Every Student Future Ready:

•Prepared for College

•Prepared for the Global Workplace

•Prepared for Personal Success

Lake Washington School District

Continuous Improvement Process

EL-7: Academic Program
ER-1: Mission and Vision of Lake Washington School District
AFE & AFE-R: Evaluation of the Instructional Program

January 8, 2018

Connecting Ends (ERs) and Means (ELs)

☐ **End Results** specify the results that we what for our students and we expect them to know and be able to do.

ER 1: Mission and Vision	ER 2: Content Knowledge	ER 3: Interdisciplinary Skills and Attributes
Mission Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. **Vision** Every Student Future Ready: • *Prepared for College* • *Prepared for the Global Workplace* • *Prepared for Personal Success*	• Literacy & Language • Mathematical & Scientific Reasoning • Social Studies • Information & Communication Technology • Culture & the Arts • Career Planning & Life Management	• Academic Thinking Skills & Strategies • Communication & Collaboration Skills • Local & Global Citizenship Skills • Personal Attributes

☐ **Executive Limitations** specify the strategies and methods that we use to achieve End Results

1. Global Executive Constraint
2. Emergency CEO Succession
3. Communication and Counsel to the Board
4. Annual Report and District Calendar
5. Parents and Community
6. Student Learning Environment
7. Academic Program
8. Instructional Materials Selection
9. District Staff
10. Budgeting/Financial Planning
11. Financial Administration
12. Asset Protection
13. Facilities
14. Technology
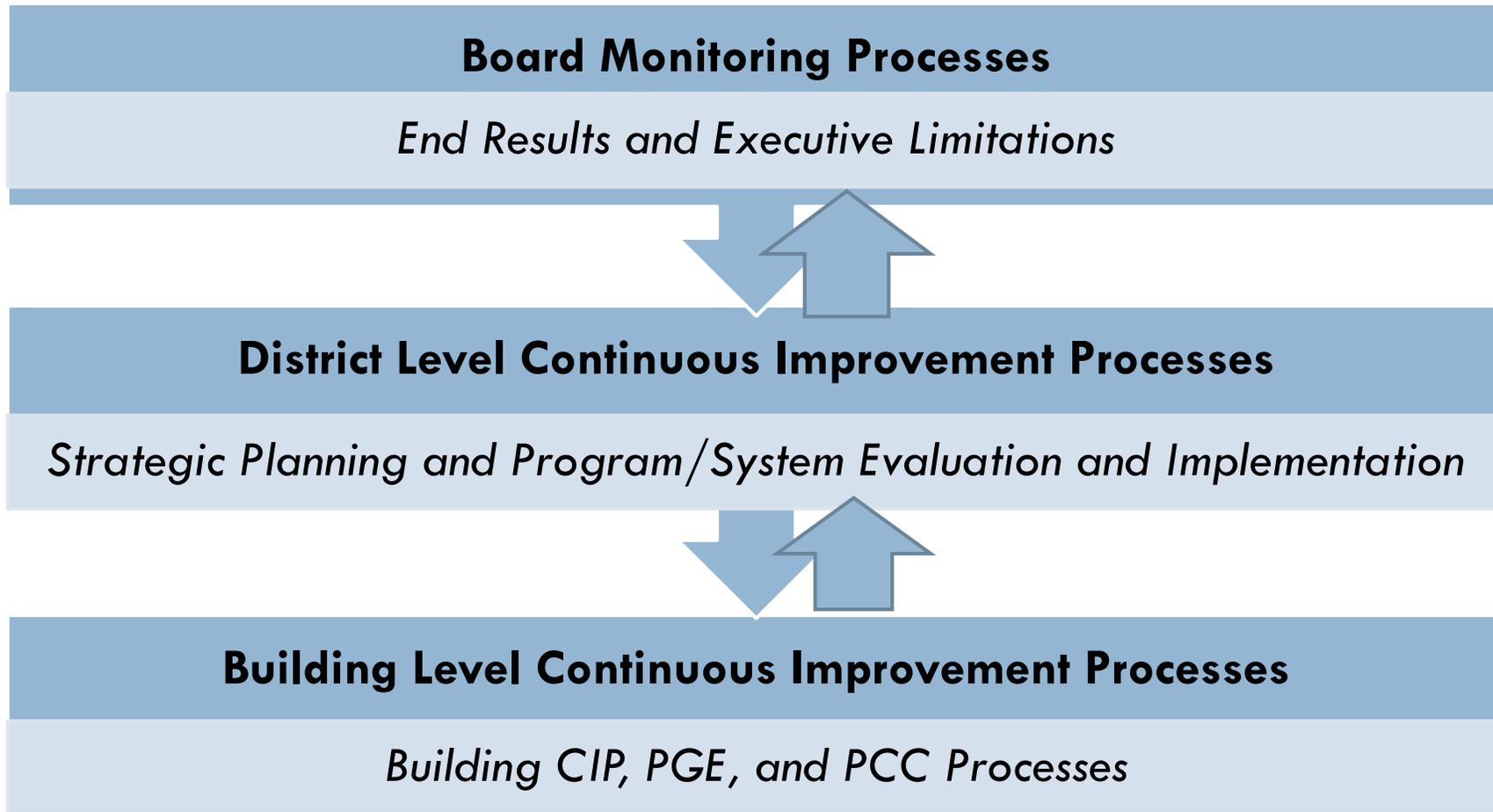
Connecting Ends and Means at the Building Level

Ends

☐ **Academic Goals** specify the results that we want for our students and what we expect them to know and be able to do.

Means

☐ **Non-Academic goals and Instructional Strategies & Required Resources** specify the strategies and methods focused on to accomplish the Academic Achievement and Outcome Goals.

3 Interrelated Monitoring and Improvement Processes

Board Monitoring Processes

End Results and Executive Limitations

District Level Continuous Improvement Processes

Strategic Planning and Program/System Evaluation and Implementation

Building Level Continuous Improvement Processes

Building CIP, PGE, and PCC Processes

Lake Washington
School District

Continuous Improvement Process – Cycle of Inquiry and Implementation
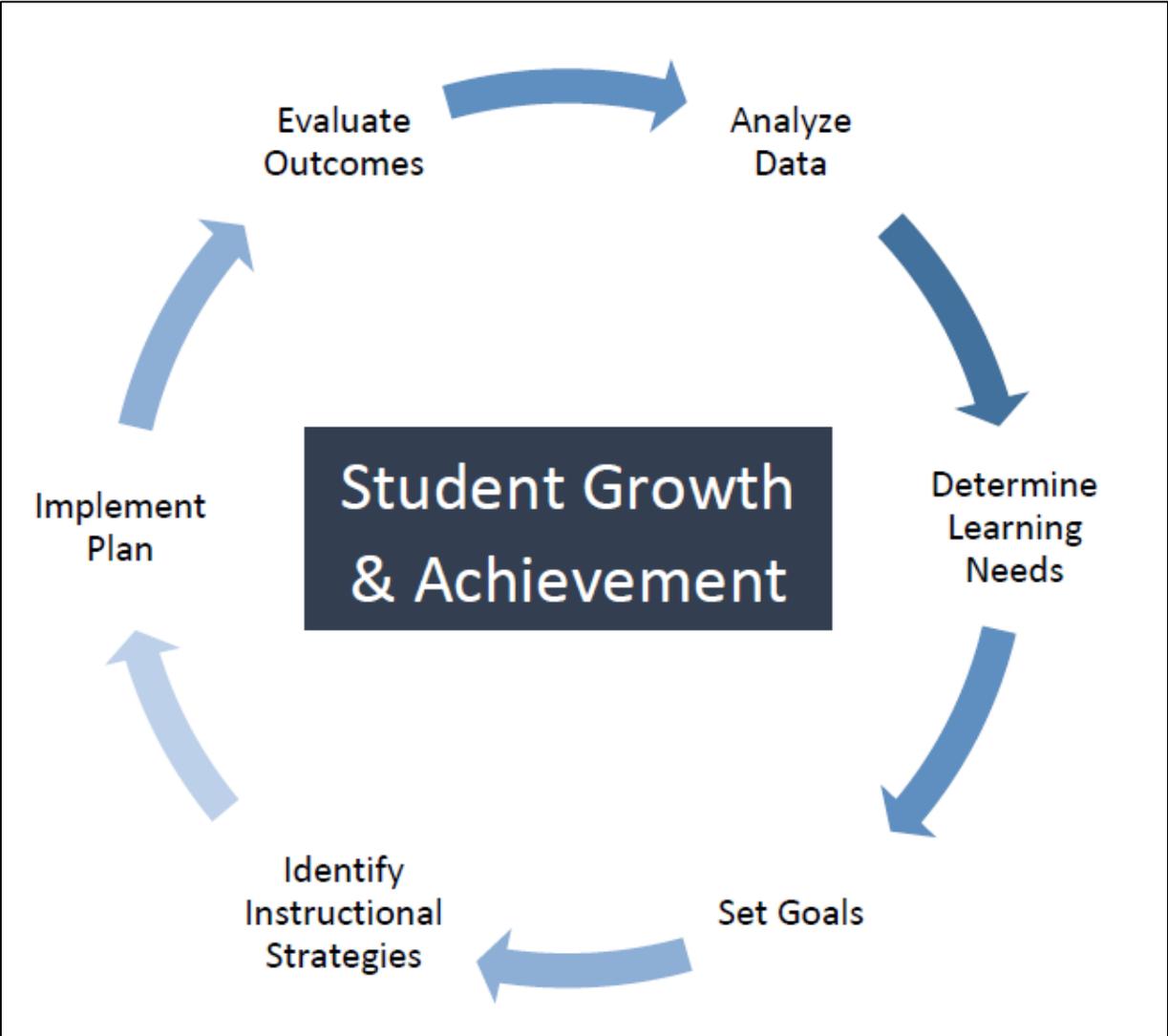
Presentation Outline

- Requirements for School Improvement Planning
- Processes used to implement a Continuous Improvement Process
- Components of the Continuous Improvement Process Plan
  - Setting Annual School Goals
  - Closing Achievement Gap Goals
- Parent and Family Engagement

Continuous Improvement Process Plan

Christa McAuliffe Elementary

23823 NE 22nd Street
Sammamish, WA 98074

425-936-2620

http://www.lwsd.org/school/mcauliffe

2017 - 2018

Lake Washington
School District

Principal Brady Howden
Associate Principal Kari Weed
Lake Washington School District
2017 - 2018

Requirements for School Improvement Planning

- ❑ Washington Administrative Code (WAC)
- ❑ Board Governance Policy
- ❑ District Administrative Policy
- ❑ Central Leadership Criteria
- ❑ Principal Evaluation Criteria: Leadership Framework
- ❑ Teacher Evaluation Criteria: Framework for Teaching

State Law

☐ **WAC 180-16-220**

Supplemental basic education program approval requirements.

(2) Annual school building approval.

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall **require each school to have a school improvement plan** that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.

Board Governance Policy

☐ **EL-7: Academic Program**

The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessment to determine student progress toward achieving the standards, and an instructional program targeted to meet the need of all students.

Accordingly, the CEO shall:

(3) **Develop and implement a process for continuous improvement** of every school, classroom, and individual student.

Board Governance Policy

☐ **ER-1: Mission and Vision of Lake Washington School District**

As a result of our efforts:

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

Vision: Every student will be Future Ready:

- ☐ Prepared for College
- ☐ Prepared for the Global Workplace
- ☐ Prepared for Personal Success

Accordingly, the CEO shall:

(7) **Monitor and assure that each school's Continuous Improvement Process Plan** supports the accomplishment of the performance targets for the indicators associated with the Student Learning Milestone: High School Students Graduating Future Ready.

District Administrative Policy

◻ **AFE: Evaluation of the Instructional Program**

…In compliance with State Board of Education requirements, <u>**each school shall develop a School Improvement Plan.**</u> The Superintendent shall develop criteria and procedures to be used for plan review, and shall be responsible to make annual recommendations to the board regarding plan approvals.

District Administrative Policy

☐ **AFE-R: Evaluation of the Instructional Program – Regulation**

Each school shall develop a School Improvement Plan in compliance with State Board requirements. The School Improvement Plan shall be developed through a planning process which is data driven and promotes a positive impact on student learning. The plan shall:

1. Be reviewed annually for implementation progress and possible changes;
2. Be based on a self-review of the school's program, which shall include active participation and input by building staff, students, parents, and community members; and
3. Address the characteristics of successful schools as identified by OSPI, educational equity factors, the use of technology to facilitate instruction, and parent and community involvement as these factors relate to having a positive impact on student learning.

The School Improvement Planning Process is intended to be a continuous improvement process which incorporates the review and analysis of school performance data, the elaboration of appropriate goals, and the development of a plan to address identified areas of improvement in order to enhance student learning.

Each school improvement plan will include the following components and be based on the following criteria:

1. Introduction – shall include a description of the school and identify how staff, students, parents, and community participated in the self-review process as well as provide a description of the planning process.
2. Data Analysis – shall reflect the analysis of qualitative and quantitative data incorporating sub-group performance characteristics and specific skill area needs. The analysis shall identify the trends, projections, strengths and areas of growth, as well as conclusions.
3. Measurable Building Goals – shall include State Accountability Goals and may include additional priority building level goals developed to address needs identified as a result of data analysis. All goals shall be measurable and identify the current and desired levels of performance and time frame for accomplishment.
4. Measurable Objectives for Goal Attainment – shall delineate specific objectives to be undertaken which are anticipated to lead toward goal attainment. Identified objectives will delineate the strategies to be employed, resources needed, person(s) responsible, checkpoints for periodic review, measurement and evaluation that will be used to monitor progress, and the professional development needed to accomplish the objective.

Annually, schools shall submit current plans for review. The superintendent shall develop a process for plan review and complete a recommendation for Board Approval of school plans based on the above criteria.

Central Leadership Evaluation Criteria

Criterion 4 Rubric | Leading Initiatives and Continuous Improvement Efforts **Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.**
Element
4.1 **Seeking, analyzing, and interpreting multiple data sources to inform needs and direction**
Element
4.2 **Seeking, analyzing, and interpreting multiple data sources to inform planning and learning**

Principal Evaluation Criteria

Criterion 3

Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements

3.1: Recognizes and seeks out multiple data sources

3.2: Analyzes and interprets multiple data sources to inform school-level improvement efforts

3.3: Implements data driven plan for improved teaching and learning

3.4: Assists staff to use data to guide, modify and improve classroom teaching and student learning

3.5 (SG 3): Provides evidence of student growth that results from the school improvement planning process

Teacher Evaluation Criteria

Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs.

Domain 1: Planning and Preparation

1b: Demonstrating Knowledge of Students

Domain 3: Instruction

3e: Demonstrating Flexibility And Responsiveness

Student Growth

SG 3.1: Establish Student Growth Goal(s)

SG 3.2: Achievement of Student Growth Goal(s)

Criterion 6

Using multiple student data elements to modify instruction and improve student learning.

Domain 1: Planning and Preparation

1f: Designing Student Assessments

Domain 3: Instruction

3d: Using Assessment in Instruction

Domain 4: Professional Responsibilities

4b: Maintaining Accurate Records

Student Growth

SG 6.1: Establish Student Growth Goal(s)

SG 6.2 Achievement of Student Growth Goal(s)

Criterion 8

Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Domain 4: Professional Responsibilities

4d: Participating in a Professional Community

4e: Growing and Developing Professionally
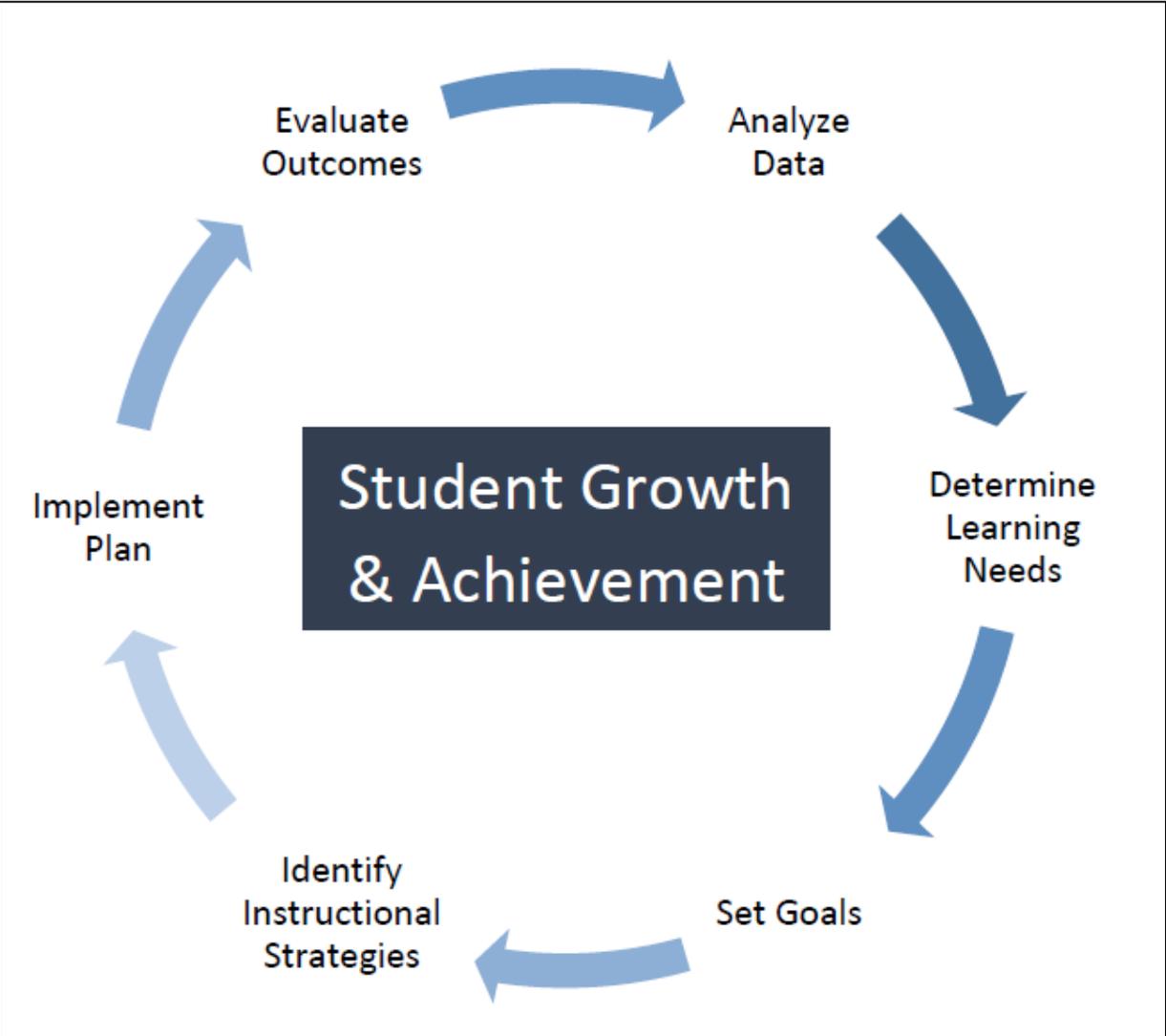
4f: Showing Professionalism

Student Growth

SG 8.1: Establish Team Student Growth Goal(s)

Processes used to Implement a Continuous Improvement Process

Continuous Improvement Process – Cycle of Inquiry and Implementation

Steps of the CIP Plan Process

Evaluate Outcomes & Analyze Data

August-September
- Review student results
- Analyze and evaluate data
- Reflect on goal attainment

Determine Learning Needs, Set Goals, & Identify Strategies

October-November
- Set goals based on current student performance
- Identify instructional strategies, resources, and professional learning needed to accomplish goals

Implement Plan & Evaluate Outcomes

November-June
- Implement plans
- Progress monitor to ensure appropriate growth in goal areas

Components of the Continuous Improvement Process Plan

Components of the CIP Plan

<u>Introduction to the Continuous Improvement Process Plan:</u>

☐ School Description

☐ Performance Targets

☐ School Performance over Time

<u>CIP Part I:</u>

☐ CIP Reflection: Evaluate Outcomes

<u>CIP Part 2:</u>

☐ Set Annual School Goals

☐ Specify Instructional Strategies and Required Resources

☐ Determine Parent, Family, and Community Involvement

Establish Annual School Goals

- ☐ Academic areas
  - ☐ Math
  - ☐ Literacy
  - ☐ Science
- ☐ Closing Achievement Gaps
- ☐ School Effectiveness
- ☐ Attendance
- ☐ Discipline
- ☐ College and Career Readiness (Secondary)

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	82% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
Literacy: 3-5 ELA	85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
Math: 3-5 Math	84% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.
Science: 5th Science	88% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.
Achievement Gap	67% of students listed on the equity grid provided in August 2017 will improve by one or more proficiency levels in either ELA or math as measured by June 2018 state assessment data.
School Effectiveness:	Goal #1: Christa McAuliffe Elementary will improve from 89% "agrees mostly/completely" to 97% "agrees mostly/completely" in the area of "Staff works in teams across grade levels to help increase student learning" as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2018). Goal #2: Christa McAuliffe Elementary will improve from 97% "agrees mostly/completely" to 100% "agrees mostly/completely" in the area of "Teachers provide feedback to each other to help improve instructional practices" as measured by question #44 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).
Attendance:	Christa McAuliffe Elementary will improve from 8.3% of students having a 10% or greater absence rate to 3.3% of students having a 10% or greater absence rate as measured by June 2018 attendance information.
Discipline:	Christa McAuliffe Elementary will improve from 145 communication slips being handed out to students during the school year to 110 communication slips (or less) being handed out to students during the school year as measured by June 2018 discipline data.

Closing Achievement Gap Goal Areas

Areas of Exception

- ELL
- Safety Net
- Special Education
- Low Income
- Race/Ethnicity

Closing Achievement Gap Strategies

- Implementing district and school based equity efforts
- Increased time and focus on Professional Community and Collaboration (PCC)
- Providing Sheltered Instruction Observation Protocol (SIOP) training for staff
- Developing common approach to co-teaching

- Targeted scheduling to ensure identified group receives core instruction and intervention instruction
- Increased communication and engagement for parents of students that are failing

Examples of Goals

Goal:

☐ Increase the percentage of students meeting or exceeding standard on the SBA ELA from 85.7% to 91%.

☐ Increase the percentage of students meeting or exceeding standard on the SBA Math from 40% to 90%.

Strategies to meet Goal:

Ensuring Rigor:

☐ Depth of Knowledge Professional Development: PGE team goals represent instructional rigor in areas where students have a deficit. Goals and classroom instruction are centered on content standard goals, Common Core State Standards/District Power Standards, which focus on critical thinking, higher level thinking and discussions. Evaluations ensure rigor in every classroom. All students have access to Honors and AP classes.

Ensuring Academic Intervention:

☐ Student performance is progress monitored regularly by teachers, counselors, and administration. Multiple sources of data are used to identify students for Guidance Team, Safety Net, and Credit Recovery which include current and previous performance/grades, state test scores, and family input. School staff make individual plans of support for students who are struggling. All students have 145 minutes of academic intervention during the school week.

Progress Monitoring:

☐ Regular D and F reports, success of individual support plans, quarter and semester grades, Student Intervention Teams, feedback to teachers on instructional strategies.

Examples of Goals

<u>Goal:</u>

- Reduce "Any F in a core course" for the class of 2022 from 6.45% in 2016-17 to less than 5% in 2017-18.

<u>Strategies to meet Goal:</u>

- Weekly data monitoring of grades for the entire teaching staff

- Student intervention team support

- Enhancing academic support components of the school counseling team

<u>Extended Strategies to meet College and Career Readiness Goals:</u>

Planning for implementation of AVID program including school-wide initiatives for studying and note-taking skills, use of a student planner, communication advocacy, and other college-preparatory skills

Examples of Goals

Goal:

☐ By June 2018, we will improve the percentage of grade 3-5 student's in the subgroup of African American and Hispanic from 54% proficient (combined score) on the ELA and Math portions of the SBA to 68% proficient.

Strategies to meet Goal:

Intervention teachers will collaborate regularly with grade levels teams to:

☐ Determine content focuses and align instructional strategies to best support struggling learners.

☐ Pre-teach and/or reteach learning in context of the classroom.

Process used to progress monitor Achievement Gap:

☐ Every six weeks, grade level teams will meet to analyze data related to their achievement gap goals. They will assess student progress and determine student obstacles in order to create response to instruction plans (next steps to help students succeed). Data will be posted to Haiku to support both vertical and building wide work.

Parent, Family, and Community Engagement

Administrative Policy

- "…staff, students, parents, and community participated in the self-review process as well as provide a description of the planning process."

Parent, Family, and Community Involvement

Universal Practices

- ☐ Survey staff, students and parents through climate and program surveys to seek feedback and input
- ☐ Publish CIP Plan on school website and make hard copy available in office
- ☐ Provide written communication to families about CIP efforts
- ☐ Share information with PTSA

Targeted Practices

- ☐ Title I Schools
  - ☐ Invite families from under-represented populations to participate in activities and information sharing