

Margaret Mead Elementary School

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: Margaret Mead Elementary School 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.*

2025-26 PRIORITIES AT A GLANCE

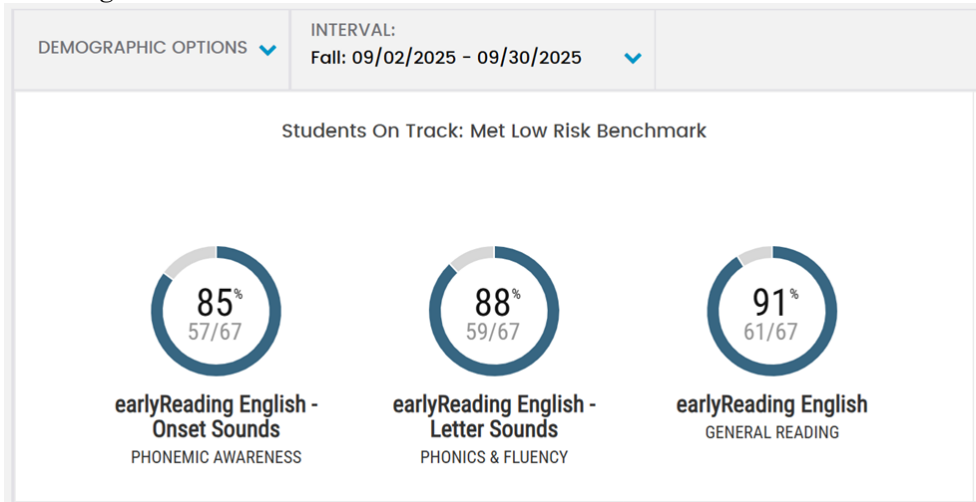
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-1	85% or more of kindergarten and 1 st grade students will demonstrate proficiency in the 'Phonemic Awareness' component of FastBridge as measured by earlyReading on the Screening-to-Intervention (s2i) Report by Spring, 2028.
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, 2028.

¹ LWSD School Board Approval on <insert date>

3	Social Emotional Learning	3-5	By spring, 2028, in the Panorama Survey category of Emotional Regulation, 65% or more of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey.
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CONTINUOUS IMPROVEMENT PRIORITIES

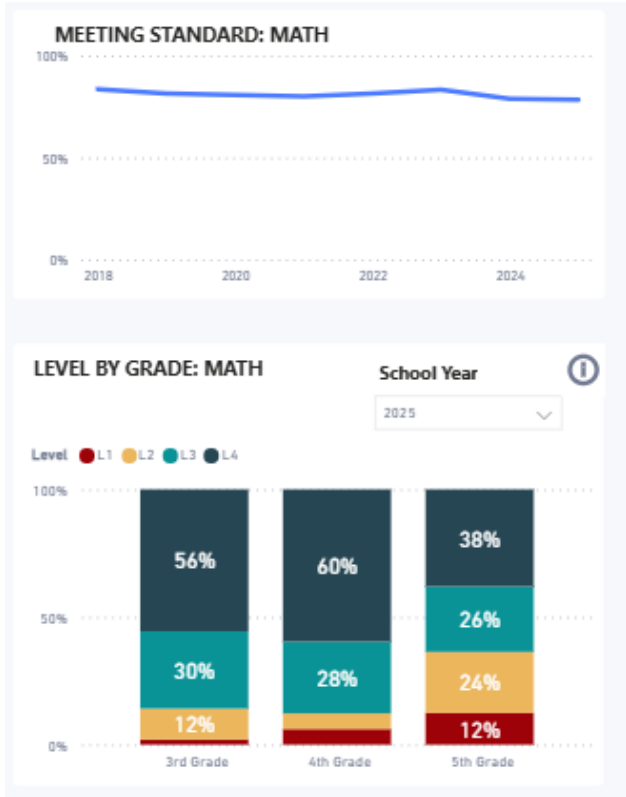
Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Literacy
Focus Grade Level(s) and/or Student Group(s)	K-1
Focus Area	Foundational Literacy Skills
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, 2028.
Current Data Supporting Focus Area	85% of kindergarten and 65% of 1st grade students demonstrated proficiency in "Phonemic Awareness" component of FastBridge as measured by earlyReading on the Screening-to-Intervention (s2i) Report in the Fall of 2025. Kindergarten Kindergarten  1st Grade

	DEMOGRAPHIC OPTIONS ▼ INTERVAL: Fall: 09/02/2025 - 09/30/2025 ▼ Students On Track: Met Low Risk Benchmark 65% 53/82 earlyReading English - Word Segmenting PHONEMIC AWARENESS 82% 67/82 earlyReading English - Sentence Reading PHONICS & FLUENCY 80% 66/82 earlyReading English GENERAL READING
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	Principal communication to community about the priority areas in literacy and partnership in how families can support the goals
Timeline for Focus	Fall, 2025 - Spring, 2028
Method(s) to Monitor Progress	- 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”

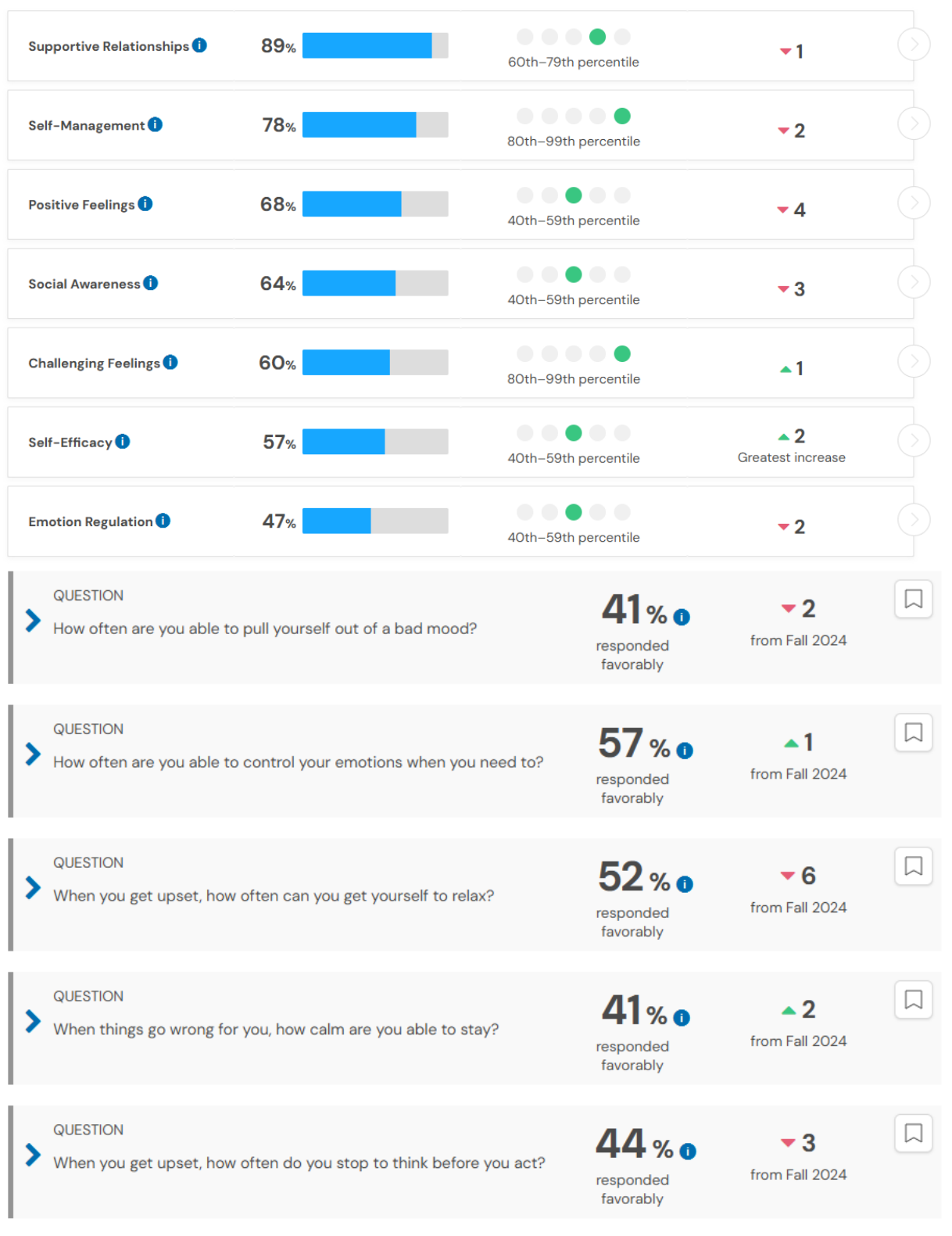
Priority #2

Priority #2																						
Priority Area	Mathematics																					
Focus Grade Level(s) and/or Student Group(s)	Grades 3 - 5																					
Focus Area	Math Operations																					
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, 2028.																					
Current Data Supporting Focus Area	79% of students in grades 3-5 were at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2025.  MEETING STANDARD: MATH 100% 50% 0% 2018 2020 2022 2024 LEVEL BY GRADE: MATH School Year 2025 Level L1 L2 L3 L4 100% 50% 0% <table><tr><th>Grade</th><th>L1</th><th>L2</th><th>L3</th><th>L4</th></tr><tr><td>3rd Grade</td><td>12%</td><td>30%</td><td>56%</td><td></td></tr><tr><td>4th Grade</td><td></td><td>28%</td><td>60%</td><td></td></tr><tr><td>5th Grade</td><td>12%</td><td>24%</td><td>26%</td><td>38%</td></tr></table>		Grade	L1	L2	L3	L4	3rd Grade	12%	30%	56%		4th Grade		28%	60%		5th Grade	12%	24%	26%	38%
Grade	L1	L2	L3	L4																		
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Strategy to Address Priority	Action	Measure of Fidelity of Implementation																				
	Grade level teams will review spring, 2025 SBA data to identify students falling below standard in math.	% of teachers in grades 4-5 who use SBA data to identify students and inform instruction.																				
	Utilization of FastBridge/SBA assessment data to determine instructional needs	Teachers and administration will monitor FastBridge BOY, MOY and EOY math data and SBA data to monitor growth for the students in the identified group.																				
	Utilization of LEAP (provided by admin) to provide opportunities for teachers in grades K-5 to participate in vertical teaming for	% of teachers in grades K-5 who participate in horizontal and vertical teaming related to math																				

	the purpose of mastering our math curriculum and to ensure students receive exposure to late Spring units prior to the SBA	
	SpEd teachers will schedule SpEd pull-out and push-in instruction during identified math block including intervention block.	SpEd teachers will design schedules that support every student's access to classroom core instruction daily.
	Grade level intervention blocks 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.
	Grade level teams will send communication home in connection with each curricular unit	% of grade levels communicating to parents about grade-level curriculum on a regular basis
	Admin will set clear and consistent expectations around curricular systems (small groups, intervention block, use of curriculum/supplements, etc...)	Level of alignment across grade levels with use of curricular systems
Strategy to Engage Students, Families, Parents and Community Members	• Encouraging participation in the math challenge • Parent volunteers – log onto teams or to school for an evening with a lesson from a parent • After school tutoring • STEAM night – every grade has an activity to present one night for families to come to and learn/participate - open walk through, PTSA get local food trucks to come • Principal communication to community about the priority areas in math and partnership in how families can support the goals	
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 4. Yearly progress on SBA 5. Progress within classrooms using Street Data methodologies	

Priority #3

Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	K - 5
Focus Area	Support
Desired Outcome	By spring, 2028, in the Panorama Survey category of Emotional Regulation, 65% or more of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey.
Current Data Supporting Focus Area	• How often are you able to pull yourself out of a bad mood? ○ 2024: 43% favorable ○ 2025: 41% favorable (-2%) • When things go wrong for you, how calm are you able to stay? ○ 2024: 56% favorable ○ 2025: 67% favorable (+1%) • Once you get upset, how often can you get yourself to relax? ○ 2024: 58% favorable ○ 2025: 52% favorable (-6%) • When things go wrong for you, how calm are you able to stay? ○ 2024: 39% favorable ○ 2025: 41% favorable (+2%) • When you get upset, how often do you stop to think before you act? ○ 2024: 47% favorable ○ 2025: 44% favorable (-3%) Emotional Regulation is the lowest area scored on the Panorama Survey, with 47% of students responding favorably on the Spring 2025 survey.



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	% of staff communicating/supporting the use of the Mead Way

	language and expectations for behavior and interactions.	
	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. Target emotional regulation in groups.	% of classrooms who receive the Kelso Choices and Second Step instruction from counselor
	Schoolwide implementation of and support for the Purposeful People program as part of our PBIS and MTSS work. Specific lessons on emotional regulation. PBIS committee highlights PP lessons that teach emotional regulation. Get the trait of the month up and running again in announcements – and on video displays	% of staff communicating/supporting the use of Purposeful People Purposeful People emotional regulation – under gratitude, honesty, creativity traits
	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
	Calm down corners – each class has a binder to implement Teacher discretion for a safe space plan. Explicitly teaching students the routine and process for using the space.	Share calm down corner with new staff
	Technology tools for mindfulness: GoNoodle Cosmic Kids Yoga	% of staff using these tools to support goal
	Look into purchasing Purposeful People Tier 2 curriculum	For Counselor lessons and SPED intervention groups
Strategy to Engage Students, Families, Parents and	• Parent volunteer on PBIS team – invited to meetings (awareness of talking about students in front of parents) • Purposeful people stories included in announcements and newsletters home	

Community Members	• Parent lecture series –Strategies – bring speakers in that are directly related to social emotional learning • Purposeful People Family Focus Letter to Parents. • Include trait information in staff newsletters • Principal communication to community about the priority areas in social emotional learning and partnership on how families can support the goals
Timeline for Focus	Fall, 2025 - Spring, 2028
Method(s) to Monitor Progress	Progress will be monitored by the following: Annual evaluation of progress using the Grade 3-5 Panorama survey (Fall and Spring survey windows). 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.