading and writing areas.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers in grades K-5 will work together to ensure fidelity and alignment of writing units	% of teachers who use district provided writing curriculum.

	developed by the Teaching and Learning Department.	
	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.
	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.	% of teachers who provide targeted writing instruction as outlined by our grade band focus areas.
	Teachers in grades K-5 will analyze student work in comparison to annotated student samples and rubrics and adjust instruction as needed.	% of teachers who participate in the analysis of annotated student samples.
	Grade level teams in grades K-5 will identify critical lesson components from applicable writing units 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 3-5 use the SBA Interim Assessments to help prepare students for writing assessments.	% of students who access SBA Interim Assessments.
	Teachers will provide short, timed, writing prompts in grades K-5	% of teachers who provide short writing prompts
Timeline for Focus	Fall, 2023 - Spring, 2026	
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 each writing unit. 2. Student progress on SBA Interim Assessments (as available) 3. Yearly progress on SBA 4. Progress within classrooms using formative methodologies <ol style="list-style-type: none"> a. Student work, observations, etc. 	

Priority #2

Priority Area	Mathematics
Focus Area	<p>Math Target Areas:</p> <ul style="list-style-type: none">• Grade 3: Solve problems involving the four operations and identify and explain patterns in arithmetic.• Grade 4: Use the four operations with whole numbers to solve problems <p>Add: Math Target Areas:</p> <ul style="list-style-type: none">• Grade 3: Represent and solve problems involving multiplication and division• Grade 4: Measurement and Data: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit• Grade 5: Represent and Interpret Data
Focus Grade Level(s) and/or Student Group(s)	3 & 4 grade
Desired Outcome	80% 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
Alignment with District Strategic Initiatives	MTSS
Data and Rationale Supporting Focus Area	<p>After examining Blackwell’s Math target data, we have found that performance in some target areas within mathematics was lower for our students relative to other portions of the test. These target areas differed across grades 3 and 4 in the 2021-22 school year were:</p> <p>Specifically, students scored lower across the following areas:</p> <ul style="list-style-type: none">• Grade 3: Solve problems involving the four operations and identify and explain patterns in arithmetic.• Grade 4: Use the four operations with whole numbers to solve problems <p>The math target areas differed across grades 3 and 4 in the 2022-23 school year were:</p> <ul style="list-style-type: none">• Grade 3: Represent and solve problems involving multiplication and division• Grade 4: Measurement and Data: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit• Grade 5: Represent and Interpret Data <p>The data supports an increased focus in math instruction at Blackwell. Explicit instruction will be provided within the specific target areas that were lower for each grade level.</p>

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<p>Grade level teams will focus on the following 2022 SBA target areas where students underperformed relative to other portions of the test:</p> <ul style="list-style-type: none"> • Grade 3: <ul style="list-style-type: none"> ○ Represent and solve problems involving multiplication and division ○ Solve problems involving the four operations and identify and explain patterns in arithmetic. • Grade 4: <ul style="list-style-type: none"> ○ Use the four operations with whole numbers to solve problems. ○ Measurement and Data: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit. • Grade 5: <ul style="list-style-type: none"> ○ Represent and interpret data. 	<p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p>
	<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>Teachers in grades 3-5 will communicate to parents assignment expectations and identify unfinished work to be completed at home.</p>	<p>% of teachers in grades 3-5 who provide homework targeting specific math skills.</p>

	Special Education support will be scheduled during identified intervention block times to allow for “double dipping” of math instruction for selected students whenever possible.	Special Education teachers will design schedules that best support students.
	Utilization of FastBridge assessment data to determine instructional needs.	Teachers and administration will monitor usage by students to ensure accurate and current data is available.
	Teachers in grades 3-5 will access the SBA Interim Assessments to help prepare students for math assessments.	% of teams who access SBA Interim Assessments.
	Teachers use common problem-solving organizer in Grades 3-5. (e.g. SOLVE or BOSS) to help students break down/understand multi-step word problems.	% of teachers using common organizers
	Teachers seek support for math skills practice and focus areas using assigned instructional assistants and/or parent volunteers	% of teachers seeking math support from instructional assistants and/or parent volunteers
	Teachers use backwards design to address intervention standards and skills	% of teachers using common organizers
	Use FastBridge math information to identify focus areas and resources. Assign Dreambox and Illustrative Math assignments to address specific skills and needs for individual students.	Teachers will monitor usage by students to ensure accurate and current data is available.
Timeline for Focus	Fall, 2023 - Spring, 2026	
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 <ul style="list-style-type: none"> • Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments. 3. Student progress on SBA Interim Assessments as applicable 4. Yearly progress on SBA 5. Progress within classrooms using Street Data methodologies <ul style="list-style-type: none"> • Student work, observations, etc. 	

Priority #3

Priority Area	Social and Emotional
Focus Area	Sense of Belonging
Focus Grade Level(s) and/or Student Group(s)	K-5
Desired Outcome	85% of students in grades 3 – 5 will respond favorably in their Sense of Belonging as measured by the Panorama Survey in Spring of 2025.
Alignment with District Strategic Initiatives	MTSS

Data and Rationale Supporting Focus Area

Blackwell’s Spring 2022 Panorama Survey results for grades 3-5 indicated a low point in the last 3.5 years for Social Emotional topic of Supports and Environment for the **Sense of Belonging** component.

Sense of Belonging
 Based on **224** responses
 How much students feel that they are valued members of the school community.
 How have results changed over time?

Survey Date	Percent Favorable
Fall 2018	72%
Spring 2019	73%
Fall 2019	75%
Spring 2021	76%
Fall 2021	74%
Spring 2022	71%
Fall 2022	80%
Spring 2023	78%

Spring 2021 Sense of Belonging Overall score: 71%

Favorable response scores from each Belonging question from Spring 2022 and updated Spring 2023 in (%)

- How well do people at your school understand you as a person: 61% (72%)
- How much support do the adults at your school give you? 80% (86%)
- How much respect do students at your school show you? 66% (73%)
- Overall, how much do you feel like you belong at your school? 75% (81%)

Strategy to Address Priority	Action	Measure of Fidelity of Implementation

	<p>Launch and maintenance of Blackwell Belonging initiative with focus of student recognition within the Blackwell CARES program.</p> <p>Creation of Blackwell Belong Night in fall to invite families to interact and get to know each other in new ways.</p> <p>Seeking and celebrating each student's culture throughout the year at the classroom level.</p> <p>Use resources from Second Step SEL curriculum, Purposeful People, and the Panorama Playbook to encourage and develop classroom cultures rich in a positive Sense of Belonging</p> <p>Creating extracurricular opportunities at school for students to be involved (e.g., choir, student leadership, green team, safety patrol, etc.)</p> <p>Partner with our parent volunteers and PTSA to create inclusive events where all students feel welcome and able to access these events</p> <p>Utilizing district resources, Positive Behavior Intervention System (PBIS), Multi-Tiered Systems of Support teams (MTSS), and restorative practice professional learning</p> <p>Creating a MTSS team to provide multi-tiered instruction and support as indicated in our Fidelity Assessment Inventory (Element 4.2)</p>	<p>Number of Blackwell Belong tickets distributed to students</p> <p>Number of Blackwell CARES stickers given to students</p> <p>Number of families involved through post event survey</p> <p>% of teachers who know and recognize unique student cultures</p> <p>% of teachers utilizing resources regularly</p> <p>% of students who participate in these opportunities</p> <p>% of events where there is intentionality to include all families and students</p> <p>Number of staff trained in these principles and strategies</p> <p>Regular meetings with staff, documentation of social-emotional supports for students</p>
Timeline for Focus	Fall, 2022 - Spring, 2026	
Method(s) to Monitor Progress	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> 1. Fall and Spring Panorama Survey results for grades 3-5 2. Number of students referred to the Multi-Tier Systems of Support (MTSS) Team for SEL support 3. Tracking Blackwell All Bobcats Belongs student recognition tickets and stickers 4. Progress using Street Data methodologies <ul style="list-style-type: none"> • Student, staff, and parent conversations about Belonging 	

	<ul style="list-style-type: none">• Participation counts in special Blackwell Belonging events<ul style="list-style-type: none">○ Crowd estimates at Blackwell Community Belonging Event• Number of events providing low sensory supports and activities hosted by the school (PTSA and School events)
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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 our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their future 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
	Blackwell Elementary teachers/staff will utilize parent volunteers to support students in class to support SIP goals. Examples include: <ul style="list-style-type: none"> • Art Smart • Blackwell Volunteers • Kindergarten Launch Program • Field Trip Volunteers 	This action will take place throughout the 2023-2026 school years.
	Administration will work with the PTSA to fund materials and	This action will take place throughout the 2023-2026 school years.

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

	<p>professional development opportunities to support SIP goals. Examples Include:</p> <ul style="list-style-type: none"> • Funding for books • Professional Learning opportunities in social emotional learning and Equity • Supplement supports funding through PTSA grant process • Classroom funds for teachers • Financial support of Belong initiative and incentives 	
	<p>Blackwell Elementary teachers/staff will collaborate with the PTSA and families to host community events that support SIP goals. Examples Include:</p> <ul style="list-style-type: none"> • Belonging events • Transition events for level changes (entering Kindergarteners and exiting 5th graders) • Cultural Heritage Night • Java with Jim • PTSA Fun Run • 5th Grade Celebration /Promotion • Assemblies • Parent Education Events 	<p>This action will take place throughout the 2023-2026 school years.</p>
	<p>The Blackwell 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"> • ParentSquare promotions • Teacher Newsletters • Professional Learning/Conferences • School Newsletter • School Website 	<p>This action will take place throughout the 2023-2026 school years.</p>
	<p>Work with the PTSA to fund materials and professional learning opportunities to support SIP goals</p>	<p>On-going throughout the year</p>
	<p>Use communication processes that further involve/inform parents in the areas of social emotional</p>	<p>On-going throughout the year</p>

	learning (e.g., school newsletters, teacher newsletters, curriculum night presentations, Java with Jim, PTSA meeting reports, etc.).	
	Host principal talks (Java with Jim) to engage community members	Quarterly
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Inform community of process used to create SIP goals for Blackwell Elementary	January 2024 PTSA General Membership Meeting January 2024 school newsletter
	Provide periodic updates of SIP priorities throughout the year	School newsletters in February, April, and/or June
	Post completed SIP to school website	Once LWSD school board approves Blackwell SIP – anticipated Winter, 2024.
	Email from teachers sharing the SIP and how they plan to address the priority areas	After conferences in January
	Provide updates to families during “Back to School” presentations	Fall