

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: 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 in east Redmond, Lake Sammamish, and west Sammamish. Our school hosts both K-5 general education and highly capable classrooms. Blackwell students move to Inglewood or Evergreen Middle Schools before entering Eastlake High School. 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. By getting to know each student and family on an individual basis, we can address their needs. Our strategy is to engage students actively in their learning in classrooms where all students know they are seen and respected. Standards-first curricula, based on the rigorous Washington State Standards, are what we use to guide our teaching. We value diversity and embrace the richness of our many cultures within our walls.

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

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

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	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 2028.
2	Mathematics	Grade 3-5	86% 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	Grade K-5	80% of students in grades 3 – 5 will respond favorably in their Sense of Belonging as measured by the Panorama Survey in Spring of 2028.

¹ LWSD School Board Approval on <insert date>

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	
Focus Grade Level(s) and/or Student Group(s)	English Language Arts/Literacy	
Focus Area	Writing and revising text	
Desired Outcome	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 2028 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.	
Current Data Supporting Focus Area	After examining Blackwell’s ELA target data beginning in spring 2022, we have found that performance in some target areas within writing and reading was lower for our students relative to other portions of the test. These target areas were consistent across grades 3, 4, and 5. 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. The data supports an increased focus on writing and reading instructional strategies at Blackwell. Targeted instruction will be provided across curriculum content areas of writing in mathematics, social studies, and science to lend themselves to naturally harvest writing opportunities for students. During the spring 2025 SBA assessment, relative lower cohort target achievements were noted in the target area of “writing and revising brief texts” and in Reading specifically when “making inferences.” The data supports an increase in focus on these areas in our instruction of these reading and writing areas.	
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 and reading materials developed by the K-5 Curriculum Department.	% of teachers who use district provided writing curriculum.

	Blackwell's MTSS team will review annual spring FastBridge scores to identify potential students needing additional supports in math/reading and plan support protocols	Number of students identified and supported through MTSS process
	Teachers in grades K-5 will integrate writing within multiple content areas.	% of teachers integrate writing within multiple content areas.
	Teachers in grades K-5 will incorporate culturally responsive teaching strategies into writing and reading instruction.	% of teachers who provide writing prompts that interest students, are content-based, 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 the topic and supporting details; and (B) Teachers in grades 3-5 will explicitly teach organizational structure.	% of teachers who provide targeted instruction as outlined by our grade band focus areas.
	Special Education teachers will create schedules that support students within K-5 reading intervention blocks.	% of Special Education teachers who create schedules to support students within reading intervention block times.
	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 plan units and lessons to support organization and revision.
	Teachers in grades 3-5 use the SBA Interim Assessments to help prepare students for writing and reading assessments.	% of students who access SBA Interim Assessments.
	Teachers in grades K-5 will use accessible inquiry strategies to teach inference skills based on the context of what is being read.	% of teachers who use inquiry strategies.
Strategy to Engage Students, Families, Parents and Community Members	Action	Timeline
	Blackwell Elementary teachers/staff will utilize parent and community volunteers to support students in class to support SIP goals.	This action will take place throughout the 2025-2028 school years.

	Examples include: • Art Smart • Blackwell Volunteers • Kindergarten Launch Program • Field Trip Volunteers	
	Administration will work with the PTSA to fund materials and/or professional development opportunities to support SIP goals. Examples Include: • Funding for books • Professional Learning opportunities • Supplemental supports for funding through PTSA grant processes • Classroom funds for teachers • Financial support of Belonging initiative and incentives	This action will take place throughout the 2025-2028 school years.
	Blackwell Elementary staff will collaborate with the PTSA and families when hosting community events that support SIP goals. Examples Include: • Belonging events • Transition events for level changes (entering Kindergarten and exiting 5th graders) • Java with Jim • Math Competitions • PTSA fundraising • PTSA Program Events • 5th Grade Celebration /Promotion • Assemblies • Parent Education Events	This action will take place throughout the 2025-2028 school year.
	Use communication processes that further engage/inform parents in the areas of social emotional learning (e.g., school newsletters, teacher newsletters, curriculum night presentations, Java with Jim, PTSA meeting reports, etc.).	On-going throughout the year
Timeline for Focus	Fall, 2025 - Spring, 2028	

Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student progress on District Assessments • Teachers will monitor progress after writing units. 2. Student progress on SBA Interim Assessments (as available) 3. Yearly progress on SBA Progress within classrooms using formative assessment, student work, observations, etc.
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Priority #2	
Priority Area	Mathematics
Focus Grade Level(s) and/or Student Group(s)	Grades 3 - 5
Focus Area	Math Target Areas: • Grade 3: Represent and solve problems involving multiplication and division. • Grade 4: Use place value understanding and properties of operations to perform multi-digit arithmetic. • Grade 5: Represent and interpret data
Desired Outcome	86% 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 Blackwell’s Math target data, we have found grade levels were proficient in mathematics however, there are specific performances in some target areas within mathematics that were lower for our students relative to other portions of the test. The math target areas differed across grades 3, 4, and 5 in the 2023-24 school year were: • Grade 3: Represent and solve problems involving multiplication and division; Solve problems involving the four operations and identify and explain patterns in arithmetic; Represent and interpret data. • Grade 4: Use the four operations with whole numbers to solve problems; Generalize place value understanding for multi-digit whole numbers; Use place value understanding and properties of operations to perform multi-digit arithmetic; Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit; Draw and identify lines and angles and classify shapes by properties of their lines and angles. • Grade 5: Graph points on the coordinate plane to solve real-world and mathematical problems. The most recent SBA (spring, 2025) math results demonstrate that these target areas are no longer deemed relatively lower in the students’ proficiency. The math target areas noted on the spring 2025 SBA results showed relatively lower success in two target areas. • Grade 3: Represent and solve problems involving multiplication and division. • Grade 4: Use place value understanding and properties of operations to perform multi-digit arithmetic • Grade 5: Represent and interpret data

	The data supports an increased focus in math instruction at Blackwell. Explicit instruction and further concept development in these areas will be provided in these focus areas.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will use the instructional philosophy and strategies within the adopted mathematics curriculum to teach mathematics standards.	% of teachers in grades K-5 who using inquiry-based/problem solving strategies in math instruction
	Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical teaming for the purpose of mastering our 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 vertical teaming related to math.
	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 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 strengthen and enhance their math instruction practices.	% of teachers who collaborate with the Instructional coach.
	School administration will provide teachers in grades 4 & 5 with IA support to assist with math goals.	Administration will assign IA support to teachers in grade 4 & 5.
	Teachers use common problem-solving strategies in Grades K-5. (e.g. 3 Reads, Building Thinking Classrooms) to help students break down/understand multi-step word problems.	% of teachers using common strategies
	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 plan intervention strategies and skills	% of teachers using intervention strategies and skills

	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.
	Teachers are using Building Thinking Classrooms (BTC) and direct instruction/small groups to develop student metacognition, collaboration, and discourse related to mathematics. • In collaboration with instructional coach (co teaching & planning) • 6-week data cycles • review results with admin and instructional coach	% of teachers using BTC Strategies
Strategy to Engage Students, Families, Parents and Community Members	Action Blackwell Elementary teachers/staff will utilize parent and community volunteers to support students in class to support SIP goals. Examples include: • Art Smart • Blackwell Volunteers • Kindergarten Launch Program • Field Trip Volunteers	Timeline This action will take place throughout the 2025-2028 school years.
	Administration will work with the PTSA to fund materials and professional learning opportunities to support SIP goals. Examples Include: • Funding for books • Professional Learning opportunities • Supplemental supports for funding through PTSA grant processes • Classroom funds for teachers Financial support of Belonging initiative and incentives	This action will take place throughout 2025-2028 school years.

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	Use communication processes that further engage/inform parents in the areas of social emotional learning (e.g., school newsletters, teacher newsletters, curriculum night presentations, Java with Jim, PTSA meeting reports, etc.).	On-going throughout the year
Timeline for Focus	Fall, 2025 - Spring, 2028	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 1. Student progress on District Assessments • Teachers will monitor progress after/during each math unit. 2. Student progress on FastBridge Assessments • 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, student work, observations, formative assessments, etc.	

Priority #3

Priority Area	Social Emotional Learning																																																		
Focus Grade Level(s) and/or Student Group(s)	K-5																																																		
Focus Area	Sense of Belonging																																																		
Desired Outcome	80% of students in grades 3 – 5 will respond favorably in their Sense of Belonging as measured by the Panorama Survey in Spring of 2027.																																																		
Current Data Supporting Focus Area	Blackwell’s Spring 2022 Panorama Survey results for grades 3-5 indicated a low point in the last 3 years for Social Emotional topic of Supports and Environment for the Sense of Belonging component. The individual questions show a mixed result in favorable responses over the last three years. Our results rank in the 90%ile nationwide of schools using the Panorama tool. Change over time <table><thead><tr><th>Year</th><th>Topic Score</th></tr></thead><tbody><tr><td>Fall 2018</td><td>72%</td></tr><tr><td>Spring 2019</td><td>73%</td></tr><tr><td>Fall 2019</td><td>75%</td></tr><tr><td>Spring 2021</td><td>76%</td></tr><tr><td>Fall 2021</td><td>74%</td></tr><tr><td>Spring 2022</td><td>71%</td></tr><tr><td>Fall 2022</td><td>80%</td></tr><tr><td>Spring 2023</td><td>78%</td></tr><tr><td>Fall 2023</td><td>78%</td></tr><tr><td>Spring 2024</td><td>80%</td></tr><tr><td>Fall 2024</td><td>71%</td></tr><tr><td>Spring 2025</td><td>72%</td></tr></tbody></table> Favorable response scores from each Belonging question - How well do people at your school understand the kind of person you are?<table><thead><tr><th>Spring 2022</th><th>Spring 2023</th><th>Spring 2024</th><th>Spring 2025</th></tr></thead><tbody><tr><td>61%</td><td>72%</td><td>73%</td><td>66%</td></tr></tbody></table> - How much support do the adults at your school give you?<table><thead><tr><th>Spring 2022</th><th>Spring 2023</th><th>Spring 2024</th><th>Spring 2025</th></tr></thead><tbody><tr><td>80%</td><td>86%</td><td>86%</td><td>78%</td></tr></tbody></table> - How much respect do students at your school show you?<table><thead><tr><th>Spring 2022</th><th>Spring 2023</th><th>Spring 2024</th><th>Spring 2025</th></tr></thead><tbody><tr><td>66%</td><td>73%</td><td>78%</td><td>66%</td></tr></tbody></table> - When you are at school, how much do you feel like you belong?	Year	Topic Score	Fall 2018	72%	Spring 2019	73%	Fall 2019	75%	Spring 2021	76%	Fall 2021	74%	Spring 2022	71%	Fall 2022	80%	Spring 2023	78%	Fall 2023	78%	Spring 2024	80%	Fall 2024	71%	Spring 2025	72%	Spring 2022	Spring 2023	Spring 2024	Spring 2025	61%	72%	73%	66%	Spring 2022	Spring 2023	Spring 2024	Spring 2025	80%	86%	86%	78%	Spring 2022	Spring 2023	Spring 2024	Spring 2025	66%	73%	78%	66%
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	75%	81%	82%	77%
Strategy to Address Priority	Action		Measure of Fidelity of Implementation	
	Maintenance of Blackwell Belonging initiative with a focus on student recognition within the Blackwell CARES program.		Number of Blackwell Belong tickets distributed to students Number of Blackwell CARES stickers given to students	
	Blackwell Belonging Night in fall invites families to interact and get to know each other in new ways.		Number of families involved through post event survey	
	Seeking, recognizing, and celebrating each student's culture throughout the year at the classroom level.		% of teachers who know and recognize unique student cultures	
	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.		% of teachers utilizing resources regularly	
	Creating extracurricular opportunities at school for students to be involved (e.g., choir, student leadership, green team, safety patrol, etc.).		% of students who participate in these opportunities	
	Partner with our parent volunteers and PTSA to create inclusive events where all students feel welcome and able to access these events.		% of events where there is intentionality to include all families and students	
	Utilizing district resources, Positive Behavior Intervention System (PBIS), Multi-Tiered Systems of Support teams (MTSS), and restorative practice professional learning.		Number of staff trained in these principles and strategies	
	Maintaining a MTSS team to provide multi-tiered instruction and support as indicated in our Fidelity Assessment Inventory. (Element 4.2)		Regular meetings with staff, documentation of social-emotional supports for students	
	Grade 3-5 teachers will review the Panorama survey tool teach format, vocabulary, and meaning of prompts		% of teachers review the Panorama format with students	

Strategy to Engage Students, Families, Parents and Community Members	Action	Timeline
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	teacher newsletters, curriculum night presentations, Java with Jim, PTSA meeting reports, etc.).	
Timeline for Focus	Fall, 2025 - Spring, 2028	
Method(s) to Monitor Progress	Progress will be monitored through the following methods: 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 Belong student recognition tickets and stickers 4. Progress monitor using street data methodologies • Student, staff, and parent conversations about Belonging • Participation counts in special Blackwell Belonging events ○ Crowd estimates at Blackwell Community Belonging Event 5. Number of events providing low sensory supports and activities hosted by the school (PTSA and School events)	

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.