



## Alcott 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.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Louisa May Alcott said, “Educate yourself to take part in the world’s work...” At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global workplace, and prepared for personal success. At Alcott we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion and **Effort** every day. This represents the way that both staff and students support and interact with one another Every Day. We are part of a supportive community and PTSA. Family support is such a gift to our school, and we know this has a positive impact on student learning. Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. A student announcement each day reminds us to show Alcott C.A.R.E.s! As a school team, we focus on inclusive & equitable success, growth, and rigor for all students. We also believe in an education that builds creativity and healthy living throughout our programs. We continue to develop our professional learning community and focus on top notch teaching practices that support all learners, Every Day. Professional learning discussions take place throughout the school year, and we understand our collective responsibility for all the children we serve. Our professional learning is also extended through cross grade-level/program conversations with colleagues at other area elementary schools. We are thriving as Team Alcott Elementary to support our community! Go Orcas!

**Mission Statement:** *Success for Every Student **Every Day** - OrcaStrongPodStrong!*

#### 2025-26 PRIORITIES AT A GLANCE

<sup>1</sup> LWSD School Board Approval on <insert date>

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-5 & Students Receiving ML Services	70% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aReading” Assessment.
2	Mathematics	K-5 & Students Receiving ML Services	75% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aMath” Assessment.
3	Social Emotional Learning	K-5	85% of 3 <sup>rd</sup> grade & 5 <sup>th</sup> grade students will respond favorably in the category of Social Awareness on the 2028 Spring Panorama survey.

### 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-5 students who receive Multilingual Learner services. Instructional practices to support growth for all students.	
Focus Area	Literacy Growth	
Desired Outcome	70% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aReading” Assessment.	
Current Data Supporting Focus Area	50% of students receiving multilingual learner services in grades 2-5 scored in the Low or Minimal Risk on the Spring 2025 FastBridge “aReading” Assessment.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-2 staff using Heggerty Phonemic Awareness Curriculum.	Yearly use review.
	K-2 staff using UFLI Curriculum.	Yearly use review.

	K-5 staff exploration and initial stages use of Word Study as optional resource.	Yearly review of increased usage and coaching cycle confirmation.
	K-5 staff use Lexia with students as a differentiation tool.	Yearly use review.
	Minimum 3 times yearly scheduled collaboration meetings (staff and ML services staff).	Confirm attendance & additional informal meetings noted.
	Classrooms & Services Teams use MTSS tier 1 & tier 2 literacy interventions.	Yearly use review.
	Use of Critical Data Matrix during MTSS & GT process.	Services Team use & updates confirmation.
	Use of school schedule intervention blocks.	Yearly scheduled and reviewed.
	Yearly WIDA Screener data review to inform growth and multilingual services approach.	Confirm yearly review of multilingual state testing data by staff.
	Teachers use frequently monitored small group instruction in classrooms to respond flexibly to student needs.	Weekly schedules and planning small group work. Connect to professional development using The Framework for Teaching <i>Domain 3</i> (Danielson 3 <sup>rd</sup> Edition)
	Staff engage each student with question/discussion/reflection strategies.	Connect to professional development using The Framework for Teaching <i>Domain 3</i> (Danielson 3 <sup>rd</sup> Edition)
	Staff engage each student through peer collaboration and purposeful learning.	Connect to professional development using The Framework for Teaching <i>Domain 3</i> (Danielson 3 <sup>rd</sup> Edition)
	Ongoing professional learning communities (PLCs) to complete data cycles, including FastBridge.	Teams to practice & use Data Protocol during PLC meetings
	K-5 staff exploration and initial stages use of Seesaw as a differentiated learning engagement tool.	Two staff trainings in 25_26 with follow up and feedback to gauge use and student engagement feedback.
<b>Strategy to Engage Students, Families, Parents and</b>	-Utilizing parent volunteers, community resources, and other district schools to support students and staff with feedback and goals. -Staff using goal setting and reflection strategies with students.	

<b>Community Members</b>	<ul style="list-style-type: none"> <li>-Program, curriculum, and instructional communication with families.</li> <li>-Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences.</li> <li>-Plan shared with families.</li> </ul>
<b>Timeline for Focus</b>	Spring, 2025 - Spring, 2028
<b>Method(s) to Monitor Progress</b>	Fall/Winter/Spring FastBridge progress monitoring. Yearly monitoring until Spring 2028.

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	K-5 students who receive Multilingual Learner services. Instructional practices to support growth for all students.	
Focus Area	Mathematics Growth	
Desired Outcome	75% of students receiving multilingual learner services in grades 2-5 will score in the Low or Minimal Risk on the Spring 2028 FastBridge “aMath” Assessment.	
Current Data Supporting Focus Area	57% of students receiving multilingual learner services in grades 2-5 scored in the Low or Minimal Risk on the Spring 2025 FastBridge “aMath” Assessment.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-5 staff using Illustrative Mathematics adopted Curriculum	Yearly use review.
	Minimum 3 times yearly scheduled collaboration meetings (staff and ML services staff).	Confirm 3 times attendance & additional informal meetings noted.
	Classrooms & Services Teams use MTSS tier 1 & tier 2 instructional interventions.	Yearly use review.
	Use of Critical Data Matrix during MTSS & GT process.	Services Team use & updates confirmation.
	Use of school schedule intervention blocks.	Yearly scheduled and reviewed.
	Teachers use frequently monitored small group instruction in classrooms to respond flexibly to student needs.	Weekly schedules and planning, noting small group work. Connect to professional development using <i>The Framework for Teaching Domain 3</i> (Danielson 3 <sup>rd</sup> Edition)
	K-5 staff use DreamBox with students as a differentiation tool.	Yearly use review.
	Ongoing professional learning communities (PLCs) to complete data cycles, including FastBridge.	Teams to practice and use Data Protocol during PLC meetings.
	Staff engage each student with question/discussion/reflection strategies.	Ongoing professional development review using <i>The Framework for</i>

		Teaching <i>Domain 3</i> (Danielson 3 <sup>rd</sup> Edition)
	Staff engage each student through peer collaboration and purposeful learning.	Ongoing professional development review using The Framework for Teaching <i>Domain 3</i> (Danielson 3 <sup>rd</sup> Edition)
	K-5 staff exploration and initial stages use of Seesaw as a differentiated learning engagement tool.	Two staff training courses in 25_26 with follow up and feedback to gauge use and student engagement feedback.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>-Utilizing parent volunteers, community resources, and other district schools to support students and staff with feedback and goals.</li> <li>-Staff using goal setting and reflection strategies with students.</li> <li>-Program, curriculum, and instructional communication with families.</li> <li>-Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences.</li> <li>-Plan shared with families.</li> </ul>	
<b>Timeline for Focus</b>	Spring, 2025 - Spring, 2028	
<b>Method(s) to Monitor Progress</b>	Fall/Winter/Spring FastBridge progress monitoring. Yearly monitoring until Spring 2028.	

<b>Priority #3</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5 students	
<b>Focus Area</b>	Social Awareness	
<b>Desired Outcome</b>	85% of 3 <sup>rd</sup> - 5 <sup>th</sup> grade students will respond favorably in the category of Social Awareness on the 2028 Spring Panorama survey.	
<b>Current Data Supporting Focus Area</b>	74% of 3 <sup>rd</sup> - 5 <sup>th</sup> grade students responded favorably in the category of Social Awareness on the 2025 Spring Panorama survey.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Counselor classroom lessons tailored to strategies, including social awareness.	Student checks for understanding and application
	Counselor to Teach Zones of Regulation yearly to classrooms and related empathy.	Student checks for understanding and application
	All staff using “Alcott CAREs” as a part of our consistent school wide PBIS program. Praising positive social awareness behaviors.	Review of “Orca Tails” count and staff check to measure positive reinforcement impact.
	CAREs on Campus review in September and following winter break.	Staff review of implementation & feedback.
	Using classroom/program meeting times or check-ins to review SEL skills and social awareness connected to: -Alcott CAREs -Purposeful People “Be Kind” Curriculum -Zones of Regulation Curriculum	Staff confirmation of regular use.
	Student awareness & access/use of calming or break area/zone for students in each classroom and learning space.	Staff confirmation of instruction and use.
	Positively highlighting student and family differences.	Student/staff application and confirmation.
	Celebration/Recognition Weeks and Heritage Months.	Staff confirmation of recognition.

	Ongoing certificated and classified training/discussions around equity & inclusion during the school year.	Confirmation of attendance and meeting agendas.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>-Utilizing parent volunteers, community resources, and other staff to support students and staff with feedback and goal progress monitoring.</li> <li>-Staff using goal setting and reflection strategies with students.</li> <li>-Program, curriculum, and instructional communication with families.</li> <li>-Continued collaboration around school and PTSA goals to support success in learning with school year enrichment/support.</li> <li>-Plan shared with families.</li> </ul>	
<b>Timeline for Focus</b>	Spring, 2025 - Spring, 2028	
<b>Method(s) to Monitor Progress</b>	Fall/Spring Panorama Survey progress monitoring. Yearly monitoring until Spring Panorama Survey 2028.	



<b>STATE ASSESSMENT PARTICIPATION</b>
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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.



## AUDUBON 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.<sup>2</sup>*

#### SCHOOL OVERVIEW

**Description:** Audubon Elementary is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly to ensure high levels of learning. Using Common Core State Standards (CCSS) as our guide, we manage our resources to support each child so that all can excel. Audubon commits to excellence by personalizing the school experience and fostering growth for each and every student. Our Parent Teacher Student Association (PTSA) promotes a strong sense of community and connectedness. We expect our students to be responsible, respectful, safe and to give their best effort each day.

**Mission Statement:** It is our mission to inspire all students to develop their potential, become life-long learners and be contributing members of our community. Our vision is for each student to have the skills, attitudes, and knowledge to be a: self-directed learner, effective communicator, complex thinker, collaborative worker, community contributor, quality producer, confident child and reflective student.

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Kindergarten and First Grade students and those who do not have strong foundational early reading skills	Students will show growth in phonemic awareness and phonics and fluency, dependent on grade level and standard. Adults will collaborate to support students including general education, special education, multilingual learner, reading specialist and instructional assistant staff.
2	Mathematics	Multi-lingual students, focusing on	To close the achievement gap that exists in math between students

<sup>2</sup> LWSD School Board Approval on <insert date>

		<b>those in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade.</b>	served in ML and those who are either exited or never served.
<b>3</b>	<b>Social Emotional Learning</b>	<b>All Students Kindergarten- 5<sup>th</sup> Grade</b>	All students at Audubon will feel a sense of belonging to the school through relationships with adults, other students, and the overall school community.

## 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	
<b>Priority Area</b>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Focus grade levels are kindergarten and first grade to build strong early foundational skills of reading.
<b>Focus Area</b>	Phonemic Awareness and Phonics
<b>Desired Outcome</b>	Students will show growth in phonemic awareness and phonics and fluency, dependent on grade level and standard. Adults will collaborate to support students including general education, special education, multilingual learner, reading specialist and instructional assistant staff.
<b>Current Data Supporting Focus Area</b>	<p>As a school we have focused on early literacy practices for the past few years. There has been a focus on small group instruction, training for teachers in UFLI and Heggerty curriculum, and alignment across student support teams to maximize learning.</p> <p>Last year's SIP goal was to increase the percentage of students on track to meet grade level benchmarks by the end of the year, focusing on kindergarten and 1<sup>st</sup> grade. We showed success, particularly in first grade.</p> <p>According to Fall Fastbridge data, at least 85% of current second graders are on track to meet grade level benchmarks by the end of the year (up from 71% and 74% last year):  88% on track in phonemic awareness  85% on track in phonics and fluency</p> <p>Current 1<sup>st</sup> graders are:  77% on track in phonemic awareness  77% on track in phonics and fluency</p> <p>Current Kindergarten students are:  76% on track in phonemic awareness  88% on track in phonics and fluency</p> <p>This means we partially met the goal and will continue to focus on phonemic awareness and phonics &amp; fluency with the goal that</p>

	<p>all learners will increase skills in these areas. We will focus on students in all grades who have not met the goal and work to establish a solid foundation in reading regardless of experience, programming, or language acquisition.</p> <p>We will measure growth using the FastBridge s2i report, as well as classroom-based measures relevant to the grade level of the students. Teachers will build upon skills appropriately including general reading, sound spelling patterns, and morphology.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Create a building schedule that is centered on student learning- protected core in literacy, small group instruction in the classroom, and an intervention block for all students.	Visible blocks on the building schedule
	Continuing to train staff members who serve primary students in literacy instruction on the Science of Reading and UFLI implementation (including general education, special education, multilingual teachers and other support staff).	Records of staff member professional development
	Increase collaboration between staff members to serve students in a way that is robust and streamlined, aligning goals, content, and is guided by the student experience. This includes reading specialist, special education, ML, and general education staff.	Schedule of staff collaboration and PLC time
	Implementation of UFLI in all primary classrooms, supplemented by Heggerty and Wonders as needed. With all students receiving robust instruction and/or appropriate tiered supports.	Teacher unit and lesson plans

<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Curriculum presentations in the fall from each staff member including additional reading specialist literacy night and ML literacy night.</p> <p>Monthly meetings with PTSA presidents and active discussion around school improvement planning.</p>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	FastBridge assessment data including the s2i report and progress monitoring throughout the year. Additionally, UFLI placement assessments, Words Their Way spelling inventories, and teacher created assessments as well as student interviews.

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	Multilingual Students, especially those who are in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade and who are receiving supports from the ML program.	
Focus Area	Developing academic language that allows all students to access math instruction.	
Desired Outcome	To close the achievement gap that exists in math between students served in ML and those who are either exited or never served.	
Current Data Supporting Focus Area	<p>The student population at Audubon shows that at least 50% of students are multi-lingual learners and have varying needs related to academic language development:  25% of students are multi-lingual and are actively receiving ML services.  25% previously received ML services and have exited the program.  50% have never qualified for ML services, but may speak multiple languages.</p> <p>Smarter Balanced Assessment scores from the 2024-2025 school year show the following percentages of students meeting standard in math:  59% of students eligible for ML services  90% of students previously eligible for ML services  85% of students never eligible for ML services</p> <p>This data along with teacher observation indicates a need for robust supports to help students develop academic language that will reduce the language barrier in math.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Create and utilize a schedule that protects math core instruction and allows for small groups and interventions.	Building schedule
	Choose ML services that support individual student needs: ie. Push in, pull out, and intentional overlap with reading specialist and special education programming.	ML flowchart, Student Intervention Team (SIT) notes.

	When possible, maximize collaboration between staff to align ML practices with math content, and to identify potential language barriers.	Building schedule and PLC/team meeting agendas
	Intentionally preteach, teach, and review mathematical content language in small and large groups using a variety of strategies.	Lesson plans and team planning notes from general education, special education, and ML teachers.
	Provide staff development opportunities centered around SIOP strategies.	PD calendar.
	Modify assignments as needed to identify and remove the language barrier.	Saved resources on Teams or One Note
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Classroom newsletters, Multilingual Learner program parent newsletters, whole team parent/teacher conferences.	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Smarter Balanced Assessments, percentage of students exiting ML program, FastBridge assessments, student interviews.	



<b>Priority #3</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students at Audubon will feel a sense of belonging to the school through relationships with adults, other students, and the overall school community.	
<b>Focus Area</b>	Student sense of belonging	
<b>Desired Outcome</b>	All students will feel connected to the school, adults, and other students.	
<b>Current Data Supporting Focus Area</b>	<p>As a school we have focused on student sense of belonging for many School Improvement Plans, and both Panorama and building created measures continue to show a percentage of students who feel connected at 65-75%. The percentage has not shown a significant change since 2019.</p> <p>In previous years we have focused on schoolwide practices, teacher student relationships through classroom SEL supports, and student to student connections. This year we continue to look for ways to connect each and every student to the school community.</p> <p>This year we will recenter practices and collaborate more efficiently to increase student sense of belonging. We will reimagine SEL lessons with special education staff and the counselor collaborating closely with teachers for co-teaching, whole group, and small group lessons as needed.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Implement a variety of ways to assess student sense of belonging across grade levels.	Panorama, youth needs survey, staff created surveys and open ended questions.
	Increase social opportunities for students across grade levels: three grades at recess, and unassigned seating at lunch, flexible lunch bunches.	Lunchroom practices.
	Counselor small group lessons tweaked to include students who are cross-served in various programs.	Counselor planning for lessons per SIT and MTSS team notes, and calendar.
	Community circles occurring regularly in the classroom,	Teacher lesson plans.

	with prompt cards and other resources shared as needed.	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Partnership and two-way communication with PTSA to receive feedback on their perspectives.  SEL information in newsletters from general education teachers and counselor	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Surveys and interviews, lesson plans,	

<b>STATE ASSESSMENT PARTICIPATION</b>
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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.



# A. G. Bell 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.<sup>3</sup>*

## SCHOOL OVERVIEW

**Description:** Bell Elementary School is located in the city of Kirkland between the 405 Interstate and Juanita Beach. The school is comprised of 522 preschool and elementary students. The preschool is collectively made up of two district programs, Head-Start, and Ready Start. Bell's racial demographic is made up of 4% Black students, 20% Asian students, 22% Hispanic students, 9% students who identify as two or more races, and 45% White students. Overall, 39 languages are represented by the student population, but the most common languages include English (74%), Spanish (9%), Russian (7%), Vietnamese (2%), Portuguese (5%), Mandarin, Arabic, Swedish, and Farsi. The school provides additional supports and resources to special education students (9%), English Language Learner students (20%) low-income students (30%), homeless students (4.4%) and highly capable students (6%).

**Mission Statement:** *Bell Bulldogs are kind, confident, and motivated learners. Bell Elementary is committed to:*

*\*Fostering a community of learners that invests in and relies on everyone.*

*\*Nurturing relationships that are grounded in supporting each student's social/emotional needs.*

*\*Providing equitable, inclusive, socially-just, and culturally competent learning opportunities where every student is valued.*

*\*And, cultivating grit and perseverance to assure every Bulldog is future ready.*

*\*Go Bulldogs!*

## 2025-2026 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ELA - Phonics	K-2	Students who identify as Black or Hispanic/Latino/LatinX will demonstrate realistic growth or

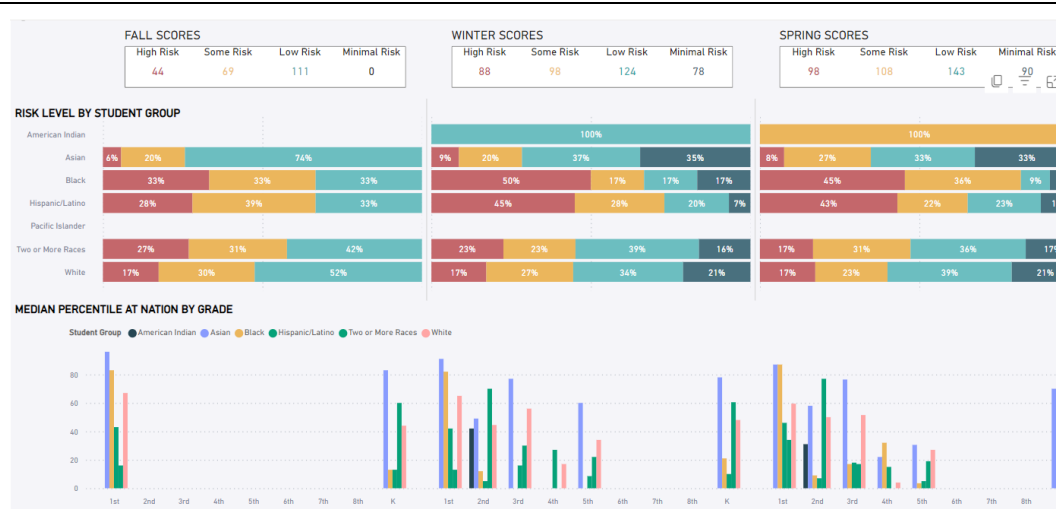
<sup>3</sup> LWSD School Board Approval on <insert date>

			more as defined by FastBridge in Phonemic Awareness/Word Segmenting, Phonics and Fluency/AutoReading or Phonics and Fluency/CBM Reading.
2	Math – 4 operations & patterns	K-5	As measured by the Math SBA target 3D, overall student performance indicators will be averaged as “similar” or “better” relative to the test. Additionally, all students in K-5 will show realistic growth or more on the FastBridge Math assessment (aMath or earlymath).
3	SEL – Student Self Efficacy	K-5	All K-5 students will exhibit improved confidence in their abilities, a willingness to take on challenges, and a greater independence and persistence in both academic and social tasks as measured by improved scores on the building created Student Self-Efficacy Survey and Panorama Survey Results.

<b>CONTINUOUS IMPROVEMENT PRIORITIES</b>
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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	
<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	Phonics and Phonemic Awareness
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Primary Students K-2 identifying as Hispanic/Latino/LatinX and/or Black
<b>Desired Outcome</b>	<b>Students who identify as Black or Hispanic/Latino/LatinX will demonstrate realistic growth or more as defined by FastBridge in Phonemic Awareness/Word Segmenting, Phonics and Fluency/AutoReading or Phonics and Fluency/CBM Reading.</b>
<b>Alignment with District Strategic Initiatives</b>	Equity
<b>Data and Rationale Supporting Focus Area</b>	<p>Phonics and phonemic awareness are the core foundational literacy skills and the basic building block for all future academic success.</p> <p>A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. Overall, Bell is approaching this mark, however, when desegregated by demographic data, discrepancies in performance and need are apparent.</p> <p>As measured by the Spring End of Year administration of the Fastbridge EarlyReading assessment, 43% of Hispanic/Latino/LatinX students and 45% of Black students were identified as “high risk”, as compared to 16% of all non Black/Hispanic/Latino races indicating “high risk”.</p>



**Strategy to Address Priority**

Action	Measure of Fidelity of Implementation
Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness.	Utilizing Multiple Measure curricular tools to guide small group instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook, small group instruction “yellow pages”, etc.), Lexia usage minutes.
Master scheduled blocks to support small group instruction aligned with intervention schedules.	
Implement UFLI Foundations and Heggerty phonics daily across K–2, and UFLI as needed in 3 & 4.	UFLI and Heggerty implementation present during formal and informal observations.  UFLI progress monitoring completed weekly by teachers.
SIOP Strategies in Every Classroom such as: <ul style="list-style-type: none"> <li>Visual Aids and cues</li> <li>Interactive games</li> <li>Explicit Modeling and Instruction by teachers and student leaders</li> </ul>	SIOP strategies present during formal and informal observations.
Individualized and Differentiated Multilingual Instruction Linked Directly to Whole Group Instruction	Push-in and pull-out supports provided by ML teachers.  Tier 1 resources shared by ML teachers that can be implemented by general education teachers.

	Culturally Responsive Teaching Practices	CRT strategies and instructional techniques present during formal and informal observations
	Implement whole-class Heggerty curriculum in collaboration with K-2, with consistent and normed hand/verbal cues.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction
	Building wide use of Lexia with addition of “skill builders” as needed	Lexia use present during small group rotations, Lexia progress monitoring.
	Collaboration across departments (ML, SN, SPED)	Month intervention/collaboration meetings  Interventionists attendance at grade-level PLC Meetings
	Implementation of Student-Generated Street Data Rubric on participation and engagement by providing opportunities such as: <ul style="list-style-type: none"> <li>• Using buddy talk</li> <li>• Making group work playful</li> <li>• Give non-verbal participation opportunities</li> <li>• Provide praise for students participating</li> <li>• Give additional think/wait time</li> </ul>	Evidence of rubric components during formal and informal classroom observations and student surveys in grades 3-5.
	Distribution of wireless hotspots and/or tablet/devices for home use of Lexia and/or Lexia English.	Number of devices distributed, online tool use metrix.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Parent volunteers welcomed during literacy blocks to assist with phonics.  Resources shared with families at January conferences regarding reading levels and home practice opportunities.  Sight word flashcards sent home.  Building Readers newsletters sent home.  UFLI Home Practice Sheets for 120 out of 124 lessons shared with families	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2026	



<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring).</li> <li>• Wonders mini-assessments administered at least 3x per year and/or Read Naturally assessments.</li> <li>• Wonders end of unit assessments.</li> </ul>
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Priority #2	
Priority Area	Mathematics
Focus Area	Solving problems involving the four operations and patterns.
Focus Grade Level(s) and/or Student Group(s)	K-5
Desired Outcome	As measured by the Math SBA target 3D, overall student performance indicators will be averaged as “similar” or “better” relative to the test. Additionally, all students in K-5 will show realistic growth or more on the FastBridge Math assessment (aMath or earlymath).
Alignment with District Strategic Initiatives	MTSS
Data and Rationale Supporting Focus Area	<p>SBA Math Claim 1 Concepts and Procedures states: <i>Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</i> Target D within this claim centers on <i>problems involving the four operations, and students' ability to successfully identify and explain patterns in arithmetic.</i></p> <p>The two Common Core Math Standards linked to this target/claim are:</p> <ul style="list-style-type: none"> <li>• 3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding,</li> <li>• 3.OA.9: Identify arithmetic patterns and explain them using properties of operations.</li> </ul> <p>Bell students, as measured by the 2024 Spring administration of the Smarter Balanced Assessment (SBA) scored “worse” as relative to the entire test and “below” as relative the Level 3/at standard scores, on Claim 1 Target D:</p>

	<table><tr><th>Year</th><th>Grade</th><th>Target</th><th>Students Tested</th><th>Performance Relative to Entire Test</th><th>Performance Relative to Level 3 (Level 3)</th><th>Target Descriptor</th></tr><tr><td>2024</td><td>5</td><td>B</td><td>97</td><td>Similar</td><td>Near</td><td>Analyze patterns and relationships.</td></tr><tr><td>2024</td><td>3</td><td>C</td><td>67</td><td>Better</td><td>Near</td><td>Multiply and divide within 100</td></tr><tr><td>2024</td><td>4</td><td>C</td><td>56</td><td>Similar</td><td>Near</td><td>Generate and analyze patterns.</td></tr><tr><td>2024</td><td>5</td><td>C</td><td>97</td><td>Better</td><td>Above</td><td>Understand the place value system.</td></tr><tr><td>2024</td><td>3</td><td>D</td><td>67</td><td>Worse</td><td>Below</td><td>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</td></tr><tr><td>2024</td><td>4</td><td>D</td><td>56</td><td>Better</td><td>Above</td><td>Generalize place value understanding for multi-digit whole numbers.</td></tr><tr><td>2024</td><td>5</td><td>D</td><td>97</td><td>Better</td><td>Above</td><td>Perform operations with multi-digit whole numbers and with decimals to hundredths.</td></tr><tr><td>2024</td><td>3</td><td>E</td><td>67</td><td>Better</td><td>Above</td><td>Use place value understanding and properties of operations to perform multi-digit arithmetic.</td></tr></table>	Year	Grade	Target	Students Tested	Performance Relative to Entire Test	Performance Relative to Level 3 (Level 3)	Target Descriptor	2024	5	B	97	Similar	Near	Analyze patterns and relationships.	2024	3	C	67	Better	Near	Multiply and divide within 100	2024	4	C	56	Similar	Near	Generate and analyze patterns.	2024	5	C	97	Better	Above	Understand the place value system.	2024	3	D	67	Worse	Below	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	2024	4	D	56	Better	Above	Generalize place value understanding for multi-digit whole numbers.	2024	5	D	97	Better	Above	Perform operations with multi-digit whole numbers and with decimals to hundredths.	2024	3	E	67	Better	Above	Use place value understanding and properties of operations to perform multi-digit arithmetic.
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	<p>Instructional Playbook and SIOP Strategies in every classroom such as:</p> <ul style="list-style-type: none"> <li>• Increased opportunities for expression of learning (whiteboards, choice boards, non-verbal cues, pictures)</li> <li>• Increased opportunities of students to respond (non-verbal cues, turn and talk, four corners)</li> <li>• Increased student talk compared to teacher talk</li> </ul>	Instructional Playbook strategies present in every classroom during informal and formal observations.
	<p>Implementation of Student-Generated Street Data Rubric on participation and engagement by providing opportunities such as:</p> <ul style="list-style-type: none"> <li>• Using buddy talk</li> <li>• Making group work playful</li> <li>• Give non-verbal participation opportunities</li> <li>• Provide praise for students participating</li> </ul> <p>Give additional think/wait time</p>	Evidence of rubric components during formal and informal classroom observations and student surveys in grades 3-5.
	Distribution of wireless hotspots and/or tablet/devices for home use of Dreambox and/or Xtramath.	Number of devices distributed, online tool use.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Inclusion of strategies and progress in school and classroom newsletters and conferences. PTSA STEAM Night with a math focus.</p> <p>Implementation of a tutoring program in partnership with LWHS National Honor Society Students to provide targeted, differentiated supports for students needing additional supports in mathematics.</p> <p>% of classrooms/teachers sending home Illustrative Math Centers/Newsletters.</p>	
<b>Timeline for Focus</b>	Spring, 2024 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring).</li> <li>• 3<sup>rd</sup>-5<sup>th</sup> – SBA Target 3D Data.</li> <li>• Illustrative Math End of Unit Assessments and Exit Tickets</li> </ul>	

<b>Priority #3</b>	
<b>Priority Area</b>	Social and Emotional
<b>Focus Area</b>	Self-Efficacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5
<b>Desired Outcome</b>	<b>All K-5 students will exhibit improved confidence in their abilities, a willingness to take on challenges, and a greater independence and persistence in both academic and social tasks as measured by improved scores on the building created Student Self-Efficacy Survey and Panorama Survey Results.</b>
<b>Alignment with District Strategic Initiatives</b>	Inclusion
<b>Data and Rationale Supporting Focus Area</b>	Self-efficacy, or the belief in one's ability to succeed, is a critical predictor of student success. Research consistently shows that students with high self-efficacy are more likely to persist through challenges, engage in learning, and achieve their goals. At Bell Elementary, recent Panorama Survey data from the fall of 2024 and informal observations indicate that many students struggle with confidence in their abilities, particularly when faced with complex tasks. Specifically, students in grades 3-5 experienced a 21% decline in the Self-Efficacy category on the Panorama Survey between the spring and fall of 2024. While this data highlights a need for targeted support in upper elementary grades, we recognize that fostering a growth mindset and building confidence in one's abilities begins as early as Kindergarten. By focusing on improving self-efficacy across all grades, we aim to empower students to embrace challenges and develop the resilience necessary for both academic and personal success.



	<ul style="list-style-type: none"> <li>• School-wide focus on monthly attributes through Purposeful People with a strong emphasis on the month of Perseverance</li> <li>• Daily morning meetings in every classroom with specific prompts related to self-efficacy</li> <li>• Implementation of Buddy Classrooms to increase bonds and relationships between primary and intermediate students</li> <li>• Student Leadership opportunities through programs such as Peace Coaches, Green Team, School Newspaper, Teachers of Tomorrow, and Safety Patrol.</li> <li>• Small-group instruction provided by our counselor for students who need tier 2 support in learning and practicing self-efficacy skills.</li> <li>• LINKS Lunch Buddy Program to match students in need with mentor adults in the community.</li> </ul>	<p>Number of viewers on school-wide attribute assemblies.</p> <p>Number of certificate winners from each class for attribute assemblies.</p> <p>Morning meetings apparent during informal and formal classroom walkthroughs.</p> <p>% of students participating in a student leadership opportunity.</p> <p>Number of students referred to the counselor and number students who completed the tier 2 instruction</p>
	Student Recognition and Celebration	<p>Number of students receiving “I Got Caught Slips” each week.</p> <p>% of students participating in Affinity Groups/Spaces.</p> <p>Classroom recognition/reward systems in place in every classroom.</p>
	Teacher Training and Professional Development	% of teachers who attended professional development sessions on both collective efficacy and student self-efficacy.

		% of teachers who engaged in a learning walk and/or modeled self-efficacy strategies in their classrooms.
	Student active engagement in educational goal setting and progress monitoring.	% of classrooms using data notebooks and student progress monitoring of academic on social emotional wellbeing.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>January parent/student/teacher progress conferences with intentional focus on Self Efficacy and “yet” goals.</p> <p>Interest in Innovation Lab Site Opportunity to strengthen our family engagement tool kit</p> <p>Student Self-Efficacy Goal shared at first General PTSA membership meeting to promote collaboration on supporting students’ self-efficacy throughout the year.</p> <p>Student Panel invited to October LEAP Day to share student perspective on improving instruction and overall student experience.</p> <p>Continued professional learning and incorporation of student voice and choice in classrooms and building wide decision making, in partnership with JoySource consulting/coaching.</p> <p>Black/Hispanic/Latino/LatinX family/parent/community engagement and student experience survey, in home languages, implemented winter 2025.</p>	
<b>Timeline for Focus</b>	Spring, 2024 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Building created Self-Efficacy Survey for all students, K-5,</li> <li>• Panorama Survey results for students in grades 3-5.</li> </ul>	



## 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.

## Elizabeth Blackwell 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.<sup>4</sup>*

#### 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.

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<sup>4</sup> LWSD School Board Approval on <insert date>

**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.

#### 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	<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 2028</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>

<b>Current Data Supporting Focus Area</b>	<p>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.</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 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.</p> <p>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.”</p> <p>The data supports an increase in focus on these areas in our instruction of these reading and writing areas.</p>											
<b>Strategy to Address Priority</b>	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>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.</td><td>% of teachers who use district provided writing curriculum.</td></tr><tr><td>Blackwell’s MTSS team will review annual spring FastBridge scores to identify potential students needing additional supports in math/reading and plan support protocols</td><td>Number of students identified and supported through MTSS process</td></tr><tr><td>Teachers in grades K-5 will integrate writing within multiple content areas.</td><td>% of teachers integrate writing within multiple content areas.</td></tr><tr><td>Teachers in grades K-5 will incorporate culturally responsive teaching strategies into writing and reading instruction.</td><td>% of teachers who provide writing prompts that interest students, are content-based, and connect to background knowledge.</td></tr></table>		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.
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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.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	<p>Blackwell Elementary teachers/staff will utilize parent and community volunteers to support students in class to support SIP goals. Examples include:</p> <ul style="list-style-type: none"> <li>• Art Smart</li> <li>• Blackwell Volunteers</li> <li>• Kindergarten Launch Program</li> <li>• Field Trip Volunteers</li> </ul>	<p>This action will take place throughout the 2025-2028 school years.</p>

	<p>Administration will work with the PTSA to fund materials and/or professional development opportunities to support SIP goals.</p> <p>Examples Include:</p> <ul style="list-style-type: none"> <li>• Funding for books</li> <li>• Professional Learning opportunities</li> <li>• Supplemental supports for funding through PTSA grant processes</li> <li>• Classroom funds for teachers</li> <li>• Financial support of Belonging initiative and incentives</li> </ul>	<p>This action will take place throughout the 2025-2028 school years.</p>
	<p>Blackwell Elementary staff will collaborate with the PTSA and families when hosting community events that support SIP goals.</p> <p>Examples Include:</p> <ul style="list-style-type: none"> <li>• Belonging events</li> <li>• Transition events for level changes (entering Kindergarteners and exiting 5th graders)</li> <li>• Java with Jim</li> <li>• Math Competitions</li> <li>• PTSA fundraising</li> <li>• PTSA Program Events</li> <li>• 5th Grade Celebration /Promotion</li> <li>• Assemblies</li> <li>• Parent Education Events</li> </ul>	<p>This action will take place throughout the 2025-2028 school year.</p>
	<p>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.).</p>	<p>On-going throughout the year</p>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028	

<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>1. Student progress on District Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress after writing units.</li> </ul> </li> <li>2. Student progress on SBA Interim Assessments (as available)</li> <li>3. Yearly progress on SBA</li> </ol> <p>Progress within classrooms using formative assessment, student work, observations, etc.</p>
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<b>Priority #2</b>	
<b>Priority Area</b>	Mathematics
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 - 5
<b>Focus Area</b>	<p>Math Target Areas:</p> <ul style="list-style-type: none"> <li>• Grade 3: Represent and solve problems involving multiplication and division.</li> <li>• Grade 4: Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> <li>• Grade 5: Represent and interpret data</li> </ul>
<b>Desired Outcome</b>	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
<b>Current Data Supporting Focus Area</b>	<p>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.</p> <p>The math target areas differed across grades 3, 4, and 5 in the 2023-24 school year were:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Grade 5: Graph points on the coordinate plane to solve real-world and mathematical problems.</li> </ul> <p>The most recent SBA (spring, 2025) math results demonstrate that these target areas are no longer deemed relatively lower in the students’ proficiency.</p> <p>The math target areas noted on the spring 2025 SBA results showed relatively lower success in two target areas.</p>



	<ul style="list-style-type: none"> <li>• Grade 3: Represent and solve problems involving multiplication and division.</li> <li>• Grade 4: Use place value understanding and properties of operations to perform multi-digit arithmetic</li> <li>• Grade 5: Represent and interpret data</li> </ul> <p>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.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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 &	Administration will assign IA support to teachers in grade 4 & 5.

	5 with IA support to assist with math goals.	
	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.
	<p>Teachers are using Building Thinking Classrooms (BTC) and direct instruction/small groups to develop student metacognition, collaboration, and discourse related to mathematics.</p> <ul style="list-style-type: none"> <li>• In collaboration with instructional coach (co teaching &amp; planning)</li> <li>• 6-week data cycles</li> <li>• review results with admin and instructional coach</li> </ul>	% of teachers using BTC Strategies
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	<p>Blackwell Elementary teachers/staff will utilize parent and community volunteers to support students in class to support SIP goals. Examples include:</p> <ul style="list-style-type: none"> <li>• Art Smart</li> </ul>	This action will take place throughout the 2025-2028 school years.

	<ul style="list-style-type: none"> <li>• Blackwell Volunteers</li> <li>• Kindergarten Launch Program</li> <li>• Field Trip Volunteers</li> </ul>	
	<p>Administration will work with the PTSA to fund materials and professional learning opportunities to support SIP goals.</p> <p>Examples Include:</p> <ul style="list-style-type: none"> <li>• Funding for books</li> <li>• Professional Learning opportunities</li> <li>• Supplemental supports for funding through PTSA grant processes</li> <li>• Classroom funds for teachers</li> </ul> <p>Financial support of Belonging initiative and incentives</p>	<p>This action will take place throughout 2025-2028 school years.</p>
	<p>Blackwell Elementary staff will collaborate with the PTSA and families when hosting community events that support SIP goals.</p> <p>Examples Include:</p> <ul style="list-style-type: none"> <li>• Belonging events</li> <li>• Transition events for level changes (entering Kindergarteners and exiting 5<sup>th</sup> graders)</li> <li>• Java with Jim</li> <li>• Math Competitions</li> <li>• PTSA fundraising</li> <li>• PTSA Program Events</li> <li>• 5<sup>th</sup> Grade Celebration /Promotion</li> <li>• Assemblies</li> <li>• Parent Education Events</li> </ul>	<p>This action will take place throughout the 2025-2028 school years.</p>
	<p>Use communication processes that further engage/inform parents in the areas of social emotional learning (e.g., school newsletters, teacher newsletters, curriculum night</p>	<p>On-going throughout the year</p>

	presentations, Java with Jim, PTSA meeting reports, etc.).	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>1. Student progress on District Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress after/during each math unit.</li> </ul> </li> <li>2. Student progress on FastBridge Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.</li> </ul> </li> <li>3. Student progress on SBA Interim Assessments as applicable</li> <li>4. Yearly progress on SBA</li> <li>5. Progress within classrooms using street data methodologies,</li> </ol> <p>student work, observations, formative assessments, etc.</p>	

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	<p>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 <b>Sense of Belonging</b> 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.</p> <div><div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>Change over 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	<ul style="list-style-type: none"><li>How much respect do students at your school show you?<table><tr><td>Spring 2022</td><td>Spring 2023</td><td>Spring 2024</td><td>Spring 2025</td></tr><tr><td>66%</td><td>73%</td><td>78%</td><td>66%</td></tr></table></li><li>When you are at school, how much do you feel like you belong?<table><tr><td>Spring 2022</td><td>Spring 2023</td><td>Spring 2024</td><td>Spring 2025</td></tr><tr><td>75%</td><td>81%</td><td>82%</td><td>77%</td></tr></table></li></ul>	Spring 2022	Spring 2023	Spring 2024	Spring 2025	66%	73%	78%	66%	Spring 2022	Spring 2023	Spring 2024	Spring 2025	75%	81%	82%	77%
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Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Maintenance of Blackwell Belonging initiative with a focus on student recognition within the Blackwell CARES program.</td><td>Number of Blackwell Belong tickets distributed to students  Number of Blackwell CARES stickers given to students</td></tr><tr><td>Blackwell Belonging Night in fall invites families to interact and get to know each other in new ways.</td><td>Number of families involved through post event survey</td></tr><tr><td>Seeking, recognizing, and celebrating each student’s culture throughout the year at the classroom level.</td><td>% of teachers who know and recognize unique student cultures</td></tr><tr><td>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.</td><td>% of teachers utilizing resources regularly</td></tr><tr><td>Creating extracurricular opportunities at school for students to be involved (e.g., choir, student leadership, green team, safety patrol, etc.).</td><td>% of students who participate in these opportunities</td></tr><tr><td>Partner with our parent volunteers and PTSA to create inclusive events where all students feel welcome and able to access these events.</td><td>% of events where there is intentionality to include all families and students</td></tr><tr><td>Utilizing district resources, Positive Behavior Intervention System (PBIS), Multi-Tiered Systems of Support teams (MTSS), and restorative practice professional learning.</td><td>Number of staff trained in these principles and strategies</td></tr></table>	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
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	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
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	Blackwell Elementary teachers & staff will utilize parent and community volunteers to support students in class to support SIP goals. Examples include: <ul style="list-style-type: none"> <li>• PTSA Art Program</li> <li>• Blackwell Volunteers</li> <li>• K-1 Launch Program</li> <li>• Field Trip Volunteers</li> </ul>	This action will take place throughout the 2025-2028 school years.
	Administration will work with the PTSA to fund materials and/or professional development opportunities to support SIP goals. Examples Include: <ul style="list-style-type: none"> <li>• Funding for books</li> <li>• Professional Learning opportunities</li> <li>• Supplemental supports for funding through PTSA grant processes</li> <li>• Classroom funds for teachers</li> <li>• Financial support of Belonging initiative and incentives</li> </ul>	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
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>1. Fall and Spring Panorama Survey results for grades 3-5</li> <li>2. Number of students referred to the Multi-Tier Systems of Support (MTSS) Team for SEL support</li> <li>3. Tracking Blackwell All Bobcats Belong student recognition tickets and stickers</li> <li>4. Progress monitor using street data methodologies <ul style="list-style-type: none"> <li>• Student, staff, and parent conversations about Belonging</li> <li>• Participation counts in special Blackwell Belonging events <ul style="list-style-type: none"> <li>○ Crowd estimates at Blackwell Community Belonging Event</li> </ul> </li> </ul> </li> <li>5. Number of events providing low sensory supports and activities hosted by the school (PTSA and School events)</li> </ol>	



<b>STATE ASSESSMENT PARTICIPATION</b>
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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.



## Rachel Carson 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.<sup>5</sup>*

#### SCHOOL OVERVIEW

**Description:** Rachel Carson Elementary School is located on the Sammamish Plateau on 244th Ave NE, where we are proud to lead 475 preschool through fifth-grade Falcons on the first leg of their Eastlake Learning Community journey—moving from Falcons to Inglewood Knights in middle school and finally to Eastlake High School Wolves. Our commitment is to ensure every student is empowered and inspired to learn, grow, and graduate ready to lead a rewarding, responsible life as an active member of our community and society. We work with a dedicated staff who deliver academically rigorous instruction while teaching social, emotional, and physical skills students need for the global workplace. At Rachel Carson we model and practice essential character traits—kindness, compassion, perseverance—so these values are visible every day in classrooms, hallways, the lunchroom, and at recess. In our 17th year as a school community, we celebrate the growing diversity of our student body as a strength that enriches learning and fosters respect for different cultures. For 2025–2026, we remain focused on academic growth, intentional inclusion, and ensuring access for every learner, grounded in a growth mindset that treats mistakes as opportunities to learn. Carson invites families and community partners to join us as volunteers and active contributors—our volunteers and our hardworking PTSA are vital to meeting student achievement goals and supporting both academic and social growth. Together, through our School Improvement Plan, we set clear goals, monitor progress, and make decisions that ensure our students receive the education they deserve. It is a great day to be a Falcon!

**Mission Statement:** *Educate, inspire, empower, look for awesome. Partners in learning for today and the future.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or	Desired Outcome
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<sup>5</sup> LWSD School Board Approval on <insert date>

		<b>Student Group(s)</b>	
<b>1</b>	<b>Literacy</b>	<b>Preschool-2<sup>nd</sup></b>	CBM reading scores will improve from 80% on track in 1 <sup>st</sup> grade to 100% on track by the end of 2 <sup>nd</sup> grade.
<b>2</b>	<b>Mathematics</b>	<b>3<sup>rd</sup>-5<sup>th</sup></b>	90% of Students in grades 3-5 will score a level 3 or level 4 on the Summative Mathematics Assessment of the Smarter Balanced Assessment (SBA) by Spring of 2027. The Strand “Generate and Analyze Patterns in Arithmetic” will be identified as a strength within that reporting cycle.
<b>3</b>	<b>Social Emotional Learning</b>	<b>3<sup>rd</sup>-5<sup>th</sup></b>	Students’ sense of belonging within Carson will improve from 73% agree favorably to 100% agree favorably per the Panorama Student Survey.

<b>CONTINUOUS IMPROVEMENT PRIORITIES</b>
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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.

<b>Priority #1</b>		
<b>Priority Area</b>	Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Preschool- 2 <sup>nd</sup> grade	
<b>Focus Area</b>	Fluency	
<b>Desired Outcome</b>	CBM reading scores will improve from 80% on track in 1 <sup>st</sup> grade to 100% on track by the end of 2 <sup>nd</sup> grade.	
<b>Current Data Supporting Focus Area</b>	The data shows that 20% of end of year first grade students are at some or high risk of not reaching the CBM reading goal.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Heggerty	Daily 15-minute practice across P-1 grade level band
	Wonders Curriculum	Phonics games and syllable work throughout the year, as needed
	Letters and Sounds	Preschool to promote oral phonics, use of curriculum to support practice K-2nd

	Wonders Phonemic Awareness	Four times weekly K-2nd
	Intervention Blocks/Small Groups	Four times weekly K-2nd
	Alternative hands-on ways to manipulate sound/activities	Special education/intervention/small group- Tier 2/3 supports
	Instructional Assistants/Parent Volunteers	Leveled reading groups with support
	Lexia	Increase Lexia usage as a system
	ML/Safety Net Support	During instructional blocks and throughout the school day
	K-2 UFLI	K – 2 <sup>nd</sup> Implementation (lessons, stories, games)
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Home/school communication with UFLI, classroom newsletters, parent volunteers, Parent Square, and or SeeSaw.	
<b>Timeline for Focus</b>	Fall 2025 - Spring 2026	
<b>Method(s) to Monitor Progress</b>	CBM – Fastbridge (1 <sup>st</sup> grade and 2 <sup>nd</sup> grade) Wonders weekly progress monitoring Fastbridge subtests (Kindergarten) UFLI end of unit fluency assessments Preschool: pre/post assessment for Heggerty prior to kindergarten	

<b>Priority #2</b>		
<b>Priority Area</b>	Mathematics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	General Education Classrooms in 3 <sup>rd</sup> – 5 <sup>th</sup> Grades	
<b>Focus Area</b>	Generate and analyze patterns in Mathematics	
<b>Desired Outcome</b>	90% of Students in grades 3-5 will score a level 3 or level 4 on the Summative Mathematics Assessment of the Smarter Balanced Assessment (SBA) by Spring of 2027. The Strand “Generate and Analyze Patterns in Arithmetic” will be identified as a strength within that reporting cycle.	
<b>Current Data Supporting Focus Area</b>	SBA Spring Summative Math Test Scores in the Cross-Sectional Report	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>

	Building Thinking Classrooms	Minimum once per week
	Illustrative Math	Daily (Per Pacing Guide)
	DreamBox	5 lessons per week
	Interventions – Small Group	Minimum once per week
	Manipulatives	As Needed
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Newsletters, Illustrative Mathematics Curriculum, PTSA Math Challenge, Formative and Summative assessment communication	
<b>Timeline for Focus</b>	Fall 2025 - Spring 2027	
<b>Method(s) to Monitor Progress</b>	Annual Smarter Balanced Assessment Reporting. Data sharing regarding progress and projected skill mastery	

<b>Priority #3</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	3 <sup>rd</sup> -5 <sup>th</sup>	
<b>Focus Area</b>	Sense of Belonging within Rachel Carson	
<b>Desired Outcome</b>	100% of students in grades 3-5 will respond favorably within the Panorama Survey when asked specifically if they feel like they belong at school.	
<b>Current Data Supporting Focus Area</b>	Per Panorama Survey administered in Spring of 2025, 73% of students responded favorably when asked if they feel like they belong at school.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Student greeters upon arrival	Daily
	Classroom meetings	Daily
	SOAR tickets for expected behavior	Daily
	SOAR ticket winners	Twice a month
	Character Trait Falcon Parade	Once a month
	Inclusive Schools Week	Dec. 8-12 <sup>th</sup>
	SPED early entrance to events	As needed
	PTSA sponsored community events	Six+ times per year
	Counseling lessons	Monthly
	School-wide assemblies	Monthly
	Principal coffee chats	Monthly
	PTSA meetings	Monthly
	Student leadership opportunities	Daily
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Principal coffee chat, PTSA meetings, school-wide events, classroom newsletters, counselors corner in Carson Chronicle, Admin. Parent Square messages, 5 <sup>th</sup> grade student voice on leadership (Unity Day, Kindness Week, food drives, etc.), modified Panorama for VCL students	
<b>Timeline for Focus</b>	Fall 2025 - Spring 2027	
<b>Method(s) to Monitor Progress</b>	Fall and Spring Panorama data for grades 3-5, specifically focused on our 3 <sup>rd</sup> grade cohort over the next two school years.	

<b>STATE ASSESSMENT PARTICIPATION</b>
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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.



# Clara Barton 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.<sup>6</sup>*

#### SCHOOL OVERVIEW

**Description:** Clara Barton Elementary is situated atop Education Hill in the North Redmond area of Redmond, Washington. The school serves approximately 395 students, most of whom reside in the surrounding neighborhood. Our students typically move to Redmond Middle School and then on to Redmond High School.

Clara Barton Elementary embodies the values of our community by prioritizing student success in both academic achievement and social-emotional development. Our dedicated and innovative staff deliver a high-quality education that meets the needs of our diverse student body. We are committed to academic rigor while ensuring that every child receives consistent instruction in social-emotional skills, supporting the growth of the whole child. Central to this commitment is our Equity & Social-Emotional Learning Committee, which advances the Barton Five Critical Success Skills: Self-Discipline, Empathy, Grit, Diversity, and Integrity. These skills are intentionally taught, modeled, and reinforced through daily classroom and weekly lessons in our Leadership Lab. Our staff values the importance of cultivating an environment where students feel safe to take risks, embrace challenges, and grow academically, socially, and emotionally. We remain steadfast in our dedication to providing exemplary learning experiences that prepare all students for success

Family and community engagement are essential to the success of our students. We are fortunate to have the strong support of a dedicated and dynamic PTSA. Our volunteers generously contribute countless hours to deliver an array of enriching programs and activities that nurture students' interests and passions.

Our leadership model empowers students to take an active role in school life, from presenting at Morning Meetings to leading school-wide assemblies through the

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<sup>6</sup> LWSD School Board Approval on <insert date>



Student Advisory Leadership Team. Together, we foster a collaborative community of learners committed to academic excellence and personal growth within a positive and supportive environment.

**Mission Statement:** *Barton Elementary is a school dedicated to nurturing hearts and minds by investing in every aspect of our students' lives. We are dedicated to creating exceptional experiences for every student.*

<b>2025-26 PRIORITIES AT A GLANCE</b>
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Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-5	By May 2026, 100% of the 80 students identified as “Some Risk” or “High Risk” on the Fall 2025 universal screeners; Early Reading (Grades K–1) and eReading (Grades 2–5), will demonstrate “Aggressive” or “Typical” growth on the FastBridge Group Growth Report.
2	Mathematics	2	The second-grade cohort will grow from 61% decomposing (operations) to 80% decomposing (operations) by June of 2026
3	Social Emotional Learning	K-5	The percentage of students responding favorably to the Panorama survey question, “When you are at school, how much do you feel like you belong?”, will increase from 60% in Spring 2025 to 70% in Spring 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			
<b>Priority Area</b>	English Language Arts		
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5		
<b>Focus Area</b>	Reading		
<b>Desired Outcome</b>	By May 2026, 100% of the 80 students identified as “Some Risk” or “High Risk” on the Fall 2025 universal screeners; Early Reading (Grades K–1) and eReading (Grades 2–5), will demonstrate “Aggressive” or “Typical” growth on the FastBridge Group Growth Report.		
<b>Current Data Supporting Focus Area</b>	Proficient skills in reading are essential to the success of students across disciplines and concepts. According to Fall Fastbridge data, 80 students are identified as “Some Risk” or “High Risk” on the Fall 2025 universal screeners. The number of students identified at risk at each grade level are as follows:		
		<b># of Students at SomeRisk Fall 2025</b>	<b># of Students at High Risk Fall 2025</b>
			<b>Combined Some &amp; High Rick Total</b>
	<b>Overall</b>		<b>X students</b>
	K	3 students	6 students
	1 <sup>st</sup>	8 students	5 students
	2 <sup>nd</sup>	7 students	13 students
	3 <sup>rd</sup>	9 students	2 students
	4 <sup>th</sup>	4 students	9 students
	5 <sup>th</sup>	5 students	9 students
<b>Strategy to Address Priority</b>	<b>Action</b>		<b>Measure of Fidelity of Implementation</b>
	MTSS Intervention Team available to support teachers with students showing risk indicators.		MTSS team meeting and follow up actions.

	Whole group use of Heggerty in K-1 classrooms and small group in 2 <sup>nd</sup> grade.	Classroom observations and PLC team meeting feedback.
	Lexia used with fidelity for at-risk students.	Lexia usage reports
	Teachers will plan for differentiated instruction in small groups to target specific reading skills for all students.	Teachers will deliver reading instruction in differentiated skill groups.
	K-2 teachers will deliver structured literacy instruction using Haggerty and UFLI in addition to the Reading Wonders curriculum.	Teachers will use a systematic reading instruction support with students.
	Teachers will engage in professional learning on Sheltered Instruction Observation Protocol & use in all classrooms to support students with emerging language skills.	Teachers will complete the LWSO professional learning sessions on SIOP, implementing components within their lesson planning daily.
	Safety Net & ML intervention team will collaborate regularly with classroom teachers to align and support instruction at Tier 1.	Teachers will complete the Scope & Sequence planning tool developed by the intervention team. The Instructional Leadership Team will monitor progress of this tool throughout the school year.
	Use of Fastbridge data twice annually to provide formative data to develop effective interventions and guide instruction.	Teachers will administer the Fastbridge assessment for use in team data analysis and planning for intervention at mid-year.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Teacher newsletters</li> <li>• Weekly all school admin community newsletters</li> <li>• Teacher &amp; admin phone calls and invitations for one-on-one conversations</li> <li>• In-person curriculum night</li> <li>• Family connection meetings</li> <li>• January conferences</li> <li>• Staff members accessing translator and translator technologies</li> <li>• Teachers sharing instructional strategies aimed to boost achievement and promoting independent reading and Lexia use at home.</li> </ul>	

<b>Timeline for Focus</b>	September, 2025 to May, 2026
<b>Method(s) to Monitor Progress</b>	Fastbridge, standardized assessments, progress monitoring, teacher-created benchmarks, and grade-level reading inventories.

<b>Priority #2</b>		
<b>Priority Area</b>	Mathematics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	2	
<b>Focus Area</b>	Numerical concepts and operations	
<b>Desired Outcome</b>	<p>The second-grade cohort will grow from 61% decomposing (operations) to 80% decomposing (operations) by June of 2026.</p> <p>85% of students in third through fifth grade will be at minimal or low risk as assessed via A-Math Fastbridge</p>	
<b>Current Data Supporting Focus Area</b>	<p>Numerical concepts and operations are a foundational skill to apply to all areas of mathematics. Data analysis at the target level of the Screening to Intervention report on FastBridge indicates a relative weakness in this area relative to other math skills. The second-grade cohort had the lowest math data points of the six grades we support. The Building Leadership Team (BLT) has chosen to take a long-term targeted focus on this cohort of students to get them to grade level in math.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers will plan for differentiated instruction in small groups to target specific math skills for all students.	Teachers will deliver math instruction in differentiated skill groups.
	Teachers will provide multi-modal instruction to ensure students have access to many ways to comprehend and represent number sense.	Teachers will provide support tools for students to develop number sense (manipulatives, models, number lines, technology tools).
	Teachers will use district technology tools to support student learning and use the data from these tools to inform classroom instruction.	Teachers will use Dreambox during the school day and meet regularly to review student data.
	Teachers will engage in professional learning on effective implementation of the Illustrative Math curriculum.	Teachers will complete the LWSB professional learning sessions on Illustrative Math, implementing daily.
	Use of FastBridge data twice annually to provide formative	Second Grade will administer the FastBridge assessment for

	<table> <tr> <td>data to develop effective interventions and guide instruction.</td><td>use in team data analysis and planning for intervention at mid-year.</td></tr> </table>	data to develop effective interventions and guide instruction.	use in team data analysis and planning for intervention at mid-year.
data to develop effective interventions and guide instruction.	use in team data analysis and planning for intervention at mid-year.		
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Teacher newsletters</li> <li>• Weekly all school admin community newsletters</li> <li>• Teacher &amp; admin phone calls and invitations for one-on-one conversations</li> <li>• In-person curriculum night</li> <li>• Family connection meetings</li> <li>• January conferences</li> <li>• Staff members accessing translator and translator technologies</li> <li>• Teachers sharing instructional strategies aimed to boost achievement, and partner with families to boost mathematical opportunities in the home by sharing Illustrative Mathematics Home Connection resources.</li> </ul>		
<b>Timeline for Focus</b>	September, 2025 to June, 2026		
<b>Method(s) to Monitor Progress</b>	FastBridge, standardized assessments, small group progress monitoring, teacher-created benchmarks.		

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	3 <sup>rd</sup> – 5 <sup>th</sup>	
Focus Area	Sense of Belonging	
Desired Outcome	To increase the positive response rate to the Panorama survey question, “When you are at school, how much do you feel like you belong?”, from 60% in Spring 2025 to 70% in Spring 2026.	
Current Data Supporting Focus Area	Students who feel they belong are more motivated, engaged, and persistent in their studies. From Fall 2024 to Spring 2025, Barton’s Panorama survey data for 3-5 graders decreased from 64% to 60%.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach language around belonging and relationship building and how to apply strategies independently	SEL lessons in Leadership Lab and counselor lessons
	Community events will have peace corners for students and community members with regulatory needs.	Accessible space with chairs, headphones, and fidgets at all events.
	Relationship Mapping to identify individual students who feel disconnected and share with staff.	Utilize Panorama Data – counselor in collab with GenEd educators.
	Identify students' connectivity language	Morning meeting slides, student presentations, student created posters and art projects.
	100% of classrooms in Grades K-5 will deliver Social-Emotional instruction at Tier 1 as a team weekly during “Leadership Lab.”	100% of classrooms in Grades K-5 will have 45 minutes of SEL targeted instruction per week as provided by the instructional block schedule.
	School Counselor and Special Education staff will provide Tier 2 & Tier 3 support for students as needed.	Small group schedules and data logs.
	The school will implement “Peace Corners” with sensory support tools and Zones	100% of instructional areas will have posted Peace Corners for students to access

	strategy reminders in all instructional areas.	to support emotional regulation.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Throughout the 25-26 school year, Barton staff will invite community volunteers to engage with students in various activities and spaces. Barton staff will partner with the PTSA to host community events that support community members' needs and interests. As well as seek connection through:</p> <ul style="list-style-type: none"> <li>• Teacher newsletters</li> <li>• Weekly all school admin community newsletters with a section focused on SEL and belonging.</li> <li>• Teacher &amp; admin phone calls and invitations for one-on-one conversations</li> <li>• In-person curriculum night</li> <li>• September's family connection meetings</li> <li>• Caregiver input at key events throughout the year</li> <li>• January conferences</li> <li>• Staff members accessing translator and translator technologies</li> <li>• Home visits to build connection and share resources</li> </ul>	
<b>Timeline for Focus</b>	Spring, 2025 to Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Panorama Spring data	



<b>STATE ASSESSMENT PARTICIPATION</b>
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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 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.<sup>7</sup>*

#### SCHOOL OVERVIEW

**Description:** Community School is a choice school that serves students in grades 1-5 from throughout the Lake Washington School District. Community School was conceived by a small group of parents who shared common educational beliefs that schools should be child-centered and should embrace parent participation. In September 1971, an abandoned fire station in the Houghton neighborhood of Kirkland served as Community School's first home when it opened its doors to 30 students. Within two years, Community School expanded to 50 students with two staff members and moved to the former Kirkland Junior High campus on Waverly Way. Following eleven successful years at the Waverly site, the school moved to its present location in Houghton. In 2013, Community School moved into three blended grade classrooms in a new building shared with the International Community School (with whom we share administrators). Over the years, the initial Summerhill model has been modified by the staff and parent community to provide students with more structure carefully blended with ample choice and free time. Community School's Foundational Goals are: Help children develop a strong sense of self-worth; Assist children in developing a desire to learn for their own individual fulfillment; Teach children to be independent and responsible to themselves; Offer students a solid foundation in the basic skills; Encourage parent involvement in all aspects of the school; Share decision making.

**Mission Statement:** Community School's mission is to provide a program which strives for excellence and success in learning while providing opportunities for each child to realize his or her own individual potential, by challenging the students academically, physically, creatively, socially and emotionally in an atmosphere of cooperation and trust.

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or	Desired Outcome
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<sup>7</sup> LWSD School Board Approval on <insert date>

		<b>Student Group(s)</b>	
<b>1</b>	<b>Math</b>	<b>Whole School</b>	By Spring of 2026 all students will score in the “low risk” category for CBM Math as assessed by FastBridge.
<b>2</b>	<b>Reading</b>	<b>ML Students</b>	100% of ML students, from 41%, will be in the ‘low risk’ category on the FastBridge reading assessment.
<b>3</b>	<b>SEL</b>	<b>Whole School</b>	Students will develop the skills to avoid non-inclusive language (including hate speech) in both curricular and non-curricular settings.

## 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		
<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Automaticity of math facts	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All grade levels	
<b>Desired Outcome</b>	By Spring of 2026 all students will score in the “low risk” category for Math as assessed by FastBridge	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	17% of students that were assessed were not meeting the “low risk” category after the 2025 Fall screening in the CBM Automaticity	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	FastBridge Screenings	Assess 3x a year
	Classroom Observations/Assessments	Weekly or Unit Assessments
	Math fact games/practice	Math lessons/cool downs
	Dream Box	Online management, weekly check in
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<b>Data collected:</b> <ul style="list-style-type: none"> <li>• FastBridge</li> <li>• Classroom formative/summative assessments</li> <li>• Classroom observations</li> </ul>	

Priority #2		
Priority Area	English Language Arts/Literacy	
Focus Area	ML students making growth in reading levels.	
Focus Grade Level(s) and/or Student Group(s)	ML Students	
Desired Outcome	100% of ML students, from 41%, will be in the ‘low risk’ category on the FastBridge reading assessment.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Currently, ML students are disproportionately represented in the ‘at risk’ category on the FastBridge math assessment.	
	ML Students	
	High Risk 8%	
	Some Risk 25%	
	Low Risk 0%	
	No Risk 66%	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	ML Services	Weekly scheduled time
	UFLI Small Groups	Daily Groups
	Reading For Phonics Small Groups	Intentional supplemental curriculum
	Explicit Vocabulary Instruction	Wonders vocabulary support during ML services
Timeline for Focus	Winter, 2025 - Spring, 2026	
Method(s) to Monitor Progress	FastBridge Reading/CBM Teacher Observation District provided benchmark assessments	

<b>Priority #3</b>		
<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Students will develop the skills to avoid non-inclusive language (including hate speech) in both curricular and non-curricular settings.	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Whole school	
<b>Desired Outcome</b>	Students will be able to proactively avoid non-inclusive speech and have the skills as an upstander to address non-inclusive speech when they hear it from peers.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Data and Rationale Supporting Focus Area</b>	Schoolwide observations have revealed a need for specific learning outcomes based around race and racism.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Weave desired skills into already established SEL lessons and within appropriate morning meeting times.	At faculty meetings, teachers will share upcoming SEL lessons and co-create specific teaching non-inclusive speech opportunities within the established SEL curriculum.
	Explicit SEL instruction	Designated SEL time in each classroom on Master Schedule
	Whole school meetings	Calendar
	Restorative conversations	PBIS/think sheet/office referral
	Collaboration with District Equity Department	Ongoing
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Teacher/staff observations, student reflection and feedback	

## 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.
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- 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.<sup>8</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

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<sup>8</sup> LWSD's policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Posted on school website	February 2026
	Engaged parent leads during development	Fall 2025
	Student Conferences	Fall 2025, January 2026
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Posted on school website	February 2026
	Engaged parent leads during development	Fall 2025



## Emily Dickinson 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.<sup>9</sup>*

#### SCHOOL OVERVIEW

**Description:** Emily Dickinson Elementary School is in Redmond, Washington. The first Emily Dickinson Elementary School was built in 1977. Our current elementary building was built in 1992. We have a total enrollment of 301 students. When our students graduate from fifth grade, they attend Evergreen Middle School, and then Eastlake High School. In addition to Dickinson Elementary, our campus houses Explorer Community School. Our main campus includes an Instructional Coach, a Safety Net classroom, two special education classrooms, and a Multi-Language Learner (ML) classroom.

All students at Dickinson Elementary attend music and PE twice a week and library once a week. Our students also have the opportunity to be in multiple student leadership roles and Green Team. We have high levels of parental involvement through PTSA, which helps us enhance the learning of our students. They provide Art Smart, Big and Little Theater productions, Fun Run, Carnival, Science/STEAM Fair, and International Night. We have a wonderful community of volunteers who come to our school daily/weekly to support our students. It is not uncommon to see volunteers reading in the back of the classroom with individual students or working with small groups on math. Our students learn about leadership through ASB. Students work in three teams including Dreagle TV; Assemblies, Green Team, and through big/little buddy mentoring opportunities. We are a Green Team School. Our students donate uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen. Additionally, we have a community garden. Not only do our students learn about botany and horticulture, but they also grow food that will be donated to our community. We are also an Eco-School through the National Wildlife Federation.

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<sup>9</sup> LWSD School Board Approval on <insert date>

We are committed to providing a sustainable and healthy place to explore new educational horizons. The Dickinson community cares for and preserves the wetlands on site and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

**Mission Statement:** *Our mission is to cultivate curiosity, caring and perseverance in our students through equitable and collaborative practices*

<b>2025-26 PRIORITIES AT A GLANCE</b>
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Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-1 <sup>st</sup>	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>early reading</i> assessment.
2	Literacy	2 <sup>nd</sup> -5 <sup>th</sup>	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>areading</i> assessment.
3	Social Emotional Learning	3 <sup>rd</sup> -5 <sup>th</sup>	By spring 2026, student Panorama scores will increase by 5% in the category of <i>Emotional Regulation</i> .

## 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		
<b>Priority Area</b>	Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-1 <sup>st</sup>	
<b>Focus Area</b>	Phonics and Phonemic Awareness	
<b>Desired Outcome</b>	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>early reading</i> assessment.	
<b>Current Data Supporting Focus Area</b>	74% of K-1 <sup>st</sup> grade students are scoring at minimal risk on the FastBridge <i>early reading</i> assessment based on the BOY 2025 data.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	UFLI K-2	Training, materials provided – observable during ongoing assessments in classroom small group learning.
	MTSS coaching cycles	Tracked by MTSS coach
	Safety Net	SN teacher collaborates with general ed teachers to provide services to identified students and small groups to support literacy instruction.
	Classified Staff Support	Small group or 1:1 support for students within the classroom setting
	Sped/Gen Ed “office hours”	Scheduled as needed
	Literacy Intervention Blocks	Built into specialist schedule
	Lexia & Lexia Skill Builders	Time provided weekly in class for students to work on Lexia.
	Small Group Training from LWSD Professional Learning Department	Provided to all staff on All day LEAP

	Release day for learning walk and planning time with Literacy Trainer	Exit tickets, ongoing collaboration, Observable during WINN time
	Student Growth Goals	Tracked by classroom teachers, using a variety of assessments (formative and informative) to provide students with differentiated instruction to support literacy goals.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	Principal & Teacher Newsletters	Regular newsletters are sent to families sharing and engaging families in the work of our school, communicating literacy instruction and strategies for improvement.
	Report Cards	Bi-annual reports sent to families showing student progress and teacher comments about student growth.
	Parent Meetings (updates and feedback)	Principal meets with the PTSA Board monthly to share the work of our school and to receive feedback.
	PTSA and Principal Meetings (updates and feedback)	Principal meets monthly with the PTSA President to go over plans for school, to collaborate, and to receive feedback on the work of our school.
	Parent/Teacher Conferences	Teachers collaborate with families twice a year through Parent/Teacher conferences.
	Technology and School Resources Connection Event	In the Fall, multi-lingual staff provided support for families to access technology and library resources available through the school district.
	Website	We post information on our website for families to access.
	Parent Survey and Family Connection Meetings	Gain feedback from parents on school improvement goals to use for future planning

	Parent & Community Volunteers	Help run small groups or literacy support groups in collaboration with general ed teachers.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge MOY and EOY assessments	

Priority #2		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	2 <sup>nd</sup> – 5 <sup>th</sup>	
Focus Area	Phonics and Fluency	
Desired Outcome	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>areading</i> assessment.	
Current Data Supporting Focus Area	64% of 2 <sup>nd</sup> – 5 <sup>th</sup> grade students are scoring at minimal risk on the FastBridge <i>early reading</i> assessment based on the BOY 2025 data.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Heggerty K-2 (for 2) Heggerty 3-5 Heggerty Bridge the Gap	Training, materials provided – observable during SGI
	MTSS coaching cycles	Tracked by MTSS coach
	Instructional Playbook and PLC Professional Development	Continued training and collaboration built into monthly staff and PLC team meetings.
	Sped/Gen Ed “office hours”	Held weekly, on main calendar
	Literacy Intervention Blocks	Built into specialist schedule
Strategy to Engage Students, Families, Parents and Community Members	Action	Timeline
	Principal Newsletters	Newsletters are sent to families bi-weekly sharing and engaging families in the work of our school.
	Parent Meetings (updates and feedback)	Principal meets with the PTSA Board monthly to share the work of our school and to receive feedback.
	PTSA and Principal Meetings (updates and feedback)	Principal meets monthly with the PTSA President to go over plans for school, to collaborate, and to receive feedback on the work of our school.
	Parent/Teacher Conferences	Teachers collaborate with families twice a year through Parent/Teacher conferences.

	Technology and School Resources Connection Event	In the Fall, multi-lingual staff provided support for families to access technology and library resources available through the school district.
	Website	We post information on our website for families to access.
	Parent Survey	Gain feedback from parents on school improvement goals to use for future planning
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge BOY, MOY, and EOY assessments	

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	3 <sup>rd</sup> – 5 <sup>th</sup>	
Focus Area	Emotional Regulation	
Desired Outcome	By spring 2026, student Panorama scores will increase by 5% in the category of <i>Emotional Regulation</i> .	
Current Data Supporting Focus Area	Students showed 55% favorable to <i>Emotional Regulation</i> on the spring 2025 Panorama survey.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Classroom teachers will check in daily with Zones of Regulation.	“Tell Me Tuesday” Forms survey measure implementation (2-5)
	“Tell Me Tuesday” Forms survey (2-5)	Used as a multiple measure/diagnostic assessment.  Students completed a pre-assessment with the school counselor of the “Tell Me Tuesday” survey with the 3 questions that scored the lowest from spring 2025 to gather baseline data.
	Classroom teachers will lead a mindfulness/regulation strategy during morning meeting.	Teacher survey to check in monthly  K-1 students will provide feedback through Seesaw and/or verbally with teachers



	Work with students on common application and common social/emotional language.	Teach monthly SOAR (PBIS) expectations to students via staff created videos to be played in class with opportunities to review.
	Morning announcements	Weekly Monday morning announcements shared over the school intercom to provide examples of and more instruction on SEL. Some of the scripts for these announcements come from Character Strong/Purposeful People and are directly tied to our SOARS (PBIS) expectations.
	Establish more opportunities for calming kits and sensory items.	Provide areas in the classroom, recess, and lunch for calm down kits.
	Establish Motor Room and train students and staff about its use	Track use
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	Principal Newsletters	Newsletters are sent to families bi-weekly sharing and engaging families in the work of our school.
	Parent Meetings (updates and feedback)	Administrator(s) meets with the Steering Committee to share the work of our school and to receive feedback.
	Parent/Teacher Conferences	Teachers collaborate with families twice a year through Parent/Teacher conferences.
	Technology and School Resources Connection Event	In the Fall, multi-lingual staff provided support for families to access technology and

		library resources available through the school district.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Twice a year Panorama Survey, Quarterly Tell Me Tuesday Survey, MTSS Behavior Referrals	

<b>STATE ASSESSMENT PARTICIPATION</b>
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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.

## Discovery Community 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.<sup>10</sup>*

#### SCHOOL OVERVIEW

**Description:** Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg Elementary community is dedicated to helping each student achieve, belong and connect. Students are provided a challenging and rigorous curriculum and are strategically exposed to the responsibilities of global citizenship. We have 73 students, in multi-age classrooms of K-1, 2-3 and 4-5 grade students, and we share a campus with Carl Sandburg Elementary School. Together, our school community supports approximately 450 students, and we view ourselves as one community. We have an increased awareness of environmental and social responsibility which has resulted in many acts of stewardship. Students and parents recycle and compost, and complete service projects to benefit our community. In partnership with Sandburg Elementary School, we have been recognized with a Washington State Green Ribbon School Leader in Pillar 3 (2018-19) award for environmental and sustainability education for our students. We have also been a King County Sustaining Green School for 6 years running, a program which recognizes us for our progress toward reducing environmental impact and costs. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student learning needs. Many of our teachers have completed a rigorous, performance-based process to become National Board Certified. We continue to work on meeting the needs of and supporting every student through programs like the Peaceful Patio, an alternate recess space, and a sensory garden and sensory room. We have a very active Parent Community Group and parent volunteer community that is eager to help support us and bring the community together for Friday Specials, Learning Journeys and community events.

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<sup>10</sup> LWSD School Board Approval on <insert date>

**Vision Statement:** *Achieve, Belong, Connect: Let Sandburg and DCS be your guide.*

**2025-26 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-3	90% or more of Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students will demonstrate minimal to low risk in all components as measured by FastBridge reading on the Screening-to-Intervention (s2i) Report.
2	Literacy	4-5	Students who demonstrated some or high risk on the beginning of year FastBridge reading assessments will show typical to aggressive growth by Spring of 2026 as measured on the FastBridge Group Growth Report.
3	Social Emotional Learning	K-5	The percentage of students who respond favorably to the Panorama Survey in the Spring of 2026 in the Emotional Regulation category will increase by 10% or more in the overall category and for each question within the category.

## 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		
<b>Priority Area</b>	Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-3	
<b>Focus Area</b>	Foundational Reading Skills K-3	
<b>Desired Outcome</b>	90% or more of Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students will demonstrate minimal to low risk in all components as measured by FastBridge reading on the Screening-to-Intervention (s2i) Report by Spring of 2026.	
<b>Current Data Supporting Focus Area</b>	Preventing any student in grades K-2 from demonstrating high risk on the FastBridge End of Year assessments allows for early identification and targeted intervention. This proactive approach helps address reading difficulties before they become more entrenched, reducing long-term learning gaps. Monitoring growth through the Screening to Intervention Report ensures that instruction is responsive and tailored to each student's needs, promoting equitable learning opportunities. Looking at Fastbridge data, there are 13 students (K-3 <sup>rd</sup> ) demonstrating some to high risk. Early intervention with targeted phonics instruction will help us achieve this goal.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Implement whole-class Heggerty in collaboration with Safety Net teachers K-1-2	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 present during admin formal and informal observations
	In the classroom, implement tier 2, small group targeted,	Utilizing Wonders curricular tools to support instruction

	differentiated instruction for students with risk indicators in phonemic awareness	(Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook, small group instruction “yellow pages”, etc.)
	In the classroom, implement tier 2, small group targeted, differentiated instruction for students with risk indicators in Phonics and Fluency	Utilize small group intervention plans in FastBridge with progress monitoring of individual students
	Small group instruction using UFLI curriculum	Group rosters, lesson plans
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Create 3-minute videos and/or host in person sessions on the following topics: Science of Reading, Reading in Home Language, Reading Together at Home/Read Aloud, Strategies to use when child struggling with a word, Games to play that support reading, Purpose: Why we read, At home resources, Supportive language to use at home</li> <li>• Use of classroom newsletter to link learning in school to home</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring)</li> <li>• Screening-to-Intervention (s2i) Reports: Review risk levels and growth trends for each grade level regularly.</li> <li>• Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness</li> <li>• Use of LWSD Foundational Skills Mini-Assessments found on grade-level Curriculum Cloud (<a href="#">link to Kinder</a>; <a href="#">link to 1<sup>st</sup> Grade</a>)</li> <li>• Wonders Placement and Diagnostic Handbook - Phonological/Phonemic Awareness Surveys</li> <li>• Heggerty Form A, Form B, Form C Assessments (by grade level)</li> <li>• Leap Professional Development agendas and lessons</li> </ul>	

	<ul style="list-style-type: none"><li>• <b>Fidelity of Implementation Checks</b><ul style="list-style-type: none"><li>○ <b>Admin Observations:</b> Confirm daily Heggerty and explicit phonics instruction during walkthroughs.<ul style="list-style-type: none"><li>○ <b>Safety Net Collaboration Logs:</b> Track co-teaching and consultation frequency.</li><li>○ <b>Tier 2 Instruction Evidence:</b> Review small-group plans and instructional routines for differentiation.</li></ul></li></ul></li></ul>
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Priority #2		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	4-5	
Focus Area	Growth in reading	
Desired Outcome	Students who demonstrated some or high risk on the beginning of year FastBridge reading assessments will show typical to aggressive growth by Spring of 2026 as measured on the FastBridge Group Growth Report.	
Current Data Supporting Focus Area	When students get to middle school, there is a huge shift to reading to learn, versus learning to read. Our current data shows that students grew by a median growth percentile of 53 on the Spring 2025 ELA SBA, 53 on the Spring 2024 ELA SBA and 62 on the Spring 2023 ELA SBA. This means that just about half of our students are growing less than their same age peers with similar score profiles throughout the state. This same data trend is also evident in FastBridge Growth Percentile data from the 2024-2025 school year.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Review of growth data in FastBridge for students in winter to determine student strengths and weaknesses to target areas for growth.	Data charts List of strengths and weaknesses
	Team will update the watch list with new and current data to make sure we are meeting the most current needs of our students	Watch list over time
	Small Groups meet during WINN based off student needs and are flexible	FastBridge lesson resources, Fastbridge Screening To Intervention Report: reading, graphic organizers, small group instruction, sentence stems, guided rough drafts, guided practices, multi-sensory instruction, modeling, class exemplars, peer editing/reflection, checklists, family communication/partnering, and collaborating with special services.

	Provide success criteria for leveling up their assignments, peer tutoring, small group instruction, collaboration with same level peers, and personalized engagement.	Student work samples Success criteria for assignments
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Create 3 minute videos and/or host in person sessions on the following topics specifically for older elementary: Science of Reading, Reading in Home Language, Reading Together at Home/Read Aloud, Strategies to use when child struggling with a word, Games to play that support reading, Purpose: Why we read, At home resources, Supportive language to use at home</li> <li>• Use of classroom newsletter to link learning in school to home</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ol style="list-style-type: none"> <li><b>1. Benchmark &amp; Growth Data</b> <ul style="list-style-type: none"> <li>• <b>FastBridge Growth Data</b> <ul style="list-style-type: none"> <li>○ Review winter growth data for strengths and weaknesses.</li> <li>○ Update student watch lists based on current data.</li> </ul> </li> </ul> </li> <li><b>2. Ongoing Progress Monitoring</b> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction Logs</b> <ul style="list-style-type: none"> <li>○ Document frequency and focus areas during WINN sessions.</li> <li>○ Monitor use of FastBridge lesson resources and Screening-to-Intervention reports.</li> </ul> </li> <li>• <b>Student Work Samples</b> <ul style="list-style-type: none"> <li>○ Collect and review samples aligned to success criteria for assignments.</li> <li>○ Use rubrics to measure progress in writing quality and reading comprehension.</li> </ul> </li> </ul> </li> </ol>	

<b>Priority #3</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Focus Area</b>	Emotional Regulation	
<b>Desired Outcome</b>	The percentage of students who respond favorably to the Panorama Survey in the Spring of 2026 in the Emotional Regulation category will increase by 10% or more in the overall category and for each question within the category	
<b>Current Data Supporting Focus Area</b>	<p>Results of the Panorama Survey in the Spring of 2025, indicate that 66% of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students responded favorably in the “Emotional Regulation” category. This percentage does not include neutral responses. The breakdown of favorable responses by question is below, percentages do not include neutral responses:</p> <ul style="list-style-type: none"> <li>• How often are you able to control your emotions when you need to? 67% responded favorably</li> <li>• How often are you able to pull yourself out of a bad mood? 64% responded favorably</li> <li>• Once you get upset, how often can you get yourself to relax? 58% responded favorably</li> <li>• When things go wrong for you, how calm are you able to stay? 73%</li> </ul>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Put in place a multi-tiered instructional system available to all students to provide increasing levels of behavioral and social-emotional instruction and support for students when needed.	Counseling Groups Alternate Recess Options Zones of Regulation Lessons Calming Corners Attendance logs
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Share with families the regulation strategies we are teaching at school.	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Leap Professional Development agendas and lessons MTSS Meeting Notes	

	Formal/Informal Teacher observations & evaluations Student surveys Walkthroughs from outside agencies Attendance logs
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<b>STATE ASSESSMENT PARTICIPATION</b>
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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.

## Einstein 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.<sup>11</sup>*

#### SCHOOL OVERVIEW

**Description:** Albert Einstein Elementary School is a diverse community with over 36 language groups represented within our student body and families from all socio-economic backgrounds. This diversity provides a unique opportunity to educate students on how to respect, appreciate, and celebrate differences and to learn about many cultures.

Through common expectations and celebrating successes, students at Einstein learn to value the perspective of others, developing skills for real-world application and future success. Einstein is also home to a Dual Language Spanish-English Program which has instruction in two languages, with part of the time taught entirely in Spanish and the other part in English.

In addition to a dynamic student body and high-quality instruction, Einstein is fortunate to have a supportive PTSA that provides substantial classroom support for teachers and the school as a whole.

**Mission Statement:** Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	<b>K-2 Phonics</b>  Focusing on student growth  <b>3-5 Reading Comprehension</b>	By Spring 2026, we will see a 10% growth in student scores for the grade levels K-2 as measured by the FastBridge Assessment (earlyReading letter sounds for K, earlyReading nonsense words for 1, CBM for 2).

<sup>11</sup> LWSD School Board Approval on <insert date>

		Focusing on student growth	By Spring of 2026, we will see a 10% growth of student scores in reading comprehension for grade-band levels 3-5 as measured by the FastBridge Assessment (aReading).
<b>2</b>	<b>Mathematics</b>	<p>K-5: Fluency through building number sense</p> <p>Students will develop strong number sense to improve their fluency in mathematics. This includes understanding numbers, their relationships, and operations, which supports flexible thinking and problem-solving.</p> <p>With a focus on High risk students in all grade levels with focus on Multilingual students disproportionately showing high risk in FastBridge data.</p>	<p>K-1<sup>st</sup>: By Spring 2026, we will see 10% growth as measured by the FastBridge earlyMath assessment and IM assessments.</p> <p>2<sup>nd</sup> – 5<sup>th</sup>: By Spring 2026, we will see 10% growth as measured by the FastBridge CBM Math Automaticity assessment and IM assessment.</p>
<b>3</b>	<b>Social Emotional Learning</b>	K-5 Emotional Regulation	By Spring 2026, we will see an increase in the area of Emotional Regulation by 10%. Based on the Panorama Survey and Street Data, we will see an increase from 54% positive student responses to 64% positive student responses.

## 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)	<b>K-2 Phonics</b> Focusing on growth of individual students  <b>3-5 Reading comprehension</b> Focusing on growth of individual students																						
Focus Area	Phonics K-2, Comprehension 3-5																						
Desired Outcome	<p>By Spring 2026, we will see a 10% growth of student scores in phonics by grade level as measured by the FastBridge Assessment (earlyReading letter sounds for K, earlyReading nonsense words for 1, CBM for 2).</p> <p>By Spring of 2026, we will see a 10% growth of student scores in reading comprehension for each grade level 3-5 as measured by the FastBridge Assessment (aReading).</p>																						
Current Data Supporting Focus Area	<p>We are focusing on phonics for grades K-2 and we are focusing on comprehension for grades 3-5. This is due to our analysis of our FastBridge fall screener data. As the data below shows our students need supports in these areas.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th><th>Fall 2024</th><th>Fall 2025</th></tr> </thead> <tbody> <tr> <td>Kinder</td><td>72%</td><td>81%</td></tr> <tr> <td>1st</td><td>82%</td><td>77%</td></tr> <tr> <td>2nd</td><td>75%</td><td>84%</td></tr> <tr> <td>3rd</td><td>82%</td><td>82%</td></tr> <tr> <td>4th</td><td>83%</td><td>81%</td></tr> <tr> <td>5th</td><td>83%</td><td>82%</td></tr> </tbody> </table>			Fall 2024	Fall 2025	Kinder	72%	81%	1st	82%	77%	2nd	75%	84%	3rd	82%	82%	4th	83%	81%	5th	83%	82%
	Fall 2024	Fall 2025																					
Kinder	72%	81%																					
1st	82%	77%																					
2nd	75%	84%																					
3rd	82%	82%																					
4th	83%	81%																					
5th	83%	82%																					
Strategy to Address Priority	Action	Measure of Fidelity of Implementation																					



	Small group instruction (all grades)	<p>Phonics (K) CORE Letter sound assessment (monthly).</p> <p>Phonics (1) FastBridge nonsense word progress monitoring (monthly) as well as the phonics portion of the unit assessment.</p> <p>Phonics (2): Fastbridge CBM (monthly).</p> <p>3-5 Fastbridge, Lexia, Wonders weekly reading formative assessments, LWSD unit summative assessments.</p>
	Whole group Heggerty (K-2)	Letter cards participation (oral response)
	ML, Safety Net, Sped	Progress Monitoring, WIDA, Fluency CBM, SIPPS. Wonderworks (4-5, fluency)
	Lexia minimum 40 minutes per week	Lexia progress data
	UFLI	Weekly UFLI assessments
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p><b>Action:</b> Provide resources to parents around literacy, providing books through classroom and school libraries</p> <p>Curriculum offered annually every fall and family conferences</p>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Fast Bridge, grade level progress monitoring, UFLI and Wonders Assessments, Formative data	

Priority #2																																																														
Priority Area	Mathematics																																																													
Focus Grade Level(s) and/or Student Group(s)	Fluency through building number sense  Students will develop strong number sense to improve their fluency in mathematics. This includes understanding numbers, their relationships, and operations, which supports flexible thinking and problem-solving.																																																													
Focus Area	High risk students in all grade levels with focus on Multilingual students disproportionately showing high risk in FastBridge data.																																																													
Desired Outcome	K-1 <sup>st</sup> : By Spring 2026, we will see 10% growth as measured by the FastBridge earlyMath assessment and IM assessments.  2 <sup>nd</sup> – 5 <sup>th</sup> : By Spring 2026, we will see 10% growth as measured by the FastBridge CBM Math Automaticity assessment and IM assessment.																																																													
Current Data Supporting Focus Area	<table><tr><th>Grade</th><th>Fall 2023</th><th>Fall 2024</th><th>Fall 2025</th></tr><tr><td>Kinder</td><td></td><td></td><td>85</td></tr><tr><td>1st</td><td></td><td>85</td><td>84</td></tr><tr><td>2nd</td><td>80</td><td>80</td><td>82</td></tr><tr><td>3rd</td><td>83</td><td>80</td><td>92</td></tr><tr><td>4th</td><td>78</td><td>74</td><td>71</td></tr><tr><td>5th</td><td>83</td><td>76</td><td>74</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><th>Cohort</th><th>Fall 2023</th><th>Fall 2024</th><th>Fall 2025</th></tr><tr><td>Current Kinder</td><td></td><td></td><td>85</td></tr><tr><td>Current 1st</td><td></td><td>85</td><td>84</td></tr><tr><td>Current 2nd</td><td>85</td><td>84</td><td>82</td></tr><tr><td>Current 3rd</td><td>86</td><td>80</td><td>92</td></tr><tr><td>Current 4th</td><td>80</td><td>80</td><td>71</td></tr><tr><td>Current 5th</td><td>83</td><td>74</td><td>74</td></tr></table>  Analysis of our FastBridge fall screener data. As the data above shows our students need supports in these areas.		Grade	Fall 2023	Fall 2024	Fall 2025	Kinder			85	1st		85	84	2nd	80	80	82	3rd	83	80	92	4th	78	74	71	5th	83	76	74					Cohort	Fall 2023	Fall 2024	Fall 2025	Current Kinder			85	Current 1st		85	84	Current 2nd	85	84	82	Current 3rd	86	80	92	Current 4th	80	80	71	Current 5th	83	74	74
Grade	Fall 2023	Fall 2024	Fall 2025																																																											
Kinder			85																																																											
1st		85	84																																																											
2nd	80	80	82																																																											
3rd	83	80	92																																																											
4th	78	74	71																																																											
5th	83	76	74																																																											
Cohort	Fall 2023	Fall 2024	Fall 2025																																																											
Current Kinder			85																																																											
Current 1st		85	84																																																											
Current 2nd	85	84	82																																																											
Current 3rd	86	80	92																																																											
Current 4th	80	80	71																																																											
Current 5th	83	74	74																																																											
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Enhancing the Student Experience in Math cohort</td><td>Meeting notes from the sessions and collaboration meetings with Dr. Lenges.</td></tr></table>	Action	Measure of Fidelity of Implementation	Enhancing the Student Experience in Math cohort	Meeting notes from the sessions and collaboration meetings with Dr. Lenges.																																																									
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Enhancing the Student Experience in Math cohort	Meeting notes from the sessions and collaboration meetings with Dr. Lenges.																																																													

	with Dr. Anita Lenges from the University of Washington.	Implementation of strategies provided by Dr. Lenges in each classroom.  Staff Meeting/PD session minutes, presentations, agendas etc. That relate to math instruction development.
	Integrate 10–15 minute Number Talks into daily math instruction across all grade levels.	Monthly classroom walkthroughs using a Number Talk fidelity checklist. Student participation and strategy sharing tracked via exit tickets or journals.
	Ensure consistent use of Illustrative Math warm-ups that focus on number relationships and operations.	Lesson plan reviews to confirm inclusion of warm-ups. Peer observations focused on warm-up implementation. Student math journals showing engagement with warm-up tasks.
	Provide PD sessions focused on number sense, Number Talks, and fluency-building strategies using Illustrative Math	PD attendance and feedback forms. Pre- and post-PD teacher surveys on confidence and knowledge. Implementation goals tracked through coaching cycles.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Extend math learning beyond the classroom and build family capacity to support fluency.	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge, grade level progress monitoring, formative data, IM unit assessments	

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Focus Area	Emotional Regulation	
Desired Outcome	By Spring 2026, we will see an increase in the area of Emotional Regulation by 10%. Based on the Panorama Survey and Street Data, we will see an increase from 54% positive student responses to 64% positive student responses.	
Current Data Supporting Focus Area	<div><div>Panorama Data in the area of Emotional Regulation:</div><div><div>Emotion Regulation ⓘ</div><div>54%</div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><d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	Mini-lessons surrounding specific behaviors	Second Step (digital version).
	Tier 2 Small Group Intervention	Counselor will provide Tier 2 intervention to students who need additional support.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Counselor Presentation at PTSA Meeting</li> <li>• Communication through Parent Square to Families about Groups</li> <li>• Family Surveys</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Panorama, Street Data Surveys	

<b>STATE ASSESSMENT PARTICIPATION</b>
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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.



# Ella Baker 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.<sup>12</sup>*

#### SCHOOL OVERVIEW

**Description:** Ella Baker Elementary sits nestled in the woods of the Redmond Ridge East neighborhood in Redmond, Washington. This neighborhood is home to the majority of our 368 students who attend Ella Baker Elementary. Students from Ella Baker Elementary will attend Timberline Middle School and then progress to Redmond High School. Ella Baker students bring a rich diversity of cultural backgrounds. At Ella Baker, we celebrate this diversity and the individual uniqueness of each of our students. We intentionally focus on teaching students the Lake Washington Interdisciplinary Life Skills and Attributes through the “Baker Eight Traits” which include: Grit, Empathy, Self-Control, Embracing Diversity, Curiosity, Gratitude, Optimism, and Integrity. These traits, applied in the classroom, on the playground, and in the community, prepare our students to be Changemakers - today and in the future. We believe in the success of every student at Ella Baker Elementary. We actively support each learner’s journey with classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system. Service-learning and integrated units of study are an effective way for our students to apply their classroom learning in a real-world setting. The units of study help our staff and students focus on the six C’s: Content, Citizenship, Character, Critical Thinking, Communication and Collaboration skills. We know that authentic opportunities to learn, serve, and grow are impactful for our students, so students engage in service-learning projects throughout the year and share their learning with the community during our annual “Shine the Light on Learning” event. Students also have access to a variety of leadership and enrichment opportunities such as big/little buddies, morning greeters, assemblies, student patrol, green team, recess coaches, choir, and Baker Bear Television club (BBTV). These opportunities, along with daily classroom meetings, help build a sense of belonging for all students. Ella Baker Elementary is recognized as a National School of Character by Character.org for 2022-2027. This is due to our staff’s commitment to implementing the 11 principles of schools of character. Ella Baker is the first school in Washington State to receive this honor. The staff will use the evaluation feedback to continue to serve students. Our school is also recognized as a Level 3 Green School due to our sustainability efforts. Ms. Ella Baker was quoted saying, “Give light, and people will find a way.” We are honored to shed the light of opportunity, knowledge, and service so our students can find their way.

**Mission Statement:** The mission of Ella Baker Elementary is to empower changemakers who know themselves, understand others, and are inspired to make a positive impact on our world. Our vision is to inspire students to embrace their talents and passions within them to realize their

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<sup>12</sup> LWSD School Board Approval on <insert date>

potential, become global citizens and changemakers, and develop the academic, and social skills that will make the world a better place.

**2025-26 PRIORITIES AT A GLANCE**

<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	<b>English Language Arts/Literacy</b>	<b>K-5 and low-income students</b>	By Spring 2027, 75% of K-5 low-income students will be a “No” or “Low Risk” as measured by the FastBridge assessment (early reading for K-1 and aReading for 2-5).
<b>2</b>	<b>Math</b>	<b>K-5 and low-income students</b>	By Spring 2027, 75% of K-5 low-income students will be a “No” or “Low Risk” as measured by the FastBridge assessment (early reading for K-1 and aReading for 2-5).
<b>3</b>	<b>Social Emotional Learning</b>	<b>K-5 students, students and staff</b>	By Spring 2027, 85% of Grade K-5 students will indicate they have both a sense of belonging and can be themselves at Ella Baker and as measured by Ella Baker SEL Student Survey and Panorama survey in Spring 2025. 85% of staff will indicate a sense of belonging as measured by the Panorama survey.



## 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		
<b>Priority Area</b>	Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Focus Area</b>	Phonics and Fluency	
<b>Desired Outcome</b>	By Spring 2027, 75% of K-5 low-income students will be a “No” or “Low Risk” as measured by the FastBridge assessment (early reading for K-1 and aReading for 2-5).	
<b>Current Data Supporting Focus Area</b>	18% of our total student population is considered low-income. There is a disproportionate number of students identified as low-income who are in “some” or “high” risk. 31% of students in K-1 and 55% of students in 2-5 who are at “some” or “high” risk are in the subgroup of low income. This is the largest opportunity gap amongst our subgroups.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Tier 1: Assess all students 3 times a year	Assess students 3x per year
	Tier 2: Progress monitor students K-5	Use FastBridge progress monitoring.
	FIA (4.2, 4.3) 3.3 Data based decision making 4.3 Data based decision making and SEL	Use of FIA to measure progress.
	Tier 1: Use Fastbridge data to plan small group instruction and literacy with foundational skills	100% of staff using FastBridge data and implementing small group tier 1 and 2 instruction.
	MTSS: MTSS meetings twice a month	MTSS meetings twice a month
	Tier 1 and 2: Develop a 3-year plan to ensure regular, systematic, data driven collaborative practices between	Use of FIA to measure progress.

	the Instructional Coach, intervention team/Special Education and classroom teachers to implement small group instruction in the classroom and in intervention groups.	
	Tier 1: Provide opportunities for Lexia 2-3 times a week (40 minutes a week)	Teacher monitors students' data for completion and areas of needed intervention.
	Tier 1: Provide daily Haggerty instruction in all K-2 classes.	Daily implementation of Haggerty phonemic awareness instruction.
	Tier 2: Read Naturally 2 <sup>nd</sup> -5 <sup>th</sup> grade	Weekly implementation of Read Naturally program for identified students in gen ed, intervention and special education.
	Tier 1: Teachers received instruction/training in small group literacy groups from Instructional Coach and Safety Net Teacher	Staff OneNote tracking Literacy groups and Fastbridge screening data.
	Tier 1 & 2: Daily implementation of UFLI in small group instruction.	Tracking UFLI progress
	Tier 1 & 2: Daily implementation of Work Work Bundles.	Use of teacher created check ins
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Student goal-setting in September: All students are engaged in goal-setting and progress monitoring.</p> <p>Families gave input on goals during Family Connection Meetings.</p> <p>Continued engagement:</p> <ul style="list-style-type: none"> <li>Teachers use the UFLI family engagement packets to engage families in supporting students at home.</li> <li>Intermediate teachers have students email their families monthly goal-reflections and progress.</li> </ul> <p>Community Members: Volunteers support our students with engaging in Read Naturally and supporting students through the LINKS program.</p>	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2027	
<b>Method(s) to Monitor Progress</b>	FastBridge Data, MTSS meeting reports, FastBridge progress reports, Wonders IRI's, Read Naturally, UFLI progress monitoring, and SIPPS assessment.	



Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	3-5 <sup>th</sup> students with an emphasis on low-income students	
Focus Area	Mathematics	
Desired Outcome	By Spring 2027, 75% of K-5 low-income students will be a “No” or “Low Risk” as measured by the FastBridge assessment (early reading for K-1 and aReading for 2-5).	
Current Data Supporting Focus Area	In 2024, 84% of students were at or above standard in Math as measured by SBA. 17% of students who are identified as low income are at or above standard.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Tier 1: Assess all students three times a year using FastBridge	Assess 3x a year
	Tier 1: Daily use of IM routines and use of support materials.	Instruction observed during admin formal and informal observation cycles. Use of IM implementation rubric.
	Tier 1: Provide opportunities for DreamBox 2-3 days a week.	The teacher monitors students' data for completion and areas of needed intervention.
	FIA (3.3) Data-based decision making	Use of FIA to measure progress.
	Tier 1: Review IM pacing guide, lesson pacing, essential lessons, and dependency chart 2x per year.	Use of IM assessments, exit tickets, lesson quick checks, and unit assessments.
	Tier 1 & 2: small group instruction based on data.	Ongoing formative and summative assessments.
Strategy to Engage Students, Families, Parents and Community Members	<p>Student goal-setting in September: All students are engaged in goal-setting and progress monitoring.</p> <p>Families gave input on goals during Family Connection Meetings.</p> <p>Continued engagement:</p> <ul style="list-style-type: none"> <li>• Use of SeeSaw in K-2 to engage families and students</li> <li>• Intermediate teachers have students email their families monthly goal-reflections and progress.</li> </ul>	

<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2027
<b>Method(s) to Monitor Progress</b>	MTSS meetings, FastBridge Data, IM quick checks, exit tickets and unit assessments, SBA.

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	K-5 with a focus on our new students	
Focus Area	Sense of Belonging	
Desired Outcome	By Spring 2027, 85% of Grade K-5 students will indicate they have both a sense of belonging and can be themselves at Ella Baker and as measured by Ella Baker SEL Student Survey and Panorama survey in Spring 2025.	
Current Data Supporting Focus Area	In Spring of 2024, 75% of students 3-5 <sup>th</sup> reported a sense of belonging in their Panorama Survey. In Spring of 2024, 51.67% of K-2 students reported that they could be themselves and are respected by others at Ella Baker.	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<p>Tier 1: Teaching the terms "sense of belonging" and "be you." Teach and support our motto "Be Kind. Be Brave. Be You. Be the Change."</p> <p>Teachers will use class meetings to teach strategies to increase sense of belonging.</p>	100% of teachers will explicitly teach our motto using common language and literature while reinforcing strategies to help students know their own identity and how to be supportive of others.
	Tier 2: Counselor and CIS focusing on students who voted "no" and "yes" and dive deeper into their "why?"	<p>Counselor, CIS and Admin team will convene once/month to review data in SEL/Panorama and create action steps.</p> <p>CIS will meet with students who indicated “no” on K-2 SEL survey and Counselor will meet with “no” 3-5<sup>th</sup> students.</p> <p>Team will implement 2 x 10 strategy for students indicating red</p>
	Tier 1: Create and implement intentional K-5 classroom, den and school-wide practices	100% of Classrooms will use implemented daily classroom meetings.

	that build a sense of belonging.	<p>100% of Dens will use an explicit strategy monthly. Examples: 5th grade house meetings, camp, character journaling</p> <p>As a school: Staff will build relationships with various students, we will create multiple student leadership opportunities (BBTV, Green Team, Playworks, Cubs for Kindness, Safety Patrol) and plan three schoolwide events each year: (B.O.Y. Book, Unity Day, Student Assemblies, Buddy Classrooms)</p>
	Tier 2: Students who reported low sense of belonging and demonstrate challenges with social skills, will be invited to an alternate indoor lunch recess to play with peers (students can invite 1 friend each session) in a smaller environment.	CIS and classified staff will supervise, participate, and coach in play with students K-5 during indoor lunch recess (Baker Bear Club).
	Tier 1: Create intentional classroom and school-wide practices supporting students to be themselves.	100% of classroom teachers will teach and support "Embracing Diversity."
	Tier 1: Use National School of Character 11 Principles to create a caring community	Tier 1: Use NSOC self-assessment each year to gather data on progress on the 11 Principles
	<p>Staff Sense of Belonging:</p> <ul style="list-style-type: none"> <li>-Weekly huddle</li> <li>-Monthly spot check (survey) with follow up.</li> <li>-Sunshine Team</li> <li>-Connection Activities during meetings</li> </ul>	Monthly spot check survey, staff survey with Panorama specific questions in the winter for formative feedback, end of year staff survey and Panorama survey.
	Targeted Panorama lessons.	<p>Teachers will use assessment data and reflections to pull lessons to meet their class needs.</p> <p>Admin observations of lessons.</p>

	Tier 1 & 2: Daily Morning Meetings and Class Circles.	It is in our Ella Baker master schedule.
	Integration of Social Emotional Character Education every day	Classroom circles, learning targets
	New student support	New student counseling groups with counselor and CIS. New student meet and greet with principal.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Students set SECD goals during Family Connection Meetings. Our teachers have developed a set of questions to gather information about their families, the students, and what is important to them.</p> <p>At Partnering with Families, we engage families in community circles and teach them about restorative practices.</p> <p>We host a new family night that focuses on community building, SECD work, restorative practices, and we gather input from families on our partnership.</p> <p>We host 3 listening sessions at Redmond Ridge Apartments to gather input and partner with families.</p>	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2027	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Panorama Fall and Spring Survey</li> <li>• Ella Baker SEL annual survey</li> <li>• Student Interviews</li> <li>• LEAP meetings to share implementation plans</li> <li>• Staff Spot Check</li> <li>• MTSS Meetings</li> <li>• CIS Action Plan</li> </ul>	



<b>STATE ASSESSMENT PARTICIPATION</b>
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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.

## Explorer Community 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.<sup>13</sup>*

#### SCHOOL OVERVIEW

**Description:** The Explorer Community School shares a campus with Dickinson Elementary in Redmond, Washington. As our students leave Explorer Community School, they attend various middle schools around the district, depending on their home school. Explorer Community School opened its doors in the fall of 1996 and has a mixed-grade classroom environment with three classrooms: 1<sup>st</sup>/2<sup>nd</sup> grade, 2<sup>nd</sup>/3<sup>rd</sup> grade, and 4<sup>th</sup>/5<sup>th</sup> grade. All students at Explorer attend music and PE twice a week and Library once a week. Our students also have the opportunity to be in student leadership and Green Team. Our students learn about leadership through ASB. Students work in three teams including Dreagle TV; Assemblies, Green Team, and morning announcements. We are a Green Team School. Our students donate uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen. Additionally, we have a community garden. Not only do our students learn about botany and horticulture, but they also grow food that will be donated to our community. We are also an Eco-School through National Wildlife Federation. We are committed to providing a sustainable and healthy place to explore new educational horizons. The Explorer community cares for and preserves the wetlands on site and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

We have high levels of parental participation who are highly involved in enhancing the learning of our students. It is not uncommon to see volunteers reading in the back of the classrooms with students or working on math with a small group. A high level of parental involvement has always been a critical part of the uniqueness of

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<sup>13</sup> LWSD School Board Approval on <insert date>

Explorer, which creates a strong sense of community between the administration, teachers, parents, and students.

**Mission Statement:** *To create a learning partnership among children, staff, and parents.*

2025-26 PRIORITIES AT A GLANCE			
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	1 <sup>st</sup>	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>early reading</i> assessment.
2	Literacy	2 <sup>nd</sup> – 5 <sup>th</sup>	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>areading</i> assessment.
3	Social Emotional Learning	3 <sup>rd</sup> – 5 <sup>th</sup>	By spring 2026, student Panorama scores will increase by 5% in the category of <i>Emotional Regulation</i> .

## 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)	1 <sup>st</sup>	
Focus Area	Phonics and Phonemic Awareness	
Desired Outcome	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>early reading</i> assessment.	
Current Data Supporting Focus Area	100% of 1 <sup>st</sup> grade students are scoring at low risk on the FastBridge <i>early reading</i> assessment based on the BOY 2025 data.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Heggerty K-2	Training, materials provided – observable during SGI
	UFLi K-2	Training, materials provided – observable during ongoing assessments in classroom small group learning
	MTSS Coaching Cycles	Tracked by MTSS Coach
	Sped/Gen Ed “office hours”	Held weekly, on main calendar
	Literacy Intervention Blocks	Built into specialist schedule
	Utilize parent volunteers to reteach challenging concepts one-on-one with students.	Weekly volunteer schedule
	Implement small groups to address individual student needs.	Small group calendar created by teachers and revisited as student need changes
	Lexia & Lexia Skill Builders	Time provided weekly in class for students to work on Lexia
Strategy to Engage Students, Families,	Action	Timeline

<b>Parents and Community Members</b>	Principal Newsletters	Newsletters are sent to families bi-weekly sharing and engaging families in the work of our school.
	Parent Meetings (updates and feedback)	Administrator(s) meets with the Steering Committee to share the work of our school and to receive feedback.
	Parent/Teacher Conferences	Teachers collaborate with families twice a year through Parent/Teacher conferences.
	Technology and School Resources Connection Event	In the Fall, multi-lingual staff provided support for families to access technology and library resources available through the school district.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge BOY, MOY, and EOY assessments	

Priority #2		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	2 <sup>nd</sup> – 5 <sup>th</sup>	
Focus Area	Phonics and Fluency	
Desired Outcome	By spring 2026, 100% of students will demonstrate growth, or maintain minimal risk, on the FastBridge <i>areading</i> assessment.	
Current Data Supporting Focus Area	79% of 2 <sup>nd</sup> – 5 <sup>th</sup> grade students are scoring at minimal risk on the FastBridge <i>early reading</i> assessment based on the BOY 2025 data.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	UFLI	Training, materials provided – observable during ongoing assessments in classroom small group learning
	Heggerty 3-5 Heggerty Bridge 5-7	Training, materials provided – observable during SGI
	MTSS coaching cycles	Tracked by MTSS coach
	Instructional Playbook and PLC Professional Development	Continued training and collaboration built into monthly staff and PLC team meetings.
	Sped/Gen Ed “office hours”	Held weekly, on main calendar
	Literacy Intervention Blocks	Built into specialist schedule
	Utilize parent volunteers to reteach challenging concepts one-on-one with students.	Weekly volunteer schedule
	Implement small groups to address individual student needs.	Small group calendar created by teachers and revisited as student need changes
	Lexia & Lexia Skill Builders	Time provided weekly in class for students to work on Lexia
Strategy to Engage Students, Families, Parents and Community Members	Action	Timeline
	Principal Newsletters	Newsletters are sent to families bi-weekly sharing and engaging families in the work of our school.

	Parent Meetings (updates and feedback)	Administrator(s) meets with the Steering Committee to share the work of our school and to receive feedback.
	Parent/Teacher Conferences	Teachers collaborate with families twice a year through Parent/Teacher conferences.
	Technology and School Resources Connection Event	In the Fall, multi-lingual staff provided support for families to access technology and library resources available through the school district.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge BOY, MOY, and EOY assessments	

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	3 <sup>rd</sup> – 5 <sup>th</sup>	
Focus Area	Emotional Regulation	
Desired Outcome	By spring 2026, student Panorama scores will increase by 5% in the category of <i>Emotional Regulation</i> .	
Current Data Supporting Focus Area	Students showed 50% favorable to <i>Emotional Regulation</i> on the spring 2025 Panorama survey.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Classroom teachers will check in daily with Zones of Regulation.	“Tell Me Tuesday” Forms survey measure implementation (2-5)
	“Tell Me Tuesday” Forms survey (2-5)	Used as a multiple measure/diagnostic assessment.  Students completed a pre-assessment with the school counselor of the “Tell Me Tuesday” survey with the 3 questions that scored the lowest from spring 2025 to gather baseline data.
	Classroom teachers will lead a mindfulness/regulation strategy during morning meeting.	Teacher survey to check in monthly  K-1 students will provide feedback through Seesaw and/or verbally with teachers
	Work with students on common application and common social/emotional language.	Teach monthly SOAR (PBIS) expectations to students via staff created videos to be played in class with opportunities to review.
	Morning announcements	Weekly Monday morning announcements shared over the school intercom to provide examples of and more instruction on SEL. Some of



		the scripts for these announcements come from Character Strong/Purposeful People and are directly tied to our SOARS (PBIS) expectations.
	Establish more opportunities for calming kits and sensory items.	Provide areas in the classroom, recess, and lunch for calm down kits.
	Establish Motor Room and train students and staff about its use	Track use
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	Principal Newsletters	Newsletters are sent to families bi-weekly sharing and engaging families in the work of our school.
	Parent Meetings (updates and feedback)	Administrator(s) meets with the Steering Committee to share the work of our school and to receive feedback.
	Parent/Teacher Conferences	Teachers collaborate with families twice a year through Parent/Teacher conferences.
	Technology and School Resources Connection Event	In the Fall, multi-lingual staff provided support for families to access technology and library resources available through the school district.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Twice a year Panorama Survey, Quarterly Tell Me Tuesday Survey, MTSS Behavior Referrals	

<b>STATE ASSESSMENT PARTICIPATION</b>
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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.

## Benjamin Franklin 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.<sup>1</sup>*

### SCHOOL OVERVIEW

**Description:** Benjamin Franklin Elementary is in the Bridle Trails neighborhood of Kirkland and additionally serves portions of Redmond. Franklin currently serves approximately 550 students from kindergarten through fifth grade. Students then move on to Rose Hill Middle School and then Lake Washington High School.

Franklin Elementary prides itself on being an inclusive and academically high-achieving school. The staff works very collaboratively with families and students to ensure both academic and social success for all students. Every year all staff members individually and collaboratively establish challenging academic goals in all subject areas, as does our building leadership team for the entirety of the school. Improvement of student learning is a continuous process as we strive to serve all students as they are to improve outcomes for each student. As a staff, we believe all children can be successful. We spend our Wednesday Learning Enhancement and Academic Planning (LEAP) days working on analyzing student work, reflecting on data, making plans for improvement, reviewing best instructional practices to improve student learning, collaborating with grade level colleagues, and collaborating with vertical teams.

Franklin Elementary proudly serves students of all abilities and backgrounds. In addition to a robust general education experience offered to all students, services available at our school include Multi-Language (ML) interventions, Safety Net literacy interventions, special education programs & interventions, and multiage Quest classrooms serving the highly capable needs of students in grades 2<sup>nd</sup>-5<sup>th</sup> who qualify for the program. Each of these systems provides students with the supports they need to successfully access the curriculum and meet their developmentally appropriate educational goals.

**Mission Statement:** All students will be equipped with the skills to become life-long learners. We also coordinate our practices to the district mission to elevate our purpose and our practices, to ensure that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our

community and greater society.

<b>2025-26 PRIORITIES AT A GLANCE</b>
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Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-5	Further implementation and application of K-3 UFLI for Phonics and 4 <sup>th</sup> -5 <sup>th</sup> Bridge the Gap for PA. Word Work for Phonics in support of small group instruction to enhance phonics acquisition for K-2 <sup>nd</sup> students and to reteach skill with 3 <sup>rd</sup> -5 <sup>th</sup> students to fill gaps and increase proficiency in phonics and phonemic awareness for at-risk students.
2	Mathematics	K-5	Students will demonstrate overall growth in their math fact fluency through consistent engagement in differentiated math centers that address

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<sup>1</sup> LWSB School Board Approval on <insert date>

			individual needs and provide opportunities for targeted practice as measured by the FastBridge assessment. We will also prioritize deeper integration of BTCM learning tasks to deepen student learning and enhance student engagement and collaboration
<b>3</b>	<b>Equity &amp; Family/Staff Engagement</b>	<b>K-5</b>	<p>Increased opportunities for families to provide voice and feedback while also participating in school-based decision-making and governance.</p> <p>Additionally, we will have an explicit focus on increasing sense of belonging amongst our staff members.</p>

## 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-5	
Focus Area	Phonics & Phonemic Awareness	
Desired Outcome	All students in grades K-5 who are identified in a <i>phonics</i> at-risk category in the fall will make measurable growth towards scoring in a proficient category as measured by the end-of-year FastBridge universal screening tool. Students in grades 3 <sup>rd</sup> -5 <sup>th</sup> identified as 'at risk' in <i>phonemic awareness</i> will make measurable growth towards scoring in a proficient category as measured by the end-of-year FastBridge universal screening tool.	
Current Data Supporting Focus Area	Phonics and phonemic awareness are foundational components for students learning to read. Historic and beginning-of-year Screening-to-Intervention reports regarding FastBridge reading assessments identified phonics as a relative growth area in reading comparative to other foundational components.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Access to Tier 2/Small Group instruction for all students in general education classrooms	Master schedule, classroom observations
	Explicit and systematic phonics instruction using Wonders	Class observations, Wonders assessments, FastBridge assessments and screeners, Lexia progress reports
	All students participate in FastBridge screening thrice annually	FastBridge progress monitoring reports
	Implement/Introduce use of Bridge the Gap for small group phonemic awareness interventions in grades 4 <sup>th</sup> /5 <sup>th</sup>	Teacher participation in provided trainings, classroom observations, placement diagnostics, FastBridge screeners
	Focus on Word Work in 4 <sup>th</sup> /5 <sup>th</sup> grades to support phonological skill development	Acquisition and implementation of Word Work bundles and resources, classroom observations
	Full implementation of UFLI for small group phonics interventions in grades K-2 <sup>nd</sup> with as needed use in 3 <sup>rd</sup> grade classrooms	Teacher participation in training courses, classroom observations, placement diagnostics, FastBridge screeners
	MTSS processes to identify and support students identified in 'at-	FIA, MTSS team meeting minutes and agendas

	<table border="1"> <tr> <td>risk' categories as measured by FastBridge Screeners</td><td></td></tr> </table>	risk' categories as measured by FastBridge Screeners	
risk' categories as measured by FastBridge Screeners			
<b>Strategy to Engage Students, Families, Parents and Community Members</b>			
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026		
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge progress monitoring; ongoing continuously for students with risk indicators as needed</li> <li>• FastBridge universal screening benchmark assessments</li> <li>• Wonder Placement and Diagnostic Handbook: Phonological and Phonemic Awareness surveys</li> <li>• LWSD Foundational Skills Mini-Assessments</li> <li>• UFLI diagnostic assessments</li> <li>• Bridge the Gap diagnostic assessments (4<sup>th</sup>-5<sup>th</sup>)</li> </ul>		

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Focus Area	Math Fluency/Centers & BTCM Learning Tasks	
Desired Outcome	Students will demonstrate overall growth in their math fact fluency, as well as through consistent engagement in differentiated math centers that address individual needs and provide opportunities for targeted practice as measured by the FastBridge assessment. Focusing on centers-based fluency activities and Thinking Classroom strategies students will participate in rich, collaborative problem solving that promotes reasoning and amplifies/increases student voice.	
Current Data Supporting Focus Area	Fluency and automaticity are keys to increasing, achieving and sustaining student growth and the foundational levels of elementary math. Referencing historical and fall of 2025 FastBridge screening data, increasing our fluency will increase all other areas of math achievement. Fluency is amongst the lowest score on the Screening to Intervention reports for each of our grade levels, despite being very high as a whole.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Focus on foundational math facts to successfully solve more complex math concepts.	Staff participation in professional learning provided in the building and during LEAP Days
	Decrease emphasis and dependency on math workbooks	Increased visibility and observability of collaborative thinking tasks and less frequent creation and dependency on math workbooks to teach/reinforce math.
	Differentiated instruction through math centers in the classroom, each designed to address different skill levels and learning styles.	Strategies and learning to deepen staff ability to emphasize learning and content for differentiation in math instruction and student learning (i.e. routines and structure of centers, intentional student grouping, incorporating SIOP, GLAD and Building Thinking Classrooms strategies).
	Utilization of math centers as a regular part of math blocks.	Observed utilization and intentional planning of centers within all grade level math blocks.
	Continued focus on consistent math language routines and vocabulary.	Focus on strategies and learning to deepen staff ability to emphasize learning and content for vocabulary in math instruction and student learning (i.e. incorporating math word wall).



		Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.
	Incorporation of Thinking Classroom tasks designed to align to our adopted math standards and our curriculum.	Observable utilization with informal and formal classroom observations and narrative descriptions from grade level teams documenting progress and advancement towards task design and implementation.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>		
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge assessment and FastBridge Group Growth report progress monitoring Winter and Spring.	

<b>Priority #3</b>		
<b>Priority Area</b>	Equity & Family Engagement	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Focus Areas</b>	Family & Staff Opportunities to Participate/Engage the School and Staff Sense of Belonging	
<b>Desired Outcome</b>	<p>Increased opportunities for families to provide voice and feedback while also participating in school-based decision-making and governance.</p> <p>Additionally, we will have an explicit focus on increasing sense of belonging amongst our staff members.</p>	
<b>Current Data Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>TFI data from the Fall of 2025 documents 8.1 Family Collaboration as a relative growth area. 9.2 LEA Address Barriers documents a growth opportunity this year and is a focus of professional learning being prioritized by our district this year.</li> <li>Spring of 2025 Staff Panorama data documents sense of belonging as a relative area of growth for instructional and non-instructional staff members.</li> </ul>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Align family connection meetings for a more universal and effective family experience.	Observable and anecdotal feedback from staff and families who participate in the meetings. Staff training and utilization of provided resources.
	Recruit and add parent representation on at least one school leadership team.	Attendance, participation and input provided by parent representation on a team.
	Increase family participation with annual Panorama survey to represent more voices.	Numbers of participants from 24.25 to 25.26.
	BLT and BEI teams will use family surveys to plan and incorporate voice.	Meeting agenda and minutes that document planning leading to increased outcomes.
	Listening session(s) with non-instructional staff members to further amplify their voices and improve sense of belonging.	Meeting notes and implementation of generated ideas related to the feedback.
	Promote inclusivity and sense of belonging for all staff members in scheduling events and activities.	Schedules of events and activities and spring Panorama data.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>Winter school-based survey and Spring 2025 Panorama survey for families and students</li> <li>Regularly scheduled meetings to promote dialogue and feedback between families and school administrator(s)</li> <li>Collaboration with our school PTA</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	

<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Future administrations of the TFI</li> <li>• Spring 2026 Panorama survey for families and staff</li> </ul>
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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.

## Robert Frost 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.<sup>14</sup>*

School Overview
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**Description:** Our school was established in 1969 in the heart of the Kingsgate neighborhood in Kirkland, Washington. Robert Frost Elementary School is a diverse community serving an ever-changing population of students and families. Since the spring of 2023, we have had an increase of students who are newcomers from Brazil. We have had the pleasure of welcoming them into our school community and learning about their culture and how to best serve them academically and provide them with community resources. Our faculty and staff are working to learn strategies to help teach our growing population of nonnative English speakers and collaborate with our Multi-lingual teachers to find ways to help them grow and achieve. We provide an excellent instructional environment for a diverse community of students, providing students with rich academic challenges, as well as intensive instructional support through our Multi-Lingual, Title 1/Safety Net and Special Education programs.

At Frost, our teachers pride themselves on teaching a guaranteed and viable curriculum. We have been using the district provided reading curriculum, Reading Wonders, since its adoption. We have been the recipient of an award for student growth from the Washington State Board of Education. Our K-2 teams also use UFLI to teach systematic phonics instruction. These grade levels have seen an increase in students' ability to decode words and read more fluently. In the 2022 school year, we began implementing Illustrative Math. Teachers are continuing to plan diverse lessons that best meet the needs of the students in their classrooms and how to navigate learning gaps.

To help meet the needs of all our learners, Frost has begun to increase the amount of time students receiving special education services are included in the classroom with their peers. The school has a strong commitment to providing a robust setting for all students.

Robert Frost Elementary School has a strong, involved community with many parents and neighbors volunteering frequently in the classrooms. The PTSA coordinates many ongoing

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<sup>14</sup> LWSD School Board Approval on <insert date>

programs in support of student learning and offers a variety of after-school classes and activities.

We believe in shared leadership at Frost and have a variety of opportunities for staff to take part in leadership opportunities. Our Building Leadership Team (BLT) focuses on strong decision making that will continue to move the campus forward in all areas. Our Equity Team is working on how we can continue to grow our Equity capacity in staff, students and our community.

We understand the importance of identifying areas of improvement to continue our work in aligning with district levels of proficiency. To capture an accurate picture of our students, we have examined beginning-of-year *FastBridge* data from fall 2025 (BOY) and spring 2025 SBA data for grades 3-5. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic challenge for all students through continuous review of student performance data and collaborative intervention at every grade level.

**Mission Statement:** At Robert Frost Elementary, our mission is to **provide a safe, supportive and inclusive environment** where every student can learn and achieve to their highest potential, develop key life skills, and apply core values of respect, perseverance, and tolerance.

<b>2025-26 PRIORITIES AT A GLANCE</b>
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Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts	K-5	85% of Frost students will make one year's growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyReading and aReading tests, increasing the number of students categorized as low risk.
2	Mathematics	K-5	85% of Frost students will make one year's growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyMath and aMath tests, increasing the number of students categorized as low risk.

<b>3</b>	<b>Belonging and Self-Efficacy</b>	<b>K-5</b>	75% of Frost students will report a sense of belonging in the school as reported by Panorama data, surveys, attendance data, and focus interviews.
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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		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Phonics & Fluency	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kg-5th	
<b>Desired Outcome</b>	85% of Frost students will make one year's growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyReading and aReading tests, increasing the number of students categorized as low risk.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Academic Performance Data: Literacy Proficiency Rates for EarlyReading/aReading: Kinder- 63% Low Risk 1st Grade- 51% 2nd Grade- 60% 3rd Grade- 63% 4th Grade- 63% 5th Grade- 64%	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Regular small group instruction for all students in all classrooms as part of the core literacy instructional block, with daily rotations for targeted students.	<ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core literacy instruction and daily small group instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> <li>Classroom observation through informal</li> </ul>



		<p>administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by administrators for teachers on the Comprehensive Evaluation plan.</p>
	<p>Daily Small group intervention instruction through Title 1/Safety Net reading specialists for students identified as “at risk.”</p>	<ul style="list-style-type: none"> <li>• Progress monitoring every two weeks to guide intervention instruction and qualification for services.</li> <li>• Collaborative data meetings between specialists and classroom teachers to review student progress and identify students' support following quarterly FastBridge assessment administration (BOY, MOY, and EOY).</li> </ul>
	<p>Coaching and professional learning through Title 1 and MTSS Facilitators focused on Visible Learning and LWSI Instructional Playbook</p>	<ul style="list-style-type: none"> <li>• Regularly scheduled meetings between T1 and MTSS Facilitators and building leadership to review progress, identify needs, and develop support plans for teachers and students.</li> </ul>
	<p>LEAP professional learning focused on literacy instruction and FastBridge S2I reporting and intervention tools.</p> <p>Use of FastBridge S2I report data to identify target skills for both core and intervention instruction at each grade level.</p>	<ul style="list-style-type: none"> <li>• Building-wide professional learning plans developed in collaboration with building BLT to include professional learning in target areas.</li> <li>• MOY check-ins to revise learning plans and adjust professional development as needed.</li> </ul>
	<p>Co-teaching and collaborative coaching through Title 1, MTSS, and Safety Net Specialists.</p>	<ul style="list-style-type: none"> <li>• T1/SN Schedules all included time for co-teaching/collaboration.</li> <li>• Training for T1/SN Specialists.</li> <li>• Regularly scheduled meetings between T1</li> </ul>

		Facilitators and building leadership to review progress, identify needs, and develop support plans for teachers.
	Small Group Intervention in the classroom using UFLI	<ul style="list-style-type: none"> <li>K-3 teachers utilize UFLI with small group instruction with groups to increase literacy awareness.</li> </ul>
	Whole group and small group Heggerty lessons	<ul style="list-style-type: none"> <li>100% of K-2 staff using Heggerty with fidelity</li> </ul>
	2 Half Day planning days to create lessons with Visible Learning guidelines	<ul style="list-style-type: none"> <li>1 half day planning each semester for all teachers. MTSS coach and administration are available to help support the work.</li> </ul>
	Extended Intervention Block Scheduling	<ul style="list-style-type: none"> <li>Increased time for intervention so all students meet with their classroom teacher and can receive additional intervention as needed.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li><i>FastBridge</i> Quarterly Assessment (MOY and EOY)</li> <li><i>FastBridge</i> bi-weekly progress monitoring for students identified as “At-risk” based upon BOY assessment results</li> <li>Heggerty Summative Assessment data</li> <li>Review of core classroom data</li> <li>Walk-through Feedback</li> <li>PLC Cycle for all grade levels</li> </ul>	

<b>Priority #2</b>	
<b>Priority Area</b>	Mathematics
<b>Focus Area</b>	Math Problem Solving and Computation
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kg-5th
<b>Desired Outcome</b>	85% of Frost students will make one year’s growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyMath and aMath tests, increasing the number of students categorized as low risk.

<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Data and Rationale Supporting Focus Area</b>	Proficiency Rates for EarlyMath/aMath: Kinder- 62% 1 <sup>st</sup> Grade- 67% 2 <sup>nd</sup> Grade- 48% 3 <sup>rd</sup> Grade- 64% 4 <sup>th</sup> Grade- 63% 5 <sup>th</sup> Grade- 62%	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Consistent daily grade-level instruction for all students in all classrooms as part of the core mathematics instructional block.	<ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core mathematics instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> </ul>
	Use Illustrative Math games and centers to reteach and review	<ul style="list-style-type: none"> <li>Math units have games and center time built into weekly schedule</li> </ul>
	Small Group Reteaching	<ul style="list-style-type: none"> <li>Targeted small group teaching.</li> </ul>
	Manipulatives and visual representations to show concrete representations	<ul style="list-style-type: none"> <li>100% of teachers using visual representations outlined in the curriculum</li> </ul>
	LEAP professional learning focused on Building Thinking Classrooms.	<ul style="list-style-type: none"> <li>LEAP plan developed in collaboration with Building Leadership Team to include professional learning in target areas.</li> </ul>
	Building Thinking Classroom Book Study	<ul style="list-style-type: none"> <li>Lessons provided by teachers in the book study. Lessons observed by colleagues and instructional coach. Administrative review of lessons for teachers on PGE Comprehensive.</li> </ul>

	Building Thinking Classrooms Professional Learning Opportunity PSESD March 2026	<ul style="list-style-type: none"> <li>Teacher teams share learning with staff during LEAP. Teacher teams modeling instructional practices for using Building Thinking Classrooms lessons</li> </ul>
	2 Half Day planning days in PLCs to create lessons with Building Thinking Classrooms instructional practices	<ul style="list-style-type: none"> <li>1 half day planning using SBA and FastBridge data to design lessons on target areas for math content.</li> </ul>
	Extended Intervention Block Scheduling	<ul style="list-style-type: none"> <li>Increased time for intervention so all students meet with their classroom teacher and can receive additional intervention as needed.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li><i>FastBridge</i> Quarterly Assessment</li> <li>SBA Math Data (target level review)</li> <li>Review of core classroom data</li> <li>Administrative Walk-through Feedback</li> </ul>	

Priority #3		
Priority Area	Social and Emotional	
Focus Area	Sense of Belonging and Emotional Regulation	
Focus Grade Level(s) and/or Student Group(s)	Kg-5th	
Desired Outcome	<p>We believe that all students must be safe and feel a sense of belonging if they are to succeed. It is our responsibility to create safe and inclusive learning communities where all students can thrive.</p> <p>Growth in the area of Emotional Regulation: Challenging Feelings, such as worry, anger, and sadness. This was also a comparatively higher impact area for students identifying as female and greater impact for students identifying as Hispanic/Latinx Female</p>	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	<p>The results of the Panorama Student Survey Data (Spring 2025) identified that:</p> <ul style="list-style-type: none"> <li>Frost students responded with a higher percentage (92%) of positive responses in Supportive Relationships than the district average and up 3% from 2024.</li> <li>Frost students scored 7 percentage points lower than the average for the Lake Washington School District on Challenging Feelings, such as worry, anger, and sadness. This was also a comparatively higher impact area for students identifying as female and greater impact for students identifying as Hispanic/Latinx Female.</li> </ul>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff professional learning on trauma - sensitive practices and brain research with Dr. Shotland. Implementation of strategies for working with students using our schoolwide PBIS system.	<ul style="list-style-type: none"> <li>Decrease in office referrals</li> <li>Updated PBIS materials for positive reinforcement</li> <li>Student Response Chat data tracking</li> </ul>

	Implementation of Purposeful People and Second Step curriculum during SEL time	<ul style="list-style-type: none"> <li>• Master schedule structured with designated SEL time for each grade level</li> <li>• Admin walk throughs</li> </ul>
	Application of de-escalation and emotional regulation strategies aligned with SEL curriculum provided by recess/lunchroom supervisors.	<ul style="list-style-type: none"> <li>• Decrease in recess referrals</li> <li>• Data tracking using meeting notes from IA meetings</li> </ul>
	Small-group instruction and intervention for emotional regulation provided through Counselor using Second Step Curriculum	<ul style="list-style-type: none"> <li>• MTSS- B referrals and Curriculum based assessments</li> </ul>
	4 <sup>th</sup> and 5 <sup>th</sup> Grade Student Council implemented	<ul style="list-style-type: none"> <li>• Meeting notes from listening sessions with students</li> </ul>
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Panorama Survey data, teacher made assessments, formative assessment used during SEL meetings, Admin walk throughs, student listening session data	

## 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 in 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.<sup>15</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

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<sup>15</sup> LWSD's policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	<ul style="list-style-type: none"> <li>Title 1 Parent Information Meetings</li> <li>Process of determining school goals was shared with community.</li> <li>Materials translated in Spanish and Portuguese.</li> <li>Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese.</li> </ul>	Fall 2025
	<p>Collaboration with LWSD Family Engagement and Community Outreach Coordinator to communicate goals and build engagement strategies with families. Methods include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Staff training on equity and family engagement.</li> <li>Empowerment and capacity building for families</li> <li>Offering workshops and/or resources that families request needing.</li> <li>Informal and formal surveying of families.</li> </ul>	Throughout year
	<ul style="list-style-type: none"> <li>Focus on parent/home strategies to support student progress towards SIP goals.</li> <li>Provide family resources such as food and hygiene products through a community food pantry</li> <li>Targeted interventions to support student attendance and engagement, including home visits, resource provision, technical training, and connection with community support organizations.</li> </ul>	Throughout year



	<ul style="list-style-type: none"> <li>• Specific home strategies and resources provided to parents via classroom Teams, Safety Net Reading Connections Newsletter, Tuesday Bulletin, and parent information nights.</li> <li>• Key resources translated into Spanish and Portuguese.</li> <li>• Translated key documents into Portuguese and Spanish to give to new families to meet the need for communicating schedule, contact info, procedures, and transportation services.</li> <li>• Community surveys to determine specific needs and interests.</li> <li>• Utilize translation device Instant Language Assistance (ILA) to support interactions with families in the moment</li> <li>• Parent education opportunities provided to develop skills for home academic support.</li> <li>• Resources targeted to Spanish-speaking and Portuguese-speaking/underrepresented families.</li> <li>• Community inclusion in PBIS includes participation in monthly Roadrunner Pride Assembly and sharing of red ticket winners.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Monthly meeting with PTSA leadership for planning and collaboration.</li> <li>• Parent information events scheduled in Fall and Spring.</li> <li>• SIP posted online in January.</li> <li>• Monthly information sharing with community through PTSA general meeting.</li> </ul>	Throughout year

	<ul style="list-style-type: none"><li>• Staff review of progress during scheduled LEAP days in late Winter and Spring.</li></ul>							
Strategy to Inform Students, Families, Parents and Community Members of the SIP	<table><tr><th>Action</th><th>Timeline</th></tr><tr><td>Safety Net Parent Information Meetings<ul style="list-style-type: none"><li>• Process of determining school goals was shared and parents were invited to participate in SIP process.</li><li>• Materials translated in Spanish and Portuguese.</li><li>• Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese.</li><li>• Informal monthly chats with the building leaders to learn about school procedures and upcoming events. Open format for parents to ask questions.</li></ul></td><td>Throughout the year</td></tr><tr><td>Parent Advisory Committee<ul style="list-style-type: none"><li>• Families invited to participate in surveys to provide feedback and input on schoolwide goals.</li><li>• Continuous and intentional outreach to parents and community members of diverse backgrounds to participate in this process.</li></ul></td><td>3 times a year</td></tr></table>	Action	Timeline	Safety Net Parent Information Meetings <ul style="list-style-type: none"><li>• Process of determining school goals was shared and parents were invited to participate in SIP process.</li><li>• Materials translated in Spanish and Portuguese.</li><li>• Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese.</li><li>• Informal monthly chats with the building leaders to learn about school procedures and upcoming events. Open format for parents to ask questions.</li></ul>	Throughout the year	Parent Advisory Committee <ul style="list-style-type: none"><li>• Families invited to participate in surveys to provide feedback and input on schoolwide goals.</li><li>• Continuous and intentional outreach to parents and community members of diverse backgrounds to participate in this process.</li></ul>	3 times a year	
	Action	Timeline						
	Safety Net Parent Information Meetings <ul style="list-style-type: none"><li>• Process of determining school goals was shared and parents were invited to participate in SIP process.</li><li>• Materials translated in Spanish and Portuguese.</li><li>• Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese.</li><li>• Informal monthly chats with the building leaders to learn about school procedures and upcoming events. Open format for parents to ask questions.</li></ul>	Throughout the year						
Parent Advisory Committee <ul style="list-style-type: none"><li>• Families invited to participate in surveys to provide feedback and input on schoolwide goals.</li><li>• Continuous and intentional outreach to parents and community members of diverse backgrounds to participate in this process.</li></ul>	3 times a year							

## Juanita 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.<sup>16</sup>*

#### SCHOOL OVERVIEW

**Description:** *Juanita Elementary is a PK-5 school located in Kirkland, Washington, in the Juanita region. Students who attend Juanita move on to Finn Hill Middle School, and graduate from Juanita High School. Our core values are encapsulated in the characteristics we strive to help students embody and can be summarized in the acronym PRIDE (Problem Solving, Respect, Integrity, Diligence, and Empathy). Juanita Elementary School takes pride in fostering partnerships with parent organizations, local community leaders, and businesses which help expand our students' world view and the opportunities they present. Our school partners with the Pantry Pack program to support families in need. In addition, our school also houses extra-curricular enrichment activities which include basketball, tennis, floor hockey and soccer, Jazzercise, Chess, STEM, Coding and a creative art class. The Juanita Elementary staff are passionate about upholding the belief that every student should have the opportunity to learn and succeed. Our staff are dedicated to providing high quality instruction while creating a positive school environment. Our staff has deepened our commitment to equity by actively engaging in reflective practices and structured activities that examine personal biases and systemic inequities. Through this ongoing work, we aim to foster a more inclusive and culturally responsive learning environment for all students. We have analyzed many data points such as test scores, grade report marks, attendance rates, and discipline data to identify areas of concern for historically marginalized students. Five times a year our staff and students organize Jaguar PRIDE assemblies where we acknowledge and celebrate students in our school for their life skill success in demonstrating these characteristics. PRIDE: Problem Solving: I will use steps to find solutions and resolve conflicts; Respect: I will think & act in a positive way about myself, others, and the world around me; Integrity: I will be honest and do what is right; Diligence: I will work hard and not give up; Empathy: I will seek to understand the feelings and perspectives of others. These assemblies are also an opportunity where we can emphasize the teachings of the Social Emotional Second Step curriculum, Kelso's Choice, and PurposeFull People, used in every classroom and reinforced*

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<sup>16</sup> LWSD School Board Approval on <insert date>

*through class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Juanita a wonderful place to grow, learn, and succeed!*

**Mission Statement:** *Every student will prepare to graduate and lead a rewarding, responsible life as a contributing member of our diverse society.*

<b>2025-26 PRIORITIES AT A GLANCE</b>			
<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	<b>Literacy</b>	<b>K-5 Students</b>	By Spring 2026, 80% of K-5 students will score at or above standard as measured by FastBridge (Grades K-2) and the ELA Smarter Balanced Assessment (Grades 3-5).
<b>2</b>	<b>Mathematics</b>	<b>K-5 Students</b>	By Spring 2026, 80% of K-5 students will score at or above standard as measured by FastBridge (Grades K-2) and the Math Smarter Balanced Assessment (Grades 3-5).
<b>3</b>	<b>Social Emotional Learning</b>	<b>K-5 Students</b>	By Spring of 2026, Panorama data will show an increase from 36% to 60% of students who indicate that they can regulate their emotions. By Spring of 2026, Juanita Elementary's risk index for Black students in special education will decrease from 23% to 15%.

## 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			
<b>Priority Area</b>	Literacy		
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades K-5		
<b>Focus Area</b>	Reading (Phonics and Fluency)		
<b>Desired Outcome</b>	By Spring 2026, 80% of K-5 students will score at or above standard as measured by FastBridge (Grades K-2) and the ELA Smarter Balanced Assessment (Grades 3-5).		
<b>Current Data Supporting Focus Area</b>	Data analysis of our FastBridge scores from prior years indicates that the areas needing the most attention are Phonics and Fluency. This was a trend across the grade levels.		
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	
	Collaborate horizontally and vertically to teach literacy standards (prioritizing phonemic awareness, phonics, vocabulary, and fluency) Wonders, UFLI & Heggerty with fidelity, while integrating strategies from the LWSB Instructional Playbook.	% of teachers collaborate vertically and horizontally to teach literacy standards.	
	K-5 students will utilize research-based Literacy technology integration, meeting minimum Lexia unit's requirements.	% of students meeting minimum Lexia usage.	
	Grade K-5 teachers collaborate to analyze assessment data and adjust instruction as needed based on student performance and instructional needs.	% of teachers analyzing data with team and adjusting instruction in response to data.	

	Teachers and interventionists will analyze data from Wonders Unit Assessments, UFLI, Heggerty, etc. to plan for new flexible grouping and differentiated instruction based on the students' performance and current instructional needs.	% of teachers using student data to inform instruction using elements of Universal Design for Learning.	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>We aim to enhance student literacy by actively engaging families and community members in English Language Arts (ELA). Our goal is to foster a culture of reading both at school and at home to support our students in becoming confident, lifelong readers.</p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>• Support family reading practices such as parents reading to children in native languages, children reading independently, and reading with siblings, model videos, ebooks, or Lexia.</li> <li>• Inviting “Mystery Readers” from the community to visit classrooms and share stories.</li> <li>• Partnering with community members, local middle and high school students to read with younger learners, promoting mentorship and literacy.</li> <li>• Sharing book recommendations and literacy tips through school newsletters and weekly video messages.</li> <li>• Promoting book sharing resources and reading materials to increase access to diverse reading materials.</li> <li>• Promoting “Amazing Reading Challenge” to motivate and celebrate student reading achievements.</li> </ul> <p>These efforts are designed to build strong literacy habits, deepen family engagement, and create joyful reading experiences for all students.</p>		
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026		
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Wonders Assessments (Weekly, Unit, K-2 phonics/word study)</li> <li>• FastBridge BOY, MOY, EOY</li> <li>• Semester Report Card Grades</li> <li>• SBA end of year data</li> <li>• UFLI Progress Monitoring</li> <li>• FIA (Fidelity Integrity Assessment)</li> </ul>		

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	Grades K-5	
Focus Area	Number Sense, Computation and Fluency (Claim 1 – Concepts and Procedures SBA)	
Desired Outcome	By Spring of 2026, 80% of K-5 <sup>th</sup> Grade students will score at or above standard as measured by FastBridge (Grades K-2) and the Math Smarter Balanced Assessment (Grades 3-5).	
Current Data Supporting Focus Area	Data analysis of our SBA scores from prior years indicates that the area needing the most attention is the Concepts & Procedures claim, specifically in the area of multiplication.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-5 teachers will implement small group instruction focused on building number sense according to grade level plan.	% of teachers who implement small group instruction focused on number sense weekly.
	K-5 teachers will facilitate skip counting with students to help them identify patterns and increase proficiency in multiplication facts.	% of teachers who frequently provide opportunities for students to practice skip counting.
	K-5 students will utilize research-based Math technology integration, meeting minimum DreamBox usage requirements.	% of students meeting minimum usage requirements in DreamBox.
	K-5 teachers will design instruction using elements of UDL and the LWSD Instructional Playbook strategies to differentiate instruction and create flexible grouping in mathematics.	% of teachers using elements of UDL and the Instructional Playbook to plan for the use of differentiated instruction and flexible grouping in mathematics.

	K-5 classroom teachers will participate in professional development in Small Group Math instruction and Building Thinking Classrooms (inquiry-based math instruction) by 2026.	% of teachers participating in professional development in Small Group Math Instruction and Building Thinking Classrooms.
	K-5 teachers will use data from IM Unit Assessments and Cool Down Sections to evaluate student performance, reflect on the outcomes, and adjust instruction.	% of teachers using student data to inform and adjust instruction.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Teachers will engage students and their families in collaborative setting and monitoring mathematics goals through respectful, culturally responsive practices that honor the diverse strengths of our school community. Our goal is to build meaningful, two-way partnerships that empower families to support math learning at home in ways that feel natural, inclusive, and connected to daily life.</p> <p>To strengthen these partnerships, we will:</p> <ul style="list-style-type: none"> <li>• Provide math fluency resources, including at-home games, weekly fluency logs, and access to IM (Illustrative Mathematics) family letters to help families understand unit goals and vocabulary.</li> <li>• Share pictures and examples of “math in action” from classrooms and school events to illustrate what high-quality math learning looks like.</li> <li>• Collaborate with families to build math automaticity, offering simple practice routines and strategies that can be incorporated into home life.</li> <li>• Send home IM Unit Family Information and website links that support grade-level math concepts.</li> <li>• Invite families to share photos of math in their real lives, such as cooking, budgeting, gardening, or building—celebrating the many cultural and everyday ways math shows up at home.</li> <li>• Promote accessible family math games such as Yahtzee, cribbage, and other culturally relevant games that support counting, patterning, probability, and strategic thinking.</li> <li>• Host class visits with math experts in the community—such as bakers, carpenters, engineers, gamers, or artists—to show real-world applications of mathematical thinking.</li> <li>• Encourage families to use math in daily routines, such as cooking measurements, time management, comparing prices, or planning schedules, reinforcing math as a practical life skill.</li> </ul> <p>Through these collaborative strategies, we aim to create a math learning community where students see themselves as capable mathematicians and families feel confident, supported, and valued as partners in their child’s mathematical growth.</p>	



<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Illustrative Mathematics Unit Assessments</li> <li>• DreamBox Data</li> <li>• SBA Interims for progress monitoring</li> <li>• Semester Report Card Grades</li> <li>• SBA end of year data</li> <li>• FastBridge</li> <li>• FIA (Fidelity Integrity Assessment)</li> </ul>

<b>Priority #3</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Disproportionality of students who are black qualifying for Special Education in the areas of social, emotional, and behavior.	
<b>Focus Area</b>	Emotional Regulation, Disproportionality Data, Friendship	
<b>Desired Outcome</b>	Equity	
<b>Current Data Supporting Focus Area</b>	OSPI Disproportionality Data & Panorama Data	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	All staff will implement trauma-informed practices and explicitly teach SEL (self-regulation, Jaguar PRIDE, Zones of Regulation, PurposeFull People, etc.)	% of staff who implement trauma-informed practices and SEL training, showing an increase in number of strategies used.
	All staff will implement Culturally Responsive Teaching and equity-based practices, deepening strategies beyond surface culture.	% of staff who implement Culturally Responsive Teaching and equity-based practices.
	All staff will intentionally support student friendship building and foster peer-to-peer relationships.	% of kids who report an increase in positive connections to peers and friendships as measured by Friendship Venn Diagrams.
	All teachers will explicitly teach respectful ways of interacting with others. K-2 will implement structured play into the school day to practice skills of respect. 3-5 will use partner work and free choice to explicitly teach ways to work and connect respectfully with others.	% of teachers that have been explicitly teaching respectful ways of interacting with others.
	Both staff and students engage in self-regulating and grounding strategies daily.	% of classrooms that engage in self-regulating & grounding activities daily.
	K-5 teachers frequently hold classroom meetings to develop	% of class meetings centered around resiliency.

	<div> <div>student resiliency through problem solving.</div> <div></div> </div>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Staff will actively engage families in Social-Emotional Learning by providing accessible, culturally responsive, and meaningful opportunities for collaboration. Our goal is to strengthen the home–school connection and empower families to reinforce SEL skills in ways that reflect their values, traditions, and lived experiences.</p> <p>To deepen SEL partnerships with families, we will:</p> <ul style="list-style-type: none"> <li>• Host SEL-focused learning opportunities during Open House, curriculum nights, and PTA meetings to build shared understanding of core SEL skills and practices.</li> <li>• Share family-friendly strategies and resources through newsletters, videos, and classroom updates to support SEL development at home.</li> <li>• Invite families to share what respect looks like in their family, helping students recognize diverse cultural expressions of kindness, responsibility, and care.</li> <li>• Encourage families to use movies, videos, and short stories that promote positive SEL messages, providing examples and recommendations to help spark meaningful conversations at home.</li> <li>• Offer opportunities for families to share how they celebrate important traditions, supporting cultural awareness, belonging, and identity development across the school community.</li> <li>• Provide platforms for families to share about their careers and areas of expertise, highlighting SEL skills such as teamwork, collaboration, resilience, and problem-solving in real-life contexts.</li> </ul> <p>Through these ongoing efforts, we aim to create a school culture where students feel understood, supported, and connected, and where families are valued as essential partners in nurturing social-emotional development.</p>
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Panorama Surveys Fall and Spring for students, staff, and families</li> <li>• K-2 Social Emotional Survey</li> <li>• Staff Survey to measure implementation fidelity monitored by School Culture Committee</li> <li>• FIA (Fidelity Integrity Assessment)</li> <li>• OSPI Disproportionality Data</li> </ul>

<b>STATE ASSESSMENT PARTICIPATION</b>
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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.

## Helen Keller 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.<sup>17</sup>*

#### SCHOOL OVERVIEW

**Description:** Helen Keller Elementary School is a K-5 school in Kirkland WA, where students from different backgrounds and abilities learn and grow together. Our school belongs to the Juanita region, and our students move on to Kamiakin Middle School and Juanita High School. Our core values are GRIP: Growth, Respect, Integrity, and Perseverance.

Our staff is committed and creative, using the best practices and latest research to enhance student learning. We collaborate in teams to plan our curriculum, assess our students, and improve our instruction. We also seek feedback and reflection to help us grow as professionals. We employ PLCs and the Instructional Playbook to inform our instruction and ensure high-quality teaching. This year Keller is shifting away from a Learning Center model towards inclusion. All educators at Keller collaborate to support students with diverse needs and abilities in the general education setting.

We also provide food assistance to families in need through our Backpack Program, which runs all year long. Our school offers many enriching activities, such as chess, hip hop, and Lego club, to nurture students' interests and talents. Helen Keller Elementary School has a strong partnership with our community, including local businesses, families, and neighbors. Our school is a hub of cultural and social events, such as Multi-Cultural Night, Back-to-School BBQ, Art Night, Family Dance Night, and more. We are committed to equity and inclusion, and we strive to address our own biases and those in our society. We have a diverse and active Equity team that involves parents and staff members. We use data to identify and address the needs of historically marginalized students.

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<sup>17</sup> LWSD School Board Approval on <insert date>

We also proactively support Social Emotional Learning and Positive Behavior Supports through various curricula, such as Second Step, Character Strong Tier II, Purposeful People, and daily class meetings, to teach students important life skills. Our school teaches small group skill building lessons using the character strong curriculum in addition to providing Tier 1 whole class support to every classroom. We aim to create a safe and happy place for students to learn, take risks, and achieve greatness.

**2025-26 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	K-5 <sup>th</sup> Grade	80% of Keller students will make growth as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyReading and aReading tests, increasing the number of students categorized as low risk.
2	Mathematics	K-5 <sup>th</sup> Grade	80% of Keller students will make growth as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyMath and aMath tests, increasing the number of students categorized as low risk.
3	Social Emotional Learning	K-5 <sup>th</sup> Grade	By June 2026, <b>80% of Black/Black-Hispanic/Black two or more races students at Keller will demonstrate growth in social-emotional competencies related to belonging, self-efficacy, and school connectedness</b> , as measured by SEL survey indicators, Panorama SEL data, and behavioral data (office referrals, proactive check-ins, attendance).

## HELEN KELLER SIP 2025-26 CURRENT DRAFT

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.

<b>Priority #1</b>	
<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	General Reading
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5 <sup>th</sup> Grade
<b>Desired Outcome</b>	80% of Keller students will make aggressive, typical, or modest growth as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyReading and aReading tests, increasing the amount of students categorized as low risk.
<b>Alignment with District Strategic Initiatives</b>	MTSS
<b>Data and Rationale Supporting Focus Area</b>	<p>2024-25 SIP Goal Progress for Reading:</p> <p>% of students who made modest, typical or aggressive growth:</p> <p>K-84% (60% typical &amp; aggressive growth)  1<sup>st</sup>-85% (60% typical &amp; aggressive growth)  2<sup>nd</sup>-85% (68% typical &amp; aggressive growth)  3<sup>rd</sup>-80% (50% typical &amp; aggressive growth)  4<sup>th</sup>-69% (24% typical &amp; aggressive growth)  5<sup>th</sup>-71% (46% typical &amp; aggressive growth)</p> <p>Mid-year check in for MOY Fastbridge Data (January 2026):  % of students who made M/T/A growth:</p> <p>K-82% (70% typical &amp; aggressive growth)  1<sup>st</sup>-65% (42% typical &amp; aggressive growth)  2<sup>nd</sup>-82% (76% typical &amp; aggressive growth)  3<sup>rd</sup>-64% (43% typical &amp; aggressive growth)  4<sup>th</sup>-58% (37% typical &amp; aggressive growth)</p>

	5 <sup>th</sup> -62% (45% typical & aggressive growth)	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<b>KINDERGARTEN COMMITMENTS</b>	We are committed to using UFLI, Heggerty, and Co-Creating Reading Goals at Conferences (family engagement) to support Reading.
	<b>1<sup>ST</sup> GRADE COMMITMENTS</b>	We are committed to using UFLI, Heggerty, and SeeSaw (family engagement) to support Reading.
	<b>2<sup>ND</sup> GRADE COMMITMENTS</b>	We are committed to using UFLI, Co-Teaching in Reading (ML), and Co-Creating Reading Goals at Conferences (family engagement) to support Reading.
	<b>3<sup>RD</sup> GRADE COMMITMENTS</b>	* Safety Net Collaboration , PLC conversations around data and learning experiences, Family Engagement- parent input/inquiry forms in regards to monthly at home reading and end of unit assessment
	<b>4<sup>TH</sup> AND 5<sup>TH</sup> GRADE COMMITMENTS</b>	Tracking fluency, Intervention and Enrichment groups, Family Engagement through weekly communications and daily student planner use
	<b>COACH COMMITMENTS</b>	
	<b>ADMIN COMMITMENTS</b>	We are committed to the following: <ol style="list-style-type: none"> <li>1) Providing teachers with observational feedback for reading intervention supports.</li> <li>2) Engaging in PLCs with teachers.</li> <li>3) Tracking student growth data for reading.</li> <li>4) Engaging with families of students who are not on track to make growth in reading.</li> </ol>
	<b>SPECIALISTS COMMITMENT</b>	
	<b>SPED COMMITMENTS</b>	Teachers will use UFLI as an intervention and supplemental curriculum, collaborating with SafetyNet and general education teachers. Teachers will support executive functioning skill building. Collaboration with preschool for kindergarten readiness and foundational reading supports.



<b>Timeline for Focus</b>	Fall 2025-Spring 2026
<b>Method(s) to Monitor Progress</b>	<p>Monthly BLT Meetings: February &amp; May Check</p> <p>LEAP Training: February Winter Growth Goal Check</p> <p>Staff Meeting: June Spring Growth Goal Check</p> <p>August: Reviewing SBA data...3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> Grade SBA Scores (Spring) – compare Fastbridge growth to student proficiency on SBA</p>

Priority #2		
Priority Area	Mathematics	
Focus Area	General Math	
Focus Grade Level(s) and/or Student Group(s)	K-5 <sup>th</sup> Grade	
Desired Outcome	80% of Keller students will make aggressive, typical, or modest growth as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyMath and aMath tests, increasing the number of students categorized as low risk.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>2024-25 SIP Goal Progress for Reading:</p> <p>% of students who made M/T/A growth:</p> <p>K-96% (71% typical &amp; aggressive growth)  1<sup>st</sup>-67% (38% typical &amp; aggressive growth)  2<sup>nd</sup>-80% (55% typical &amp; aggressive growth)  3<sup>rd</sup>-91% (62% typical &amp; aggressive growth)  4<sup>th</sup> - 79% (52% typical &amp; aggressive growth)  5<sup>th</sup>-71% (47% typical &amp; aggressive growth)</p> <p>Mid-year check in for MOY Fastbridge Data:</p> <p>% of students who made M/T/A growth:</p> <p>K-____%  1<sup>st</sup>-____%  2<sup>nd</sup>-____%  3<sup>rd</sup>-____%  4<sup>th</sup>-____%  5<sup>th</sup>-____%</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation

	<b>KINDERGARTEN COMMITMENTS</b>	K: We are committed to Co-creating math goals at conferences in family's preferred method; in person phone, Teams (offering longer times to meet and priority scheduling) (family engagement), collaborating with the instructional coach to support math enrichment, Regularly meeting as a PLC to review math progress.
	<b>1<sup>ST</sup> GRADE COMMITMENTS</b>	1: We are committed to Co-creating math goals at conferences in family's preferred method; in person phone, Teams(offering longer times to meet and priority scheduling) (family engagement), collaborating with the instructional coach to support math (BTC book study), Regularly meeting as a PLC to review math progress.
	<b>2<sup>ND</sup> GRADE COMMITMENTS</b>	2: We are committed to Co-creating math goals at conferences in family's preferred method; in person, phone, Teams (offering longer times to meet and priority scheduling)(family engagement), collaborating with the instructional coach to support math instruction, regularly meeting as a PLC to review math progress.
	<b>3<sup>RD</sup> GRADE COMMITMENTS</b>	*PLC conversations around data and learning experiences, Family Engagement-parent input/inquiry forms in regard to end of unit assessment, A focus on critical thinking question strategies
	<b>4<sup>TH</sup> AND 5<sup>TH</sup> GRADE COMMITMENTS</b>	Building Thinking Classrooms strategies, Intervention and Enrichment groups, Family Engagement through weekly communications and daily student planner use
	<b>COACH COMMITMENTS</b>	
	<b>ADMIN COMMITMENTS</b>	We are committed to the following: <ol style="list-style-type: none"> <li>1) Providing teachers with observational feedback for math intervention supports.</li> <li>2) Engaging in PLCs with teachers.</li> <li>3) Tracking student growth data for math.</li> <li>4) Engaging with families of students who are not on track to make growth in math.</li> </ol>

	<b>SPECIALISTS COMMITMENT</b>	
	<b>SPED COMMITMENTS</b>	Teachers will use Building Thinking Classrooms book study to support intervention and supplemental curriculum, collaborating with general education teachers. Teachers will support executive functioning skill building. Collaboration with preschool for kindergarten readiness and foundational mathematics supports.
<b>Timeline for Focus</b>	Fall 2025-Spring 2026	
<b>Method(s) to Monitor Progress</b>	Monthly BLT Meetings: February & May Check LEAP Training: February Winter Growth Goal Check Staff Meeting: June Spring Growth Goal Check August: Reviewing SBA data...3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Grade SBA Scores (Spring) – compare Fastbridge growth to student proficiency on SBA	

Priority #3		
Priority Area	Social and Emotional	
Focus Area	Elevating Parent Voice of Black Students through Family Engagement	
Focus Grade Level(s) and/or Student Group(s)	K-5 <sup>th</sup> Grade	
Desired Outcome	<p>By June 2026, <b>80% of Black/Black-Hispanic/Black two or more races students at Keller will demonstrate growth in social-emotional competencies related to belonging, self-efficacy, and school connectedness</b>, as measured by SEL survey indicators, Panorama SEL data, and behavioral data (office referrals, proactive check-ins, attendance).</p> <p>To support this, Keller will <b>implement family partnership practices that elevate Black parent voice</b>, including co-constructing what belonging looks like and sounds like and creating opportunities for families to share experiences that inform school practices. Data from Black family feedback will be used to <b>co-design at least two schoolwide initiatives</b> to improve student belonging and agency.</p>	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	Our Black student population has increased in the last two years; we have seen disparities in our SEL and academic data for our Black students, in comparison to our non-Black students.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	And Still We Rise Partnership	
	Parent Equity Team	
	Teacher Equity Team	
	Dr. Karen Mapp/Harvard Partnership (BLT team)	
	Whole Staff Professional Development	

	<p>***THIS IS A LEARNING YEAR....</p> <p>Kinder: K: SEL- We are committed to inviting families to share previous school experiences of their own (in addition to their child's)(family engagement), to having daily class meetings to support connection and belonging, Integrating SEL into subject matters throughout the day.</p> <p>1<sup>st</sup> grade: 1:SEL- We are committed to inviting families to share previous school experiences of their own (in addition to their child's)(family engagement), to having daily class meetings to support connection and belonging, Integrating SEL into subject matters throughout the day.</p> <p>2<sup>nd</sup> grade: 2: SEL- We are committed to inviting families to share previous school experiences of their own (in addition to their child's)(family engagement), to having daily class meetings to support connection and belonging, Integrating SEL into subject matters throughout the day.</p> <p>3<sup>rd</sup> grade: SEL should be centered around student agency that can tie into social situations, but also around academics.</p>
<b>Timeline for Focus</b>	Fall 2025-Spring 2026
<b>Method(s) to Monitor Progress</b>	<p>Monthly PBIS Meetings: February &amp; June Check</p> <p>Bi-monthly Tier 2 Team Meetings: Review office referral data.</p> <p>LEAP Training: February Data Share</p> <p>Staff Meeting: June Data Review</p> <p>August: Reviewing year long data and supports</p>

## 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.<sup>18</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage &amp; Inform Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	PTA Presidents Meeting – initial SIP sharing	DECEMBER 1
	PTA Presidents Meeting – review SIP progress for the year	JUNE
	Share through community newsletters	DECEMBER

<sup>18</sup> LWSD's policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

	Post to school website	DECEMBER
	PTA GENERAL MEETING PRESENTATION	NOVEMBER 20
	1:1 PARENT UPDATES ON READING AND MATH GOALS	JANUARY CONFERENCES



## Peter Kirk 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.<sup>19</sup>*

#### SCHOOL OVERVIEW

**Description:** Located just Northwest of downtown Kirkland, Peter Kirk Elementary serves families who reside in the West of Market, NorKirk, and Highlands neighborhoods. Our Kirk Eagles SOAR across campus (Strive for Excellence, Own our Actions, Act Responsibly, and Respect Others) and have qualified, dedicated, and compassionate staff to support them each step of the way. The hallmark of Peter Kirk is the partnership between school and community. Our community is invaluable, enriching the student experience through Art, supplemental classroom-based STEM programs, and extracurriculars. Through community efforts, students experience Outdoor Education, service-based learning, and lead with their values and stewardship of the environment. Peter Kirk Elementary has been acknowledged by the State Board of Education and Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) to celebrate effective practices, supporting student success, and promoting continuous improvement. Peter Kirk has also previously been recognized as a US Department of Education Green Ribbon School, citing sustainable design; a Level 1 King County Green School, resulting from reduction of waste, composting and recycling efforts, and the use of green cleaning kits; and has been acknowledged as a National PTSA School of Excellence, two years in a row.

**Mission Statement:** *Peter Kirk is a creative learning environment where children feel they are valued and safe. Staff and community collaborate to provide the highest quality education to prepare students to be lifelong learners.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome

<sup>19</sup> LWSD School Board Approval on <insert date>

<b>1</b>	<b>Literacy</b>	<b>K-5</b>	<p><b>100% of students in Kindergarten and Grade 1 will demonstrate Typical or Aggressive growth as measured by the FastBridge Early Reading Composite and/or classroom-based measures.</b></p> <p><b>100% of students in Grades 2 – 5 will demonstrate typical or aggressive growth as measured by the FastBridge aReading and/or classroom-based measures.</b></p>
<b>2</b>	<b>Mathematics</b>	<b>3-5</b>	<p><b>90% of students in Grades 3, 4, and 5 will score a Level 3 or Level 4 on the Math Smarter Balanced assessment</b></p> <p><b>Students identified as Low Income who score a Level 3 or Level 4 will increase from 48% to 75%.</b></p>
<b>3</b>	<b>Social Emotional Learning</b>	<b>3-5</b>	<p><b>Improve students' overall Sense of Belonging from 60% to 70% as measured by an increase in favorable responses on survey questions associated with Sense of Belonging and Supportive Relationships.</b></p>

## 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	
<b>Priority Area</b>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kindergarten through 5 <sup>th</sup> Grade AND students receiving Special Education and/or Multilingual services
<b>Focus Area</b>	Reading
<b>Desired Outcome</b>	<p>100% of students in Kindergarten and Grade 1 will demonstrate Typical or Aggressive growth as measured by the FastBridge Early Reading Composite and/or classroom-based measures.</p> <p>100% of students in Grades 2 – 5 will demonstrate typical or aggressive growth as measured by the FastBridge aReading and/or classroom-based measures.</p>
<b>Current Data Supporting Focus Area</b>	<p>NOTE: <i>Desired Outcome is written for demonstrated <u>growth</u></i></p> <p>FastBridge earlyReading, Kindergarten through Grade 1</p> <ul style="list-style-type: none"> <li>• 63% of students demonstrate low risk on the fall baseline FastBridge early Reading.</li> <li>• 26% of students demonstrate some risk</li> <li>• 11% of students demonstrate high risk.</li> </ul> <p>FastBridge aReading, Grades 2 through 5</p> <ul style="list-style-type: none"> <li>• 87% of students demonstrate minimal or low risk</li> <li>• 8% demonstrate some risk</li> <li>• 6% demonstrate high risk.</li> </ul> <p>English/Language Arts, Smarter Balanced Assessment (SBA). Students who are currently in grades 4 and 5 scored as follows on the Spring 2025 assessment.</p> <ul style="list-style-type: none"> <li>• 57 % of students scored Level 4.</li> <li>• 28 % of students scored Level 3</li> <li>• 9 % of students scored Level 2</li> <li>• 6 % of students scored Level 1</li> </ul> <p>Students receiving Special Education and/or Multilingual services are disproportionately represented in the group demonstrating flat</p>

	or modest growth as measured across consecutive reporting periods/years.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<b>MTSS – Tier 1, Tier 2, Tier 3 Supports</b> <ul style="list-style-type: none"> <li>• <b>Tier 1 Supports:</b> All students in Grades K-2 access instruction at grade-level skills and standards from their classroom teacher, with intentional planning for inclusionary practices; K-2 classroom teachers implement UFLI with fidelity; consistent use of language supports to scaffold for language learners to provide access points; develop sustainable model for grade-level co-planning and co-teaching</li> <li>• <b>Tier 2 Supports:</b> Data-directed, small group instruction using Heggerty and UFLI; intentional, systematic progress monitoring that inform skill-based groups with clear exit criteria; intentional planning of inclusionary practices to provide access points for all learners; WINN/intervention blocks</li> <li>• <b>Tier 3 Supports:</b> Review present levels and progress monitoring data for students with IEPs or receiving ML</li> </ul>	<ul style="list-style-type: none"> <li>• Formal/informal observation of whole and small group instruction</li> <li>• Record of staff participation in district and building-provided professional learning</li> <li>• PLC meeting notes, co-planning, and records of student data</li> <li>• Coaching cycle topics/content and summaries</li> <li>• Formal/informal observation of whole and small group instruction</li> <li>• Protocols for reviewing student data, identification of problems or practice, and collaborative planning</li> </ul>

	services to support targeted instruction in support of IEP goals and/or alignment with grade-level standards	
	<b>Dedicated Professional Learning:</b> <ul style="list-style-type: none"> <li>• District-provided training in implementation of UFLI and use of skills crosswalk between Wonders, Heggerty, and UFLI in K-2</li> <li>• Partnership with LWSD TOSAs to design and deliver targeted professional learning on small group instruction and integration of UFLI with existing curricula</li> <li>• Staff-led professional learning to support development and implementation of data-centered PLC practices and co-planning structures (with interventionists)</li> <li>• Learning walks to other elementary schools in LWSD to observe literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional learning on the best practices and implementation of district-provided curriculum – Wonders, Heggerty, and UFLI</li> <li>• Meeting minutes from building leadership teams (MTSS Leadership, Equity, and PBIS)</li> <li>• LEAP agendas and supporting documents/resources</li> </ul>
	<b>Building-Based Systems:</b> <ul style="list-style-type: none"> <li>• Building-wide block schedule K – 5 with alignment of instructional and intervention blocks to support delivery of interventions and services.</li> <li>• Streamline classified schedules to push in additional support intervention (WINN)</li> </ul>	<ul style="list-style-type: none"> <li>• Building master schedule</li> <li>• Ongoing adjustments to interventionist, provider, and classified schedules to maximize support</li> </ul>

<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>- Share the SIP goals at PTSA general membership meeting and provide opportunities to share information about our literacy curricula and pedagogy.</li> <li>- Host community event designed to co-create a charter that identifies the principles and values that will serve as the foundation of effective and productive school-family collaboration and communication.</li> <li>- School and PTSA-sponsored events, such as Reading Night, enrichment opportunities and assemblies, guest reader program, etc are aligned to school improvement plan.</li> <li>- Continuous, ongoing communication with families and caregivers, including but not limited to Family Connection and January conferences, Open House, teacher newsletters, and Principal communication.</li> <li>- Provide opportunities for families to participate through volunteer opportunities including Art and STEM docents, Co-Pilot, and more.</li> <li>- Continue to engage with families through the Peter Kirk PTSA, including General Membership meetings, meetings with the Peter Kirk Special Needs group (representing students who are served by an IEP, 504, or IHP), and Multilingual Family Group</li> </ul>
<b>Timeline for Focus</b>	<p>Fall, 2025 – Spring, 2026</p>
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>- Continuous formal and informal observations of teaching and learning in classrooms.</li> <li>- All students will participate in the FastBridge universal screener benchmarks (Fall, Winter, Spring)</li> <li>- All teachers in Kindergarten through 2<sup>nd</sup> Grade will administer the UFLI Placement Test A and B. Safety Net will support the updating of baseline data during the year</li> <li>- Grade-level PLC-selected, classroom-based assessments</li> <li>- Review of students service matrices for those receiving Special Education, Multi-Language, and Safety Net services</li> </ul>

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	All students in Grades 3, 4, and 5 AND students identified by the District as Low Income.	
Focus Area	Concepts and Procedures – Grade 3: Geometric measurement and related skill strands; Grade 4: Geometric measurement	
Desired Outcome	<p>90% of students in Grades 3, 4, and 5 will score a Level 3 or Level 4 on the Math Smarter Balanced assessment</p> <p>Students identified as Low Income who score a Level 3 or Level 4 will increase from 48% to 75%.</p>	
Current Data Supporting Focus Area	<p>Peter Kirk Elementary SBA Summative Math Data:</p> <p>Grade 3 Summative Math Target-Level Data – identified areas of growth:  <b>Target I</b> – Geometric measurement: understand concepts of area and relate area to multiplication and to addition.  <b>Target J</b> – Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <p>Grade 4 Summative Math Target-Level Data – identified areas of growth:  <b>Target K</b> – Geometric measurement: understand concepts of angle and measure angles.  <b>Target L</b> – Draw and identify lines and angles and classify shapes by properties of their lines and angles.</p> <p>To support longitudinal data tracking:  Historically, of those students who did not meet the Kindergarten readiness standards on the WA Kids assessment, 58% score a Level 1 or Level 2 on the Math SBA as 5<sup>th</sup> graders.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<b>MTSS – Tier 1, Tier 2 Supports</b> <ul style="list-style-type: none"> <li><u>Tier 1 Supports</u>: Delivery of Illustrative Math inquiry-based math curriculum with fidelity; implementation of Building Thinking Classrooms to increase engagement, students'</li> </ul>	<ul style="list-style-type: none"> <li>Formal/informal observation of whole and small group instruction</li> <li>Supports and resources for inquiry-based instruction, including professional learning</li> </ul>

	<p>conceptual understanding, and mathematical discourse; consistent use of language supports to scaffold for language learners</p> <ul style="list-style-type: none"> <li>• <u>Tier 2 Supports</u>: Use of IM curriculum maps and skills strands to provide ‘just-in-time’ supports/interventions; Strategic use of WINN time to focus on small group math instruction; intentional use of Math centers for fluency and application practice</li> </ul>	<p>and instructional materials</p> <ul style="list-style-type: none"> <li>• Coaching cycle topics/content and summaries</li> </ul>
	<p><b>Dedicated Professional Learning:</b></p> <ul style="list-style-type: none"> <li>• Whole staff professional learning revisiting the research behind inquiry-based instruction and why it supports conceptual understanding</li> <li>• Book study on Building Thinking Classrooms; coaching cycles on implementation of vertical whiteboards and mathematical discourse</li> <li>• Partnership with LWSD TOSAs to design and deliver targeted professional learning on small group instruction and Building Thinking Classrooms</li> <li>• Professional learning on Target-level data using sample strand questions</li> </ul>	<ul style="list-style-type: none"> <li>• Formal/informal observation of whole and small group instruction</li> <li>• Meeting minutes from building leadership teams (MTSS Leadership, Equity, and PBIS)</li> <li>• LEAP agendas and supporting documents/resources</li> </ul>
	<p><b>Building-Based Systems:</b></p> <ul style="list-style-type: none"> <li>• Building-wide block schedule K – 5 with</li> </ul>	<ul style="list-style-type: none"> <li>• Building master schedule</li> </ul>



	<p>alignment of instructional and intervention blocks to support delivery of interventions and services.</p> <ul style="list-style-type: none"> <li>Streamline classified schedules to push in additional support intervention (WINN)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing adjustments to interventionist, provider, and classified schedules to maximize support</li> </ul>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>Share the SIP goal at PTSA general membership meeting and provide information about inquiry-based math instruction.</li> <li>School and PTSA-sponsored events, such as Math Night, enrichment opportunities and assemblies, STEM program, etc are aligned to school improvement plan.</li> <li>Organized efforts – PTSA general membership meeting, teacher newsletters, principal’s message – to share with families the ‘why’ behind inquiry-based instruction and the research-based benefits for students. This can include an overview of what families can expect from instruction to look like in the classroom and how they can best support at home.</li> <li>Host Math focus groups, defining experiential learning within a Building Thinking Classrooms model and conversation tied to math identity and their experiences with math learning/instruction.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>Continuous formal and informal observations of teaching and learning in classrooms.</li> <li>All students will participate in the FastBridge universal screener benchmarks (Fall, Winter, Spring)</li> <li>All students in Grade 3 – 5 will participate in SBA interim assessments (IABs), targeting geometric measurement and related strands, and participate in the SBA Summative assessment in the Spring</li> <li>Grade-level PLC-selected, classroom-based assessments and IM unit assessments and cool-down activities</li> </ul>	

<b>Priority #3</b>	
<b>Priority Area</b>	Social Emotional Learning
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All Students in Grades K-5
<b>Focus Area</b>	Sense of Belonging, Supportive Relationships, Teacher-Student Relationships
<b>Desired Outcome</b>	Improve students' overall Sense of Belonging from 60% to 70% as measured by an increase in favorable responses on survey questions associated with Sense of Belonging and Supportive Relationships.
<b>Current Data Supporting Focus Area</b>	<p>Panorama Data from the Spring of 2025 continued a trend of six consecutive survey windows showing a decline in or flat growth in student's Sense of Belonging.</p> <p><u>Overall Sense of Belonging:</u>  <i>Spring 2025: 60%</i>  <i>Fall 2024: 60%</i>  <i>Spring 2024: 64%</i>  <i>Fall 2023: 66%</i>  <i>Spring 2023: 67%</i>  <i>Fall 2022: 69%</i></p> <p>Related survey question strands impacting student sense of belonging are Supportive Relationships and Teacher-Student Relationships.</p> <p>Favorable responses to survey questions falling under Supportive relationships place Peter Kirk in the bottom quintile when compared with other Lake Washington School District elementary schools.</p> <p><u>Supportive Relationships:</u>  One specific survey item saw a 5% decrease, down to 74%, from the previous survey:  <i>Do you have a teacher or other adult from school who you can count on to help you, no matter what?</i></p> <p><u>Teacher-Student Relationships:</u>  Two survey items provide valuable insight into the student experience:  <i>How respectful are your teachers towards you? (10% decrease)</i>  <i>When your teacher asks, "How are you?", how often do you feel that they really want to know you answer? (2% decrease)</i></p>

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<p><b>MTSS – Tier 1, Tier 2, Tier 3</b></p> <ul style="list-style-type: none"> <li>• Tier 1 Supports: Counselors deliver lessons in all classrooms on Healthy Relationships, Emotional Regulation, and Problem Solving; PurposeFull People activities delivered during dedicated SEL time; morning meeting/Circle with prompts provided</li> <li>• Tier 2 Supports: Small groups to support friendships, confidence, problem solving; small groups are by referral and through data-based identification; MTSS Intervention can refer students to group</li> <li>• Tier 3 Supports: 1-to-1 counselor check-ins and YES counseling services are available; MTSS Intervention can refer students to counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor lesson plans</li> <li>• All-staff communication with information about PurposeFull People and supporting resources</li> <li>• Formal/informal observation of whole group instruction</li> <li>• Referrals and schedule for small group, skills-based instruction</li> <li>• Formal/informal observation of small group instruction</li> <li>• MTSS-I referral system, notes and documentation</li> </ul>
	<p><b>Dedicated Professional Learning:</b></p> <ul style="list-style-type: none"> <li>• TIES Center Creating Communities of Belonging professional learning</li> <li>• E-M-R training for certificated staff (Establish-Maintain-Restore)</li> <li>• LWSD site-based Equity Team (SBET) training on Culturally Responsive Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes from building leadership teams (MTSS Leadership, Equity, and PBIS)</li> <li>• LEAP agendas and supporting documents/resources</li> <li>• Staff-responses on Panorama Survey</li> </ul>

	<ul style="list-style-type: none"> <li>Continued delivery of LWSD SBET trainings on racial equity, courageous conversations, and cultural appropriation vs appreciation</li> <li>Staff Circle modeling structure, emotional check-ins, and appreciation circles</li> </ul>	
	<b>School-Wide PBIS Initiatives</b> <ul style="list-style-type: none"> <li>Leadership teams re-visiting SOAR tickets (positive behavior incentive system), simplifying language and associated, expected student actions with implementation in current year</li> <li>Highlight students demonstrating expected behaviors – SOAR tickets, students names read on morning announcements, included on weekly presentation displayed in lunchroom and common areas</li> </ul>	<ul style="list-style-type: none"> <li>Tracking SOAR ticket data, both for frequency and student coverage</li> <li>Classroom-provided lessons and updated signage around signage</li> </ul>
	<b>Student Leadership</b> <ul style="list-style-type: none"> <li>Introduce additional leadership opportunity for students – WingMates and peer mentoring and clubs – in addition to those that already exist, including school newspaper, Green Team, Safety Patrol</li> </ul>	<ul style="list-style-type: none"> <li>Rosters of students participating in each group</li> <li>All students participating will take feedback surveys documenting their experiences in the program</li> </ul>
	<b>Community Partnership</b>	

	<ul style="list-style-type: none"> <li>• Partner with Peter Kirk Elementary PTSA to host inclusive recess activities</li> <li>• Reintroduce Co-pilot – parent volunteering program</li> </ul>	<ul style="list-style-type: none"> <li>• Parent communication, Principal’s Message, and PTSA Eagle Gazette sharing information about partnership and co-sponsored events</li> <li>• Record of volunteer sign-ups and participation at school events</li> <li>• Agendas from PTSA President meetings, FACE meetings, DEI meetings</li> </ul>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>- Parent/Family Member Panorama Survey data</li> <li>- Share the SIP goal at PTSA general membership meeting</li> <li>- Ongoing communication in teacher newsletters to share our SEL curriculum and monthly focus with families</li> <li>- Integrate goal into planning for school-wide events</li> <li>- Continue to engage with families through the Peter Kirk PTSA, including General Membership meetings, meetings with the Peter Kirk Special Needs group (representing students who are served by an IEP, 504, or IHP)</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2027	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• All students in Grades 3 – 5 will take the Panorama Survey, twice yearly in Fall and Spring, to assess overall growth in students’ favorable responses in Sense of Belonging, Supportive Relationships, and Teacher-Student Relationships categories; track growth by cohort over three-year period</li> <li>• All students in Grade K – 2 will take a K-2 Belonging Screener to identify trends and needs in Grade K – 2; PBIS and Equity Leadership teams will review data</li> <li>• Conduct student interviews (Street Data) specific to Sense of Belonging and Student-Teacher relationships</li> </ul>	

## 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.

## Lakeview 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.<sup>20</sup>*

<b>SCHOOL OVERVIEW</b>
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**Description:** Lakeview Elementary is situated in central Kirkland and serves portions of Bellevue and Kirkland. We are enriched by a diverse student body, strong parent partnership, and supportive local businesses. Lakeview currently serves students from kindergarten through fifth grade. Students then move on to Kirkland or Kamiakin Middle School and Lake Washington High School.

As a high-performing elementary school, we are committed to ensuring that every student achieves their full potential. As a staff, we believe all students can be successful. Our ongoing work in Multi-Tiered Systems of Support (MTSS) and implementation of Universal Design for Learning (UDL) strategies have been instrumental in meeting the academic and behavioral needs of each student. We believe that improvement of student learning is a continuous process, and we strive to serve all students as they are to improve outcomes for each student.

Our Learning Enhancement and Academic Planning (LEAP) days are dedicated to analyzing student work, reflecting on data, making plans for improvement, reviewing best instructional practices, and collaborating with grade level colleagues, intervention staff, and vertical teams. Our growth in inclusive academic and behavior/social emotional instruction is evidenced by our use of universal screeners to provide timely and targeted instruction to each student and our school-wide daily instruction in social emotional learning. We are committed to building trusting family partnerships through individual Family Connection conferences at the beginning of the school year, parent membership on school leadership teams, and creating opportunities for families to contribute to classroom learning. To ensure that every student thrives in our classrooms, our teachers are deepening their understanding and expanding their implementation of Universal Design for Learning (UDL), a proactive method of planning instruction to meet the diverse learners in every classroom, while also ensuring social emotional and cognitive engagement remain high, and engaging in ongoing reflection and instructional planning around student autonomy, voice, and choice. We are committed to

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<sup>20</sup> LWSD School Board Approval on <insert date>

providing an inclusive and supportive environment that fosters academic and personal growth for all students.

Based on October 2025 enrollment, 463 students attend Lakeview for the 2025-2026 school year; 11.5% of our students qualify for Special Education Services, 13.2% meet the qualification for Low Income, and 10.6% meet the qualification criteria for Multilingual Learners. Our PTSA continues to be pivotal in our outreach to families, support for students by removing barriers to access learning and support enrichment opportunities and creating community partnerships

**Mission Statement:** *Together we empower and inspire each student to thrive and fulfill their unique potential*

2025-26 PRIORITIES AT A GLANCE			
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	K-5 low income students	Close proficiency gap that currently exists between K/1 <sup>st</sup> and 2-5 low-income students as measured by Fastbridge assessment (early reading for K-1 and aReading for 2-5).
2	Mathematics	K-5 low income students	Close proficiency gap that currently exists between K/1 <sup>st</sup> and 2-5 low-income students as measured by Fastbridge assessment (early reading for K-1 and aReading for 2-5).
3	Social and Emotional	K-5	All students will improve how they manage challenging feelings from 67% to 78% as measured by panorama data, youth needs screener data, student reflection, and classroom observations.



## 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	Reading and Literacy	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	Close proficiency gap that currently exists between K/1 <sup>st</sup> and 2-5 low-income students as measured by Fastbridge assessment (early reading for K-1 and aReading for 2-5).	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>According to Fall 2025 Fastbridge screener data:</p> <ul style="list-style-type: none"> <li>43% of students identified as low-income scored proficiently (low or minimal risk) on the earlyReading assessment with kindergarten and first grade students in comparison to 79% of students categorized as non-low-income. We saw</li> <li>59% of students identified as low-income scored proficiently (low or minimal risk) on the aReading assessment with 2<sup>nd</sup>-5<sup>th</sup> grade students in comparison to 89% of students categorized as non-low income.</li> </ul> <p>13.2% of our total student population is low income. There is a disproportionate number of students identified as low income. There is also intersectionality of students receiving special education services and multilingual learners who also qualify for low income, further adding to the disproportionality. 24.6% of students identified as low income also receive special education services. 27.9% of students identified as low income are also multilingual learners.</p>	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Tier 1: <ul style="list-style-type: none"> <li>Daily use of explicit Wonders instruction and use of Wonders resources</li> </ul>	Instruction aligns with teacher planning and observable during informal and formal observation.

	(Instructional Routines Handbook, MAPs and 6 steps). <ul style="list-style-type: none"> <li>Daily use of explicit Heggerty and UFLI instruction(K-2).</li> </ul>	
	Tier 1: Assess all students three times a year using Fastbridge.	Data gathered from assessments
	Implement Tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness, phonics, and fluency.	<ul style="list-style-type: none"> <li>Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 handbooks, small group instruction “yellow pages”, etc.).</li> <li>Utilizing UFLI curricular tools to support instruction and progress monitoring</li> <li>Stations, small groups, and/or intervention routines in class that differentiate learning for students in classroom observations and lesson design.</li> <li>Collaboration, consulting, and co-teaching with intervention staff.</li> <li>Engaging in cycles of inquiry through PLCs. Notes, interventions, and planning of instruction and progress monitoring documented on PLC Channel.</li> <li>Engaging in coaching cycles with MTSS coach. Notes, implementation of plans, observing co-teaching, and reflections shared by teacher.</li> </ul>
	Tier 1: Provide Lexia 2-3 times a week for 15-20 minutes.	Teacher monitors student data for completion and for areas needing teacher intervention.
	Tier 2 and 3: small group targeted, differentiated	Utilizing Heggerty, SIPPS, UFLI, or Wonders to support

	instruction for students with identified need for SDI in reading.	instruction. Instruction present in formal and informal observations and teacher planning documents.
	Literacy focused professional development with staff during staff meetings and LEAP.	Staff learning provided by administrators and measured for implementation, fidelity and effectiveness across informal and formal classroom observations in addition to the development of focus strategies and learning to deepen staff ability to emphasize learning literacy instruction and student learning.
	Professional development focusing on building understanding around unpacking standards	Staff learning provided by administrators and measured for implementation, fidelity and effectiveness across informal and formal classroom observations in addition to the development of focus strategies and learning to deepen staff ability to emphasize learning literacy instruction and student learning.
	MTSS Intervention Team Meetings	Grade levels rotate through 6 week cycles. Notes and interventions documented. Progress shared at meetings.
	Learning walks facilitated by MTSS coach.	Teacher observations, reflections of strategies observed in classrooms, planning and implementation for teachers' individual classrooms.
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Fastbridge Data, SBA data, UFLI data, MTSS-Intervention Team Notes, Fastbridge progress reports, Wonders assessments, Heggerty/SIPs assessment and progress monitoring notes, Lexia progress monitoring data, PLC team meeting notes.	

Priority #2		
Priority Area	Mathematics	
Focus Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	Close proficiency gap that currently exists between K/1 <sup>st</sup> and 2-5 low-income students as measured by Fastbridge assessment (early math for K-1 and aReading for 2-5).	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>According to Fall 2025 Fastbridge Screener data:</p> <ul style="list-style-type: none"> <li>46% of students identified as low income scored proficiently (low or minimal risk) on the earlymath assessment with Kindergarten and 1<sup>st</sup> grade students in comparison to 92% of students categorized as non-low income.</li> <li>51% of students identified as low income scored proficiently (low or minimal risk) on the aMath assessment with 2<sup>nd</sup>-5<sup>th</sup> grade students in comparison to 90% of students categorized as non low-income.</li> </ul> <p>13.2% of our total student population is low income. There is a disproportionate number of students identified as low income. There is also intersectionality of students receiving special education services and multilingual learners who also qualify for low income, further adding to the disproportionality. 24.6% of students identified as low income also receive special education services. 27.9% of students identified as low income are also multilingual learners.</p>	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Tier 1: Assess all students three times a year using Fastbridge.	Data gathered from assessments.
	Tier 1: Daily use of IM routines and use of support materials.	Instruction present during formal and informal admin observation and walkthroughs.
	Tier 1: Provide opportunities for Dreambox 2-3 days per week.	Teacher monitors student data for completion and for areas needing teacher intervention.
	Tier 1: review IM pacing guide, lesson pacing, essential	<ul style="list-style-type: none"> <li>PLC grade level team collaboration includes</li> </ul>

	<p>lessons, and dependency chart two times per year, winter and spring.</p>	<p>analysis of regular use of IM assessments- quick checks, exit tickets, and unit assessments.</p> <ul style="list-style-type: none"> <li>Engaging in cycles of inquiry through PLCs. Notes, interventions, and planning of instruction and progress monitoring documented on PLC Collaboration Channel.</li> </ul>
	<p>Identify focus strategies and routines for differentiating learning for complex learners as informed by Fastbridge and PLCs.</p>	<ul style="list-style-type: none"> <li>Stations, small group and/or intervention routines in class that differentiate learning for students evident in classroom observations and lesson designs.</li> <li>Collaboration between intervention staff and general education staff during PLC meetings. Documentation shared on the PLC collaboration channel accessible to all staff.</li> </ul>
	<p>Math focused professional development with staff at staff meetings and LEAP.</p>	<p>Staff learning provided by administrators, staff, and district professional learning. Measured for implementation, fidelity and effectiveness across informal and formal classroom observations in addition to the development of focus strategies and learning to deepen staff ability to emphasize learning and content vocabulary in math instruction and student learning.</p>
	<p>Professional development focusing on building understanding around unpacking standards</p>	<p>Staff learning provided by administrators and measured for implementation, fidelity and effectiveness across informal and formal classroom</p>

		observations in addition to the development of focus strategies and learning to deepen staff ability to emphasize learning literacy instruction and student learning.
	Staff meeting focused on micro learning around Building Thinking Classrooms delivered by teacher leader and Professional Learning Department	Staff learning delivered in partnership with staff and professional learning. Measured by interest and staff engagement in district BTC cohorts and implementation in classrooms as observed by formal and informal classroom walkthrough observation, PLC meeting agendas, attendance in district cohort meetings.
	MTSS Intervention Team Meetings	Grade levels rotate through 6 week cycles. Notes and interventions documented. Progress shared at meetings.
	Learning walks facilitated by MTSS coach.	Teacher observations, reflections of strategies observed in classrooms, planning and implementation for teachers' individual classrooms.
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	SBA, Fastbridge data, LWSD created IM assessments, IM quick checks, exit tickets, MTSS-Intervention Team meeting notes, PLC meeting notes, Dreambox	

Priority #3		
Priority Area	Social and Emotional	
Focus Area	MTSS and SEL	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	All students will improve how they manage challenging feelings from 67% to 78% as measured by panorama data, youth needs screener data, student reflection, and classroom observations.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>According to Fall 2025 Panorama data:</p> <ul style="list-style-type: none"> <li>• 70% of students responded favorably (measured as almost never or once in a while) when asked the question “during the past week, how often did you feel lonely?”. 30% of students responded as sometimes (17%), frequently (8%), and almost always (5%).</li> <li>• 65% of students responded favorably (measured as almost never or once in a while) when asked the question “during the past week, how often did you feel sad?”. 35% of students responded as sometimes (25%), frequently (6%), and almost always (3%).</li> <li>• 64% of students responded favorably (measured as almost never or once in a while) when asked the question “during the past week, how often did you feel worried?”. 36% of students responded as sometimes (25%), frequently (6%), and almost always (5%).</li> <li>• 67% of students responded favorably (measured as almost never or once in a while) when asked the question “during the past week, how often did you feel mad?”. 33% of students responded as sometimes (22%), frequently (9%), and almost always (2%).</li> </ul>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement Character Strong and PBIS team created student screeners for an additional assessment tool twice a year K-5.	Implementation of screeners. Screener data shared with staff and families. Interventions recommended, shared, and implemented by staff.

	Tier 1: dedicated time in schedule for SEL and explicit daily instruction using district adopted curriculum Purposefull People.	Master scheduling, observation from administration and counselor in classrooms.
	Tier 1: PBIS team created lessons and student self reflections based on challenging feelings (mad, sad, worried, lonely	Implementation of lessons across K-5 classrooms and student reflection data. Data reviewed by PBIS team.
	Tier 1: all classroom teachers implement district provided equity lessons.	Resources shared by Equity team to all teachers. Classroom formal and information admin observation.
	Tier 1: all classroom teachers implement equity and PBIS team building created lessons aligned with equity and inclusion.	Resources shared with staff from Equity and PBIS team members through professional development. Classroom formal and informal admin observation.
	Teachers engage in professional development around sense of belonging and inclusionary practices such as EMR, UDL	LEAP agendas, implementation in classrooms, formal and informal observations in classrooms by administration, pre and post student reflection data gathered by teachers.
	Tier 2: Targeted small groups with counselor based on student needs as identified by Panorama, student screener, Youth Needs screener, teacher and parent referral. Student interviews and informal student lunches with administration.	Observation from administration in small groups. Student voice and data collected after groups showing measure of success. Resources shared with families for continued learning and partnership at home. Family and teacher communication about observations of student wellbeing and feelings about school.
	PBIS team leads creation of an SEL community evening with student led activities	PBIS team meeting notes and planning documents around SEL community night. Student reflection based on leading activities focused on educating families on self



		regulation and strategies taught to students at school.
	MTSS Intervention Team Meetings	Grade levels rotate through 6 week cycles. Notes and interventions documented. Progress shared at meetings.
	Schoolwide expectations taught, reviewed, and adjusted as needed throughout the school year.	Schoolwide expectation presentations shared with all staff and students. Shared with families through parentsquare messaging.
	Staff engage in Family Connection meetings and conferences.	Parent input gathered during meetings around student strengths, concerns, and hopes. Collaboration on student goals. Implementation of goals and ongoing communication with families.
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Panorama Data, Character Strong Youth Needs Screener, PBIS team created screener, Character Strong Internalizing/Externalizing Screener, student interview notes/observations, MTSS-I notes, PBIS team notes and professional development, LEAP meetings/agendas to share resources and implementation.	

## 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.<sup>21</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

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<sup>21</sup> LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	Action	Timeline
	PTSA board will review SIP via in person meeting and partner with action items.	Winter 2025-Spring 2026
	Families will participate in development and deliverables related to SEL and Equity.	2023-2026 Equity Team 2023-2026 PBIS Team PTSA Community Engagement Liaison 2023-2026
	PTSA General Membership Meeting	Fall 2023-Spring 2026
	PBIS, MTSS, and Equity Team member input	Fall 2023-Spring 2026
	Family Connection Meetings and ongoing communication with families related to student goals	Fall 2023-Spring 2026
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	Action	Timeline
	Principal or AP will give school updates during PTSA general membership and board meetings	Fall 2023-Spring 2026
	Teacher and Principal newsletters	Fall 2023-Spring 2026
	PTSA General Membership Meetings	Fall 2023-Spring 2026

## Horace Mann 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.<sup>22</sup>*

#### SCHOOL OVERVIEW

**Description:** Horace Mann Elementary School sits at the peak of Education Hill, in Redmond, Washington. Characterized by a deep sense of connection to the community, the school prides itself on building meaningful, long-lasting relationships with the students and families who learn here. We work to instill, embody, and celebrate core values outlined in the “Colt 5.” These values include promoting relationships that are safe, kind, respectful, responsible, and reflect the characteristics in PurposeFull People. This school houses the largest number of students identified for the Highly Capable program’s full time Quest, and partners with the PTSA to offer a robust enrichment program, extending and enriching the academic program. As schools across the district do, Mann offers support for students who meet qualification criteria for special education, multi-language learning, safety net, and classroom-based extension for students identified as gifted. Teachers work collaboratively to ensure that each student’s needs are met – we are a team, in partnership with caregivers, here to assure that each student experiences success.

**Mission Statement:** *The Horace Mann Community provides a safe, respectful environment where individuals reach their full potential in learning and citizenship*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K - 2	All students will demonstrate one year’s growth in reading.
2	Mathematics	3 – 5	All students will demonstrate one year’s growth in Math.

<sup>22</sup> LWSD School Board Approval on <insert date>

<b>3</b>	<b>Social Emotional Learning</b>	<b>K - 5</b>	<b>Increase the percentage of students who incorporate self-regulation strategies regularly and self-report that they are using these strategies on the Spring 2026 Panorama</b>
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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		
<b>Priority Area</b>	Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kindergarten through Fifth Grade	
<b>Focus Area</b>	General Reading and Reading Fluency	
<b>Desired Outcome</b>	All students, K – 5 demonstrate one year’s growth using measures that include FastBridge and classroom-based measures.	
<b>Current Data Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>• 97% of Kindergarten students demonstrated no risk indicators on Fall earlyReading assessment.</li> <li>• 79% of First grade students demonstrated no risk indicators on Fall earlyReading assessment.</li> <li>• 96% of students in grades 2 through 5 demonstrated no or low risk on Fall aReading assessment.</li> </ul>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Implementation of science-based reading instruction, using curricular materials and practices. <ol style="list-style-type: none"> <li>1. Block schedule</li> <li>2. Continuum of support</li> <li>3. Evidence based and IMC approved materials</li> <li>4. Whole group and targeted small group instruction.</li> </ol>	<ul style="list-style-type: none"> <li>• Review of schedule</li> <li>• Entry and exit criteria for accessing Tier 2 and 3 supports.</li> <li>• Inventory of curricular tools that are used.</li> <li>• Observation notes from reading instructions.</li> </ul>
	Professional learning and inquiry cycles to support teacher clarity on standards, explore rigor, and promote higher order thinking tasks.	<ul style="list-style-type: none"> <li>• Professional learning agendas, meeting minutes, and supporting materials.</li> </ul>

	Small group instruction for differentiated learning that targets skill development.	<ul style="list-style-type: none"> <li>Classroom and grade level data gathered through professional learning community collaboration.</li> </ul>
	Provide systematic phonics instruction for students in kindergarten through second grade using Heggerty for whole group and UFLI for small group instruction.	<ul style="list-style-type: none"> <li>Coordinated support for learners through collaboration with special education teachers and multi-language learners.</li> <li>Student reflections and monitoring of their own progress.</li> </ul>
	Provide regular practice and monitoring to develop fluency.	<ul style="list-style-type: none"> <li>Ongoing monitoring and data collection at the classroom level.</li> <li>Student progress documented through Lexia.</li> </ul>
	Expand access to enrichment activities through choice projects and menus, novel studies, and research projects.	<ul style="list-style-type: none"> <li>Professional learning and support for challenging students identified as highly capable.</li> </ul>
	Coaching cycles to engage teachers in cycles of inquiry that promote exploration of best practices for Tier 1, 2 and 3 support and intervention.	<ul style="list-style-type: none"> <li>High level summary of coaching cycle topics.</li> </ul>
	Building funds allocated to support professional learning tied to literacy.	<ul style="list-style-type: none"> <li>Review of budget</li> <li>Professional learning agendas</li> </ul>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ol style="list-style-type: none"> <li>Gather caregiver input at key events throughout the year.</li> <li>Conferences – explore prompts that deepen caregiver input to their student’s experience.</li> <li>Invite caregivers to provide support during small group instruction.</li> <li>Open house slides that highlight standards for each grade level.</li> <li>Share student progress on Lexia and Building Readers newsletters in home communication (Mannager).</li> </ol>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>See measures of fidelity</p> <p>Review of student progress in FastBridge and Lexia</p> <p>PLC review of data and action items.</p> <p>FastBridge growth reports following MOY and EOY assessment windows.</p>	





Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	K - 5	
Focus Area	Operations	
Desired Outcome	100% of students, K – 5 demonstrate one year’s growth using measures that include FastBridge and classroom-based measures.	
Current Data Supporting Focus Area	<ul style="list-style-type: none"> <li>94% of students, grades K – 1 demonstrated no or low risk on FastBridge earlyMath.</li> <li>93% of students in grades 3 through five demonstrated no or low risk on FastBridge aMath.</li> </ul>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional Learning and Inquiry cycles to support teacher clarity on standards, explore rigor, and promote higher order thinking tasks.	<ul style="list-style-type: none"> <li>Professional learning agendas, meeting minutes, and supporting materials.</li> </ul>
	Professional learning and coaching cycles that foster mathematical thinking (Building Thinking Classrooms)	<ul style="list-style-type: none"> <li>Professional learning agendas</li> <li>High level summary of topics explored in coaching cycles.</li> </ul>
	Implement instructional strategies that engage students in deep mathematical thinking and tasks, including number talks and problem-solving tasks.	<ul style="list-style-type: none"> <li>Classroom observations</li> </ul>
	Expand access to enrichment activities through choice projects and menus, challenge problems and enrichment projects.	<ul style="list-style-type: none"> <li>Professional learning agendas and data sets.</li> </ul>
	Provide systematic instruction and intervention to address student learning needs through Tier 1, 2 and 3 instruction, through small group instruction.	<ul style="list-style-type: none"> <li>Intervention plans tied to success criteria.</li> <li>Classroom based formative and summative assessment data</li> </ul>
	Targeted, individual supports provided during intervention	<ul style="list-style-type: none"> <li>Grade level data</li> </ul>

	blocks (What I Need Now – WINN)	<ul style="list-style-type: none"> <li>• Observation of small group instruction and activities.</li> </ul>
	Coaching cycles to engage teachers in cycles of inquiry that promote exploration of best practices for tier 1, 2 and 3 support and intervention.	<ul style="list-style-type: none"> <li>• High level summary of coaching cycle topics.</li> </ul>
	Building budget allocated to support professional learning in mathematics.	<ul style="list-style-type: none"> <li>• Review of budget</li> </ul>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ol style="list-style-type: none"> <li>1. Math Challenge program</li> <li>2. Math Night</li> <li>3. Share Illustrative math parent resources.</li> <li>4. Share strategies and games in newsletters.</li> </ol>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>See measures of fidelity  Review of student progress in FastBridge and Lexia  PLC review of data and action items.  FastBridge growth reports following MOY and EOY assessment windows.</p>	

<b>Priority #3</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 through 5	
<b>Focus Area</b>	Self-regulation and sense of belonging.	
<b>Desired Outcome</b>	Increase in the percent of students who incorporate self-regulation strategies regularly and self-report that they are using these strategies on the Spring 2026 Panorama survey.	
<b>Current Data Supporting Focus Area</b>	54% of students responded favorably that they are able to self-regulate. This is an increase of 4% from fall. Student responses to questions about self-regulation continue to indicate that this is an area of need.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Develop agreements about what happens during SEL block (provide a menu of options)	<ul style="list-style-type: none"> <li>Notes from ad-hoc meeting, shared agreements.</li> </ul>
	Schedule regular events that bring students from Quest programs together.	<ul style="list-style-type: none"> <li>Review calendar</li> <li>Student feedback on these events.</li> </ul>
	Professional learning on implementing community circles and restorative practices	<ul style="list-style-type: none"> <li>Professional learning agendas.</li> </ul>
	Develop and pilot common lessons presented during SEL blocks.	<ul style="list-style-type: none"> <li>Review of implementation plan.</li> </ul>
<b>Strategies to Engage Students, Families, Parents and Community Members</b>	<ol style="list-style-type: none"> <li>1. Conversations during family connections meetings, held in September and January</li> <li>2. Caregiver input gathered in August and September.</li> <li>3. Caregiver are partners in the school's Equity team.</li> <li>4. Implement positive contact using the telephone.</li> <li>5. Staff members accessing translators and translation tools to facilitate engagement.</li> </ol>	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	See measures of fidelity Review of Spring 2026 Panorama Survey responses.	

## 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.

## 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.<sup>23</sup>*

#### 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.

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<sup>23</sup> LWSD School Board Approval on <insert date>

## 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 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	
<b>Priority Area</b>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3-5 (all students - SBA) Grades K-5 (identified students – SBA and FastBridge)
<b>Focus Area</b>	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.
<b>Desired Outcome</b>	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.
<b>Current Data Supporting Focus Area</b>	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
	<p>Grade level teams will focus on the following 2025 SBA target areas where students underperformed relative to other portions of the test:</p> <p><u>Grade 3 ELA:</u></p> <ul style="list-style-type: none"> <li>• Target 11 (Reading – Informational Texts)</li> <li>• Target 4 (Reading – Literary Texts)</li> <li>• Target 7 (Reading - Literary Texts)</li> <li>• Target 1 (Writing – Narrative)</li> </ul> <p><u>Grade 4 ELA:</u></p> <ul style="list-style-type: none"> <li>• Target 1 (Reading - Literary Texts)</li> <li>• Target 5 (Reading - Literary Texts)</li> <li>• Target 6 (Reading - Literary Texts)</li> <li>• Target 1 (Writing – Narrative)</li> <li>• Target 6 (Writing – Opinion)</li> <li>• Target 8 (Writing)</li> </ul> <p><u>Grade 5 ELA:</u></p> <ul style="list-style-type: none"> <li>• Target 8 (Reading – Informational Texts)</li> <li>• Target 9 (Reading – Informational Texts)</li> <li>• Target 13 (Reading - Informational Texts)</li> <li>• Target 5 (Reading – Literary Texts)</li> <li>• Target 7 (Reading - Literary Texts)</li> </ul>	<p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p>



	<ul style="list-style-type: none"> <li>• Target 2 (Research/Inquiry)</li> <li>• Target 3 (Research/Inquiry)</li> <li>• Target 3 (Writing – Informational)</li> </ul>	
	Teachers in grades K-5 will participate in discussions related to SBA writing areas of emphasis, with a focus on the following: <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Paragraphing</li> <li>• Text evidence</li> <li>• Alignment of rubrics</li> </ul>	% 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 components and support organization and revision using checklists and graphic organizers to support students in this area.	% of teachers who work in grade level teams to plan units and 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	% of teams who implement a regular intervention block schedule.

	intervention block schedule that supports literacy.	
	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.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	<p>McAuliffe Elementary teachers/staff will utilize parent volunteers to support students in class to support SIP goals.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• McAuliffe Volunteer Program (MVP)</li> <li>• Reading Groups</li> </ul>	This action will take place throughout the 2025-2028 school years.

	<ul style="list-style-type: none"><li>• Read Naturally</li></ul> <p>Administration will work with the PTSA and within the school budget to fund materials and professional development opportunities in support of SIP goals.</p> <p>Examples Include:</p> <ul style="list-style-type: none"><li>• Books for teacher professional learning</li><li>• Books for March Madness reading program</li><li>• Release time for collaboration and planning</li><li>• Books for students to access in the library</li><li>• STARS/AR</li><li>• Classroom funds for teachers</li><li>• Focused LEAP PD activities to learn strategies and tools that will support students of focus</li></ul>	<p>This action will take place throughout the 2025-2028 school years.</p>
Timeline for Focus	Fall, 2025 - Spring, 2028	
Method(s) to Monitor Progress	<p>Progress will be monitored through the following methods:</p> <ul style="list-style-type: none"><li>4. Student performance on District Assessments<ul style="list-style-type: none"><li>• Teachers will monitor progress after each reading and writing unit using district provided rubrics.</li></ul></li><li>5. Student progress on FastBridge Assessments<ul style="list-style-type: none"><li>• Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.</li></ul></li><li>6. Yearly progress on SBA, including using Target Data to determine specific opportunities for growth.</li><li>7. Progress within classrooms using Street Data methodologies</li></ul> <p>Ex: Student observations, student/parent conversations</p>	
Priority #2		
Priority Area	Mathematics	

<b>Focus Grade Level(s) and/or Student Group(s)</b>	<p>Grades 3 – 5 (all students - SBA)</p> <p>Grades K-5 (identified students – SBA and FastBridge)</p>	
<b>Focus Area</b>	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.	
<b>Desired Outcome</b>	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.	
<b>Current Data Supporting Focus Area</b>	<p>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.</p> <p>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.</p>	
<b>Strategy to Address Priority</b>	<p><b>Action</b></p>	<p><b>Measure of Fidelity of Implementation</b></p>
	<p>Grade level teams will focus on the following 2025 SBA target areas where students underperformed relative to other portions of the test:</p> <p><u>Grade 3 Math:</u></p> <ul style="list-style-type: none"> <li>• Target H (Concepts and Procedures)</li> </ul> <p><u>Grade 4 Math:</u></p> <ul style="list-style-type: none"> <li>• Target A (Concepts and Procedures)</li> <li>• Target I (Concepts and Procedures)</li> </ul> <p><u>Grade 5 Math:</u></p> <ul style="list-style-type: none"> <li>• Target H (Concepts and Procedures)</li> </ul>	<p>% of teachers in grades 3-5 who use SBA target data to inform instruction.</p>
	<p>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.</p>	<p>% of teachers in grades K-5 who participate in LEAP activities related to math discussions, learning, and sharing.</p>

	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.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<b>Action</b>	<b>Timeline</b>
	<p>Administration will work staff to support volunteer opportunities, school learning/activities, and school budgets to support SIP goals.</p> <p><u>Examples include:</u></p>	This action will take place throughout the 2025-2028 school years.

	<ul style="list-style-type: none"> <li>• McAuliffe Volunteer Program (MVP)</li> <li>• Parent-led math Groups</li> <li>• Focused LEAP PD activities to learn strategies and tools that will support students of focus</li> <li>• Classroom funds for teachers</li> <li>• Release time for collaboration and planning</li> </ul>	
	<p>Administration will work with the PTSA to fund materials and professional development opportunities to support SIP goals.</p> <p>Examples Include:</p> <ul style="list-style-type: none"> <li>• Musical Instruments to support teaching math concepts</li> <li>• Math resources to use in the classroom</li> <li>• Classroom funds for teachers</li> </ul>	This action will take place throughout the 2025-2028 school years.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>6. Student performance on District-provided Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress after/during each math unit using summative/formative assessments and cooldowns/checkpoints.</li> </ul> </li> <li>7. Student progress on FastBridge Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.</li> </ul> </li> <li>8. Yearly progress on SBA including using Target Data to determine specific opportunities for growth.</li> <li>9. Progress within classrooms using Street Data methodologies Ex: Student observations, student/parent conversations</li> </ol>	

<b>Priority #3</b>	
<b>Priority Area</b>	Social Emotional Learning
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Graders 3 - 5
<b>Focus Area</b>	Emotional Regulation
<b>Desired Outcome</b>	75% of students in grades 3 – 5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2027.
<b>Current Data Supporting Focus Area</b>	<p>Emotional Regulation continues to be the lowest area on the Panorama Survey as illustrated below with a 65% positive response rate.</p> <p><u>2025 Spring Student Panorama Data (Grades 3 – 5):</u></p> <p>2025 Student SEL Competency and Well-Being Measures:</p> <ul style="list-style-type: none"> <li>• Challenging Feelings: 69%</li> <li>• Emotional Regulation: 65%</li> <li>• Positive Feelings: 71%</li> <li>• Self-Efficacy: 68%</li> <li>• Self-Management: 84%</li> <li>• Social Awareness: 72%</li> <li>• Supportive Relationships: 89%</li> </ul> <p>2025 Student SEL Supports and Environment:</p> <ul style="list-style-type: none"> <li>• School Safety: 80%</li> <li>• Teacher-Student Relationships: 76%</li> <li>• Sense of Belonging: 69%</li> </ul> <p>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.</p> <p><u>Sub-questions within Emotional Regulation:</u></p> <p>How often are you able to pull yourself out of a bad mood?</p> <ul style="list-style-type: none"> <li>• 2024: 55% favorable</li> <li>• 2025: 62% favorable (+7%)</li> </ul> <p>When things go wrong for you, how calm are you able to stay?</p> <ul style="list-style-type: none"> <li>• 2024: 49% favorable</li> <li>• 2025: 63% favorable (+14%)</li> </ul> <p>Once you get upset, how often can you get yourself to relax?</p>

	<ul style="list-style-type: none"><li>• 2024: 55% favorable</li><li>• 2025: 63% favorable (+8%)</li></ul> <p>When everybody around you gets angry, how relaxed can you stay?</p> <ul style="list-style-type: none"><li>• 2024: 49% favorable</li><li>• 2025: N/A (question not offered)</li></ul>	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers in grades K-5 will focus SEL instruction and support on the following two emotional regulation subtopics: <ul style="list-style-type: none"><li>• Getting yourself to relax when you are upset</li><li>• Being calm when things go wrong</li></ul>	% 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: <ul style="list-style-type: none"><li>• Use of breathing techniques</li><li>• Sensory tools/items for classrooms</li><li>• Creation of “Calm Down” corner in classrooms</li><li>• Movement breaks</li><li>• Adding calm transitions with lights off</li><li>• Teaching and reinforcing Kelso’s Choices strategies</li><li>• Teacher read-a-louds</li><li>• Explicit instruction for students to better understand vocabulary and questions addressed on the Panorama survey</li></ul>	% of teachers who utilize classroom strategies.
	Counselor Strategies: <ul style="list-style-type: none"><li>• Teaching “Zones of Regulation”</li></ul>	Administrator monthly check-ins with Counselor to



	<ul style="list-style-type: none"> <li>• Parent communication about strategies to utilize at home (monthly)</li> <li>• Second Step lessons delivered in grades K-5 on a rotating basis throughout the year</li> <li>• Partner with other ELC schools on Counseling professional development for parents</li> <li>• Small group intervention and instruction</li> <li>• Teaching and reinforcing Kelso's Choice strategies</li> <li>• Provide Kelso's Choices visuals on the playground</li> <li>• Provide visuals/posters around the building</li> <li>• Provide Classified Staff access with training and strategies (Kelso, Purposeful People, Second Step)</li> </ul>	monitor success and implementation of strategies.
	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	% of Instructional Assistants who reference the referred to banners to support playground issues.

	students with 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.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>The following strategies will be used to engage families in our SEL work:</p> <ul style="list-style-type: none"> <li>• Sharing SEL and PBIS strategies and efforts with parents at Curriculum Night for the purpose of alignment and parent support at home.</li> <li>• Partnering with families via September Parent Connection meetings and January Conferences to support their student in the area of SEL.</li> <li>• Counselor support and partnership with families regarding specific student needs, including focused one-on-one or group SEL support.</li> <li>• Regular parent communication from the Counselor and Administration on SEL efforts taking place in the school.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2027	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>6. Panorama Survey results for grades 3-5</li> <li>7. Number of students referred to the Multi-Tiered Systems of Support Team (MTSS) for SEL support.</li> <li>8. Counselor and Administration student discipline referrals</li> <li>9. Progress using Street Data methodologies <ul style="list-style-type: none"> <li>• Ex: Student observations, student/parent conversations</li> </ul> </li> </ol>	

## 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.

## 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.<sup>24</sup>*

#### 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

<sup>24</sup> LWSD School Board Approval on <insert date>

<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	<b>Literacy</b>	<b>K-1</b>	85% or more of kindergarten and 1 <sup>st</sup> 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.
<b>2</b>	<b>Mathematics</b>	<b>3-5</b>	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.
<b>3</b>	<b>Social Emotional Learning</b>	<b>3-5</b>	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.

## CONTINUOUS IMPROVEMENT PRIORITIES

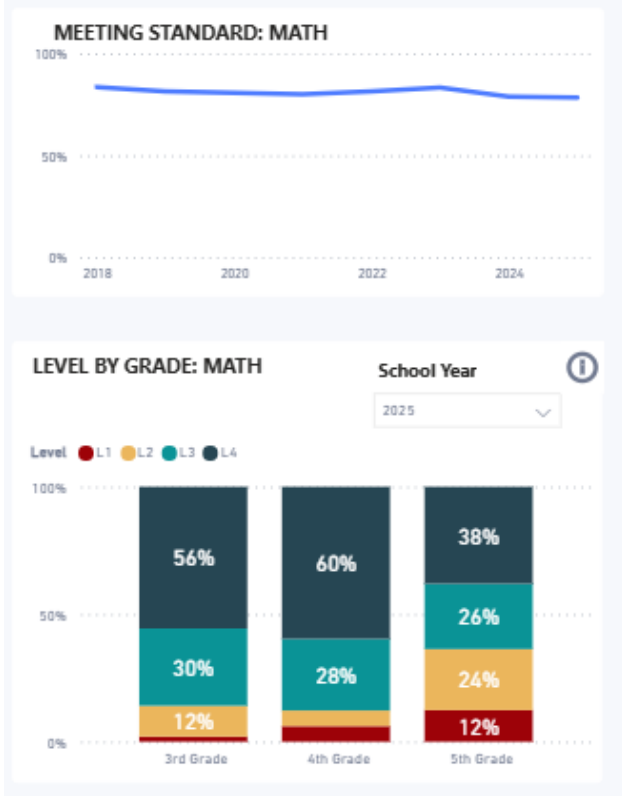
Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

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 <sup>st</sup> 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	<p>85% of kindergarten and 65% of 1<sup>st</sup> grade students demonstrated proficiency in “Phonemic Awareness” component of FastBridge as measured by earlyReading on the Screening-to-Intervention (s21) Report in the Fall of 2025.</p> <p>Kindergarten</p> <p>Kindergarten</p> <div><div>DEMOGRAPHIC OPTIONS ▼</div><div>INTERVAL: Fall: 09/02/2025 - 09/30/2025 ▼</div><div>Students On Track: Met Low Risk Benchmark</div><div><div><div>85%</div><div>57/67</div><div>earlyReading English - Onset Sounds</div><div>PHONEMIC AWARENESS</div></div><div><div>88%</div><div>59/67</div><div>earlyReading English - Letter Sounds</div><div>PHONICS &amp; FLUENCY</div></div><div><div>91%</div><div>61/67</div><div>earlyReading English GENERAL READING</div></div></div></div>

	<div>1<sup>st</sup> Grade</div> <div><div>DEMOGRAPHIC OPTIONS ▼</div><div>INTERVAL: Fall: 09/02/2025 - 09/30/2025 ▼</div></div> <div>Students On Track: Met Low Risk Benchmark</div> <div><div><div><div></div><div>65%</div><div>53/82</div></div><div>earlyReading English - Word Segmenting</div><div>PHONEMIC AWARENESS</div></div><div><div><div></div><div>82%</div><div>67/82</div></div><div>earlyReading English - Sentence Reading</div><div>PHONICS &amp; FLUENCY</div></div><div><div><div></div><div>80%</div><div>66/82</div></div><div>earlyReading English</div><div>GENERAL READING</div></div></div>													
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Implement whole-class Heggerty in collaboration with Safety Net teacher K-1 with fidelity.</td><td>Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.  Teachers will use common Heggerty hand motions.</td></tr><tr><td>Daily use of explicit phonics lesson sequence when teaching Wonders whole group.</td><td>Instruction visible during admin formal and informal observations</td></tr><tr><td>Implement tier 2, small group targeted, differentiated instruction for all students, including students with risk indicators in phonemic awareness.</td><td>Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook,)</td></tr><tr><td>Participation in Safety Net support for qualifying students.</td><td>Utilizing SIPPS, UFLI, &amp; Wonder Works curricular tools to support instruction.</td></tr><tr><td>Participation in Multi Lingual support for qualifying students.</td><td>Utilizing Heggerty and other resources.</td></tr></table>		Action	Measure of Fidelity of Implementation	Implement whole-class Heggerty in collaboration with Safety Net teacher K-1 with fidelity.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.  Teachers will use common Heggerty hand motions.	Daily use of explicit phonics lesson sequence 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,)	Participation in Safety Net support for qualifying students.	Utilizing SIPPS, UFLI, & Wonder Works curricular tools to support instruction.	Participation in Multi Lingual support for qualifying students.	Utilizing Heggerty and other resources.
Action	Measure of Fidelity of Implementation													
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Participation in Multi Lingual support for qualifying students.	Utilizing Heggerty and other resources.													
Strategy to Engage Students, Families,	<ul style="list-style-type: none"><li>Have students read aloud with family</li></ul>													

<b>Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Links lunch buddies – opportunity for reading with a focus on phonemic awareness (are we using data to inform the links program with the intention of an academic focus?)</li> <li>• Teacher read aloud at local bookstore</li> <li>• Lexia use at home – access at home for families? Use score to choose “just right” books for kids at the local library</li> <li>• Host a literacy night</li> <li>• Building Readers Newsletter sent home monthly to families in principal newsletter</li> <li>• Principal communication to community about the priority areas in literacy and partnership in how families can support the goals</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring)</li> <li>• Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness</li> <li>• Wonders End of Unit Tests for informational and fiction passages. Wonders Fluency Passage – “Ben’s Birthday”</li> </ul>



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	<p>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.</p> 	
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 the purpose of mastering our 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
	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
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Encouraging participation in the math challenge</li> <li>• Parent volunteers – log onto teams or to school for an evening with a lesson from a parent</li> <li>• After school tutoring</li> <li>• 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</li> </ul>	

	<ul style="list-style-type: none"> <li>Principal communication to community about the priority areas in math and partnership in how families can support the goals</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>Student progress on District Assessments <ul style="list-style-type: none"> <li>Teachers will monitor progress after/during each math unit.</li> </ul> </li> <li>Student progress on FastBridge Assessments <ul style="list-style-type: none"> <li>Teachers will monitor progress during Fall, Winter, and Spring FastBridge assessments.</li> </ul> </li> <li>Student progress on SBA Interim Assessments</li> <li>Yearly progress on SBA</li> <li>Progress within classrooms using Street Data methodologies</li> </ol>

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	<ul style="list-style-type: none"> <li>• How often are you able to pull yourself out of a bad mood? <ul style="list-style-type: none"> <li>○ 2024: 43% favorable</li> <li>○ 2025: 41% favorable (-2%)</li> </ul> </li> <li>• When things go wrong for you, how calm are you able to stay? <ul style="list-style-type: none"> <li>○ 2024: 56% favorable</li> <li>○ 2025: 67% favorable (+1%)</li> </ul> </li> <li>• Once you get upset, how often can you get yourself to relax? <ul style="list-style-type: none"> <li>○ 2024: 58% favorable</li> <li>○ 2025: 52% favorable (-6%)</li> </ul> </li> <li>• When things go wrong for you, how calm are you able to stay? <ul style="list-style-type: none"> <li>○ 2024: 39% favorable</li> <li>○ 2025: 41% favorable (+2%)</li> </ul> </li> <li>• When you get upset, how often do you stop to think before you act? <ul style="list-style-type: none"> <li>○ 2024: 47% favorable</li> <li>○ 2025: 44% favorable (-3%)</li> </ul> </li> </ul> <p>Emotional Regulation is the lowest area scored on the Panorama Survey, with 47% of students responding favorably on the Spring 2025 survey.</p>

	<div> <div>Supportive Relationships ⓘ</div> <div>89%</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>60th–79th percentile</div> <div>▼ 1</div> <div>&gt;</div> </div>	
	<div> <div>Self-Management ⓘ</div> <div>78%</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>80th–99th percentile</div> <div>▼ 2</div> <div>&gt;</div> </div>	
	<div> <div>Positive Feelings ⓘ</div> <div>68%</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>40th–59th percentile</div> <div>▼ 4</div> <div>&gt;</div> </div>	
	<div> <div>Social Awareness ⓘ</div> <div>64%</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>40th–59th percentile</div> <div>▼ 3</div> <div>&gt;</div> </div>	
	<div> <div>Challenging Feelings ⓘ</div> <div>60%</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>80th–99th percentile</div> <div>▲ 1</div> <div>&gt;</div> </div>	
	<div> <div>Self-Efficacy ⓘ</div> <div>57%</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>40th–59th percentile</div> <div>▲ 2</div> <div>Greatest increase</div> <div>&gt;</div> </div>	
	<div> <div>Emotion Regulation ⓘ</div> <div>47%</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>40th–59th percentile</div> <div>▼ 2</div> <div>&gt;</div> </div>	
	<div> <div>QUESTION</div> <div>&gt;</div> <div>How often are you able to pull yourself out of a bad mood?</div> <div>41% ⓘ</div> <div>responded favorably</div> <div>▼ 2</div> <div>from Fall 2024</div> <div>🔖</div> </div>	
	<div> <div>QUESTION</div> <div>&gt;</div> <div>How often are you able to control your emotions when you need to?</div> <div>57% ⓘ</div> <div>responded favorably</div> <div>▲ 1</div> <div>from Fall 2024</div> <div>🔖</div> </div>	
	<div> <div>QUESTION</div> <div>&gt;</div> <div>When you get upset, how often can you get yourself to relax?</div> <div>52% ⓘ</div> <div>responded favorably</div> <div>▼ 6</div> <div>from Fall 2024</div> <div>🔖</div> </div>	
	<div> <div>QUESTION</div> <div>&gt;</div> <div>When things go wrong for you, how calm are you able to stay?</div> <div>41% ⓘ</div> <div>responded favorably</div> <div>▲ 2</div> <div>from Fall 2024</div> <div>🔖</div> </div>	
	<div> <div>QUESTION</div> <div>&gt;</div> <div>When you get upset, how often do you stop to think before you act?</div> <div>44% ⓘ</div> <div>responded favorably</div> <div>▼ 3</div> <div>from Fall 2024</div> <div>🔖</div> </div>	
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. Target emotional regulation in groups.	% of classrooms who receive the Kelso Choices and Second Step instruction from counselor
	<p>Schoolwide implementation of and support for the <b>Purposeful People</b> program as part of our PBIS and MTSS work. Specific lessons on emotional regulation.</p> <p>PBIS committee highlights PP lessons that teach emotional regulation.</p> <p>Get the trait of the month up and running again in announcements – and on video displays</p>	<p>% of staff communicating/supporting the use of Purposeful People</p> <p>Purposeful People emotional regulation – under gratitude, honesty, creativity traits</p>
	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
	<p>Calm down corners – each class has a binder to implement Teacher discretion for a safe space plan.</p> <p>Explicitly teaching students the routine and process for using the space.</p>	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
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Parent volunteer on PBIS team – invited to meetings (awareness of talking about students in front of parents)</li> <li>• Purposeful people stories included in announcements and newsletters home</li> <li>• Parent lecture series –Strategies – bring speakers in that are directly related to social emotional learning</li> <li>• Purposeful People Family Focus Letter to Parents.</li> <li>• Include trait information in staff newsletters</li> <li>• Principal communication to community about the priority areas in social emotional learning and partnership on how families can support the goals</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored by the following:</p> <p>Annual evaluation of progress using the Grade 3-5 Panorama survey (Fall and Spring survey windows).</p> <p>Record of how many classroom lessons are taught to each grade level from Second Step curriculum and Kelso Choices.</p> <p>Review classroom, cohort and school wide data from PBIS reinforcement system.</p>	

<b>STATE ASSESSMENT PARTICIPATION</b>
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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.



## John Muir 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.<sup>25</sup>*

#### SCHOOL OVERVIEW

**Description:** John Muir Elementary is a dynamic and inclusive learning community where students receive a strong academic foundation in a safe and supportive environment. We proudly serve a diverse population—socially, economically, and culturally—which enriches our school and strengthens our community. Students from John Muir Elementary go on to attend Kamiakin Middle School and later Juanita High School. We are honored to educate our students and are deeply committed to delivering a rigorous academic experience that empowers each child to achieve their personal best. Our dedicated educators invest significant time in professional development to continually enhance their teaching practices and respond effectively to the needs of every student. Ongoing assessments help us monitor progress, guide instruction, and ensure meaningful academic growth for all learners. Each year, we analyze data, set goals, and evaluate outcomes as part of our School Improvement Plan, with a consistent focus on improving student learning through high-quality instruction. In addition to academic excellence, we place a strong emphasis on developing our students' social and emotional growth. We believe that successful learners embody key learning dispositions: they are **reflective, courageous, curious, engaged, and persevering**. These traits are woven into daily instruction and school culture, helping students build confidence, resilience, and a lifelong love of learning. To support this, we embed social-emotional learning into our daily schedule, incorporate counselor-led lessons using the Second Step curriculum, and implement Positive Behavior Interventions and Supports (PBIS) across the school. These efforts create a positive, inclusive environment where every student can thrive—academically, socially, and emotionally.

**Mission Statement:** At JME, we are committed to empowering, equipping, and encouraging each student to achieve their limitless potential by providing equitable

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<sup>25</sup> LWSD School Board Approval on <insert date>

opportunities. We stand for a sense of belonging, community, diversity, and academic success. John Muir Elementary - where we: Empower Equip Encourage

**2025-26 PRIORITIES AT A GLANCE**

<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	<b>Literacy</b>	Kindergarten	<p>By Spring 2027, 90% of students from the 2037 kindergarten cohort will demonstrate proficiency in the progression of concepts outlined in the University of Florida Literacy Institute curriculum. Additionally, 100% of kindergarten students will exhibit a clear understanding and effective application of the concepts taught throughout the school year.</p> <p>100% of students is representative of all students enrolled at Muir, including students who receive multilingual and special education services.</p>
<b>2</b>	<b>Mathematics</b>	Kindergarten-Fifth Grade	By Spring 2026, students in grades K-5, will improve by at least one proficiency level or maintain grade-level proficiency in Numbers and Operations, measured by grade-level Common District Summative Assessments.
<b>3</b>	<b>Social Emotional Learning</b>	Third-Fifth Grade	In the Spring of 2025 Panorama Survey Data, 46% of students responded favorably to questions in the area of Emotional Regulation. This is below the Lake Washington School District average of 50%.

## 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					
<b>Priority Area</b>	Literacy				
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kindergarten				
<b>Focus Area</b>	Reading Foundational Skills				
<b>Desired Outcome</b>	<p>By Spring 2027, 90% of students from the 2037 kindergarten cohort will demonstrate proficiency in the progression of concepts outlined in the University of Florida Literacy Institute curriculum. Additionally, 100% of kindergarten students will exhibit a clear understanding and effective application of the concepts taught throughout the school year.</p> <p>100% of students is representative of all students enrolled at Muir, including students who receive multilingual and special education services.</p>				
<b>Current Data Supporting Focus Area</b>	Data for cohort 2037				
		Beginning of Year	On Track Lesson	End of Year	On Track Lesson
	Kindergarten	53/53 on track (100%)	L. 1	34/55 on track (62%)	L. 34
	First Grade	34/57 on track (60%)	L. 35		L. 62
	Second Grade				
<b>Strategy to Address Priority</b>	<p><b>Action</b></p> <p><b>Professional Learning:</b> Provide new staff training on <i>CORE Reading Fundamentals</i> and ongoing professional learning focused on phonemic awareness, phonics,</p>				

	<p>and foundational reading practices. Provide ongoing professional learning focused on <i>Visible Learning</i> practices, professional learning communities, equity, and curriculum integration to ensure coherence across instructional areas and strengthen collective efficacy.</p> <p><b>Instructional Design &amp; Implementation:</b> Ensure daily 10–15 minute blocks for Heggerty and/or phonics instruction in all K–3 classrooms. Use Safety Net staff to support UFLI implementation through small-group instruction, co-teaching, and planning collaboration.</p> <p><b>Tiered Systems of Support:</b> Develop and implement consistent Tier 1 reading practices across grade levels, ensuring early literacy instruction is systematic and explicit for all learners.</p> <p><b>Fidelity &amp; Alignment:</b> Conduct fidelity checks of Tier 1 practices to monitor implementation quality and maintain alignment with schoolwide reading goals.</p>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Literacy Night Literacy Parent Information Meeting Newsletters Student Growth Goal Cycle of Inquires Opportunities for students and families to engage in before and after school enrichment. Translated Materials Title 1 Informational Meeting</p>
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2027
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• All students will participate in the FastBridge universal screener benchmarks (Fall, Winter, Spring).</li> <li>• Teachers will administer UFLI Placement Test A and B</li> <li>• 2nd grade will administer the CBM reading and nonsense words from FastBridge to progress monitor all students bi-weekly.</li> <li>• K-2 FastBridge and UFLI progress monitoring to track progress and adjust flexible groupings</li> </ul>

Priority #2																																																																																																																				
Priority Area	Mathematics																																																																																																																			
Focus Grade Level(s) and/or Student Group(s)	K-5																																																																																																																			
Focus Area	Place Value – Numbers and Operations																																																																																																																			
Desired Outcome	By Spring 2026, students in grades K-5, will improve by at least one proficiency level or maintain grade-level proficiency in Numbers and Operations, measured by grade-level Common District Summative Assessments.																																																																																																																			
Current Data Supporting Focus Area	<table> <tr> <th>Row Labels</th><th>0</th><th>1</th><th>1.5</th><th>2</th><th>2.5</th><th>3</th><th>3.5</th><th>4</th><th>Grand Total</th><th></th><th></th><th>Me</th></tr> <tr> <td>1</td><td>18</td><td>10</td><td>18</td><td>9</td><td></td><td>3</td><td></td><td></td><td>58</td><td></td><td>1st</td><td></td></tr> <tr> <td>2</td><td></td><td>10</td><td>9</td><td>12</td><td>15</td><td>5</td><td>2</td><td></td><td>53</td><td></td><td>2nd</td><td></td></tr> <tr> <td>3</td><td>5</td><td>42</td><td>11</td><td>20</td><td>2</td><td></td><td></td><td></td><td>80</td><td></td><td>3rd</td><td></td></tr> <tr> <td>4</td><td>3</td><td>7</td><td>5</td><td>30</td><td>15</td><td>4</td><td>3</td><td></td><td>67</td><td></td><td>4th</td><td></td></tr> <tr> <td>5</td><td>1</td><td>16</td><td>9</td><td>18</td><td>8</td><td>6</td><td>5</td><td></td><td>63</td><td></td><td>5th</td><td></td></tr> <tr> <td>K</td><td>1</td><td>28</td><td>13</td><td>10</td><td>10</td><td>1</td><td>1</td><td></td><td>64</td><td></td><td>K</td><td></td></tr> <tr> <td>Grand Total</td><td>10</td><td>111</td><td>58</td><td>105</td><td>56</td><td>26</td><td>17</td><td>2</td><td>385</td><td></td><td>Total</td><td></td></tr> </table>												Row Labels	0	1	1.5	2	2.5	3	3.5	4	Grand Total			Me	1	18	10	18	9		3			58		1st		2		10	9	12	15	5	2		53		2nd		3	5	42	11	20	2				80		3rd		4	3	7	5	30	15	4	3		67		4th		5	1	16	9	18	8	6	5		63		5th		K	1	28	13	10	10	1	1		64		K		Grand Total	10	111	58	105	56	26	17	2	385		Total	
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Strategy to Address Priority	<p><b>Action</b></p> <p><b>Professional Learning:</b> Provide ongoing coaching and training on <i>Building Thinking Classrooms</i> strategies and Adaptation Packs to strengthen instructional practice. Offer DreamBox refreshers to reinforce conceptual understanding of place value. Provide ongoing professional learning focused on <i>Visible Learning</i> practices, professional learning communities, equity, and curriculum integration to ensure coherence across instructional areas and strengthen collective efficacy.</p> <p><b>Instructional Design &amp; Implementation:</b> Implement math small groups and <i>Illustrative Mathematics (IM) Centers</i> to promote student discourse, problem-solving, and differentiation. Ensure dedicated small-group math time is built into the master schedule.</p> <p><b>Tiered Systems of Support:</b> Develop and implement consistent Tier 1 math practices across all</p>																																																																																																																			

	<p>classrooms, ensuring equitable access to high-quality instruction for all students.</p> <p><b>Fidelity &amp; Alignment:</b>  Conduct fidelity checks of Tier 1 math practices and engage in cycles of inquiry focused on place value to support vertical alignment of standards across grade levels.</p>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>STEAM Night  Outdoor Learning Lab  Newsletters  SGG  Opportunities for students and families to engage in before and after school enrichment.  Translated Materials  Family Math Kits aligned to core curriculum</p>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<p>K-5 CDSA completion Fall and Spring  K-5 alignment of progress monitoring through MTSS leadership team</p>

Priority #3	
Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	K-5th
Focus Area	Emotional Regulation
Desired Outcome	By June 2028, the percentage of students in grades 3–5 who demonstrate emotional regulation will increase from 46% to 54%, as measured by schoolwide SEL data from Panorama.
Current Data Supporting Focus Area	In the Spring of 2025 Panorama Survey Data, 46% of students responded favorably to questions in the area of Emotional Regulation. This is below the Lake Washington School District average of 50%.
Strategy to Address Priority	<div> <div> <b>Action</b> <p><b>Professional Learning:</b> Provide staff training on the <i>Zones of Regulation</i> curriculum to build shared language, routines, and implementation expectations. Include instructional assistants and paraprofessionals to ensure consistent support practices across all settings. Provide ongoing professional learning focused on <i>Visible Learning</i> practices, professional learning communities and equity.</p> <p><b>Instructional Design &amp; Implementation:</b> Pilot the <i>Zones of Regulation</i> with a small teacher team to refine strategies before full schoolwide rollout. Introduce common SEL routines, visuals, and vocabulary to establish consistency throughout the building.</p> <p><b>Tiered Systems of Support:</b> Implement Tier 2 social–emotional groups focused on emotional regulation, use Check-In/Check-Out systems for monitoring and connection, and apply the 10×10 system to proactively support student well-being.</p> <p><b>Fidelity &amp; Environment:</b> Create Zones-aligned learning environments and conduct fidelity checks to ensure consistent, high-quality SEL implementation.</p> </div> </div>
Strategy to Engage Students, Families,	<ul style="list-style-type: none"> <li>Using “Bridge the Gap” newsletters to support families in learning Zones Curriculum</li> </ul>

<b>Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Weekly Newsletters communicating Lesson Target Taught around Zones</li> <li>• Translated Materials</li> <li>• In 2026-2027, the school year provides information during Curriculum night around our Zones Curriculum. (counselor, teachers)</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2028
<b>Method(s) to Monitor Progress</b>	<p>Panorama Fall and Spring of 2025-2028 (Student data)</p> <p>Zones Climate Rubric (Classroom Teacher) Digital Curriculum Implementation and Fidelity Checklist (Classroom teacher)</p> <p>By June 2027, JME will strengthen the implementation of Tier 1 SEL practices by ensuring that at least 80% of classrooms consistently use common SEL language and strategies from the Zones of Regulation curriculum, as measured by classroom walkthrough data, teacher self-assessments, and student feedback.</p>



<b>STATE ASSESSMENT PARTICIPATION</b>
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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.



## Redmond 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.<sup>26</sup>*

### SCHOOL OVERVIEW

**Description:** Redmond Elementary serves **542 students** in Kindergarten through Grade 5 and reflects a racially, culturally, and linguistically diverse learning community. Our largest racial demographic group is Asian students (245), followed by White (142), Hispanic/Latino (80), students identifying with two or more races (35), Black/African American (38), and Native Hawaiian/Pacific Islander (2). In addition, 15% of students identify as Hispanic/Latino ethnicity. This diversity strengthens our school community and reinforces the need for instructional practices that are culturally responsive and identity-affirming for all learners. A significant portion of our student population are multilingual learners; **32% (173 students)** are currently identified for language development services. This means that language access and scaffolding in Tier 1 instruction is a central equity priority, not just an intervention layer. Redmond Elementary also partners closely with local community-based housing supports, with **61 students** residing in the Together Center complex (Horizon and Polaris), reflecting strong ties between the school and wraparound community services. Economic diversity is also present within our student body, with **32% of students (173)** qualifying for Free and Reduced-Price Lunch. While the number of students qualifying for McKinney-Vento services remains relatively small (8 students), this still represents students and families navigating housing instability whose experience must be accounted for within MTSS planning and whole-child supports. The completeness of Tier 1 is especially critical in a school with this level of racial, linguistic, and socioeconomic diversity. Our MTSS work is grounded in the belief that when Tier 1 systems are healthy and equitable, at least 80% of students—across race, language, socioeconomic status, and need—will experience success without requiring additional intervention layers. This demographic landscape continues to inform our improvement goals related to universal instruction, access to core curriculum,

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<sup>26</sup> LWSD School Board Approval on <insert date>

language-inclusive practices, family engagement, and targeted supports that ensure all students experience belonging and opportunity.

**Mission Statement:** We strive to ensure all students achieve academic and personal growth by fostering a collaborative culture that disrupts systemic inequities and racial disparities through data driven and evidence-based practices. Our vision is to prioritize student learning and ensure measurable academic and social-emotional growth by fostering collective efficacy, meeting the needs of all learners, and creating a sense of belonging for everyone.

**2025-26 PRIORITIES AT A GLANCE**

<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	<b>Literacy</b>	<b>K-5 Multilingual Students</b>	By the end of the 25-26 school year, the percentage of Multilingual students demonstrating proficiency (low risk) on the spring Fastbridge aReading Benchmark Assessment will increase from 65% to 80%.
<b>2</b>	<b>Mathematics</b>	<b>K-5 Students who identify as Black or Latino</b>	The current gap between Black and Latino students compared to White and Asian students in math is 40.6%. Our goal is to reduce the disparity from 40.6% to 25% in math by the end of the 25-26 school year and to 0% by the end of the 26-27 school year as measured by the SBA and Fastbridge aMath Benchmark Assessment.
<b>3</b>	<b>Social Emotional Learning</b>	<b>K-5 Students developing their regulation skills</b>	We will reduce the number of students demonstrating 2 or more externalizing behaviors from 30% to 20% as measured by the BEISY Survey (K-2). Students will improve emotional regulation skills as measured by Panorama from 50%-80% (3 <sup>rd</sup> -5 <sup>th</sup> ).

## 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-5 Multilingual Students	
Focus Area	Language and Literacy Acquisition	
Desired Outcome	By the end of the 25-26 school year, the percentage of Multilingual students demonstrating proficiency (low risk) on the spring Fastbridge aReading Benchmark Assessment will increase from 65% to 80%.	
Current Data Supporting Focus Area	<a href="#">SIP-TitleI Data.xlsx</a> <a href="#">Multiple Measure BOY</a>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Ongoing collaboration between PLCs and ML Specialists, and Reading Specialists to analyze data from unit assessments, CFAs, UFLI data, and to engage in co-planning.	-Data analysis and planning built into building directed professional learning time -Use of PLC and/or TPW time - Release time with clear outcomes and work product
	Integrated ELA and Sci and SS content standards	Release time with clear outcomes and work product
	Robust T1 instruction	<a href="#">-PLC Planning Calendars</a> <a href="#">-PLC Data</a>
	Small group instruction w/ targeted language and literacy support	<a href="#">-PLC Planning Calendars</a> <a href="#">-PLC Data</a> -UFLI data -FB progress monitoring data
	PLCS	<a href="#">-PLC Planning Calendars</a>
Strategy to Engage Students, Families, Parents and Community Members	Family Connection Conferences Curriculum Night Homework Club @ Together Center Parent/Teacher Conference	

<b>Timeline for Focus</b>	Spring, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<a href="#"><u>CFAs Kinder</u></a> <a href="#"><u>CFAs 1<sup>st</sup></u></a> <a href="#"><u>CFAs 2<sup>nd</sup></u></a> <a href="#"><u>CFAs 3<sup>rd</sup></u></a> CFAs 4 <sup>th</sup> CFAs 5 <sup>th</sup> FIA

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	K-5 Black and Latino students	
Focus Area	Addressing the discrepancy in achievement between our White and Asian students and our Black and Latino students	
Desired Outcome	The current gap between Black and Latino students compared to White and Asian students in math is 40.6% (a reduction of 11% during 24-25 school year). Our goal is to continue to reduce the disparity from 40.6% to 25% in math by the end of the 25-26 school year and to 0% by the end of the 26-27 school year.	
Current Data Supporting Focus Area	<a href="#">SIP-TitleI Data.xlsx</a>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Collaboration with PLC Teacher Leaders, Instructional Coach, and UW Consultant Dr. Anita Lenges using Illustrative Math Unit Planning document	Train MTSS A Leadership Team on facilitation of planning document 10/1 and 10/15 Launch with all staff during LEAP 10/17
	Differentiated professional learning based on unique needs of the PLC	-Release time with clear outcomes and work product -Coaching with Dr. Lenges
	Robust T1 Instruction	- <a href="#">PLC Planning Calendars</a> - <a href="#">PLC Data</a>
	T2/T3 Small group math instruction	- <a href="#">PLC Planning Calendars</a> - <a href="#">PLC Data</a>
	PLCs	- <a href="#">PLC Planning Calendars</a>
Strategy to Engage Students, Families, Parents and Community Members	Family Connection Conferences Curriculum Night Homework Club @ Together Center Parent/Teacher Conferences Math for Love Family Night	
Timeline for Focus	Spring, 2025 - Spring, 2026	
Method(s) to Monitor Progress	<a href="#">CFAs Kinder</a> <a href="#">CFAs 1<sup>st</sup></a> <a href="#">CFAs 2<sup>nd</sup></a>	

	<a href="#"><u>CFAs 3<sup>rd</sup></u></a> <a href="#"><u>CFAs 4<sup>th</sup></u></a> <a href="#"><u>CFAs 5<sup>th</sup></u></a> <a href="#"><u>Fastbridge Math Benchmarks</u></a> <a href="#"><u>SBA</u></a> <a href="#"><u>FIA</u></a>
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Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	K-5 students struggling with emotional regulation	
Focus Area	Regulation Skills	
Desired Outcome	We will reduce the number of students demonstrating 2 or more externalizing behaviors from 30% to 20% as measured by the BEISY Survey (K-2). Students will increase emotional regulation skills as measured by Panorama from 50%-80% (3 <sup>rd</sup> -5 <sup>th</sup> ).	
Current Data Supporting Focus Area	<a href="#">SIP-TitleI Data.xlsx</a> <a href="#">BEISY Data Collection 25.26.xlsx</a> <a href="#">Zones Competencies Data Collection 25.26.xlsx</a> <a href="#">Panorama Data</a>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Schoolwide use of research and evidenced based curricula for SEL	- <a href="#">SEL Scope &amp; Sequence '25-26.docx</a> - Use of Second Step and Zones of Regulation data to monitor lesson progression and skill development
	Robust T1 PBIS system	- TFI data - Major/Minor Data - <a href="#">Behavior Response doc</a> - <a href="#">MTSS B Launch Slides</a>
	Development of T2 and T3 supports	- T2 and T3 weekly tracking doc - CICO data - <a href="#">Behavior Response doc</a>
	Flight School and SOAR Experiences	- Redmond El calendar-1x monthly
	Tiered SEL Coaching w/ Dr. Tovah Shotland	<a href="#">Coaching Calendar</a> <a href="#">Professional Learning Plan</a>
Strategy to Engage Students, Families, Parents and Community Members	Family Connection Conferences Curriculum Night Homework Club @ Together Center Parent/Teacher Conferences	
Timeline for Focus	Spring, 2025 - Spring, 2026	
Method(s) to Monitor Progress	<a href="#">TFI-3-Manual - Adobe cloud storage</a> <a href="#">Zones Competencies Data Collection 25.26.xlsx</a>	



	<a href="#">BEISY Data Collection 25.26.xlsx</a> <a href="#">Panorama Data</a>
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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.

## Norman Rockwell 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.<sup>27</sup>*

#### SCHOOL OVERVIEW

**Description:** Located on Education Hill in an international neighborhood, Norman Rockwell Elementary is a neighborhood elementary school in Redmond, serving students from kindergarten through fifth grade. Rockwell feeds into Redmond Middle School and Redmond High School. Guided by the Lake Washington School District mission and vision, as well as our school vision statement, Rockwell emphasizes empathy, kindness, equity, and inclusion. Our vision is: “Every student at Rockwell will develop the knowledge, skills, and personal attributes needed to become successful members of our community and the world.”

At Rockwell, we strive to provide our students with collaborative, rigorous, and meaningful learning opportunities. We also focus on building students’ social skills to enable them to solve problems, develop or deepen friendships, and contribute positively to our community. Our diversity is a strength, and we take great pride in serving students and families from across the globe. As our student population continues to diversify, we are engaging in professional learning as a staff to meet the needs of all students in our classrooms. We also promote student and family involvement. Community members and staff collaborate on service and community projects throughout the year. Rockwell is recognized as a National PTA School of Excellence. We are currently in the middle of a rebuild, set to open the new building for the 2026-27 School Year. The planning team worked to design a school that will serve the community, enhance accessibility, increase energy efficiency, and promote collaborative environments for students and staff.

**Mission Statement:** *We will prepare every student at Norman Rockwell for their future. We commit to:*

*\* Believing in the potential of every child.*

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<sup>27</sup> LWSD School Board Approval on <insert date>

- \* *Creating a learning environment that supports and motivates each student.*
- \* *Providing rigorous, challenging curriculum and instruction.*
- \* *Empowering students to become thoughtful, compassionate members of a diverse society.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
<b>1</b>	<b>Literacy</b>	Kindergarten – 2 <sup>nd</sup> Grade	All students will meet literacy benchmarks by spring of 2026 as measured by Fastbridge in the areas that measure phonemic awareness, phonics and fluency.
<b>2</b>	<b>Mathematics</b>	3 <sup>rd</sup> Grade – 5 <sup>th</sup> Grade	All students in grades 3 through 5 will make growth in Math as measured by Fastbridge. The amount of growth made will narrow the performance gap.
<b>3</b>	<b>Emotional Regulation &amp; Self-Management</b>	Behavior Data in Kindergarten through Fifth Grade	The number of Office Discipline Referrals for “Physical Aggression” will decrease by 30% from the Sept/October average to the April/May Average.

#### 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	
<b>Priority Area</b>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kindergarten through Second Grade
<b>Focus Area</b>	Implementation of UFLI instructional practices and materials to support our students in the areas of Phonics and Fluency.

<b>Desired Outcome</b>	All students will meet literacy benchmarks by spring of 2026 as measured by Fastbridge in the areas that measure phonemic awareness, phonics and fluency.
<b>Current Data Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Fall 48% → Spring 63% at/above benchmark</li> <li>• <b>1st Grade:</b> Fall 61% → Spring 72%</li> <li>• <b>2nd Grade:</b> Fall 54% → Spring 68%</li> </ul> <p>Across K–2, progress monitoring indicates slower growth in <b>phonics automaticity</b> and <b>oral reading fluency</b>, especially for developing readers and multilingual learners.</p>
<b>Strategy to Address Priority</b>	<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• All K–2 teachers, IAs, SN Teacher, and Instructional Coach complete UFLI training</li> <li>• All Kinder–2nd teachers and IAs complete one full UFLI coaching cycle</li> <li>• Monthly UFLI fidelity checks focusing on core routines, pacing, and lesson structure</li> <li>• Analyze progress-monitoring data every 6 weeks and adjust instructional groups</li> <li>• Deliver daily UFLI-aligned phonics instruction with pacing fidelity</li> </ul> <p><b>Measure of Fidelity of Implementation</b></p> <ul style="list-style-type: none"> <li>• PD attendance logs; certificates of completion</li> <li>• Coaching cycle notes and observation feedback</li> <li>• Walkthrough tool data logged monthly</li> <li>• PLC agendas; updated WIN/intervention rosters</li> <li>• Lesson plans; walkthrough evidence of UFLI routine consistency</li> </ul>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Host Family Literacy Nights demonstrating UFLI routines</p> <ul style="list-style-type: none"> <li>• Provide take-home decodable readers aligned to the scope/sequence</li> <li>• Send monthly literacy newsletters with phonics targets</li> <li>• Launch “Reading Buddies” volunteer program to support fluency</li> <li>• Provide multilingual at-home literacy resources</li> </ul>
<b>Timeline for Focus</b>	Choose an item., Choose an item. - Choose an item., Choose an item.
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge PM (K–1 bi-weekly; 2nd monthly)</li> <li>• Monthly UFLI fidelity checks</li> <li>• PLC data reviews (every 6 weeks)</li> </ul>

	<ul style="list-style-type: none"> <li>• Admin &amp; Coach classroom walkthroughs</li> <li>• Intervention group progress-monitoring logs</li> </ul>
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<b>Priority #2</b>	
<b>Priority Area</b>	Mathematics
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades <b>3–5</b> , with targeted intervention for students below benchmark.
<b>Focus Area</b>	<p>Increasing conceptual understanding, reasoning, and problem solving through:</p> <ul style="list-style-type: none"> <li>• enVision routines</li> <li>• structured math discourse</li> <li>• Number Talks</li> <li>• targeted fluency instruction</li> </ul>
<b>Desired Outcome</b>	<p>All students in grades 3–5 will demonstrate measurable FastBridge Math growth.</p> <p>Students below benchmark will make accelerated progress to narrow the achievement gap by <b>15%</b>.</p>
<b>Current Data Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>• <b>Grade 3:</b> Fall 58% → Spring 69%</li> <li>• <b>Grade 4:</b> Fall 49% → Spring 60%</li> <li>• <b>Grade 5:</b> Fall 47% → Spring 57%</li> </ul> <p>Students demonstrate stronger computation than reasoning, with difficulty in multi-step problem solving.</p>
<b>Strategy to Address Priority</b>	<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Weekly Number Talks implemented across all grade levels</li> <li>• Common assessments every 4–6 weeks to monitor priority standards</li> <li>• PD on math discourse structures and enVision problem-solving routines</li> <li>• WIN Block small-group intervention for targeted students</li> <li>• Use FastBridge Automaticity and CBM data to guide fluency instruction</li> </ul> <p><b>Measure of Fidelity of Implementation</b></p> <ul style="list-style-type: none"> <li>• Walkthrough data; teacher reflections</li> <li>• PLC agendas and common assessment logs</li> <li>• PD attendance; coaching notes</li> <li>• WIN schedules; intervention rosters</li> <li>• PM logs; instructional planning documents</li> </ul>
<b>Strategy to Engage Students, Families,</b>	<p>Family Math Night with hands-on problem-solving games</p> <ul style="list-style-type: none"> <li>• Monthly “Math at Home” challenge activities</li> </ul>

<b>Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Short instructional videos demonstrating math models</li> <li>• Volunteer-supported math game stations</li> <li>• Showcase student reasoning strategies in newsletters and hallways</li> </ul>
<b>Timeline for Focus</b>	Choose an item., Choose an item. - Choose an item., Choose an item.
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge PM</li> <li>• Monthly Number Talk fidelity checks</li> <li>• PLC analysis of common assessments</li> <li>• Observation tools for discourse routines</li> <li>• WIN/intervention PM records</li> </ul>

<b>Priority #3</b>	
<b>Priority Area</b>	Social Emotional Learning
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Emotional Regulation & Self-Management (through lens of “Physical Aggression”)
<b>Focus Area</b>	2 <sup>nd</sup> Grade
<b>Desired Outcome</b>	The rate (average referrals per day) of Office Discipline Referrals for “Physical Aggression” will decrease from a September through October average to a April through May Average.
<b>Current Data Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>• Total PA ODRs: <b>168</b></li> <li>• Students involved: <b>64</b></li> <li>• <b>1st grade = 52% of incidents</b> (87 ODRs)</li> <li>• Avg PA ODRs/day: <ul style="list-style-type: none"> <li>• Sept/Oct = 0.94</li> <li>• April/May = 1.47</li> </ul> </li> </ul>
<b>Strategy to Address Priority</b>	<b>Action</b> <ul style="list-style-type: none"> <li>• Counselor SEL lessons (Zones, Kelso, problem-solving strategies)</li> <li>• Small-group counseling (K–5), K-level mini-groups</li> <li>• Consistent calming spaces in every classroom</li> <li>• Daily SEL routines: Second Step Digital, Circles, Bugs/Wishes, Flipped Lid</li> <li>• Monthly Beagle Buddies recess helper training</li> <li>• Classified staff PD on co-regulation &amp; de-escalation</li> <li>• Check-In/Check-Out and Check &amp; Connect for targeted students</li> </ul>

	<b>Measure of Fidelity of Implementation</b> <ul style="list-style-type: none"> <li>• Scheduled SEL lessons delivered</li> <li>• Counselor group attendance and progress notes</li> <li>• Monthly environmental checks</li> <li>• SEL block included in master schedule; walkthrough verification</li> <li>• Training logs; reduced recess incidents</li> <li>• PD attendance</li> <li>• CICO/Check &amp; Connect tracking logs</li> </ul>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Family workshops on emotional regulation</li> <li>• Monthly SEL newsletters</li> <li>• Invite families to participate in community circles</li> <li>• Host Kindness &amp; Empathy Week</li> <li>• Provide multilingual SEL resources</li> <li>• Short videos demonstrating schoolwide SEL strategies</li> </ul>
<b>Timeline for Focus</b>	Fall, Choose an item. - Choose an item., Choose an item.
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Monthly SWIS data review</li> <li>• Disaggregated ODR analysis (grade, time, location, motivation)</li> <li>• SEL fidelity checks</li> <li>• Counselor group progress notes</li> <li>• Recess incident logs</li> <li>• CICO/Check &amp; Connect data</li> </ul>



## 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.

UFLI Implementation

K, 1, 2, IA's

Fidelity checks

Measurables

Observations...



## Rosa Parks 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.<sup>28</sup>*

#### SCHOOL OVERVIEW

**Description:** Rosa Parks currently has 425 students in grades K-5. Rosa Parks Elementary School opened its doors to the community in Fall 2006 and next year will be celebrating its 20<sup>th</sup> anniversary. Our school sits in a small suburban community outside of Redmond, Washington. In 2021, Rosa Parks Elementary School won the National Blue-Ribbon Award standing as a testament to our community's commitment to strong and equitable academic outcomes. The students from Rosa Parks Elementary will advance to attend Timberline Middle School and then progress to Redmond High School. These schools can look forward to bright students who will be ready participants to engage in their school community, advance their own learning, all while supporting and lifting those around them. In the words of Rosa Parks, we believe that "each person must live their life as a model for others." We are proud to be Rosa Parks **PUMAS**. We live each day with a **P**ositive attitude, show **U**nderstanding and caring toward others and ourselves, **M**ake Respectful and Responsible Choices, **A**lways do our best to grow, and are **S**afe. At Rosa Parks we believe that every student should be happy and proud of their accomplishments. We strive every day to live up to the legacy of our namesake, Rosa Parks, by building classroom communities that are inclusive and equitable. As a staff and community of educated, experienced and dedicated stakeholders, we fully support and believe in the district-wide initiative: Exceptional Experiences for All Learners.

**Mission Statement:** *To grow the whole child as a joyful life-long learner within a respectful environment.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	K-5	70% of students will show typical or aggressive growth from Fall to Spring

<sup>28</sup> LWSD School Board Approval on <insert date>

			as measured by the FastBridge Mathematics screener Group Growth Report by Spring 2026.
<b>2</b>	<b>Literacy</b>	<b>K-5</b>	75% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Reading screener Group Growth Report by Spring 2026.
<b>3</b>	<b>Social/ Emotional</b>	<b>K-5</b>	78% of all students will be able to regulate their emotions according to self-perception data as recorded by the Panorama survey data (grades 3-5) and through teacher data from the BEISY screener (K-5) by Spring 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	
<b>Priority Area</b>	Mathematics
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5 students
<b>Focus Area</b>	Numbers and Operations
<b>Desired Outcome</b>	70% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Mathematics screener by Spring 2026.
<b>Current Data Supporting Focus Area</b>	<p>Data: In the period from Fall 2022-Spring 2023, the mean by grade for students measuring typical or aggressive growth for the school was 57%. Typical growth is defined as falling in the 40<sup>th</sup> to 75<sup>th</sup> percentile, and aggressive growth is defined as 75<sup>th</sup> percentile or higher based on FastBridge. This measure is produced by the Group Growth Report, measuring Fall to Spring, based on comparing students' median growth rate to median growth rate of students in the same grade nationally who started at the same score.</p> <p>Update: In the Fall 2023-Spring 2024 period, the mean by grade for students measuring typical or aggressive growth for the school was 55%.</p> <p>Update in Fall 2024-Spring 2025, the mean by grade for students measuring typical or aggressive growth for the school was 52%. We are struggling with this goal. While the achievement rate on FastBridge for our school remains high with 85% of students meeting or exceeding expected scores on the assessment, growth with this tool is a challenge. It's important to note that Classroom-based measures show higher growth. There is some doubt in the FastBridge measurement tool among staff.</p> <p>Rationale: We want all students to grow in their learning. By measuring growth rate, we can monitor the progress of both students who are already achieving at high levels and need challenge as well as students who need support and intervention to meet benchmarks ensuring that students are making personal</p>

	<p>progress in their learning wherever they begin on the continuum. A growth measure is an important indicator of meeting the needs of all students. We are a high achieving school, and most students are meeting expected standards, but we want them to make a year's growth even if they are already at standard.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	All students will receive core mathematics instruction in their general education classroom. Some students who qualify will receive additional math instruction through Special Education services.	Master schedule and Special Education schedules
	Classroom teachers or Instructional Assistants (IAs) under the direction of teachers will provide supplemental intervention support (Tier II) through intervention block time and small group strategies for students who demonstrate need as well as differentiated learning for students demonstrating readiness for challenge.	Classroom and curriculum-based measures. Monitoring use of intervention block time
	Teachers will use lesson checks for understanding, called "cool downs" to determine instructional and reteaching needs and to provide targeted feedback to students.	% of teachers using cool downs to direct instruction and provide feedback to students
	Teachers will use pre-assessments to determine student needs prior to each unit and use this information to target learning needs.	% of teachers using a pre-assessment in the classroom
	Teachers are engaging in Professional Learning Communities (PLCs) to do targeted cycles of inquiry in literacy and/or math.	% of teachers completing cycles of inquiry
	Professional learning for general education teachers around access points to	PLC meeting records, lesson plans

	increase/decrease complexity to teach grade level standards, UDL strategies, and collaboration with special education teachers will increase growth for students accessing special education services.	
	Teachers will use IM center activities and/or math games to help engage students in math content and provide additional practice with math concepts .	% of teachers using center materials and/or math games to provide additional opportunities for students to practice
	Teachers will devote recommended classroom time to Dreambox adaptive math software for student use.	% of students meeting recommended minutes for program
	Teachers will increase the use of small group structures in mathematics to target needed skills for growth for students.	% of teachers building in small group time in math.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>In their classroom newsletters, teachers will share math learning targets for each Illustrative Mathematics (IM) Unit, the family connection letter for each unit, as well as send strategies and resources to support math learning at home. They will also engage families through twice-a-year conferences and individual communications with families as needed.</p> <p>Schoolwide communications will occur through the weekly Puma Press newsletter, an annual family feedback survey, and well as parent participation on school committees (Equity, Safety, Special Education Advisory, etc...). We also work closely and collaboratively with our PTSA.</p> <p>Increased communication about student goals and student growth progress.</p>	
<b>Timeline for Focus</b>	Fall 2023 - Spring 2026	
<b>Method(s) to Monitor Progress</b>	District adopted FastBridge universal screener, CBMs, district adopted mathematics unit assessments.	

<b>Priority #2</b>	
<b>Priority Area</b>	English Language Arts/Literacy

<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Focus Area</b>	Reading	
<b>Desired Outcome</b>	75% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Reading screener Group Growth Report by Spring 2026.	
<b>Current Data Supporting Focus Area</b>	<p>Data: In the period from Fall 2022-Spring 2023, the mean by grade level for students measuring typical or aggressive growth for the school was 67%. Typical growth is defined as falling in the 40<sup>th</sup> to 75<sup>th</sup> percentile and aggressive growth is defined as 75<sup>th</sup> percentile or higher on FastBridge. This measure is produced by the Group Growth Report, measuring Fall to Spring, based on comparing student's median growth rate to median growth rate of students in the same grade nationally who started at the same score.</p> <p>Update: In the Fall 2023-Spring 2024 period, the mean by grade for students measuring typical or aggressive growth for the school was 54%.</p> <p>Update: In the Fall 2024-Spring 2025 period, the mean by grade for students measuring typical or aggressive growth for the school was 56%. We are struggling with this goal. While the achievement rate on FastBridge for our school remains high with 87% of students meeting or exceeding expected scores on the assessment, growth with this tool is a challenge. We've made small progress since last year. It's important to note that Classroom-based measures show higher growth. There is some doubt about the FastBridge measurement tool among staff.</p> <p>Rationale: We want all students to grow in their learning. By measuring growth rate, we can monitor the progress of both students who are already achieving at high levels and need challenge as well as students who need support and intervention to meet benchmarks ensuring that students are making personal progress in their learning wherever they begin on the continuum. A growth measure is an important indicator of meeting the needs of all students. We are a high achieving school, and most students are meeting expected standards, but we want them to make a year's growth even if they are already at standard.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	All students will participate in differentiated small group	

	<p>instruction in their classroom with their teacher.</p> <p>Classroom teachers will hold small reading groups daily. Frequency of student attendance in small reading groups will be determined based on need, but all students will receive small group instruction (Tier I). Small group instruction will provide differentiated learning intervention and/or challenge.</p>	Teacher monitoring of student progress using classroom and curriculum-based measures
	Teachers will use data to target foundational skills gaps and address these during small group instruction.	Student screening data with Fastbridge and Classroom-based measures
	All students in grades K-2 will receive foundational phonemic awareness instruction as a whole class using Heggerty curriculum. All students in grades K-2 will receive systematic phonics foundational instruction in small groups using UFlu Curriculum. Students in grade 3-5 who continue to need intervention will do phonics work using Bridge the Gap resources.	100% of staff implementing curriculum
	Safety Net Teachers will collaborate with K-2 classroom teachers to fully implement UFlu Curriculum.	100% of staff implementing curriculum
	Master schedule has built in time for both whole group and small group reading time for each grade.	Fidelity of implementing master schedule
	All students will participate in core instruction in their general education classroom. Intervention and special education services will be delivered on a schedule that preserves time in general education core learning.	Fidelity of implementing master schedule



	Professional learning for general education teachers around access points to increase/decrease complexity to teach grade level standards, UDL strategies, and collaboration with special education teachers will increase growth for students accessing special education services.	PLC meeting records, lesson plans
	Safety Net and Multi-lingual teachers will provide additional intervention support for students who qualify.	CBMs and FastBridge progress monitoring
	Fall 2023 and ongoing-professional learning for teachers around small group instruction and intervention strategies for 3-5 teachers to use with students. K-2 teachers Core Reading training for any teachers who haven't already been trained. By fall 2025-all K-2 teachers will have been trained in UFli implementation.	Implementation of daily small group learning
	Instructional Assistants will provide supplemental small group and individual support at the direction of the teacher for some students.	Teacher monitoring of student progress using classroom and curriculum-based measures
	Teachers are engaging in Professional Learning Communities (PLCs) to do targeted cycles of inquiry in literacy, math, and or SEL.	% of teachers completing cycles of inquiry
	Teachers will devote recommended classroom time to Lexia adaptive reading software for student use.	% of students meeting recommended minutes for program
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	In their classroom newsletters, teachers will share literacy learning targets, send home phonics/phonemic awareness/vocabulary skills being worked on, send the Building Readers Newsletters once per month, as well as send strategies and resources to support literacy learning at home. They will	

	<p>also engage families through twice-a-year conferences and individual communications with families as needed.</p> <p>Schoolwide communications will occur through the weekly Puma Press newsletter, an annual family feedback survey, and well as parent participation on school committees (Equity, Safety, Special Education Advisory, etc...). We also work closely and collaboratively with our PTSA.</p> <p>Increased communication about student goals and student growth progress.</p>
<b>Timeline for Focus</b>	Fall 2023 - Spring 2026
<b>Method(s) to Monitor Progress</b>	FastBridge screening and progress monitoring CBMs, classroom based and curriculum measures.

<b>Priority #3</b>	
<b>Priority Area</b>	Social Emotional Learning
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5
<b>Focus Area</b>	Self-regulation
<b>Desired Outcome</b>	78% of all students will be able to regulate their emotions according to self-perception data as recorded by the Panorama survey data (grades 3-5) and through teacher data from the BEISY screener (K-5) by Spring 2026.
<b>Current Data Supporting Focus Area</b>	<p>At the beginning of the 2022-2023 school year, 52% of students responded favorably on the Panorama survey when prompted to rate their ability to regulate their emotions. This overall percentage is lower than the beginning of the 2018-2019 school year at 54%. With focused, strategic, and school-wide instruction, we believe we can significantly increase students' abilities to self-regulate their emotions.</p> <p>2023-2024 update: In Spring 2024, 58% of students who took the Panorama survey responded favorably when prompted to rate their ability to regulate their emotions.</p> <p>Fall 2024 BEISY data: On the BEISY screener, teachers indicated 15% of students at risk for Externalizing Behaviors and 10% at risk for internalizing behaviors, suggesting 85% and 90% respectively are meeting SEL expectations.</p>

	<p>Fall 2025 Update: On the Fall BEISY screener, teachers indicated 10% of students at risk for Externalizing Behaviors and 7.7% at risk for internalizing behaviors, suggesting 90% and 92.3% respectively are meeting SEL expectations. By this measure, we are meeting this goal. On the Fall Panorama, students self reported 57% favorably when prompted to rate their ability to regulate their emotions. Students consistently rate themselves lower than staff.</p>	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	School-wide adoption of the Zones of Regulation.	% of teachers who are using Zones in classroom
	Teach the Zones and strategies for getting back to the “Green Zone.” School-wide implementation of calming corner with calming tools box.	Instructional plan completed % of teachers who have calm down corners
	Student support teams will identify additional strategies for students who need intervention.	MTSS notes and Guidance Team notes
	Scheduled supervision in the motor lab for regulation/movement breaks for students identified as needing this support.	Schedule/# of students utilizing the motor lab
	Character Strong curriculum for character development.	% of teachers who have completed Character Strong units
	Tier 1 committee implemented a re-fresh of PUMAS expectation lesson plans with videos and modeling. Recess Expectations were explicitly taught to all students.	Staff survey of use
	Counselor lessons about self-regulation and small groups working on social skills.	BEISY Screener as well as pre and post group teacher observations.
	Universal visuals in classrooms of zones, Character Strong, and counselor lessons like Kelso’s Choices.	# of classrooms with SEL visuals.
	Teacher modeling of self-regulation strategies. ‘Think aloud’ when using strategies.	Staff self-reflection & sharing

	Also utilizing teachable moments in class.	
	Positive specific praise & feedback to students when using self-regulation strategies (PUMAS tickets).	Staff self-reflection & sharing
	Utilizing SEL books in partnership with the school librarian.	Ongoing list for staff to reference to use books to target specific SEL areas in their classrooms.
	Professional learning for Instructional Assistants relating to behavior, asset-based language, and verbal de-escalation strategies.	Observation of IA use of strategies at recess and lunch
	Kindergarten and Counselor PLC cycle of inquiry around Self-regulation targeting the early building of these skills and connecting this learning to social studies curriculum.	Results of student growth at completion of cycle of inquiry
	Specialists consistently doing a closure activity related to PUMAS expectations and class self-reflection.	100% of specialists completing at end of each class.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Teachers and counselor will communicate what Character Strong and SEL Skills are being taught in class lessons. Teachers and the school will communicate about goals and challenges in newsletters to families, seeking volunteers for recess and classroom support, etc. They will also engage families through twice-a-year conferences and individual communications with families as needed.</p> <p>Schoolwide communications will occur through the weekly Puma Press newsletter, an annual family feedback survey, and well as parent participation on school committees (Equity, Safety, Special Education Advisory, etc...). We also work closely and collaboratively with our PTSA.</p>	
<b>Timeline for Focus</b>	Fall 2022 - Spring 2026	
<b>Method(s) to Monitor Progress</b>	Panorama survey data, GT and MTSS team referral data, BEISY screener data.	

## 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.



**Rose Hill 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.<sup>29</sup>*

<b>SCHOOL OVERVIEW</b>
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**Description:** The diversity of our school is a source of strength and pride. Staff, community stakeholders, and the PTSA work collaboratively to support the educational process, which further enhances the positive school climate and culture. Our primary focus at Rose Hill Elementary is that every student is known by name, strength, and need. Whether a student is high performing or facing obstacles to meet grade level standards, the staff is committed to improving academic achievement and social emotional growth for each child. Together as a professional community, we believe it is the responsibility of all staff to reflect on instructional practice and make committed efforts to grow to support students. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including professional development for staff, intervention models for students, enrichment opportunities, and parent involvement.

**Mission Statement:** *Rose Hill Elementary Community empowers students to continually improve as independent learners and critical thinkers.*

<b>2025-26 PRIORITIES AT A GLANCE</b>
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Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Reading	Students who have historically performed at High or Some Risk as measured by Fast Bridge Reading	ALL students will make one or more years growth towards reading at grade level.

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<sup>29</sup> LWSD School Board Approval on <insert date>

		<b>Assessments for multiple years.</b>	
<b>2</b>	<b>Math</b>	<b>Students who have historically performed at High or Some Risk as measured by Fast Bridge Math Assessments for multiple years.</b>	<b>All students mathematically literate by 5th grade.</b>
<b>3</b>	<b>SEL</b>		<b>Decrease how frequently students are experiencing challenging emotions and increase students sense of belonging</b>

### 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.

<b>Priority #1</b>	
<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	Foundational Skills and Comprehension
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5
<b>Desired Outcome(s)</b>	All students to be literate by the end of 3 <sup>rd</sup> grade, students in our focus group to make growth on EOY Fastbridge assessments.
<b>Alignment with District Strategic Initiatives</b>	Equity
<b>Data and Rationale Supporting Focus Area</b>	Our EOY FastBridge data consistently shows students who are furthest from educational justice remaining in some or high risk from year to year.

Strategies to Address Priority	Action: Tier 1 Instructional Routines	Measure of Fidelity of Implementation
	<b>K: Building the Foundation</b> <ul style="list-style-type: none"> <li>• Heggerty</li> <li>• UFLI</li> <li>• Concepts of Print</li> <li>• Early <b>Comprehension</b></li> <li>• Oral Language and Vocabulary through read alouds</li> <li>• Decodable Texts</li> </ul>	PLC Data conversations Common Planning among grade levels Common Classroom Based Assessments Teacher observation Progress monitoring
	<b>1<sup>st</sup>: Strengthen Word Recognition</b> <ul style="list-style-type: none"> <li>• Heggerty</li> <li>• UFLI</li> <li>• Decodable Texts with <b>making meaning</b></li> <li>• Interactive Read-Alouds that model <b>comprehension</b> strategies</li> </ul>	
	<b>2<sup>nd</sup>: Strengthening Fluency, vocabulary and comprehension</b> <ul style="list-style-type: none"> <li>• Fluency Practice and repeated reading</li> <li>• Decoding and Morphology</li> <li>• Vocabulary Development</li> <li>• <b>Comprehension</b></li> <li>• UFLI as needed</li> <li>• Heggerty</li> </ul>	
	<b>3<sup>rd</sup>: Transition to Reading to Learn</b> <ul style="list-style-type: none"> <li>• Morphology, meaning, vocabulary,</li> <li>• Comprehension strategies</li> <li>• Fluency with connected texts</li> </ul>	
	<b>4<sup>th</sup>: Deepening understanding and building academic language</b> <ul style="list-style-type: none"> <li>• Close reading strategies</li> <li>• Vocabulary instruction with morphology and context clues</li> <li>• Critical thinking skills and text evidence</li> </ul>	



	<ul style="list-style-type: none"><li>• Content integration to build background knowledge</li></ul>	
	5 <sup>th</sup> : Applying and Synthesizing Literacy skills <ul style="list-style-type: none"><li>• Text dependent discussions</li><li>• Evidence based writing</li><li>• Book clubs/literature circles</li><li>• Close Reading</li></ul>	
	ALL students K-5 will receive small group instruction from their classroom teachers as a tier 2 intervention for enrichment or remediation. Some students will need Tier 3 instruction from SN.	
Family Engagement Strategies	Progress sharing and goal setting with families, family literacy portraits where families share what reading looks like in their homes, positive phone calls or notes home in parent square, provide reading tutorials for families to practice at home or invite them in for literacy training	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	FastBridge benchmark testing and progress monitoring, Heggerty progress monitoring. Classroom based assessments	

Priority #2		
Priority Area	Mathematics	
Focus Area (s)		
Focus Grade Level(s) and/or Student Group(s)	K-5th	
Desired Outcome(s)	<p>Our school aims to ensure that <b>100% of students are mathematically literate by the end of 5th grade</b>, meaning they can:</p> <ul style="list-style-type: none"><li>• Understand and apply core mathematical concepts</li><li>• Reason, justify, and communicate mathematically</li><li>• Use multiple representations (visual, concrete, symbolic)</li><li>• Apply math to real-world and novel problems</li><li>• Demonstrate fluency <i>with understanding</i></li></ul> <p>A strong foundation in K–5 mathematics aligns with state standards and supports equity by ensuring all students access high-quality instruction with research-aligned practices.</p>	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	Our EOY FastBridge data consistently shows students who are furthest from educational justice remaining in some or high risk from year to year.	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	K: Counting and Cardinality, Number Sense <ul style="list-style-type: none"><li>• Build Foundational Number Sense</li><li>• Introduce Operations Through Concrete Experiences</li><li>• Strengthen Vocabulary &amp; Math Language</li><li>• Early Standards-Based Assessments</li></ul>	PLC Data conversations Common Planning among grade levels Common Classroom Based Assessments Teacher observation Progress monitoring
	1 <sup>st</sup> : Addition and Subtraction to 20, Place Value  1. Solidify Fluency within 10	

	<p>and Develop Strategies within 20</p> <p>2. Build Strong Place Value Understanding (to 120)</p> <p>3. Problem Solving with Multiple Representations</p>	
	<p>2<sup>nd</sup>: Addition/Subtraction to 100, Place Value to 1,000, Repeated addition and arrays</p> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Strengthen Base-Ten Concepts</li> <li>• Develop Early Multiplication &amp; Repeated Addition</li> <li>• Problem Solving With various strategies</li> <li>• Reasoning Routines</li> </ul>	
	<p>3<sup>rd</sup>: Focus Areas: Multiplication &amp; Division Fluency, Fractions as Numbers, Area/Perimeter</p> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Achieve Multiplication &amp; Division Mastery (Facts 0–10)</li> <li>• Build Understanding of Fractions Using Number Lines</li> <li>• Strengthen Mathematical Discourse</li> </ul>	
	<p>4<sup>th</sup>: Focus Areas: Multi-Digit Operations, Fraction Equivalence &amp; Operations, Decimals</p> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Deepen Understanding of Multi-Digit Addition, Subtraction, Multiplication, Division</li> <li>• Fractions: Equivalence, Comparison, +/– with Like Denominators</li> </ul>	

	<ul style="list-style-type: none"><li>• Connect Fractions to Decimals</li><li>• Problem Solving &amp; Justification</li></ul>	
	5 <sup>th</sup> : Focus Areas: Fraction Operations, Decimals, Volume, Pre-Algebraic Thinking <b>Action Steps:</b> <ul style="list-style-type: none"><li>• Master Addition, Subtraction, Multiplication &amp; Division of Fractions</li><li>• Develop Fluency with Decimals</li><li>• Strengthen Algebraic Reasoning</li><li>• Complex Multi-Step Problem Solving</li></ul>	
Family Engagement Strategies	<ul style="list-style-type: none"><li>• Quick, family-friendly updates</li><li>• Math Feedback Cards</li><li>• Invite Families Into the Math Learning Process</li><li>• Family Observation Days (Math in Action)</li><li>• Math Celebrations &amp; Showcases</li></ul>	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Fastbridge, family sign-in sheets, Classroom based assessments.	

Priority #3		
Priority Area	Social and Emotional	
Focus Area	Challenging Feelings Sense of Belonging	
Focus Grade Level(s) and/or Student Group(s)	3 <sup>rd</sup> -5 <sup>th</sup>	
Desired Outcome	Increase student's positive response rate on Panorama: Challenging Feelings : decrease the amount of student who are frequently feeling challenging emotions at school. Sense of Belonging: increase from 65% respond favorably to 75%	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Panorama Data from the Spring 2025 survey has shown an increase of students showing challenging feelings by 11% as measured from 73% to 62%.</p> <p>The same timeline shows a decrease in a sense of belonging from 77% in spring of 2024 to 63% in spring of 2025.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Encourage use of MindYeti videos on Second Step	Monitor through Second Step Admin access
	Teach language around self-regulation and how to apply strategies independently	Share "Get to Green" Regulation Strategy sheet
	Identify students' triggers and coping skills	Survey for students (Counseling Department/collab w/ GenEd)
	Identify individual students with low scores and share with Staff	Utilize Panorama Data (Counseling Department)
	SEL Units: Bounce Back/Resiliency, Mental Wellness	Counseling Department, January-March
Family Engagement Strategies		
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Panorama Spring Data	



## 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.<sup>30</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage	Action	Timeline

<sup>30</sup> LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

<b>Students, Families, Parents and Community Members in the development of the SIP</b>	Share school-wide math data with families	Ongoing
	Grade levels engage families in SIP goals	Ongoing
	Staff share instructional strategies aimed to boost achievement with families	Ongoing
	Identify and partner with parent organizations including PTSA	Ongoing
	Weekly school newsletter via ParentSquare	Ongoing
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Refer to SIP goals throughout the year and remind parents that they are partners in reaching goals	Ongoing
	Post to school website	Ongoing
	Continue to partner with families to boost mathematical opportunities in the home by sharing Illustrative Mathematics Home Connection resources.	Ongoing



## Benjamin Rush 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.<sup>31</sup>*

#### SCHOOL OVERVIEW

**Description:** Rush Elementary is a school where all students are provided a rich academic program in a safe, nurturing environment. With around 600 students, the school represents a diverse community where over 40 languages are spoken. This diversity enriches the learning experience, as students bring a wealth of cultural knowledge and experiences. Most graduates from Rush Elementary continue their education at Rose Hill Middle School and then Lake Washington High School. The staff support a variety of students: 7.4% of students qualify for Low Income Level, 10.2% for Special Education Services, and 27.3% for Multi-Language Learner support. Rush Elementary has one of the largest Multilingual Learner programs in the district, using a differentiated model to support each student. Teachers at Rush are committed to supporting each student. The school uses a Multi-Tiered Systems of Support (MTSS) approach to provide tailored academic and behavioral support based on data. Teachers infuse Sheltered Instruction Observation Protocol (SIOP) strategies into their instruction to help all students succeed, particularly multilingual learners. Rush committed to inclusion work, aiming to remove barriers and provide access points for all students. Additionally, the staff is committed to Positive Behavioral Interventions & Supports (PBIS), which helps create a positive and inclusive school climate. This year, Rush Elementary is dedicated to implementing a new Social Studies curriculum, enhancing Professional Learning Communities (PLCs), and tailoring instruction to meet the unique needs of each student. Additionally, our PBIS committee is engaging in Restorative Practices professional development which they are bringing back to the whole staff. They are focusing on restorative circles and fostering healthy relationships to create just and equitable learning environments where students feel welcomed, valued, and appreciated. Family involvement is a key component of Rush Elementary's success. Teachers meet with families at least twice a year, and family members are invited to join leadership teams to ensure their voices are heard. The PTA supports the educational process by providing enriching programs that enhance the school climate and culture. Overall, Rush Elementary is committed to fostering a strong academic and social-emotional learning environment where every student can thrive, and families feel involved. The staff continuously engage in professional development to improve their practices and meet the needs of each child, believing that every student can achieve high standards.

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<sup>31</sup> LWSD School Board Approval on <insert date>

**Mission Statement:** *Accept where students are, then inspire, engage and challenge them to reach personal success.*

## 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-2	All students will make one year of growth based on the FastBridge reading data.
2	Mathematics	K-5	All students will make one year of growth based on the FastBridge math data.
3	Social Emotional Learning	Supportive Relationships	Reduce the percentage of students who indicated that they do not have a friend from school they can count on from 18% to <10%.

## 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-2											
Focus Area	Phonemic Awareness											
Desired Outcome	All students will make one year of growth based on the FastBridge reading data.											
Current Data Supporting Focus Area	<p>A key guideline for MTSS implementation is ensuring that 80% or more of students meet the benchmark criteria set by the screening tool. In Kindergarten through 1<sup>st</sup> grade, phonemic awareness scores were below 80%. Knowing that phonemic awareness is a foundation skill that will help with phonics and fluency, a focus on phonemic awareness will also help our other reading scores.</p> <p>The chart below gives the percentage of students who were on track in each grade level at the beginning of the year based on the Screening-to-Intervention Report in FastBridge.</p> <table><tr><th>Grade</th><th>Phonemic Awareness</th><th>Phonics and Fluency</th><th>General Reading</th></tr><tr><td>Kindergarten</td><td>74</td><td>75</td><td>85</td></tr></table>				Grade	Phonemic Awareness	Phonics and Fluency	General Reading	Kindergarten	74	75	85
Grade	Phonemic Awareness	Phonics and Fluency	General Reading									
Kindergarten	74	75	85									

	1 <sup>st</sup> Grade	49	69	69
	2 <sup>nd</sup> Grade	75	82	73
	3 <sup>rd</sup> Grade	94	84	84
	4 <sup>th</sup> Grade	89	82	79
	5 <sup>th</sup> Grade	94	80	78
Strategy to Address Priority	<b>Action</b>		<b>Measure of Fidelity of Implementation</b>	
	Tier 1: Implement whole-class Heggerty instruction (a phonemic awareness curricular tool) in all kindergarten, 1st grade, and 2nd grade classes with fidelity		% of classrooms dedicating 10-15 minutes daily for Heggerty instruction	
	Tier 1: Use explicit phonics lesson sequence when teaching Wonders whole group with fidelity		% of classrooms teaching the Wonders phonics lessons	
	Tier 1: Implement the UFLi curriculum for whole group instructions in kindergarten with fidelity		% of kindergarten classrooms teaching UFLi lessons	
	Tier 2: Implement the UFLi curriculum for small group differentiated instruction for students with risk indicators in reading in the general education classroom in collaboration with Safety Net teachers.		% of students with risk factors receiving differentiated small group instruction using the UFLi curriculum in the general education classroom	
	Tier 2: Implement effective small group differentiated instruction for students with risk indicators in reading through Safety Net and Multilingual Learner programs		% of students with risk factors receiving differentiated small group instruction through the Safety Net or Multilingual Learner programs	
	Tier 2-3: Implement effective small group differentiated instruction for students with identified need for specially designed instruction in reading		% of students with risk factors receiving differentiated small group instruction through the Special Education Program	
	Professional Learning: Provide professional learning to kindergarten, <b>1<sup>st</sup> grade, and 2<sup>nd</sup> grade</b> teachers in strong		% of K-2 teachers who have participated in the learning	

	foundation literacy instruction and the use of the UFLi curriculum.	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Hold a Literacy Night for families to help them understand the components of reading and how they can support learning to read at home.	Number of families who attend the Literacy Night (the school will disaggregate the data) Feedback from families
	Increase our volunteer program to have trained volunteers work on reading skills with small groups of students.	Number of volunteers working specifically on reading with students
	Provide strategies families can use at home at conferences	Number of resources aligned with reading instruction given to families at conferences
<b>Timeline for Focus</b>	Fall, 2025 - Summer, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge MOY and EOY assessments, Unit assessments for Wonders, UFLi, common formative assessments, student self-assessment and goal setting	

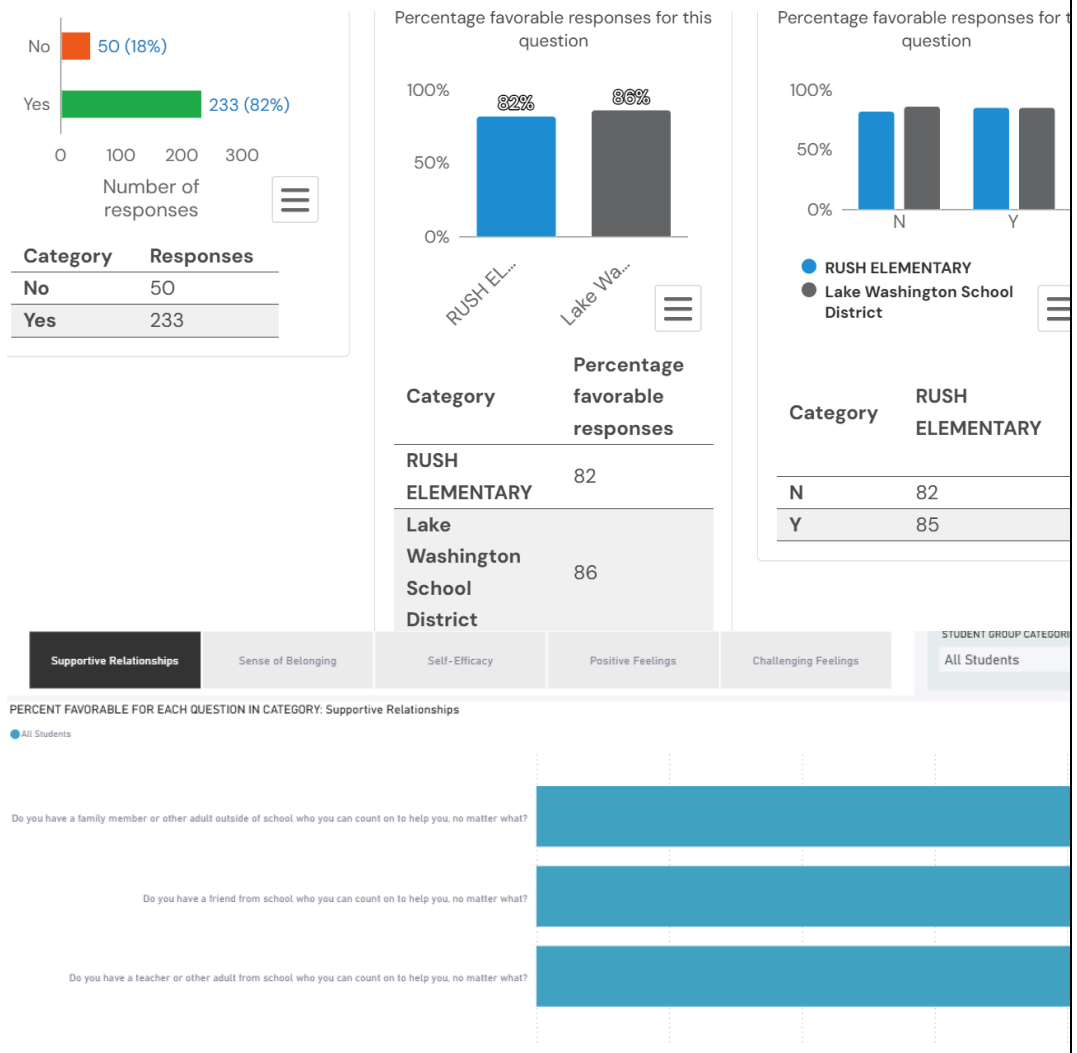
<b>Priority #2</b>				
<b>Priority Area</b>	Mathematics			
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5			
<b>Focus Area</b>	Place Value			
<b>Desired Outcome</b>	All students will make one year of growth based on the FastBridge reading data.			
<b>Current Data Supporting Focus Area</b>	A key guideline for MTSS implementation is ensuring that 80% or more of students meet the benchmark criteria set by the screening tool.			
	The chart below gives the percentage of students who were on track in each grade level at the beginning of the year based on the Screening-to-Intervention Report in FastBridge.			
	<b>Grade</b>	<b>Numerical Identification / Place Value</b>	<b>Operations</b>	<b>General Math</b>
	Kindergarten	91	88	92
	1 <sup>st</sup> Grade	77	89	84

	2 <sup>nd</sup> Grade	64	82	73
	3 <sup>rd</sup> Grade	93	87	84
	4 <sup>th</sup> Grade	92	80	80
	5 <sup>th</sup> Grade	93	84	79
	GOING TO ADD DATA ABOUT SES			
Strategy to Address Priority	Action		Measure of Fidelity of Implementation	
	Tier 1: Implement whole-class IM curriculum with fidelity.		% of classrooms teaching the IM curriculum	
	Tier 1: Use IM games and centers to support fluency practice.		% of classrooms teaching using IM centers and games consistently	
	Tier 2: Implement effective small group differentiated instruction in the classroom with a focus on place value.		% of classrooms using small group differentiated instruction.	
	Tier 2-3: Implement effective small group differentiated instruction for students with identified need for specially designed instruction in reading		% of students with risk factors receiving differentiated small group instruction through the Special Education Program	
	Professional Learning: Provide professional learning around Building Thinking Classrooms strategies for math instruction.		% of teachers who have participated in the learning	
	Professional Learning: Provide opportunities for teachers to participate in learning walks with the building or at other buildings.		% of teachers who have participated in the learning walks	
Strategy to Engage Students, Families, Parents and Community Members	Increase our volunteer program to have trained volunteers work on place value skills with small groups of students.		Number of volunteers working specifically on reading with students	
	Create a program where Intermediate students play math place values games with primary students		Number of students in the program.	
	Provide strategies families can use at home at conferences		Number of resources aligned with reading instruction given to families at conferences	
	Send home IM letter and a PDF of the workbook to families through teacher newsletters		Number of teachers regularly sending home the IM letter and workbook.	

<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2027
<b>Method(s) to Monitor Progress</b>	FastBridge MOY and EOY assessments, Unit assessments for IM, common formative assessments, student self-assessment and goal setting

<b>Priority #3</b>				
<b>Priority Area</b>	Social Emotional Learning			
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Students that responded “No” to having a friend from school who they can count on to help, no matter what.			
<b>Focus Area</b>	Supportive Relationships: Panorama Survey 3-5: Do you have a friend from school who you can count on to help you, no matter what?			
<b>Desired Outcome</b>	Reduce the percentage of students who indicated that they do not have a friend from school they can count on from 18% to <10%.			
<b>Current Data Supporting Focus Area</b>	<p>The Panorama Survey asks students to reflect on their own social-emotional learning as well as the school culture around their sense of belonging and safety. All students in grades three through five take the survey twice a year, once in the fall and once in the late spring. The data reports the number of favorable responses based on a five-point scale. The 2025 fall data is shown below.</p> <p>Although Supportive Relationships has the highest favorable percentage, it is the lowest percentile (40<sup>th</sup> to 59<sup>th</sup>) out of all categories. When the data is disaggregated, it shows students new to Rush have a lower score on supportive relationships than other students. Since we have a high mobility rate, we want to make sure students feel supportive and connected as quickly as possible. This should also help increase other areas (e.g., sense of belonging, positive feelings).</p>			
	<b>Topics</b>	<b>Percentage of Favorable Answers</b>	<b>Change Since Spring 2025</b>	<b>Compared to Others Nationally</b>
	Supportive Relationships	86%	-1%	40 <sup>th</sup> – 59 <sup>th</sup> percentile
	Self-Management	79%	0%	80 <sup>th</sup> – 99 <sup>th</sup> percentile

Positive Feelings	69%	-1%	60th–79 <sup>th</sup> percentile
Social Awareness	68%	-2%	80 <sup>th</sup> – 99 <sup>th</sup> percentile
Challenging Feelings	58%	-2%	80 <sup>th</sup> – 99 <sup>th</sup> percentile
Self-Efficacy	57%	-3%	60th–79 <sup>th</sup> percentile
Emotional Regulation	54%	+1%	80 <sup>th</sup> – 99 <sup>th</sup> percentile
Teacher-Student Relationships	72%	-3%	80 <sup>th</sup> – 99 <sup>th</sup> percentile
School Safety	67%	-2%	60th–79 <sup>th</sup> percentile
Sense of Belonging	66%	+1%	80 <sup>th</sup> – 99 <sup>th</sup> percentile





	<p>● Low Income ● Non-Low Income</p> <p>Do you have a family member or other adult outside of school who you can count on to help you, no matter what?</p> <p>Do you have a friend from school who you can count on to help you, no matter what?</p> <p>Do you have a teacher or other adult from school who you can count on to help you, no matter what?</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Tier 2: Interview identified students with low connection with peers or school staff	Collection of street data from student interviews in winter and spring.
	Trier 2: Provide extra opportunities for students to engage with peers with similar interests during optional alternative recess activities.	Participation of social groups for the identified group.
	Tier 1: Implement the 4 at the door strategy from Purposefull People	Number of teachers implementing the 4 at the door strategy
	Tier 3: Implement 2x10 Relation Building strategy for sub-group families.	Number of sub-group students who have had the 2x10 intervention.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Provide extra opportunities for students to engage with peers with similar interests during optional alternative recess activities.</p> <p>Interview sub-group families to find out how to better support students.</p> <p>Engage in direct invitation to sub-group families to school events that occur during or after school.</p>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>Panorama survey data Fall-Spring</p> <p>Interview data collected Winter-Spring</p>	

## 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.

## Carl Sandburg 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.<sup>32</sup>*

#### SCHOOL OVERVIEW

**Description:** Carl Sandburg Elementary is a community committed to helping every student thrive academically, socially, and emotionally. Our mission is to ensure that each child feels a sense of belonging and develops the skills to connect meaningfully with others and the world around them. We serve approximately 375 K–5 students, sharing a campus with Discovery Community School serving another 70 students. Together, we form one united learning community. Our students engage in a rigorous, standards-based curriculum while developing the habits and responsibilities of global citizenship. Environmental and social responsibility remain central to our identity. Through recycling, composting, and service projects, students and families actively contribute to sustainability efforts. Our partnership with Discovery Community School has earned us recognition as a Washington State Green Ribbon School Leader and as a King County Sustaining Green School for six consecutive years. Our educators collaborate in professional learning communities, using data-driven practices to align instruction, monitor progress, and respond to student needs. Finally, our strong PTSA and dedicated volunteers play an essential role in enriching student experiences and fostering a culture of partnership. Together, we are building a school where every child can achieve, belong, and connect.

**Mission Statement:** *Achieve, Belong, Connect: Let Sandburg and DCS be your guide*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-3 <sup>rd</sup> grade	90% or more of Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students will demonstrate minimal to low risk in all

<sup>32</sup> LWSD School Board Approval on <insert date>

			components as measured by FastBridge reading on the Screening-to-Intervention (s2i) Report by Spring of 2026.
<b>2</b>	<b>Literacy</b>	<b>5<sup>th</sup> Grade</b>	Students in grade 5 will grow by a median growth percentile of 60 or greater on the Spring 2026 ELA SBA.
<b>3</b>	<b>Mathematics</b>	<b>4<sup>th</sup> Grade</b>	Students in grade 4 will grow by a median growth percentile of 55 or greater on the Spring 2026 Math SBA.
<b>4</b>	<b>Social Emotional Learning</b>	<b>K-5</b>	The percentage of students who respond favorably to the Panorama Survey in the Spring of 2026 in the Sense of Belonging category will increase by 10% or more in the overall category and for each question within the category

## 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		
<b>Priority Area</b>	Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-3	
<b>Focus Area</b>	Foundational Reading Skills K-3	
<b>Desired Outcome</b>	90% or more of Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students will demonstrate minimal to low risk in all components as measured by FastBridge reading on the Screening-to-Intervention (s2i) Report by Spring of 2026.	
<b>Current Data Supporting Focus Area</b>	Preventing any student in grades K-2 from demonstrating high risk on the FastBridge End of Year assessments allows for early identification and targeted intervention. This proactive approach helps address reading difficulties before they become more entrenched, reducing long-term learning gaps. Monitoring growth through the Screening to Intervention Report ensures that instruction is responsive and tailored to each student's needs, promoting equitable learning opportunities.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Implement whole-class Heggerty in collaboration with Safety Net teachers K-1-2	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 present during admin formal and informal observations
	In the classroom, implement tier 2, small group targeted, differentiated instruction for 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.)
	In the classroom, implement tier 2, small group targeted, differentiated instruction for students with risk indicators in Phonics and Fluency	Utilize small group intervention plans in FastBridge with progress monitoring of individual students
	Small group instruction using UFLI curriculum	Group rosters, lesson plans
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Create 3-minute videos and/or host in person sessions on the following topics: Science of Reading, Reading in Home Language, Reading Together at Home/Read Aloud, Strategies to use when child struggling with a word, Games to play that support reading, Purpose: Why we read, At home resources, Supportive language to use at home</li> <li>• Use of classroom newsletter to link learning in school to home</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring)</li> <li>• Screening-to-Intervention (s2i) Reports: Review risk levels and growth trends for each grade level regularly.</li> <li>• Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness</li> <li>• Use of LWSO Foundational Skills Mini-Assessments found on grade-level Curriculum Cloud (<a href="#">link to Kinder</a>; <a href="#">link to 1<sup>st</sup> Grade</a>)</li> <li>• Wonders Placement and Diagnostic Handbook - Phonological/Phonemic Awareness Surveys</li> <li>• Heggerty Form A, Form B, Form C Assessments (by grade level)</li> <li>• Leap Professional Development agendas and lessons</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Fidelity of Implementation Checks</b> <ul style="list-style-type: none"> <li>○ <b>Admin Observations:</b> Confirm daily Heggerty and explicit phonics instruction during walkthroughs.</li> <li>○ <b>Safety Net Collaboration Logs:</b> Track co-teaching and consultation frequency.</li> <li>○ <b>Tier 2 Instruction Evidence:</b> Review small-group plans and instructional routines for differentiation.</li> </ul> </li> </ul>
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Priority #2	
Priority Area	Literacy
Focus Grade Level(s) and/or Student Group(s)	5 <sup>th</sup> Grade
Focus Area	Growth in reading and writing
Desired Outcome	Students in grade 5 will grow by a median growth percentile of 60 or greater on the Spring 2026 ELA SBA.
Current Data Supporting Focus Area	When students get to middle school, there is a huge shift to reading to learn, versus learning to read. Our current data shows that students grew by a median growth percentile of 51 on the Spring 2025 ELA SBA, 49 on the Spring 2024 ELA SBA and 57 on the Spring 2023 ELA SBA. This means that just about half of our students are growing less than their peers of the same age with similar score profiles throughout the state. This same data trend is also evident in FastBridge Growth Percentile data from the 2024-2025 school year.

<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Review of growth data in FastBridge for students in winter to determine student strengths and weaknesses to target areas for growth.	Data charts List of strengths and weaknesses
	Team will update the watch list with new and current data to make sure we are meeting the most current needs of our students	Watch list over time
	Small Groups meet during WINN 1 and WINN 2 based off student needs and are flexible	FastBridge lesson resources, Fastbridge Screening To Intervention Report: reading, graphic organizers, small group instruction, sentence stems, guided rough drafts, guided practices, multi-sensory instruction, modeling, class exemplars, peer editing/reflection, checklists, family communication/partnering, and collaborating with special services.
	Provide success criteria for leveling up their assignments, peer tutoring, small group instruction, collaboration with same level peers, and personalized engagement.	Student work samples Success criteria for assignments
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Create 3 minute videos and/or host in person sessions on the following topics specifically for older elementary: Science of Reading, Reading in Home Language, Reading Together at Home/Read Aloud, Strategies to use when child struggling with a word, Games to play that support reading, Purpose: Why we read, At home resources, Supportive language to use at home</li> <li>• Use of classroom newsletter to link learning in school to home</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<b>1. Benchmark &amp; Growth Data</b> <ul style="list-style-type: none"> <li>• <b>ELA SBA Growth Percentile</b></li> </ul>	



	<ul style="list-style-type: none"> <li>○ Track median growth percentile (MGP) after each benchmark period and compare to the target of <math>\geq 60</math>.</li> <li>○ Use historical trend analysis (Spring 2023–2025) to measure improvement trajectory.</li> </ul> <ul style="list-style-type: none"> <li>• <b>FastBridge Growth Data</b> <ul style="list-style-type: none"> <li>○ Review winter growth data for strengths and weaknesses.</li> <li>○ Update student watch lists based on current data.</li> </ul> </li> </ul> <p><b>2. Ongoing Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction Logs</b> <ul style="list-style-type: none"> <li>○ Document frequency and focus areas during WINN 1 and WINN 2 sessions.</li> <li>○ Monitor use of FastBridge lesson resources and Screening-to-Intervention reports.</li> </ul> </li> <li>• <b>Student Work Samples</b> <ul style="list-style-type: none"> <li>○ Collect and review samples aligned to success criteria for assignments.</li> <li>○ Use rubrics to measure progress in writing quality and reading comprehension.</li> </ul> </li> </ul>
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Priority #3		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	4 <sup>th</sup> grade	
Focus Area	Student growth in math	
Desired Outcome	Students in grade 4 will grow by a median growth percentile of 55 or greater on the Spring 2026 Math SBA.	
Current Data Supporting Focus Area	When students get to middle school, math accelerates quickly, with all students taking Algebra before they leave middle school. Our current data shows that students grew by a median growth percentile of 43 on the Spring 2025 Math SBA,48 on the Spring 2024 Math SBA and 48 on the Spring 2023 Math SBA. This means that more than half of our students are growing less than their peers of the same age with similar score profiles throughout the state. This same data trend is also evident in FastBridge Growth Percentile data from the 2024-2025 school year.	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<b>Flexible WINN Groups for Math</b> <ul style="list-style-type: none"><li>Use FastBridge data to group students by skill gaps (e.g., number sense, fractions, multi-step problem solving).</li><li>Provide targeted instruction using math intervention resources and manipulatives.</li></ul>	Group rosters, lesson plans
	<b>Explicit Instruction in Core Math Standards</b> <ul style="list-style-type: none"><li>Daily focus on priority standards using clear modeling, guided practice, and gradual release.</li><li>Incorporate multi-sensory approaches (visual models, number lines, interactive tools).</li></ul>	Admin walkthroughs and observation notes
	<b>Math Discourse &amp; Problem-Solving</b>	Student work samples

	<ul style="list-style-type: none"> <li>• Implement structured math talks and sentence stems to build reasoning skills.</li> <li>• Use collaborative problem-solving tasks and peer tutoring.</li> </ul>	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Students use Seesaw to reflect on learning for the week and share with families at the end of the week.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Review Pre/Post Assessment data for each unit</li> <li>• Review FastBridge growth data mid-year and adjust groups and interventions.</li> <li>• Maintain a “watch list” for students needing additional support.</li> </ul>	

Priority #4		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Focus Area	Sense of Belonging	
Desired Outcome	The percentage of students who respond favorably to the Panorama Survey in the Spring of 2026 in the Sense of Belonging category will increase by 10% or more in the overall category and for each question within the category	
Current Data Supporting Focus Area	<p>Results of the Panorama Survey in the Spring of 2025, indicate that 58% of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students responded favorably in the “Sense of Belonging” category. This percentage does not include neutral responses. The breakdown of favorable responses by question is below, percentages do not include neutral responses:</p> <ul style="list-style-type: none"> <li>• How much respect do students at your school show you? 47% responded favorably</li> <li>• How much support do the adults at school give you? 64% responded favorably</li> <li>• How well do people at your school understand you as a person? 56% responded favorably</li> <li>• Overall, how much do you feel like you belong at school? 66% responded favorably.</li> </ul> <p>Our school vision is: Achieve, Belong, Connect: Let Sandburg and DCS be your guide. It is clear with the survey data above that we have a lot of work to do to help students feel like they belong at school</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Focus groups with students to understand their perspectives around the 4 questions.	Schedule, meeting agenda, meeting notes
	Identify themes from focus groups and determine professional development needed and next steps	Notes from meeting and process used
	Create a plan to address issues that emerge from the themes	Action plan in place- written document
	Create and administer survey for students in grades K-2 around sense of belonging	Survey questions, dates, data

<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Phone calls home to welcome all new families grades 1-5 by administration</p> <p>Notes home/ ParentSquare message or phone calls from classroom teachers</p> <p>Share themes from focus groups</p>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• <b>Welcome Calls:</b> Log completion for new families.</li> <li>• <b>ParentSquare Messages:</b> Track frequency and engagement.</li> <li>• <b>Sharing Themes:</b> Document communication artifacts.</li> <li>• <b>Spring 2026 Panorama Survey:</b> Compare overall favorable responses and each question's percentage to Spring 2025 baseline.</li> <li>• <b>Mid-Year Check:</b> If possible, administer a shorter version or pulse survey to monitor trends before spring.</li> <li>• <b>Meeting Notes &amp; Themes:</b> Document student perspectives and recurring themes.</li> <li>• <b>Action Plan Tracking:</b> Ensure themes identified lead to concrete steps (PD sessions, classroom practices).</li> </ul>

## 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.

## Samantha Smith 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.<sup>33</sup>*

#### SCHOOL OVERVIEW

**Description:** Samantha Smith Elementary is a beautifully diverse learning community of about 480 Kindergarten through 5th grade students. In addition to 20 general education classrooms, Smith proudly hosts two classes serving 2nd–5th grade students from the district’s Highly Capable Program. Nestled in a quiet neighborhood on the Sammamish Plateau, our school boundaries extend from nearby residential areas to the Issaquah School District line and down to Lake Sammamish. Students who attend Smith typically continue on to Inglewood Middle School and Eastlake High School. As a high-performing school, Samantha Smith Elementary celebrates the strong academic achievement of our students. We attribute this success to high-quality classroom instruction, effective use of district resources, strong partnerships with families, and a deeply supportive PTSA. Our staff values professional learning and continually seek new and innovative ways to meet the needs of every learner. Alongside academic growth, we prioritize the social and emotional well-being of our students. Through our schoolwide positive behavior system, SWIM, we teach our Dolphins to be Safe, Work hard, show Integrity, and be Mindful. Our teachers, counselor, administration, and classified staff work together to intentionally teach emotional regulation and self-efficacy skills so that every student experiences belonging, confidence, and success at school.

**Mission Statement:** *Our school mission is “Success, Care, and Respect for All Learners.” All students will have the knowledge, skills, and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome

<sup>33</sup> LWSD School Board Approval on <insert date>

1	Literacy	3 <sup>rd</sup> Grade	By Spring 2026, 95% of 3rd grade students will meet or exceed grade-level literacy proficiency as measured by the <i>FastBridge Screening to Intervention (S2i) Report</i> .
2	Mathematics	5 <sup>th</sup> Grade	By Spring 2026, 95% of 5th grade students will meet or exceed grade-level math proficiency as measured by the <i>FastBridge Screening to Intervention (S2i) Report</i> .
3	Social Emotional Learning	All Students	By Spring 2026, at least 80% of students will be able to identify and effectively apply at least one self-regulation strategy to help themselves return to the Green Zone, as demonstrated through classroom activities, teacher observations, student reflections, or use during everyday classroom situations that require emotional regulation (e.g., transitions, peer interactions, or moments of frustration).

### 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)	3 <sup>rd</sup> Grade	
Focus Area	Reading	
Desired Outcome	<p>By <b>Spring 2026, 95% of 3rd grade students</b> will meet or exceed grade-level literacy proficiency as measured by the <i>FastBridge Screening to Intervention (S2i) Report</i>. This goal mirrors the <b>Lake Washington School District Key Performance Indicator</b> that <i>all students will be literate by the end of 3rd grade</i>. It reflects the cumulative impact of K–3 instruction and intervention systems designed to ensure that every student develops strong foundational reading skills in decoding, fluency, and comprehension.</p>	
Current Data Supporting Focus Area	Grade Level	Number of Students not “On Track” at BOY
	K:	11 of 54 (20%)



	1:	21 of 77 ( 27%)																		
	2:	11 of 75 (15%)																		
	3:	7 of 83 (8%)																		
	4:	11 of 104 (11%)																		
	5:	11 of 96 (11%)																		
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Deliver explicit, systematic Tier 1 structured literacy instruction using Wonders, UFLI (K–2), Heggerty (K–2), and other district resources.</td><td>Classroom observations, PLC notes, and lesson plans.</td></tr><tr><td>Use <i>FastBridge earlyReading</i> and <i>aReading</i> data to identify at-risk students and monitor progress.</td><td>MTSS-I team notes and FastBridge Group Growth reports.</td></tr><tr><td>Provide targeted Tier 2 small-group reading instruction using district resources aligned to data and student needs.</td><td>OneNote intervention logs and progress-monitoring documentation.</td></tr><tr><td>Ensure <i>Lexia Core5</i> is used consistently with students identified for additional support.</td><td>Lexia usage and growth reports.</td></tr><tr><td>Dedicate staff time to analyze reading data and strengthen Tier 1 and Tier 2 practices.</td><td>Master calendar and agendas.</td></tr><tr><td>Conduct data reviews to track growth and adjust supports.</td><td>Data review meeting notes and updated student plans.</td></tr><tr><td>Collaborate with district leaders and specialists to support instructional growth.</td><td>Meeting notes and professional development agendas.</td></tr><tr><td>Maintain consistent IA and interventionist schedules for small-group reading support.</td><td>IA schedule and student progress documentation.</td></tr></table>		Action	Measure of Fidelity of Implementation	Deliver explicit, systematic Tier 1 structured literacy instruction using Wonders, UFLI (K–2), Heggerty (K–2), and other district resources.	Classroom observations, PLC notes, and lesson plans.	Use <i>FastBridge earlyReading</i> and <i>aReading</i> data to identify at-risk students and monitor progress.	MTSS-I team notes and FastBridge Group Growth reports.	Provide targeted Tier 2 small-group reading instruction using district resources aligned to data and student needs.	OneNote intervention logs and progress-monitoring documentation.	Ensure <i>Lexia Core5</i> is used consistently with students identified for additional support.	Lexia usage and growth reports.	Dedicate staff time to analyze reading data and strengthen Tier 1 and Tier 2 practices.	Master calendar and agendas.	Conduct data reviews to track growth and adjust supports.	Data review meeting notes and updated student plans.	Collaborate with district leaders and specialists to support instructional growth.	Meeting notes and professional development agendas.	Maintain consistent IA and interventionist schedules for small-group reading support.	IA schedule and student progress documentation.
	Action	Measure of Fidelity of Implementation																		
	Deliver explicit, systematic Tier 1 structured literacy instruction using Wonders, UFLI (K–2), Heggerty (K–2), and other district resources.	Classroom observations, PLC notes, and lesson plans.																		
	Use <i>FastBridge earlyReading</i> and <i>aReading</i> data to identify at-risk students and monitor progress.	MTSS-I team notes and FastBridge Group Growth reports.																		
	Provide targeted Tier 2 small-group reading instruction using district resources aligned to data and student needs.	OneNote intervention logs and progress-monitoring documentation.																		
	Ensure <i>Lexia Core5</i> is used consistently with students identified for additional support.	Lexia usage and growth reports.																		
	Dedicate staff time to analyze reading data and strengthen Tier 1 and Tier 2 practices.	Master calendar and agendas.																		
	Conduct data reviews to track growth and adjust supports.	Data review meeting notes and updated student plans.																		
	Collaborate with district leaders and specialists to support instructional growth.	Meeting notes and professional development agendas.																		
Maintain consistent IA and interventionist schedules for small-group reading support.	IA schedule and student progress documentation.																			

	Progress monitor students not “On Track” to ensure growth.	Data records.
	Provide professional learning and peer observation opportunities focused on structured literacy.	PD attendance logs and reflection forms.
	Utilize MTSS Leadership Team and MTSS Intervention Team to support students at risk.	MTSS Leadership Team notes
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Share 2025–26 SIP goals and priorities with the PTSA Board and at a general membership meeting.</li> <li>• Post a family-friendly summary of SIP goals and KPI alignment on ParentSquare and the school website.</li> <li>• Include updates and celebrations related to SIP goals and classroom learning in Principal newsletter to families.</li> <li>• Provide families with grade-level information on literacy and math expectations through newsletters and classroom communication.</li> <li>• Encourage student reflection on learning progress and goal setting during conferences and classroom celebrations.</li> <li>• Gather family feedback through annual surveys and informal listening sessions to guide next steps in school improvement.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• <i>FastBridge S2i</i> earlyReading (K–2) and aReading (3rd) Fall, Winter, Spring data</li> <li>• <i>Classroom Based Assessments</i></li> <li>• <i>MTSS-I</i> progress monitoring</li> <li>• <i>Lexia Core5</i> usage and growth reports</li> <li>• PLC and grade-level data reviews each trimester</li> <li>• Mid-year data meetings with admin and teams</li> </ul>	

Priority #2			
Priority Area	Mathematics		
Focus Grade Level(s) and/or Student Group(s)	5 <sup>th</sup> Graders		
Focus Area	Math		
Desired Outcome	<p>By Spring 2026, 95% of 5<sup>th</sup> grade students will meet or exceed grade-level math proficiency as measured by the <i>FastBridge Screening to Intervention (S2i) Report</i>.</p> <p>This goal mirrors the Lake Washington School District Key Performance Indicator that <i>all students will be successful in mathematics by the end of 5<sup>th</sup> grade</i>. The outcome represents the collective work of all K–5 teachers in building conceptual understanding, problem-solving, and fluency through consistent Tier 1 instruction and targeted supports within the MTSS framework.</p>		
Current Data Supporting Focus Area	Number of Students in All Grades not yet measuring “On Track” as determined by FastBridge Screening to Intervention Report.		
	<b>Grade Level</b>	<b>Number of Students not “On Track” at BOY</b>	
	K:	8/ 54 (15%)	
	1:	17 of 77 (27%)	
	2:	13 of 75 (17%)	
	3:	7 of 83 (8%)	
	4:	12 of 104 (12%)	
	5:	11 of 96 (11%)	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	
	Deliver Tier 1 math instruction using <i>Illustrative Math</i> with fidelity in all classrooms.	Classroom observations, lesson plans, and PLC notes.	
	Explore <i>Building Thinking Classrooms</i> strategies to increase engagement and mathematical reasoning.	Walkthrough reflections, coaching conversations, training records, and PLC discussions.	
	Dedicate LEAP and staff meeting time to math collaboration, lesson planning, and data analysis.	Professional development calendar and agendas.	
	Use <i>FastBridge aMath/earlyMath</i> and classroom formative assessments to identify and monitor at-risk students.	MTSS-I meeting notes, student progress monitoring reports.	

	Implement Tier 2 math interventions aligned with identified needs through the MTSS-I process.	Intervention schedules, data-tracking logs, and follow-up documentation.	
	Deploy IA support strategically to provide targeted small-group instruction.	IA schedules and supervision check-ins.	
	Integrate adaptive math tools (DreamBox) for individualized practice.	Usage reports and classroom data reviews.	
	Partner with district math facilitators to support instructional coaching and teacher learning.	Coaching logs and feedback forms.	
	Facilitate math data reflection cycles to celebrate growth and identify next steps for instruction.	Mid-year and end-of-year reflection summaries.	
	Utilize MTSS Leadership Team and MTSS Intervention Team to support students at risk.	MTSS Leadership Team notes	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Share 2025–26 SIP goals and priorities with the PTSA Board and at a general membership meeting.</li> <li>• Post a family-friendly summary of SIP goals and KPI alignment on ParentSquare and the school website.</li> <li>• Include updates and celebrations related to SIP goals and classroom learning in Principal newsletter to families.</li> <li>• Provide families with grade-level information on literacy and math expectations through newsletters and classroom communication.</li> <li>• Encourage student reflection on learning progress and goal setting during conferences and classroom celebrations.</li> <li>• Gather family feedback through annual surveys and informal listening sessions to guide next steps in school improvement.</li> </ul>		
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026		
<b>Method(s) to Monitor Progress</b>	FastBridge aMath Fall, Winter, and Spring S2i Reports MTSS-I progress monitoring and follow-up notes PLC data reviews and formative assessment trends		

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	All Students	
Focus Area	Emotional Regulation	
Desired Outcome	By Spring 2026, at least 80% of students will be able to identify and effectively apply at least one self-regulation strategy to help themselves return to the Green Zone, as demonstrated through classroom activities, teacher observations, student reflections, or use during everyday classroom situations that require emotional regulation (e.g., transitions, peer interactions, or moments of frustration).	
Current Data Supporting Focus Area	This goal builds on our SEL goal from 2024-2025 where students were asked to name an emotion in each of the zones which was successfully met. Data from the Panorama survey shows that emotional regulation continues to be a skill that is difficult for students to navigate; 54% of students responded positively when asked about their ability to self-regulate.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Classroom teachers teaching Zones of Regulation core lessons determined by PBIS/SEL team.	Teacher lesson plans.
	Classroom teachers teaching Purposeful People lessons with emotional regulation focus threaded throughout.	Teacher lesson plans. <i>Counselor lessons.</i>
	Emotional Regulation lessons taught by school counselor in conjunction with teachers in general education classrooms.	Counselor lesson plans.
	All general education classrooms have emotional regulation space and tools.	Classroom walk throughs.
	Targeted small group instruction for students needing additional or intensified support based on Strengths/Needs screener.	Small group attendance records. Teacher referral slips. Tier 2 interventions data sheet. Tier 2 intervention meeting notes.

	LINKS mentorships program	LINKS mentor registration and referrals. Tier 2 interventions data sheet. Tier 2 intervention meeting notes.
	Individual Check-In and Check-Out system for students needing additional emotional regulation support.	Tier 2 interventions data sheet. Tier 2 intervention meeting notes.
	Track kids with no self-identified strengths on Panorama survey Emotional Regulation in Tier 2 team.	Tier 2 interventions data sheet. Tier 2 intervention meeting notes.
	PBIS & SEL work team leading building work (e.g. recess Kelso's Choice, ZOR, Strategies)	PBIS team meeting notes.
	Utilize MTSS Leadership Team and MTSS Intervention Team to support students at risk.	MTSS Leadership Team notes
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Teacher newsletters sharing SEL lessons</li> <li>• Dolphin Byte family newsletter updates on Zones of Regulation</li> <li>• Parent education regarding Zones of Regulation</li> <li>• Share about Zones of Regulation at PTSA meetings</li> <li>• Gather family feedback through annual surveys and informal listening sessions to guide next steps in school improvement.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Teacher/staff observations Discipline referrals Student self-reflection	

### 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.



# Thoreau 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.<sup>34</sup>*

#### SCHOOL OVERVIEW

**Description:** Henry David Thoreau Elementary sits nestled in the woods of the Finn Hill neighborhood in Kirkland, Washington. This neighborhood is home to the majority of our 405 students who attend Thoreau Elementary. Also included in our student body are approximately 51 students in three classrooms who travel to Thoreau from surrounding neighborhood schools to attend the Quest (HiCap) program each day. The students from Thoreau Elementary progress on to Finn Hill Middle School or Kamiakin Middle and Juanita High School. Thoreau students bring a rich diversity of cultural backgrounds. Our students speak more than 30 different languages at home and currently 13% of students receive additional support as Multi-Language Learners. Our student body is composed of 56% white students, 20% Asian students, 11% two or more race students, 12% Hispanic students, and 1% Black/African American students. At Thoreau we celebrate this diversity and the individual uniqueness of each of our students.

**Mission Statement:** *The mission of Henry David Thoreau Elementary is to be a collaborative community that encourages individual growth and achievement by focusing on what is best for students. Our Vision states, “Students will be confident, engaged, knowledgeable community members, equipped for life-long learning.” We believe in the success of every student at Thoreau Elementary. We actively support each learner’s journey through classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
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<sup>34</sup> LWSD School Board Approval on <insert date>



<b>1</b>	<b>Literacy</b>	<b>K-5 students below grade level</b>	All students reading below grade level in grades K-5 will show one year or more growth in reading ability as measured by their respective student data profiles which will include: Fastbridge assessments: early or aReading and/or CBMreading, and summative classroom-based assessments.
<b>2</b>	<b>Literacy</b>	<b>ML students in grades 2-5</b>	All ML students in grades 2-5 will show one year or more of growth in reading ability as demonstrated by their respective student data profiles which will include: Fastbridge assessments: aReading and/or CBMreading scores, summative classroom-based assessments, WIDA reading scores, and student reading surveys.
<b>3</b>	<b>Math</b>	<b>ML students in grades 2-5</b>	All ML students in grades 2-5 will show one year or more of growth in math ability as demonstrated by their aMath FastBridge scores.
<b>4</b>	<b>Social Emotional Learning</b>	<b>All students K-2 and students of color 3-5</b>	Sense of belonging scores increase by 10% or more for students of color in grades 3-5 as measured by Panorama survey data. Emotional regulation skills in grades K-2 will show growth from fall 2025-spring 2026 based on teacher screener scale scores.

<b>CONTINUOUS IMPROVEMENT PRIORITIES</b>
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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		
<b>Priority Area</b>	Literacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>K-5 students below grade level</b>	
<b>Focus Area</b>	MTSS-A	
<b>Desired Outcome</b>	All students reading below grade level in grades K-5 will show one year or more growth in reading ability as measured by their respective student data profiles which will include: Fastbridge assessments: early or aReading and/or CBMreading, and summative classroom-based assessments.	
<b>Current Data Supporting Focus Area</b>	<p>75% of students in K-1 are currently reading at grade level as measured by BOY EarlyReading scores in FastBridge and BOY diagnostic assessments in classrooms.</p> <p>79% of students in 2-5 are currently reading at grade level as measured by BOY aReading scores in FastBridge and BOY diagnostic assessments in classrooms.</p> <p>Historically, over the last two years, about 65% of students below grade level have made one year or more growth and our goal is to increase growth in this subgroup to impact overall proficiency.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Getting to know students and families and using this knowledge in writing of student growth goals.	100% of teachers have connection meetings . Evidence of this recorded in student growth goal meetings. 100% of teachers student growth goal is centered around literacy. 100% of Teachers sub groups include ML students.
	Community-building centering literacy: open library summer hours, book fair, reading night at school, book rodeo, grade level community nights.	Attendance at and feedback from families on the value of these community-building opportunities.

	Family member volunteers in classrooms to help with reading.	Track number of adult volunteers by grade level.
	High-quality, Culturally Responsive Tier I instruction in literacy blocks	100 % of our PLC will engage in the cycle of inquiries, unit planning, student work samples All PLC will be expected to share their cycle of inquiry step of process at a staff meeting Admin will prioritize attending PLC meetings.
	Small Group Instruction in flexible groups for targeted skill development	Scheduling Flexible SGI time in class daily schedules, teacher self-reflection and data tracking,  100% of K-2 UFLI Small Group  IA support for small group intervention time in all grades.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, survey sent to families to collect information on how students see themselves as readers, parent and community volunteer opportunities, community events, two-way communication with classroom teachers.	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge MOY scores, student work samples, conversations with teachers, families, and students.	

Priority #2		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	ML students in grades 2-5	
Focus Area	MTSS-A, Equity and Family Engagement	
Desired Outcome	All ML students in grades 2-5 will show one year or more of growth in reading ability as demonstrated by their respective student data profiles which will include: Fastbridge assessments: aReading and/or CBMreading scores, summative classroom-based assessments, WIDA reading scores, and student reading surveys.	
Current Data Supporting Focus Area	<p>Our ML student population is lower in proficiency than any other subgroup of students. On the WSIF, ML students at Thoreau are in the 2<sup>nd</sup> decile for achievement which is well below our goal of the 5<sup>th</sup> decile or above.</p> <p>We continue to see low growth in reading on standardized tests including FastBridge and SBA for ML students. Our street data indicates that ML students enjoy project-based learning, presentations on topics of their choice, and partner work in the classroom. We hope to capitalize on ML student assets in our instruction this year to increase rigor and engagement leading to an increase in growth and proficiency.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Getting to know students and families and using this knowledge in writing of student growth goals.	Evidence of this recorded in student growth goal meetings.
	Community-building centering literacy: open library summer hours, book fair, reading night at school, book rodeo, grade level community nights.	Attendance at and feedback from families on the value of these community-building opportunities.
	ML targeted skill groups based on data and flexible to meet student needs and increase in ML push-in support.	Collaboration on ML scheduling throughout the year based on multiple data points.
	Teacher planning using Culturally Responsive unit planning and Proficiency Language Descriptors.	Teacher PLC notes, professional development feedback, unit planning,

		classroom-based culturally responsive assessments
	Focusing on student assets, incorporating rigor and engagement into daily learning experiences.	Unit planning, student work samples, Peer observations reflections, professional development input and feedback.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, survey sent to families to collect information on how students see themselves as readers, parent and community volunteer opportunities, community events, two-way communication with classroom teachers, home visits, ML teacher collaboration and connection with families.	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge MOY scores, student work samples, conversations with teachers, families, and students.	

Priority #3		
Priority Area	Math	
Focus Grade Level(s) and/or Student Group(s)	ML students in grades 2-5	
Focus Area	MTSS-A, Equity and Family Engagement	
Desired Outcome	All ML students in grades 2-5 will show one year or more of growth in math ability as demonstrated by their aMath FastBridge scores.	
Current Data Supporting Focus Area	<p>Our ML student population is lower in proficiency than any other subgroup of students. On the WSIF, ML students at Thoreau are in the 2<sup>nd</sup> decile for achievement which is well below our goal of the 5<sup>th</sup> decile or above.</p> <p>We continue to see low to typical/average growth in math on standardized tests including FastBridge and SBA for ML students. Our street data indicates that ML students enjoy project-based learning, presentations on topics of their choice, and partner work in the classroom. We hope to capitalize on ML student assets in our instruction this year to increase rigor and engagement leading to an increase in growth and proficiency.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Getting to know students and families and using this knowledge in writing of student growth goals.	Evidence of this recorded in student growth goal meetings.
	Community-building centering literacy: open library summer hours, book fair, reading night at school, book rodeo, grade level community nights.	Attendance at and feedback from families on the value of these community-building opportunities.
	ML targeted skill groups based on data and flexibility to meet student needs and increase in ML push-in support.	Collaboration on ML scheduling throughout the year based on multiple data points.
	Teacher planning using Culturally-Responsive unit planning and Proficiency Language Descriptors.	Teacher PLC notes, professional development feedback, unit planning templates.
	Focusing on student assets, incorporating rigor and engagement into daily learning experiences.	Unit planning, student work samples, Peer observations reflections, professional development input and feedback.

<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, survey sent to families to collect information on how students see themselves as readers, parent and community volunteer opportunities, community events, two-way communication with classroom teachers, home visits, ML teacher collaboration and connection with families, ML student group meets with principal for monthly lunches.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	FastBridge MOY scores, student work samples, conversations with teachers, families, and students.

<b>Priority #4</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students K-2, Students of color 3-5	
<b>Focus Area</b>	Equity and Family Engagement	
<b>Desired Outcome</b>	Sense of belonging scores increase by 10% or more for students of color in grades 3-5 as measured by Panorama survey data. Emotional regulation skills in grades K-2 will show growth from fall 2025-spring 2026 based on teacher screener scale scores.	
<b>Current Data Supporting Focus Area</b>	This fall, 43% of students of color in grades 3-5 reported a sense of belonging at school compared to 54% of all students. This is a significant disproportionality that requires adults to create conditions for sense of belonging specifically in relation to the needs of students of color in our school. Teachers of students in K-2 reported ___% of students respond to Tier I supports for emotional regulation and ___% of students need additional interventions and support to learn these skills.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Counselor provides multiple lessons in each K-2 classroom on emotional regulation and	Counselor whole class lesson schedule and teacher check-ins.

	supports teachers in follow-up teaching.	
	Tier II team meets bi-monthly to discuss interventions and Tier II supports based on individual student needs. Implementation of internal/external behavior screener in K-2.	Tier II meeting notes and data logs.
	Morning meeting time used for social-emotional learning and courageous conversations with varied perspectives heard.	Master schedule includes morning meeting time. Counselor and admin support teachers in using Second Step, courageous conversations, and Purposeful People lessons.
	Anti-racist and gender inclusion lessons taught in classrooms.	Whole staff preview of lessons and Equity Team offer to co-teach, coaching opportunity for support, messaging to staff and families, student work samples.
	Student leadership opportunities and restorative conversations centering student voice.	Student MTSS-B panel notes, Teal Team meetings, HOPS meetings, safety patrol volunteers, restorative conversation protocol and messaging.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, parent and community volunteer opportunities, community events, two-way communication with classroom teachers, counselor, and admin, connection with YES mental health supports connected to specific student/family needs.	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Tier II meeting discussions, counselor reflection on small skill groups and whole group lessons, student exit tickets, emotional regulation MOY screener.	



## 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.



## Mark Twain 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.<sup>35</sup>*

#### SCHOOL OVERVIEW

**Description:** Mark Twain Elementary is a proud and distinguished K–5 school located in the heart of the North Rose Hill neighborhood in Kirkland, Washington. We serve a vibrant and diverse community of approximately 520 students and their families. Our school is a dynamic learning environment that prioritizes high-quality instruction and a strong sense of community. We are deeply committed to fostering a welcoming, inclusive, and culturally responsive atmosphere where every student feels seen, valued, and supported. Our dedicated and highly skilled staff work in close partnership with an engaged and supportive parent/caregiver community to enrich the educational experience for all students. The PTSA plays a vital role in this collaboration, providing generous financial and volunteer support for programs in science, math, art, literacy, academic enrichment, and extracurricular activities. At Mark Twain, we are focused on continuous improvement in both student achievement and overall well-being. Our 2025–2026 Continuous Improvement Plan builds on our successes, with a strong emphasis on literacy. We are committed to ensuring that every student leaves our school as a confident, capable reader. In addition, we are steadfast in our efforts to advance equity and inclusion. We strive to eliminate barriers to learning and to create a school culture that reflects and responds to the diverse backgrounds and experiences of our students. Our ultimate goal is to be a model of educational excellence and equity for others to follow.

**Mission Statement:** *Everyone in the school committed to developing thinkers, problem solvers and lifelong learners while creating partnerships with families.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or	Desired Outcome
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<sup>35</sup> LWSD School Board Approval on <insert date>

		<b>Student Group(s)</b>	
<b>1</b>	<b>Literacy</b>	K-5	By June 2026, Mark Twain Elementary will increase the percentage of students meeting or exceeding grade-level benchmarks in reading (as measured by EarlyReading for K–1 and AReading for grades 2–5 in Fastbridge) by 10 percentage points in any grade level currently below 80% (while maintaining or improving performance in grades already above 80%).
<b>2</b>	<b>Mathematics</b>	K-5	By June 2026, Mark Twain Elementary will increase math proficiency across all grade levels as measured by EarlyMath (K–1) and aMath (grades 2–5) benchmark assessments. Grades below 80% proficiency will show a minimum 10 percentage point increase in the percentage of students meeting or exceeding grade-level benchmarks. Grades at or above 80% proficiency will maintain or improve their performance to ensure sustained excellence in math achievement.
<b>3</b>	<b>Social Emotional Learning</b>	K-5	By June 2026, Mark Twain Elementary will strengthen staff-student relationships to meet or exceed district averages as measured by Panorama surveys. Specifically, we will increase student confidence that staff care when they are upset and by at least 10 percentage points and reverse the 11% decline since 2021. Additionally, we will increase how difficult it is to find help from an adult if a student is bullied by at least 10 percentage points.

## 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	
<b>Priority Area</b>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5
<b>Focus Area</b>	Reading proficiency across grade levels is part of a broader focus on academic achievement and instructional effectiveness in literacy, tied to LWSD priorities.
<b>Desired Outcome</b>	<p>By June 2025, each grade level at Mark Twain Elementary will demonstrate measurable growth in reading proficiency, as evidenced by EarlyReading (K–1) and AReading (grades 2–5) benchmark assessments. Specifically:</p> <ul style="list-style-type: none"> <li>• Grades currently below 80% proficiency (K: 75%, 1<sup>st</sup>: 79%, 2<sup>nd</sup>: 66%, 3<sup>rd</sup>: 75%, 5<sup>th</sup>: 69%) will show a minimum 10 percentage point increase in the percentage of students meeting or exceeding grade-level benchmarks.</li> <li>• Grades already above 80% proficiency (4<sup>th</sup>:90%) will maintain or improve their performance, ensuring continued excellence in reading achievement.</li> </ul> <p>This outcome reflects the school’s commitment to equitable academic growth, targeted support, and sustained high performance across all grade levels.</p>
<b>Current Data Supporting Focus Area</b>	Spring Fastbridge percent of students at benchmark

			24-25	23-24	22-23	21-22	
	Earlyreading	K	75%	76%	78%	58%	
	Earlyreading	First	79%	75%	75%	79%	
	Areading	Second	66%	79%	81%	82%	
	Areading	Third	75%	87%	90%	73%	
	Areading	Fourth	90%	82%	77%	89%	
	Areading	Fifth	69%	82%	83%	86%	
<b>Strategy to Address Priority</b>	<b>Action</b>		<b>Measure of Fidelity of Implementation</b>				
	Ensure that every classroom has a clearly defined and uninterrupted block of time dedicated to Tier 1 reading instruction embedded within the master schedule. This instructional time should be safeguarded from pull-outs, transitions, and non-instructional disruptions to maximize its effectiveness and impact on student learning.		Teachers will monitor progress utilizing FastBridge, and other tools supported by the district.  Schedule fidelity checks through informal walk throughs.				
	Consistent and responsive Tier 2 instruction will be delivered by general education teachers within the classroom setting for all students. For students who are not meeting reading proficiency benchmarks, targeted intervention will occur four times per week to support their progress.		Teachers will be progress monitoring utilizing FastBridge, and other tools supported by the district.  Schedule fidelity checks through informal walk throughs.				
	Provide targeted Tier 2 and 3 reading interventions in small groups for students who require additional support beyond the Tier 2 instruction already provided to all students. These sessions should take place four times per week for 30 minutes each, ensuring consistency and intensity to effectively address individual learning needs.		Teachers will be progress monitoring utilizing FastBridge and other tools supported by the district.  Schedule fidelity checks through informal walk throughs.				

	<p>Engage in purposeful, interdisciplinary collaboration during weekly common planning to ensure all students receive high-quality core instruction. Students will not be pulled from core instruction unless explicitly outlined in their IEPs, in alignment with Twain's continuum of services</p>	<p>All students will receive daily core reading instruction and participate in small-group reading experiences grounded in best practices. Intervention time will be dedicated to supporting students in Safety Net, Multilingual learners (entering/emerging levels), and those receiving Special Education services. During this time, general education teachers will provide targeted support to additional students as needed.</p> <p>Grade-level teams will convene every 6–8 weeks to analyze student data, monitor progress toward benchmarks, and adjust instruction to promote ongoing growth and success for all learners.</p>
	<p>Multilingual learner services will be delivered through a collaborative model of co-teaching and co-planning. Students receiving ML support will participate in Tier 1 and Tier 2 instruction provided by their general education teacher, with the ML teacher actively collaborating through joint planning and co-teaching to ensure language development is integrated into core instruction.</p>	<p>Teachers will be progress monitoring utilizing FastBridge and other tools supported by the district.</p> <p>Schedule fidelity checks through informal walk throughs.</p>
	<p>All students will be benchmarked using a consistent assessment tool. A progress monitoring and data teaming calendar has been developed to ensure that teachers conduct progress monitoring approximately every six weeks. Students who do not meet benchmark expectations will be</p>	<p>We will use data from progress monitoring—aligned to our cycle calendar—to inform both instructional decisions and intervention supports. This process ensures that teachers have a current and comprehensive view of each student's performance, allowing</p>

	monitored more frequently, every two weeks, to provide timely support and intervention.	for timely and targeted responses to student needs.
	Professional Development	Provide ongoing professional development for teachers on effective, evidence-based reading instruction and intervention strategies. Including coaching from the instructional coach and bringing in district reading experts.
	Grade-level teams will receive targeted weekly professional development led by the ML teacher, with a focus on GLAD strategies to support multilingual learners. Additional instructional support for activities beyond small group instruction will be provided collaboratively by Special Education, Safety Net, ML staff, and the instructional coach to ensure inclusive and effective learning experiences for all students.	<p>This will be measured by consistent delivery of weekly, grade-level professional development sessions focused on GLAD strategies, led by the ML teacher. Attendance will be tracked, and session content will align with instructional goals. Evidence of collaboration, such as co-planning notes and classroom observations, will confirm that Special Education, Safety Net, ML staff, and the instructional coach are providing support beyond small group instruction.</p> <p>Teacher feedback and student data will be used to adjust and improve the support model throughout the year.</p>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	This year is a learning year as we focus on developing and refining our Strategy to Engage Students, Families, Parents, and Community Members. Our goal is to explore best practices, gather feedback, and build strong partnerships that support student success. We recognize that meaningful engagement takes time and collaboration, and we are committed to learning and improving together throughout this process.	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	

<b>Method(s) to Monitor Progress</b>	<p>Progress monitoring is occurring at all levels to help inform and drive instruction. FastBridge will continue to be our multi-point, across time tool along with district and curricular assessments to monitor growth. Teachers also have access to Lexia and intervention teachers are utilizing SIPPS and Phono-Graphix. for our students' demonstrating characteristics of dyslexia. Fidelity checks on the use of Wonders, Heggerty, and UFLI will also occur. Data will be reviewed in 6-8 week data cycles with all grade levels and a multidisciplinary team.</p>
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Priority #2																																																
Priority Area	Mathematics																																															
Focus Grade Level(s) and/or Student Group(s)	K-5																																															
Focus Area	Math proficiency across grade levels is part of a broader focus on academic achievement and instructional effectiveness in math tied to LWSD priorities of equitable access and closing achievement gaps.																																															
Desired Outcome	<p>By June 2025, Mark Twain Elementary will increase math proficiency across all grade levels as measured by EarlyMath (K–1) and aMath (grades 2–5) benchmark assessments. Specifically:</p> <ul style="list-style-type: none"><li>Grades below 80% proficiency (Second: 69%, Third: 73%, Fifth: 78%) will show a minimum 10 percentage point increase in the percentage of students meeting or exceeding grade-level benchmarks.</li><li>Grades at or above 80% proficiency (Kindergarten: 86%, First: 88%, Fourth: 82%) will maintain or improve their performance to ensure sustained excellence in math achievement.</li></ul>																																															
Current Data Supporting Focus Area	<p>Spring Fastbridge percent of students at benchmark</p> <table><tr><td></td><td></td><td>24-25</td><td>23-24</td><td>22-23</td><td>21-22</td></tr><tr><td>early math</td><td>K</td><td>86%</td><td>81%</td><td>89%</td><td>83%</td></tr><tr><td>early math</td><td>First</td><td>88%</td><td>85%</td><td>78%</td><td>81%</td></tr><tr><td>amath</td><td>Second</td><td>69%</td><td>74%</td><td>85%</td><td>88%</td></tr><tr><td>amath</td><td>Third</td><td>73%</td><td>76%</td><td>89%</td><td>76%</td></tr><tr><td>amath</td><td>Fourth</td><td>82%</td><td>86%</td><td>76%</td><td>86%</td></tr><tr><td>amath</td><td>Fifth</td><td>78%</td><td>81%</td><td>87%</td><td>79%</td></tr></table>								24-25	23-24	22-23	21-22	early math	K	86%	81%	89%	83%	early math	First	88%	85%	78%	81%	amath	Second	69%	74%	85%	88%	amath	Third	73%	76%	89%	76%	amath	Fourth	82%	86%	76%	86%	amath	Fifth	78%	81%	87%	79%
		24-25	23-24	22-23	21-22																																											
early math	K	86%	81%	89%	83%																																											
early math	First	88%	85%	78%	81%																																											
amath	Second	69%	74%	85%	88%																																											
amath	Third	73%	76%	89%	76%																																											
amath	Fourth	82%	86%	76%	86%																																											
amath	Fifth	78%	81%	87%	79%																																											
Strategy to Address Priority	<b>Action</b>		<b>Measure of Fidelity of Implementation</b>																																													
	Ensure that every classroom has a clearly defined and uninterrupted block of time dedicated to Tier 1 math instruction embedded within the master schedule. This instructional time should be safeguarded from pull-outs, transitions, and non-instructional disruptions to maximize its effectiveness and impact on student learning.		Teachers will be progress monitoring utilizing FastBridge, and other tools supported by the district.  Schedule fidelity checks through informal walk throughs.																																													

	<p>Consistent and responsive Tier 2 instruction will be delivered by general education teachers within the classroom setting for all students. For students who are not meeting math proficiency benchmarks, targeted intervention will occur four times per week to support their progress.</p> <p>There will be a focus on foundational skills for grades 2–3 where the largest declines occurred.</p>	<p>Teachers will be progress monitoring utilizing FastBridge, and other tools supported by the district.</p> <p>Schedule fidelity checks through informal walk throughs.</p>
	<p>Engage in purposeful, interdisciplinary collaboration during weekly common planning to ensure all students receive high-quality core instruction. Students will not be pulled from core instruction unless explicitly outlined in their IEPs, in alignment with Twain’s continuum of services</p>	<p>All students will receive daily core math instruction and participate in small-group math experiences grounded in best practices. Intervention time will be dedicated to supporting students in Safety Net, Multilingual learners (entering/emerging levels), and those receiving Special Education services. During this time, general education teachers will provide targeted support to additional students as needed.</p>
	<p>All students will be benchmarked using a consistent assessment tool, Fastbridge.</p>	<p>Fall, winter and spring fastbridge data</p>
	<p>Professional Development</p>	<p>Provide ongoing professional development for teachers on effective, evidence-based math instruction and intervention strategies. Including coaching from the instructional coach and bringing in district reading experts. Begin learning phase of Building Thinking Classrooms.</p>
<p><b>Strategy to Engage Students,</b></p>	<p>This year is a learning year as we focus on developing and refining our Strategy to Engage Students, Families, Parents, and Community</p>	

<b>Families, Parents and Community Members</b>	Members. Our goal is to explore best practices, gather feedback, and build strong partnerships that support student success. We recognize that meaningful engagement takes time and collaboration, and we are committed to learning and improving together throughout this process.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	Progress monitoring is occurring at all levels to help inform and drive instruction. FastBridge will continue to be our multi-point, across time tool along with district and curricular assessments to monitor growth

<b>Priority #3</b>		
<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5 focus, data from 3-5 panorama	
<b>Focus Area</b>	Teacher-student relationships and school safety	
<b>Desired Outcome</b>	By June 2025, Mark Twain Elementary will strengthen staff-student relationships to meet or exceed district averages as measured by Panorama surveys. Specifically, we will increase student confidence that staff care when they are upset and by at least 10 percentage points and reverse the 11% decline since 2021. Additionally, we will increase how difficult it is to find help from an adult if a student is bullied by at least 10 percentage points.	
<b>Current Data Supporting Focus Area</b>	School safety Favorable responses overall 7% under district average	If a student is bullied in school, how difficult is it for him/her to find help from an adult?  Favorable response 9% under district average
	Teacher-Student Relationships Favorable responses overall down 11% since 2021 Favorable responses down overall 4% under district average	If you were upset when you came into class, how concerned would your teacher be? Favorable response 9% under district average
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	To increase adult visibility and responsiveness, classified staff are scheduled to monitor high-risk areas such as hallways, certain areas of the playground, and lunchrooms throughout the day.	Schedule staff coverage in high-risk areas using a daily supervision schedule and checklist.  Weekly walkthroughs during transition times and recess to verify staff presence and responsiveness.
	All classified staff receive training on immediate response protocols for incidents to ensure quick,	Weekly IA meeting notes. Monthly classified staff training notes.

	consistent, and supportive action when students seek help.	
	Teaching anti-bullying strategies during SEL lessons (once weekly with school counselor at each grade level) to help them recognize, prevent, and respond to bullying situations. These lessons focus on building empathy, promoting kindness, and giving students practical tools to stand up for themselves and others.	SEL lesson plans for weekly grade level SEL lessons.
	Continue partnership with student services to conduct quarterly student interviews to gather input on classroom climate and ensure students feel heard.	Walk through notes.
	Incident data will be reviewed weekly by the administrative team (including Instructional coach and counselor). This review will track patterns, confirm that staff responded promptly to reported concerns, and identify any areas needing additional support or training.	Weekly meeting notes.
	Grade-level teams will convene every 6–8 weeks for data cycles to analyze student data and get support on any students of concern.	Data cycle notes
	Targets Tier 2 supports for students delivered by the school counselor based on data. The counselor will use benchmark assessments, behavior referrals, and Panorama survey results to identify students needing additional support. Interventions may include small-group or individual	Maintain a Tier 2 intervention log documenting student selection criteria, session frequency, and focus areas. Weekly reviews of the log by the administrative team will ensure interventions are delivered as planned and adjusted based on student data and feedback.

	<p>sessions focused on social-emotional skills, coping strategies, and conflict resolution. Progress will be monitored through pre- and post-assessments, teacher feedback, and student self-reflection to ensure effectiveness and adjust strategies as needed.</p>	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>This year is a learning year as we focus on developing and refining our Strategy to Engage Students, Families, Parents, and Community Members. Our goal is to explore best practices, gather feedback, and build strong partnerships that support student success. We recognize that meaningful engagement takes time and collaboration, and we are committed to learning and improving together throughout this process.</p>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>We will monitor progress toward this goal by reviewing Panorama survey data in fall, winter, and spring to track improvements in staff-student relationships and school safety. Monthly student pulse interviews will provide quick feedback on whether students feel cared for when upset and can easily find help if bullied. Administrators will conduct regular walkthroughs to confirm staff presence in high-risk areas. Incident data will be reviewed weekly to ensure timely adult intervention.</p>	

## 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.

## **Laura Ingalls Wilder 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.<sup>36</sup>*

#### **SCHOOL OVERVIEW**

**Description:** Laura Ingalls Wilder wrote, "It is not the things you have that make you happy. It is love and kindness and helping each other and just plain being good." At Wilder Elementary, we not only strive to exemplify this quote, but are also 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 building strong partnerships with our community. As a staff, we feel our mission helps us to do our part in accomplishing both the Lake Washington School District Mission: "Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society;" and the Lake Washington School District Vision: "Every student will be Future Ready: Prepared for College, prepared for the Global Workplace, Prepared for Personal Success." Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. 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. Wilder Elementary is a wonderful place to grow, learn, and succeed. Go Wolves!

**Vision Statement:** *All students achieve one year or more of social-emotional and academic learning, with expanded opportunities for equitable, personalized growth.*

**Mission Statement:** *At Wilder, we are an inclusive community that builds on every student's strengths—inspiring lifelong learning, confidence, and a sense of belonging.*

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<sup>36</sup> LWSD School Board Approval on <insert date>



**2025-26 PRIORITIES AT A GLANCE**

<b>Priority</b>	<b>Priority Area</b>	<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Desired Outcome</b>
<b>1</b>	<b>Literacy</b>	<b>Grades PK-5</b>	<p><b>Preschool – 80% of students will demonstrate benchmark proficiency as measured by the Heggerty assessment in Spring 2026.</b></p> <p><b>K-2 – 85% of students will demonstrate benchmark proficiency in foundational reading skills as measured by the FastBridge screening assessment in Spring 2026.</b></p> <p><b>3-5 – 90% of students will demonstrate benchmark proficiency in reading comprehension skills as measured by the FastBridge screening assessment in Spring 2026.</b></p>
<b>2</b>	<b>Mathematics</b>	<b>Grades 3-5</b>	<p><b>85% of students in grades 3-5 will be at or above level 3 in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2026.</b></p>
<b>3</b>	<b>Social Emotional Learning</b>	<b>Grades 3-5</b>	<p><b>65% of students in grades 3-5 will respond favorably in the emotional regulation category as measured by the Panorama Survey in Spring 2026.</b></p>

## 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	
<b>Priority Area</b>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades PK-5
<b>Focus Area</b>	Grades PK-2 - Phonemic Awareness and Phonics Grades 3-5 – Reading Comprehension
<b>Desired Outcome</b>	<p>Preschool – 80% of students will demonstrate benchmark proficiency as measured by the Heggerty assessment in Spring 2026.</p> <p>K-2 – 85% of students will demonstrate benchmark proficiency in foundational reading skills as measured by the FastBridge screening assessment in Spring 2026.</p> <p>3-5 – 90% of students will demonstrate benchmark proficiency in reading comprehension skills as measured by the FastBridge screening assessment in Spring 2026.</p>
<b>Current Data Supporting Focus Area</b>	<p>Preschool: Heggerty implementation will begin this year</p> <p>Kindergarten: Students at 82% proficiency on Fastbridge Fall 2025 screener.</p> <p>Grades 1-2: In Spring 2025, 74% of students met the benchmark standard for literacy in the earlyReading assessment.</p> <p>Grades 3-5: In Spring 2025, 83% of students met the benchmark standard for literacy in the aReading assessment.</p> <p>Research shows that through explicit phonemic awareness, phonics and fluency instruction, students develop strong foundational skills that lead them to becoming proficient readers. To achieve this, Wilder Elementary will utilize researched-based practices and curriculum resources to provide explicit phonemic awareness, phonics and fluency core instruction and interventions to help students grow and become strong readers.</p> <p>“Foundational skills...are necessary and important components of an effective comprehensive reading program designed to develop proficient readers with capacity to comprehend texts...” (Common Core State Standards, 2010). The National Reading Panel (2000) identified five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary,</p>

	<p>and comprehension. The CORE Teacher Reading Sourcebook adds additional components that are key to cover in reading instruction: print awareness, letter knowledge, irregular words, and multisyllabic words (K-5 Reading LWSD, 2024).</p> <p>When looking at the MTSS framework, an identified need is to include effective tier 1 and tier 2 instruction within the general education classroom setting. Recognizing student needs and providing interventions and instruction to meet those needs are vital for student success, which begins with a clear assessment protocol (K-5 Reading LWSD, 2024).</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Professional development related to comprehension during LEAP time	% of teachers participating in the professional development
	Whole group instruction in Heggerty Phonics (PK-2)	Yearly use review
	Implementation of UFLI phonemic awareness instruction (K-2)	Yearly use review
	Teachers will analyze student progress from informal and formal assessments and adjust small/whole group instruction to maximize impact.	% of teachers participating in Professional Learning Communities (PLCs) to analyze student progress.
	Classroom teachers and service providers will utilize Tier 1, 2 and 3 instruction as outlined by school MTSS and BLT teams. The master schedule has dedicated core instructional time and power blocks to provide specific (Tier 2/3) instruction based on student need.	Yearly schedule development and review
	Staff utilizing scaffolding and differentiation strategies through implementation of Universal Design for Learning (UDL) practices.	Yearly FIA survey review by MTSS Intervention Team of item 3.2 (Academic Instruction).
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>Admin and staff share literacy goals and information in family newsletter with regular updates about our school steps and ways families can support at home.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Connections conferences and mid-year conferences to connect, build relationships and share student progress and grade level expectations with families.</li> <li>• Regular follow-Up from staff to share student progress with families.</li> <li>• Literacy Night: provides opportunities for practice and takeaways with students and staff.</li> <li>• Empathy interviews to build capacity and see our families and students through feedback opportunities around the SIP goals through video and audio recording.</li> <li>• Affinity groups for families of students (IEP, 504, ML and race) to connect with them and hear about their needs and concerns.</li> <li>• Increasing the use of phone or in person conversations versus email or parent square.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<p>Heggerty pre and post assessments (preschool)</p> <p>FastBridge Screener — September, January, May</p> <p>Progress monitoring for students receiving targeted intervention support (Safety Net).</p> <p>Formative assessments within classrooms</p> <p>Progress within classrooms using Street Data</p> <ul style="list-style-type: none"> <li>• Ex: Student work, observations, interviews, etc...</li> </ul>

<b>Priority #2</b>		
<b>Priority Area</b>	Mathematics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3-5	
<b>Focus Area</b>	Solving complex math problems	
<b>Desired Outcome</b>	85% of students in grades 3-5 will be at or above level 3 in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2026.	
<b>Current Data Supporting Focus Area</b>	Data analysis of our SBA scores from last year indicates that 20% of our students are at or below level 2. Students in grades 3-5 experience few complex problem-solving opportunities through regular classroom instruction which is primarily focused on a specific strategy for solving problems.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Classroom teachers and service providers will utilize Tier 1, 2 and 3 instruction as outlined by school MTSS and BLT teams. The master schedule has dedicated core instructional time and power blocks to provide specific (Tier 2/3) instruction based on student need.	Yearly schedule development and review
	K-5 teachers will use student work from IM Units to evaluate student performance, reflect on the outcomes, and adjust instruction in PLCs.	% of teachers using student data to inform instruction while participating in PLCs related to math.
	Staff utilizing scaffolding and differentiation strategies through implementation of Universal Design for Learning (UDL) practices.	Yearly FIA survey review by MTSS Intervention Team of item 3.2 (Academic Instruction).
	Teachers will analyze student progress from informal and formal assessment and adjust small/whole group instruction to maximize impact.	% of teachers participating in Professional Learning Communities (PLCs) to analyze student progress.
<b>Strategy to Engage Students, Families, Parents and</b>	<ul style="list-style-type: none"> <li>Admin and staff share math goals and information in a family newsletter with regular updates about our school steps and ways families can support at home.</li> </ul>	

<b>Community Members</b>	<ul style="list-style-type: none"> <li>• Connections conferences and mid-year conferences to connect, build relationships and share student progress and grade level expectations with families.</li> <li>• Regular follow-Up from staff to share student progress with families.</li> <li>• Literacy Night: provides opportunities for practice and takeaways with students and staff.</li> <li>• Empathy interviews to build capacity and see our families and students through feedback opportunities around the SIP goals through video and audio recording.</li> <li>• Affinity groups for families of students (IEP, 504, ML and race) to connect with them and hear about their needs and concerns.</li> <li>• Increasing the use of phone or in person conversations versus email or parent square.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<p>Illustrative Mathematics summative and check-in assessments  SBA Interims for progress monitoring  SBA end of year data  FastBridge Screener — September, January, May  Progress within classrooms using Street Data</p> <ul style="list-style-type: none"> <li>• Ex: Student work, observations, interviews, etc...</li> </ul>

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	Grades 3-5	
Focus Area	Emotional regulation	
Desired Outcome	65% of students in grades 3-5 will respond favorably in the emotional regulation category as measured by the Panorama Survey in Spring 2026.	
Current Data Supporting Focus Area	<p>In the Spring of 2025 60% of students responded favorably on Emotion Regulation as measured by Panorama.</p> <p>Dr. Richie Davidson (University of Wisconsin-Madison) speaks about ‘every behavioral intervention being a biological intervention’—and that a young person’s repeated experiences in school have the opportunity to be a powerful influence for the re-wiring of neural pathways that is necessary for habits to be built and sustained. Implementing and sustaining a consistent set of SEL practices helps stakeholders collaboratively create the climate and culture that’s vital for optimal learning and working conditions for students and adults (CASEL, 2024).</p> <p>While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can help schools promote understanding, examine biases, reflect on and address the impact of racism, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create a more inclusive school community. In doing so, schools can promote high-quality educational opportunities and outcomes for all students, irrespective of race, socioeconomic status, gender, sexual orientation, and other differences. This requires that SEL is implemented with an explicit goal of promoting educational equity (CASEL, 2024).</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	MTSS Tier 2/3 Intervention Team will meet monthly and in response to student needs to develop agreed upon Tiered interventions that will support students inside and outside the classroom and monitor student progress.	% of staff who implement strategies from MTSS Team.

	All staff will implement daily SEL/Restorative circle to create a supportive classroom and staff will continue engaging in PD to clarify the purpose of this work (the first of three legs on the SEL stool).	% of staff who implement classroom circles as a regular routine.
	Utilizing regulation spaces in all classrooms, a schoolwide sensory path and a sensory gym that all students can access.	% of staff with a regulation space and utilizing the sensory path and sensory gym.
	Creating a consistent school-wide PBIS program through whole staff collaboration and development.	SWPBIS assessment
	Counselor small group lessons about self-regulation as well as strategic whole-group lessons focused on emotion regulation utilizing the Zones of Regulation curriculum.	Pre and post assessments and discipline data
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Admin and counselor share SEL goals and information in family newsletter with regular updates about our school steps and ways families can support at home.</li> <li>• Connections conferences and mid-year conferences to connect, build relationships and share student progress and grade level expectations with families.</li> <li>• Regular follow-Up from counselor to share individual and group progress with families.</li> <li>• Parent connection night on Zones of Regulation with opportunities for practice and takeaways with students, staff and families.</li> <li>• Empathy interviews to build capacity and see our families and students through feedback opportunities around the SIP goals through video and audio recording.</li> <li>• Affinity groups for families of students (IEP, 504, ML and race) to connect with them and hear about their needs and concerns.</li> <li>• Increasing the use of phone or in person conversations versus email or parent square.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Panorama Survey results for grades 3-5 K-5 Bi-Monthly Emotion Regulation Surveys Number of students referred to the MTSS Team for SEL support Student behavior incident data	



	Progress using Street Data methodologies <ul style="list-style-type: none"> <li>• Ex: Student and parent conversations, Empathy Interviews, etc...</li> </ul>
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<b>STATE ASSESSMENT PARTICIPATION</b>
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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.

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