

Christa McAuliffe Elementary

School Improvement Plan

Annual Update: 2025-26

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

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. 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. 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. Christa McAuliffe Elementary houses the Full-Time Quest (gifted) program. This program serves students from multiple elementary schools within the Eastlake High School feeder pattern in grades 2-5. We have low staff turnover and parents seek housing within our school boundaries so their student(s) can attend McAuliffe. 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.

Mission Statement:

Christa McAuliffe Elementary exists to ensure all students are empowered, both socially and academically, to achieve personal success.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Grades 3 – 5	95% of students in grades 3 – 5 will be at or above standard in English Language Arts (ELA) as

¹ LWSD School Board Approval on <insert date>

			measured by the Smarter Balanced Assessment in Spring of 2028.
2	Mathematics	Grades 3 - 5	95% of students in grades 3 – 5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2028.
3	Social Emotional Learning	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 2027.

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	Literacy
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Focus Grade Level(s) and/or Student Group(s)	Grades 3-5 (all students - SBA) Grades K-5 (identified students – SBA and FastBridge)	
Focus Area	Focus on Reading Literary Text and Writing. Additional focus placed on SBA Target areas in grades 3-5 where students scored lower on the 2025 SBA relative to other portions of the test.	
Desired Outcome	95% 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 2028.	
Current Data Supporting Focus Area	Literacy goals were created based upon reading/writing teacher pre-assessment data, historical performance, developmental needs, and identification of students not at standard on state (SBA) and district (FastBridge) assessments. Additional consideration was given to areas on the SBA where students performed lower relative to other portions of the test, per target data information. Action items were created to support growth within these goal areas, providing challenge and rigor for all students, focusing on intervention efforts, and emphasizing collaboration amongst staff in support of all students in the area of Literacy.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Grade level teams will focus on the following 2025 SBA target areas where students underperformed relative to other portions of the test: <u>Grade 3 ELA:</u> • Target 11 (Reading – Informational Texts) • Target 4 (Reading – Literary Texts) • Target 7 (Reading - Literary Texts) • Target 1 (Writing – Narrative) <u>Grade 4 ELA:</u> • Target 1 (Reading - Literary Texts) • Target 5 (Reading - Literary Texts)	% of teachers in grades 3-5 who use SBA target data to inform instruction.

	• Target 6 (Reading - Literary Texts) • Target 1 (Writing – Narrative) • Target 6 (Writing – Opinion) • Target 8 (Writing) <u>Grade 5 ELA:</u> • Target 8 (Reading – Informational Texts) • Target 9 (Reading – Informational Texts) • Target 13 (Reading - Informational Texts) • Target 5 (Reading – Literary Texts) • Target 7 (Reading - Literary Texts) • Target 2 (Research/Inquiry) • Target 3 (Research/Inquiry) • Target 3 (Writing – Informational)	
	Teachers in grades K-5 will participate in discussions related to SBA writing areas of emphasis, with a focus on the following: • Sentence structure • Paragraphing • Text evidence • Alignment of rubrics	% of teachers who participate in discussions related to SBA writing areas of emphasis.
	Teachers in grades K-5 will incorporate culturally responsive teaching strategies into literacy instruction.	% of teachers who provide writing prompts that interest students and connect to background knowledge.
	Targeted writing instruction and vertical teaming will take place as follows: (A) Teachers in grades K-2 will focus on main topic and details; and (B) Teachers in grades 3-5 will explicitly teach organizational structure. All grades will support students in providing text evidence as developmentally appropriate.	% of teachers who participate in vertical teaming and provide targeted writing instruction.
	Grade level teams in grades K-5 will identify critical lesson	% of teachers who work in grade level teams to plan units and

	components and support organization and revision using checklists and graphic organizers to support students in this area.	lessons to support organization and revision and provide students with tools to support these efforts.
	Teachers in grades K-5 will calibrate grading processes, align rubrics, and discuss/explore how teams assess writing, utilizing the Instructional Coach to support these efforts as needed.	% of teachers who participate in calibration of grading processes and alignment of rubrics, using the Instructional Coach to support as needed.
	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, UFLI, and Secret Stories resources to support reading efforts.	% of teachers who use Heggerty, UFLI, and Secret Stories resources.
	Teachers in grades K-5 will collaborate with the Instructional Coach to grow in the area of literacy instruction.	% of teachers who collaborate with the Instructional Coach.
	Staff time will be used to learn and reflect upon book studies, learning from conferences, instructional strategies, district initiatives, etc.	% of staff who participate in staff learning and reflection related to book studies, learning from conferences, instructional strategies, district initiatives, etc.
	Support staff will be provided professional development and training in programs and strategies utilized in the classroom (ex: UFLI training).	% of support staff who participate in professional development and training.
	Special Education, Safety Net, and Multilingual teachers will create schedules that support students within K-5 literacy intervention blocks.	% of teachers who create schedules to support students within literacy intervention block times.
	Teachers in grades K-5 will use Lexia with students to support reading efforts.	% of teachers who use Lexia with their students.
	Teachers in grades K-5 will use “Writing Revolution” strategies to support writing instruction.	% of teachers who use “Writing Revolution” strategies in the classroom.
	Teachers in grades 3-5 will receive support from the Instructional Coach on intermediate word work bundles and morphology.	% of teachers in grades 3-5 who work with the Instructional Coach in the areas of word work bundles and morphology.
Strategy to Engage Students, Families, Parents and Community Members		
	Action	Timeline

	McAuliffe Elementary teachers/staff will utilize parent volunteers to support students in class to support SIP goals. Examples include: • McAuliffe Volunteer Program (MVP) • Reading Groups • Read Naturally	This action will take place throughout the 2025-2028 school years.
	Administration will work with the PTSA and within the school budget to fund materials and professional development opportunities in support of SIP goals. Examples Include: • Books for teacher professional learning • Books for March Madness reading program • Release time for collaboration and planning • Books for students to access in the library • STARS/AR • Classroom funds for teachers • Focused LEAP PD activities to learn strategies and tools that will support students of focus	This action will take place throughout the 2025-2028 school years.
Timeline for Focus	Fall, 2025 - Spring, 2028	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student performance on District Assessments • Teachers will monitor progress after each reading and writing unit using district provided rubrics. 2. Student progress on FastBridge Assessments • Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments. 3. Yearly progress on SBA, including using Target Data to determine specific opportunities for growth. 4. Progress within classrooms using Street Data methodologies Ex: Student observations, student/parent conversations	
Priority #2		
Priority Area	Mathematics	

Focus Grade Level(s) and/or Student Group(s)	Grades 3 – 5 (all students - SBA) Grades K-5 (identified students – SBA and FastBridge)	
Focus Area	Focus on SBA Target areas within Mathematics in grades 3 -5 where students scored lower on the 2025 SBA relative to other portions of the test.	
Desired Outcome	95% of students in grades 3 – 5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2028.	
Current Data Supporting Focus Area	After examining McAuliffe’s Math target data we have found that performance in some target areas within mathematics were lower for students relative to other portions of the test. These target areas varied across grade levels. As a result, teachers in grades 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.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Grade level teams will focus on the following 2025 SBA target areas where students underperformed relative to other portions of the test: <u>Grade 3 Math:</u> - Target H (Concepts and Procedures) <u>Grade 4 Math:</u> - Target A (Concepts and Procedures) - Target I (Concepts and Procedures) <u>Grade 5 Math:</u> - Target H (Concepts and Procedures)	% of teachers in grades 3-5 who use SBA target data to inform instruction.
	Utilization of LEAP time to provide opportunities for teachers in grades K-5 to collaborate and share strategies that support students around the area of math fact fluency.	% of teachers in grades K-5 who participate in LEAP activities related to math discussions, learning, and sharing.
	Teachers in grades K-5 will utilize supplemental math resources to address growth areas (ex: Dreambox, IM Centers, IM Language Routines, Building Thinking Classroom strategies, and Enrichment Cloud).	% of teachers in grades K-5 who utilize supplemental math resources.

	School administration will provide teachers with IA support to assist students with math goals, as available.	Assignment of IA time to support math instruction.						
	Teachers in grades 4-5 will provide intentional math homework to target specific math skills.	% of teachers in grades 4-5 who provide homework targeting specific math skills.						
	Teachers in grades K-5 will utilize FastBridge assessment data to determine instructional needs.	% of teachers in grades K-5 who use FastBridge data to inform instruction.						
	Teachers in grades K-5 will use a variety of strategies to support students during intervention block times, including flexible small groups with parent volunteers and flexible math groupings.	% of teachers in grades K-5 who use parent volunteers and flexible math groupings.						
	Teachers in grades K-5 will implement a regular intervention block schedule that supports math.	% of teams who implement a regular intervention block schedule.						
	Special Education teachers will create schedules that support students within K-5 math intervention blocks.	% of Special Education teachers who create schedules to support students within math intervention block times.						
	Teachers in grades K-5 will collaborate with the Instructional Coach to grow in the area of math instruction.	% of teachers who collaborate with the Instructional Coach.						
Strategy to Engage Students, Families, Parents and Community Members	<table><tr><th>Action</th><th>Timeline</th></tr><tr><td>Administration will work staff to support volunteer opportunities, school learning/activities, and school budgets to support SIP goals. <u>Examples include:</u> • McAuliffe Volunteer Program (MVP) • Parent-led math Groups • Focused LEAP PD activities to learn strategies and tools that will support students of focus • Classroom funds for teachers • Release time for collaboration and planning </td><td>This action will take place throughout the 2025-2028 school years.</td></tr><tr><td>Administration will work with the PTSA to fund materials and professional development opportunities to support SIP goals.</td><td>This action will take place throughout the 2025-2028 school years.</td></tr></table>	Action	Timeline	Administration will work staff to support volunteer opportunities, school learning/activities, and school budgets to support SIP goals. <u>Examples include:</u> • McAuliffe Volunteer Program (MVP) • Parent-led math Groups • Focused LEAP PD activities to learn strategies and tools that will support students of focus • Classroom funds for teachers • Release time for collaboration and planning	This action will take place throughout the 2025-2028 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 2025-2028 school years.	
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	Examples Include: • Musical Instruments to support teaching math concepts • Math resources to use in the classroom • Classroom funds for teachers	
Timeline for Focus	Fall, 2025 - Spring, 2028	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student performance on District-provided Assessments • Teachers will monitor progress after/during each math unit using summative/formative assessments and cooldowns/checkpoints. 2. Student progress on FastBridge Assessments • Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments. 3. Yearly progress on SBA including using Target Data to determine specific opportunities for growth. 4. Progress within classrooms using Street Data methodologies Ex: Student observations, student/parent conversations	

Priority #3	
Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	Graders 3 - 5
Focus Area	Emotional Regulation
Desired Outcome	75% of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2027.
Current Data Supporting Focus Area	Emotional Regulation continues to be the lowest area on the Panorama Survey as illustrated below with a 65% positive response rate. <u>2025 Spring Student Panorama Data (Grades 3 – 5):</u> 2025 Student SEL Competency and Well-Being Measures: • Challenging Feelings: 69% • Emotional Regulation: 65% • Positive Feelings: 71% • Self-Efficacy: 68% • Self-Management: 84% • Social Awareness: 72% • Supportive Relationships: 89% 2025 Student SEL Supports and Environment: • School Safety: 80% • Teacher-Student Relationships: 76% • Sense of Belonging: 69% Although we have made progress in the area of Emotional Regulation, as outlined in the sub-questions below, we have not yet reached our overall goal of 75% of students responding favorably. <u>Sub-questions within Emotional Regulation:</u> How often are you able to pull yourself out of a bad mood? • 2024: 55% favorable • 2025: 62% favorable (+7%) When things go wrong for you, how calm are you able to stay? • 2024: 49% favorable • 2025: 63% favorable (+14%) Once you get upset, how often can you get yourself to relax? • 2024: 55% favorable • 2025: 63% favorable (+8%) When everybody around you gets angry, how relaxed can you stay? • 2024: 49% favorable • 2025: N/A (question not offered)

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers in grades K-5 will focus SEL instruction and support on the following two emotional regulation subtopics: • Getting yourself to relax when you are upset • Being calm when things go wrong	% of teachers incorporating these subtopics into SEL lessons.
	Teachers in grades K-5 will utilize Purposeful People curriculum and deliver Second Steps lessons in classrooms that directly address emotional regulation.	% of teachers in who utilize Purposeful People curriculum and deliver Second Steps lessons in classrooms.
	Classroom Strategies: • Use of breathing techniques • Sensory tools/items for classrooms • Creation of “Calm Down” corner in classrooms • Movement breaks • Adding calm transitions with lights off • Teaching and reinforcing Kelso’s Choices strategies • Teacher read-a-louds • Explicit instruction for students to better understand vocabulary and questions addressed on the Panorama survey	% of teachers who utilize classroom strategies.
	Counselor Strategies: • Teaching “Zones of Regulation” • Parent communication about strategies to utilize at home (monthly) • Second Step lessons delivered in grades K-5 on a rotating basis throughout the year • Partner with other ELC schools on Counseling professional development for parents • Small group intervention and instruction • Teaching and reinforcing Kelso’s Choice strategies	Administrator monthly check-ins with Counselor to monitor success and implementation of strategies.

	• Provide Kelso's Choices visuals on the playground • Provide visuals/posters around the building • Provide Classified Staff access with training and strategies (Kelso, Purposeful People, Second Step)	
	Staff review of Kelso's Choices and Zones of Regulation strategies.	% of staff (Classified and Certificated) who participate in review of these strategies.
	Provide training to Classified Staff on de-escalation strategies, use of common language, and how to address emotional regulation needs.	% of Classified Staff who attend training and utilize strategies.
	Use of LEAP time for all-staff Professional Development.	% of teachers participate in LEAP activities.
	Conduct a Councilor needs assessment related to emotional regulation.	Councilor will conduct the referenced needs assessment.
	Install Kelso's Choices and Zones of Regular banners on the playground for Instructional Assistants to reference when supporting students with playground issues.	% of Instructional Assistants who reference the referred to banners to support playground issues.
	Include Kelso's Choices and Zones of Regulation strategies within the Parent-Student handbook for families to reference at home.	Resources are included within the handbook.
Strategy to Engage Students, Families, Parents and Community Members	The following strategies will be used to engage families in our SEL work: • Sharing SEL and PBIS strategies and efforts with parents at Curriculum Night for the purpose of alignment and parent support at home. • Partnering with families via September Parent Connection meetings and January Conferences to support their student in the area of SEL. • Counselor support and partnership with families regarding specific student needs, including focused one-on-one or group SEL support. • Regular parent communication from the Counselor and Administration on SEL efforts taking place in the school.	
Timeline for Focus	Fall, 2025 - Spring, 2027	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Panorama Survey results for grades 3-5 2. Number of students referred to the Multi-Tiered Systems of Support Team (MTSS) for SEL support. 3. Counselor and Administration student discipline referrals	

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| | <p>4. Progress using Street Data methodologies</p> <ul style="list-style-type: none">• Ex: Student observations, student/parent conversations |
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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.