

# Continuous Improvement Process Plan

## Samantha Smith Elementary

23305 NE 14<sup>th</sup> Street  
Sammamish, WA 98074

425-936-2710

<http://www.lwsd.org/school/smith>

2016 -  
2017



Principal Jamie Warner

Associate Principal Rebekah Westra

Lake Washington School District

2016 - 2017

TABLE OF CONTENTS

---

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
District Performance Targets -----	Page 5
School Performance Over Time -----	Page 6
CIP Reflection: Evaluate Outcomes -----	Page 7
Annual School Goals -----	Page 11
Strategies to Accomplish Goals -----	Page 13
Parent, Family, and Community Involvement -----	Page 15

## DESCRIPTION OF SCHOOL

---

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

“Success, Care, and Respect for All Learners.” All students will have the knowledge, life 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 insure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.

Samantha Smith Elementary has provided a quality education for students in the Sammamish area since 1987. The school continues to be a showcase school among the district’s 31 elementary schools. Over the past few years, we have earned School of Distinction and Washington State Achievement Awards.

The school continues to further underscore its commitment and direct its resources to support a strong, challenging and engaging academic program for all students. In addition, Samantha Smith serves as “home” to students who are enrolled in the district’s QUEST program for highly capable students. Currently, we have 48.5% Asian, 5.2% Hispanic, 39.6% Caucasian, 0.03% African American and 6.2% that are two races or more. Along with this great diversity we have 5.1% of our student body that have special needs, 3.0% free and reduced lunch and 51/49 male/female ratio.

The instructional staff at Samantha Smith School is a broadly experienced, highly capable, and deeply dedicated team of teachers committed to working in collaboration with each other on a professional learning community platform. Many of the teachers on the Smith teaching staff are master level teachers.

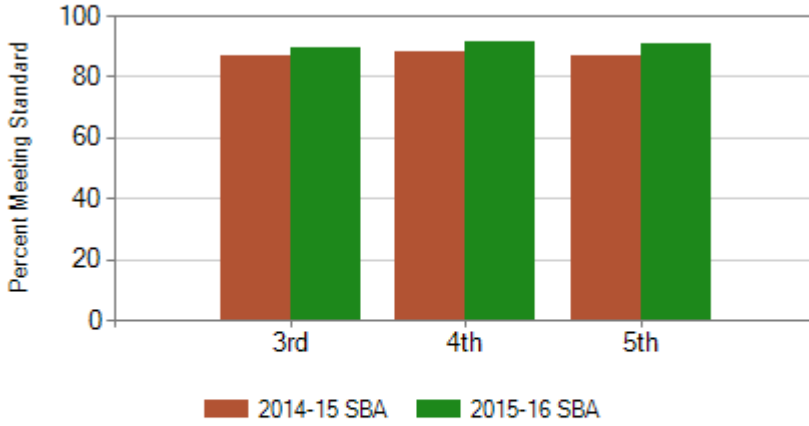
The school community supports learning. Many parents are active in our PTSA. Our PTSA has been recognized by the Washington State PTSA council for its achievements in program support and development as well as its record of membership.

Year in Review – 2015-2016

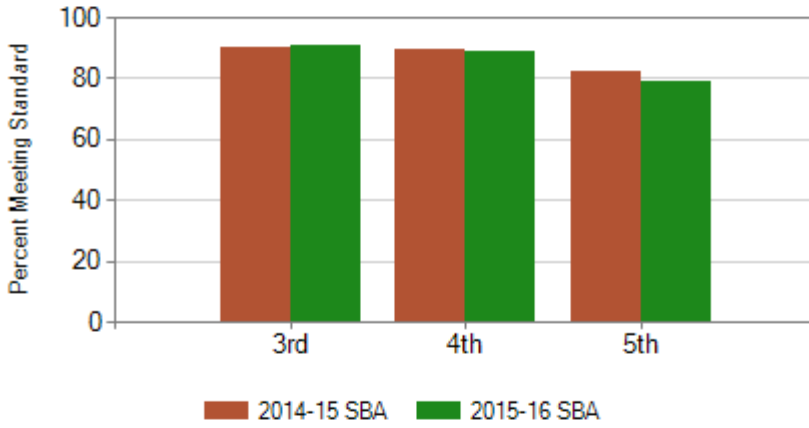
Continuous Improvement Plan

Each year, we analyze many different data points including: Smarter Balance Assessment, DIBELS, Community Survey Feedback, Nine Characteristics Survey Feedback, etc. to create growth goals for the year. Each grade level team or Professional Learning Community (PLC) sets goals related to Common Core State Standards. Strategies to achieve these goals are implemented throughout the year and the team works together to ensure success for every child. Below are charts showing our past achievement data.

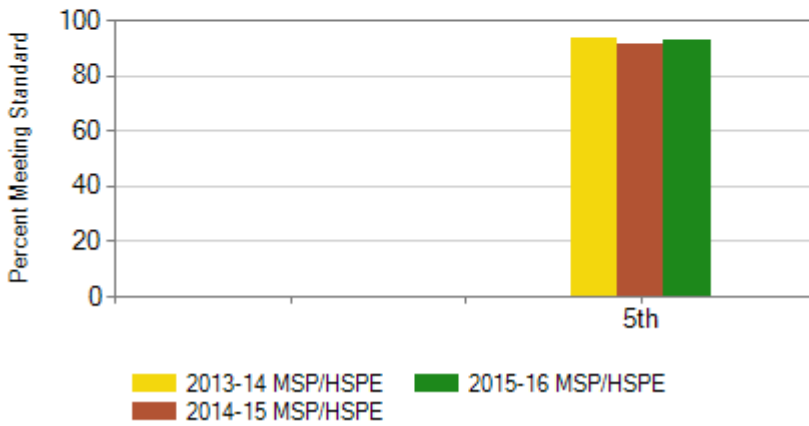
### English Language Arts



### Math



### Science



The Building Leadership Team works to ensure professional development is targeted for our staff to ensure success for all children within our school building. We also work on

community culture goals. We believe in order for students to be successful in school, they must first feel safe and cared for. Our parents and PTSA leaders play a role in this as well.

For the past two years, we refocused our school community on the Peace Builders Program this school has used since it opened. Every staff member renewed their training in the Peace Builders' Promise, every student was taught what each principle means, and parents were reintroduced to this information at Curriculum Night. Throughout the year, we had weekly announcements to continue teaching this culture building program. Students were recognized throughout each month with Praise Notes for being positive contributing members of the Smith Community. Each month students were chosen at random to have Lunch with the Principal as an incentive for showing great character throughout the month.

We plan to continue this work in the 2016-2017 year and continue to celebrate our wonderful students!

## DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	88.3%	95.0%
3 <sup>rd</sup> Graders' on Track for Success	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5 <sup>th</sup> Graders' on Track for Success	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	88.2%	95.0%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **reported on the OSPI Washington State Report**

### Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88.9%	83.3%					
		1 <sup>st</sup>	90.0%	96.5%					
		2 <sup>nd</sup>	97.5%	95.7%					
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		86.6%	89.5%					
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		90.4%	91.1%					
<b>4<sup>th</sup> Graders' on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		88.2%	91.5%					
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		89.2%	88.6%					
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		87.0%	90.8%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		82.4%	78.8%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		91.1%	92.6%					

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**

- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

## CIP REFLECTION: EVALUATE OUTCOMES

---

### 2015-16 CIP Goals and 2016 Outcomes:

*Data:*

	<b>Goal</b>	<b>Achievement (Achievement Level Descriptor)</b>
<b>Literacy: K-2 Reading</b>	The percentage of first graders scoring at proficiency or higher will be 88% as measured by DIBELS MOY assessment.	92.4% of students met or exceeded standard.
<b>Literacy: 3-5 ELA</b>	The percentage of 3-5 graders scoring at proficiency or higher will be 81% as measured by SBA.	90.56% of students met or exceeded standard.
<b>Math: 3-5 Math</b>	The percentage of 3-5 graders scoring at proficiency or higher will be 75% as measured by SBA.	86.43% of students met or exceeded standard.
<b>Science: 5<sup>th</sup> Science</b>	The percentage of 5 <sup>th</sup> graders scoring at proficiency or higher will be 80% as measured by MSP.	86.9% of students met or exceeded standard.
<b>Achievement Gap</b>	70% of students K-2 who are in Safety Net for Literacy will be at Benchmark/CORE on DIBELS NEXT by the end of the school year.	70% of students met or exceeded standard.
<b>School Effectiveness:</b>	<b><u>Goal One: Assessment results are used to determine professional learning activities.</u></b> The percentage of staff agreeing completely or agreeing mostly will increase from 91% to 95% as measured on the 2015 Nine	Goal One: 90.48% agreed or mostly agreed



	<p>Characteristics Survey. This will be done through utilizing the district and school professional development surveys, using LEAP time to address needs from this survey and working with the Leadership Team to check in once a month for additional needs.</p> <p><b><u>Goal Two: I have enough opportunities to grow professionally.</u></b> The percentage of staff agreeing completely or agreeing mostly will increase from 91% to 95% as measured on the 2015 Nine Characteristics Survey. This will be done by offering professional development to staff based on needs they express during CIP/PCC/PGE goal meetings and through the district and school professional development survey feedback. This will also be done by completing all of the district mandated trainings scheduled for this year (LEAP days.)</p>	<p>Goal Two: 100% agreed or mostly agreed</p>
<p><b>Attendance and Discipline:</b></p>	<p>Both attendance and discipline would be monitored monthly. Each individual case would be handled either with an attendance letter, phone call or email to parents, conference, etc.</p>	<p>Last year, three sets of attendance letters were sent out. This did not change the pattern of those that take long vacations or those who are actually sick, but we did see parents more aware of casual absences.</p> <p>We saw about the same amount of discipline, but more suspensions than the year before. From this we are looking at bringing the YMCA in to facilitate games at recesses as well as reiterating Peace Builders.</p>

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	Teams met in grade bands and looked over our goals and our students' results. They had discussions based on some leading reflection questions.
<b>Literacy: K-2 Reading</b>	The team felt that they achieved their goal. Along with the achievement of their goal, many ELL students were exited from the program. Scheduling was a challenge with part-time Safety Net and ELL teachers. K-2 teams relied heavily on their PCC work to monitor their goals and student success. They also used extra resources such as IA time to support small groups.
<b>Literacy: 3-5 ELA</b>	Our 3-5 teachers saw some successes in the past year. One being that having Wonders be consistent among grade levels has made students more prepared and share a common language. Taking the SBA was not brand new and students were more prepared. Our teams were able to enlist the support of our Safety Teacher and support staff. This partnership was powerful for student success. A challenge our staff reports was having larger class sizes (an issue that was addressed this year.) Some notable strategies that were used in achieving the goals listed were using a uniform vocabulary, piloting writing materials and interim assessments, and having support from the technology team and our school team.
<b>Math: 3-5 Math</b>	Successes for the 3-5 team were similar to those we saw in ELA. Teachers have seen unity among grade levels due to the continued use of enVision. The vocabulary is the same from year to year and learning spirals. Some challenges were again larger class sizes, time and finding supplements to make the problem solving component of enVision stronger. Our 3-5 teachers used many strategies to support learning. We were able to access IXL online as well as Accelerated Math (3 <sup>rd</sup> and 4 <sup>th</sup> grades). Students had exposure to Eureka Math, CMP, Marcy Cook and Math is Cool.
<b>Science: 5<sup>th</sup> Science</b>	The 5 <sup>th</sup> grade team (including our 4/5 Quest classes) worked to make science an emphasis in terms of resources and time. Our teams also supplemented FOSS and STI with outside resources. One resource was Nature Vision, a PTSA funded experience for students. Some struggles that occurred were again larger class sizes, the lack of a benchmark assessment in science, and having to find their own supplemental resources (or as a school) as they are not provided by the district. Resources and supplemental materials were used, such as Delta Science Readers, Nature Vision as mentioned earlier, Bill Nye videos, etc.
<b>Achievement Gap</b>	The goal was for 70% of students K-2 who are in Safety Net for Literacy will be at Benchmark/CORE on DIBELS NEXT by the end of the school year. We made the 70%. During the year four students in kindergarten were inserted into this program/goal. This work was done using a pull out instructional model. DIBELS and Wonder Works Assessments were used.
<b>School Effectiveness:</b>	For goal one, "Assessment results are used to determine professional learning activities," we show our goal was 95% and we achieved

90.48%. For goal two, “I have enough opportunities to grow professionally,” we show our goal was 95% and was achieved 100%. Even though the percentages did not show us achieving our original goal, our team still feels we did very well in this area. Teachers reflect on our work towards these goals and feel they had more professional development opportunities than ever before. We started a few monthly additions to our staff meetings. One is called “PD with Bri.” One of our teachers who teaches classes at the district level began giving a quick 10-minute session each staff meeting on staff learning needs. Learning needs were identified after surveying our staff. We also have a monthly “Tech Time” update. This is to keep staff updated on the newest tools or needs in technology. Lastly, we asked our librarian to share her resources at staff meetings and called it, “The Librarian’s Corner.” These were quick segments that benefited our team greatly.

**Attendance and Discipline:**

**Attendance:**

**Goal from last year:** This year our staff has chosen to make monthly attendance checks our goal. We review attendance in October and letters are sent to parents who need to be aware of student attendance issues. From then on, we meet monthly to review attendance and letters and/or personal contacts are made with families for the rest of the year.

**Reflection:** The ongoing attention to attendance issues did help get more students coming to school. The continued issue we have is that many of our families are from other countries and take extended vacations back home during school days as airfare is much cheaper. With the new attendance policy in place, we do not see a change in this frame of thinking.

**Discipline:**

**Goal from last year:** This year we have chosen to make school suspensions our goal area. We believe that keeping children in school when possible is best for kids. We will work to use one-on-one conversation, Peace Plans, Apology Notes, Recess Reflection, Guidance Team, parent conferences, etc. work before needing to suspend a child.

**Reflection:** We worked hard to implement and review our Kelso Choices and Peace Builder Program. Along with the monthly Lunch with the Principal incentive, we feel students did improve overall in referrals and discipline. In the cases that a suspension did occur, we had a plan as a result (ex: Guidance Team evaluation resulted, etc.)

## ANNUAL SCHOOL GOALS

---

### 2016-17 Annual School Goals:

SMART Goals	
<b>Literacy: K-2 Reading</b>	Percentage of K-2 students scoring at Proficiency in BOY DIBELS will increase from 92% to 93% as measured by EOY DIBELS in May 2017.
<b>Literacy: 3-5 ELA</b>	The percentage of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> graders scoring at proficiency or higher will be 89% as measured by the SBA.
<b>Math: 3-5 Math</b>	The percentage of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> graders scoring at proficiency or higher will be 78% as measured by the SBA.
<b>Science: 5<sup>th</sup> Science</b>	The percentage of 5 <sup>th</sup> graders scoring at proficiency or higher will be 93% as measured by the MSP
<b>Achievement Gap</b>	19 Safety Net students: 53% of Safety Net students will be at standard in reading according to the EOY DIBELS.
<b>School Effectiveness:</b>	The staff works in teams across grade levels to help increase student learning from 80.96% agree mostly and agree completely to 82%.  Teachers provide feedback to each other to help improve instructional practices from 71.95% agree mostly and agree completely to 75%.
<b>Attendance:</b>	This year our staff has chosen to continue with making monthly attendance checks as our goal. We will continue to review attendance in October and send letters to parents notifying them of attendance concerns. We will continue to meet monthly to review attendance. Letters and/or personal contacts will be made to families throughout the year if attendance concerns should arise.
<b>Discipline:</b>	School suspensions will continue to be our area of focus at Smith. We believe that keeping children in school when possible is best for kids. Our goal is to provide learning situations in which each individual child can succeed within the school environment. We will work to use one-on-one conversation, Peace Plans, Apology Notes, Recess Reflection, Guidance Team, parent conferences, etc. work before needing to suspend a child.

### Annual School Goals: Academic

K-2 teachers will ensure all students receive challenge and rigor by providing the following:

- \* Guided reading groups
- \* Read Naturally Program/Trained RN Volunteers (Community Parents)
- \* Reading a variety of texts and daily time for independent reading at a just-right level
- \* Decodable passages
- \* Reading Wonders Word Study (Phonics, Vocabulary)
- \* Utilizing IAs for small reading groups—closer instruction

Students who need further support will receive appropriate interventions through one or more of the following:

- \* Safety Net/ELL
- \* Guided/Leveled reading groups
- \* Leveled texts
- \* Goal groups (ORF)
- \* Extra support through Read Naturally
- \* Literacy bags (sight words, texts) for home study
- \* Watchdogs reading with students

K-2 teachers will progress monitor Academic School Goals through Safety Net progress monitoring, DIBELS, Amplify (BURST) passages.

### Grades 3-5

The third, fourth and fifth grade teachers plan to use common measurements to monitor progress toward Academic School Goals. These measurements include the CDSA, district ELA and Wonders assessments. Using this data, teachers will plan and implement whole group, small group and one-on-one instruction. They will appropriately level district-approved materials to ensure that all students are successful and receive challenge and rigor. Teachers will also use supplemental materials, such as Accelerated Reader, STAR reading, Take AIM! and Read Naturally. When needed, teachers will ensure students receive additional interventions through Safety Net services, ELL services and the use of the Teacher Support Team.

To meet our goals, teachers will need continued planning/collaboration time and more specific SBA data. Currently, grade levels are unable to view scores associated with specific standards. Additionally, the information from OSPI does not differentiate between “near standard” and “at standard”. Additional sub time to allow for time to progress monitor would be helpful. Finally, more training and support for administration of programs, tests, groups, reading practice, etc. would be beneficial.

### Annual School Goals: Achievement Gap

After looking at our students and their achievement levels, K-2 Literacy has been identified as an area of focus. K-2 has the highest numbers of students who qualify for the Safety Net program (not meeting grade level standard in reading). We will progress monitor students to see if they reach their goals early. Instruction will be based upon

their DIBELS NEXT progress monitoring results to ensure students are receiving appropriate intervention supports.

Annual School Goals: School Effectiveness

Goal One: Staff works in teams across grade levels.

Goal Two: Teachers provide feedback to each other to improve instructional practice.

Our staff has chosen these goals as our focus based on the data from our 2015 Nine Characteristics Survey. Throughout the year, we will use our two goals as starting points within our planning. We will informally monitor through PLC grade level teams and report back in Leadership Team. We will use our annual Nine Characteristics Survey as our data.

Annual School Goals: Attendance

This year our staff has chosen to continue with making monthly attendance checks as our goal. We will continue to review attendance in October and send letters to parents notifying them of attendance concerns. We will continue to meet monthly to review attendance. Letters and/or personal contacts will be made to families throughout the year is attendance concerns should arise.

Annual School Goals: Discipline

School suspensions will continue to our area of focus at Smith. We believe that keeping children in school when possible is best for kids. Our goal is to provide learning situations in which each individual child can succeed within the school environment. We will work to use one-on-one conversation, Peace Plans, Apology Notes, Recess Reflection, Guidance Team, parent conferences, etc. work before needing to suspend a child.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<b><i>Strategy to support goals</i></b>	Supplemental writing materials, Writing Continuum, vertical alignment with grade levels to discuss transition of writing and reading between grade levels
<b><i>Professional Learning needed</i></b>	Coaching on conferring with students in reading and writing, coaching on setting up and maintaining Reading and Writer’s Workshops
<b><i>Resources needed</i></b>	Safety Net, ELL, professional development, Learning Coaches
<b><i>Responsible individual or team</i></b>	Leadership and Administration

***Goal Area***      ***Math***

<b><i>Strategy to support goals</i></b>	Grades 3-5 The third, fourth and fifth grade teachers will use common measurements to monitor progress toward Academic School Goals. These measurements include the CDSA and unit tests. Using this data, teachers will plan and implement whole group, small group and one-on-one instruction. Teachers will appropriately level district-approved materials to ensure that all students are successful and receive challenge and rigor. Teachers will also use supplemental materials, such as Accelerated Math, STAR math, Khan Academy, EngageNY, IXL and Links. When needed, teachers will ensure students receive additional interventions through the use of the Teacher Support Team.
<b><i>Professional Learning needed</i></b>	In order to meet our goals, we will need continued planning/collaboration time and more specific SBA data. Additionally, the information from OSPI does not differentiate between “near standard” and “at standard”. Fourth and fifth grades will also need access to Spectrum math
<b><i>Resources needed</i></b>	Supplemental math programs and curriculum
<b><i>Responsible individual or team</i></b>	Leadership Team and Administration

<b><i>Goal Area</i></b>	<b>Science</b>
<b><i>Strategy to support goals</i></b>	Increase science supplemental materials Delta Science Readers Science Media (Discovery Streaming) Released MPS items
<b><i>Professional Learning needed</i></b>	Workshop centered around applicable 5 <sup>th</sup> grade concepts
<b><i>Resources needed</i></b>	Supplemental materials to provide more comprehensive knowledge
<b><i>Responsible individual or team</i></b>	Leadership and Administration

<b><i>Goal Area</i></b>	<b>School Effectiveness</b>
<b><i>Strategy to support goals</i></b>	Leadership Team will always consider school effectiveness goals prior to determining staff PD. Currently, staff is developing PD around writing and having conversations across grade levels to determine needs to further our support in writing. Leadership will look into how to support our goal for providing other teachers feedback.
<b><i>Professional Learning needed</i></b>	PD around observing other teachers and providing feedback (example: STAR).
<b><i>Resources needed</i></b>	Time to collaborate and work across grade levels

<b><i>Responsible individual or team</i></b>	Leadership Team and Administration
--	------------------------------------

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

### Strategies to involve parents, families, and the community in the Continuous Improvement Process

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meetings with Operations and Communication Team - including PTSA voice

### Strategies to inform parents, families, and the community about the Continuous Improvement Process

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support Academic Goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meeting with Operations and Communication Team - including PTSA voice
- School Board Presentation on CIP goals