Continuous Improvement Plans

LAKE WASHINGTON LEARNING COMMUNITY

2017-2018

- ➢ **Audubon Elementary School**
- ➢ **Franklin Elementary School**
- ➢ **Kirk Elementary School**
- ➢ **Lakeview Elementary School**
- ➢ **Rose Hill Elementary School**
- ➢ **Rush Elementary School**
- ➢ **Twain Elementary School**
- ➢ **Kirkland Middle School**
- ➢ **Rose Hill Middle School**
- ➢ **Lake Washington High School**
- ➢ **Emerson K-12**
- ➢ **Emerson High**
- ➢ **Northstar Middle School**
- ➢ **Stella Schola**

Continuous Improvement Process Plan

Audubon Elementary

3045-180th Avenue NE
Redmond, WA 98052

425-936-2500

https://audubon.lwsd.org

2017 - 2018

James "Kimo" Spray, Principal

Ian Maver, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Audubon 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 and District Power Standards as our guide, we manage our resources to provide assistance to each child so that all can excel.

Audubon is an award-winning school that continues a commitment to excellence by personalizing the school experience and fostering growth for every student.

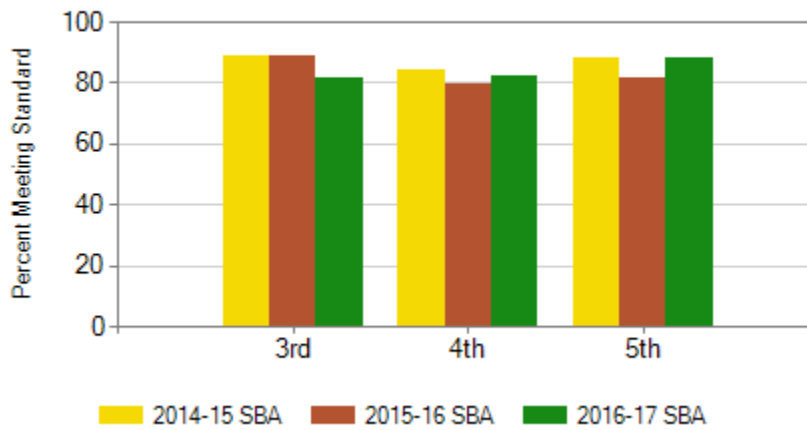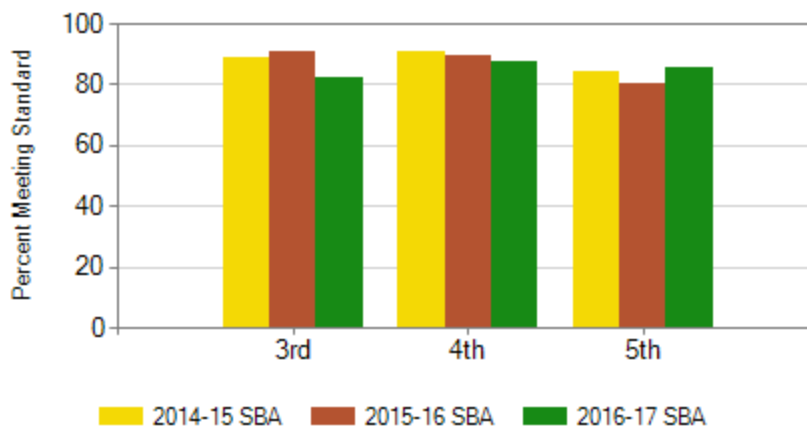Our dedicated staff works together tirelessly to support children and support each other.

Our PTSA and our active volunteers promote a strong sense of community and connectedness.
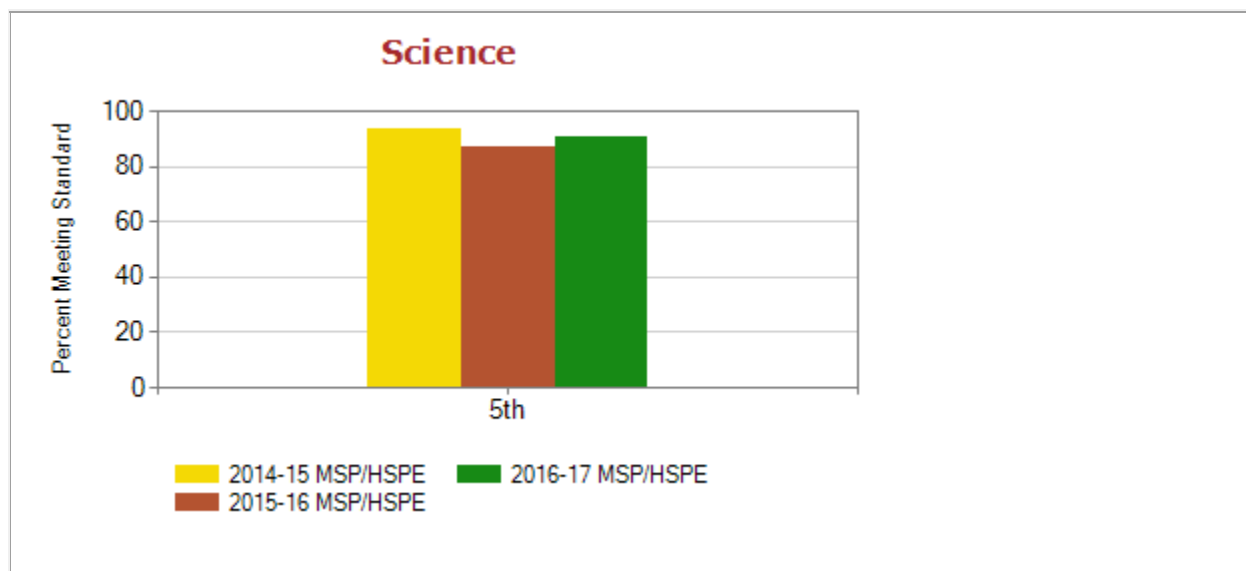
We expect our students to be responsible, respectful, safe, and to give their best effort each day.

2016-17 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	81.8%	82.1%
4th Grade	82.0%	87.6%
5th Grade	88.0%	85.7%

Grade Level	MSP Science
5th Grade	90.5%

English Language Arts

Math

Science

Percent Meeting Standard

5th

2014-15 MSP/HSPE 2016-17 MSP/HSPE
2015-16 MSP/HSPE

Student Demographics		
Enrollment		
October 2016 Student Count		594
May 2017 Student Count		613
Gender (October 2016)		
Male	285	48.0%
Female	309	52.0%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	32	5.4%
Asian	294	49.5%
Black / African American	4	0.7%
White	232	39.1%
Two or More Races	32	5.4%
Special Programs		
Free or Reduced-Price Meals (May 2017)	16	2.6%
Special Education (May 2017)	37	6.0%
Transitional Bilingual (May 2017)	176	28.7%

Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	14	2.3%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	415	0.5%

Information on Homeless Students may be found here

Teacher Information (2016-17) (more info)	
Classroom Teachers	33
Hispanic / Latino of any race(s)	4
White	28
Two or More Races	1
Average Years of Teacher Experience	8.9
Hispanic / Latino of any race(s)	9.7
White	9.1
Two or More Races	0
Teachers with at least a Master's Degree	45.5%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **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/).**

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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.9%	91.5%	87.4%				
		1st	88.5%	91.8%	84.4%				
		2nd	90.1%	92.4%	86.5%				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		88.5%	88.6%	81.8%				
	% of 3rd graders meeting or exceeding state standards in Math		89.0%	91.1%	82.1%				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		84.0%	79.7%	82.0%				
	% of 4th graders meeting or exceeding state standards in Math		90.7%	89.2%	87.6%				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		88.1%	81.4%	88.0%				
	% of 5th graders meeting or exceeding state standards in Math		84.0%	80.0%	85.7%				
	% of 5th graders meeting or exceeding state standards in Science		93.6%	87.1%	90.5%				

- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	92% (EOY 2016) to 95% or better proficiency overall as measured by DIBELs (EOY 2017)	85.9% of K-2 students scored at benchmark
Literacy: 3-5 ELA	84% at or above standard to 89% at or above standard as measured by the ELA Smarter Balanced Assessment	85% of 3rd-5th grade students scored at or above standard on the ELA SBA
Math: 3-5 Math	87% at or above standard to 89% at or above standard as measured by the Math Smarter Balanced Assessment	85% of 3rd-5th grade students scored at or above standard on the Math SBA
Science: 5th Science	87% at or above standard to 90% at or above standard as measured by the Science Measurement of Student Progress	90.5% of 5th grade students scored at or above standard on the Science MSP
Achievement Gap	Baseline data for students who no longer receive ELL services compared with the general student population as measured by the ELA SBA (3rd thru 5th grades). These students are identified by OSPI as 'Transitional Bilingual' minus students who are currently receiving ELL services.	Tracking this information for the past three years, in nearly every category including the ELA and Math SBA; and the Science MSP, the sub-set of students (Transitional Bilingual minus Students currently receiving ELL services) outperformed our general population.

We will need to look at a different Achievement Gap goal for 2017-2018. |
| **School Effectiveness:** | On question 44 (Teachers provide feedback to each other…) of the School Effectiveness survey 76.67% of staff 'Agreed Mostly' or 'Agreed Completely' to 100% 'Agreed Mostly/Completely' | 64% of teachers 'Agreed Mostly/Completely' |

Attendance and Discipline:	Attendance: Target specific students (five) having attendance concerns and develop individual plans to get students to school and get them to school on time.	We targeted eight students with significant attendance concerns. Of the eight, four students had made changes such that they are no longer a concern. The remaining four will be from our initial target group in 2017-2018.
	Behavior: Decrease Behavior Communication referrals by 20% from 206 referrals in 2015-2016 to 165 in 2016-2017	Behavior Communication Slips were issued for 483 incidents in 2016-2017.

Narrative Reflection:

Narrative Reflection	
Process:	The process for determining goals was directed through our Building Leadership Team, committee specific recommendations (for example, Behavior Expectations Committee) and whole staff activities during LEAP Day. These decisions followed our Decision Making Process adopted and presented to staff by our Building Leadership Team. Underlying our general goal setting process is a commitment to Data Teams and the Data Teams/RTI process which is now used by all staff to identify goals in Reading, Writing and Math guided by the Common Core State Standards and student performance. Each grade level then determines one of these goals as their PGE focus.
Literacy: K-2 Reading	As measured by DIBELs, 85.9% of students scored at benchmark. This is a significant drop in achievement schoolwide. Two possible variables for our BLT to look at are a change in method of testing administration, and a larger than normal number of teachers new to the school and to the teaching profession. Our reasoning behind eliminating these factors is the drop in performance of 1st and 2nd grade students from previous years achievement. We would expect similar or better performance for students who have been in our system more than one year.
Literacy: 3-5 ELA	As measured by the ELA portion of the SBA, 3rd thru 5th grade students performed at 85% of students meeting or exceeding standard which was a slight improvement from last year, but not at or above our target of 89% at or above standard. Our most significant concern is 3rd grade ELA (current 4th grade) performance. (We did maintain a strong 'Level 4' percentage in 3rd grade).

Math: 3-5 Math	As measured by the Math portion of the SBA, 3rd thru 5th grade students performed at 85% of students meeting or exceeding standard which was a slight decline from last year's 89%. Our most significant concern is 3rd grade (current 4th grade) Math performance. (We did maintain a strong 'Level 4' percentage in 3rd grade).
Science: 5th Science	We met our goal of increasing proficiency in 5th grade Science to over 90% with 90.5% of students meeting or exceeding standard.
Achievement Gap	Baseline data from the 2016 SBA suggest that our ELL students who no longer need/exited ELL services ('Transitional Bilingual' minus students currently receiving ELL services) perform at or better than our general student population. In recent SBA testing, exited ELL students scored 91% (3rd grade); 90% (4th grade); and 80% (5th grade) compared to our non-ELL students scoring at 84% (3rd); 83% (4th) and 95% (5th). Also, 5th grade exited ELL students in the two previous years of testing out-scored non-ELL students 96% to 90%; and 95% to 84%. We will need to find a different Achievement Gap focus for 2017-2018 as there is no evidence of a clear achievement gap.
School Effectiveness:	In spite of efforts to increase opportunities for giving and receiving feedback including the addition of a second administrator, the survey results suggests no meaningful change in the area of giving and receiving feedback from teacher-to-teacher or administrator-to-teacher as measured by the 2017 Nine Characteristics survey. This despite a heavy emphasis on providing greater volume and more designed opportunities for teacher and administrators. BLT will be discussing the specifics of these results to determine what went wrong. This concern is the basis for the decision to learn more about 'Fierce Conversations' and the practical application of its concepts and objectives.
Attendance and Discipline:	Attendance: We targeted eight students with significant attendance concerns (four with excessive absences, three with excessive tardies, and one with school aversion). Of the eight students of concern, four have changed attendance patterns such that attendance was not a concern in the last quarter of the school year and/or not a concern to begin the 2017-2018 school year. Four continue to be a challenge—two for absences and two for tardiness. Attendance data for these students is not published in our CIP to preserve student privacy/information. None of these students were absent due to extended illness or vacation.

Behavior Communication:
Communication referrals increased significantly in 2016-2017 to more than double the year before. Several factors played into this increase:

1. Teachers were asked to use the communication slip as a method of tracking behavior patterns
2. Large number of new staff members.

Behavior Communication Data:

- 15 students accounted for 40% of all referrals (191 of 483)
- Student referrals in classrooms with teachers new to Audubon accounted for 46% of all referrals (225 of 483)
- 6 out of 26 classes accounted for 52% (249 of 483) of all referrals.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	To move from 85.9% meeting benchmark to 88% meeting benchmark as measured by the End-of-Year administration of the Dynamic Indicator of Basic Early Learning Skills (DIBELS) assessment.
Literacy: 3-5 ELA	To move from 85% meeting or exceeding standard to 88% meeting or exceeding standard as measured by the ELA Smarter Balanced Assessment
Math: 3-5 Math	To move from 85% meeting or exceeding standard to 88% meeting or exceeding standard as measured by the Math Smarter Balanced Assessment
Science: 5th Science	To move from 90.5% meeting or exceeding standard to 92% meeting or exceeding standard as measured by the Math Smarter Balanced Assessment
Achievement Gap	Proposed--Pending Achievement Gap Committee Approval Focus: Hispanic/Latino Students' State Assessment Performance DIBELS: To move from 63.6% (7 of 11) to 82% (9 of 11) of 1st and 2nd grade Hispanic/Latino students at benchmark as measured by the EOY DIBELS Results SBA ELA and SBA Math: To move currently enrolled Hispanic/Latino 4th and 5th grade students who did not meet standard (Level 3) by one performance level as measured by the ELA and Math SBA. This represents 6 out of 10 students currently enrolled who took the ELA 2017 exam.
School Effectiveness:	Focus 1: Building Trust School Effectiveness Survey Questions: 26, 29, 45, 59 Q.26 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 51.7% to over 80% Q.29 To increase 'Agree Mostly/Completely' from 87% to 100% Q.59 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 74% to over 90% Focus 2: Improving Feedback Quality and Opportunities School Effectiveness Survey Questions: 44, 47 Q.44 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 64% to over 80% Q.47 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 64% to over 80% Focus 3: Communication and Accountability

	School Effectiveness Survey Questions: 25, 27, 45 Q.25 To increase 'Agree Mostly/Completely' from 84% to over 90% Q.45 To have no responses of 'Don't Agree At All'
Attendance:	Excluding extended family vacation or extended illness, we will identify all students having difficulty with absences or tardies establishing an individual plan for support based upon its impact on learning.
Discipline:	Focus: Students' Personal Responsibility and Self-Control Indicators: Behavior Communication Slips, Praise Notes To improve student behavior in the areas of personal responsibility and self-control tracked through behavior communication slips (reduction by 25%) and praise notes (increase by 25%).

Annual School Goals: Academic

K-2 READING GOAL
Team Responsibility: Kindergarten thru 2nd Grade Staff
Focus: Retell
Common Core State Standard: Kindergarten CCSS.RL.K.2and 1st Grade CCSS.RL.1.2; 2nd Grade RI.2.2
Narrative: K-2 teachers hope to have stronger numbers in DIBELS testing, but DIBELS is only an indicator of deficits in 'Basic Early Learning Skills'. K-2 teachers felt that the deficit skill they needed to address across K-2 was in the area of narrative retell which leads to stronger comprehension.

3rd thru 5th Grade LITERACY Goal
Team Responsibility: 3rd thru 5th Grade Staff
Focus: Inferencing
Common Core State Standards: 3rd Grade ELA.RL.3.2; 4th Grade ELA.RL.4.2; 5th Grade
Narrative: 3rd-5th grade teachers want to collectively address inferencing. Students are able to identify details in text, but have a much harder time using those details to build meaning. This should reflect in improved scores on the SBAC for 3rd thru 5th grade students.

3rd thru 5th Grade MATH Goal:
Team Responsibility: 3rd thru 5th Grade Staff
Focus: Multi-step word problems
Common Core State Standards: 3rd Grade Math.Content.3.OA.A.3; 4th Grade Math.Content.4.OA.A.3; 5th Grade Math.5.NF.2 & Math.5.NF.6
Narrative: Much like the literacy goal, students are successful when given the numbers and algorithm, but have much more difficulty applying them in real world problems. This has a vocabulary component which is vital for all students, but especially for the large number of students at Audubon who are working on English proficiency.

5th Grade SCIENCE Goal:
Team Responsibility: 5th Grade Staff
Focus: District Power Standard 4-Systems of Science
Next Generation Science Standards
Narrative: The MSP-Science is going to be replaced this year to an assessment based on Next Generation Science Standards. Because of this, while we hope for >90% performance, we know that this is going to serve as a baseline performance year. Instructional focus will be placed on 'Systems of Science' which lagged significantly behind at the State, District and School level.

Annual School Goals: Achievement Gap

Proposed--Pending Achievement Gap Committee Approval

FOCUS: Hispanic/Latino Students' State Assessment Performance
RATIONALE: Hispanic/Latino Students make up a small percentage of the Audubon population (5.4% of all students) and make up an even smaller number of students who have taken state assessments AND are currently enrolled. As a result, the low numbers do not get reported. However, as a group, these students are regularly lagging behind their peers in large scale assessment performance compared to the general student population.

DIBELS: To move from 63.6% (7 of 11) to 82% (9 of 11) of 1st and 2nd grade Hispanic/Latino students at benchmark as measured by the EOY DIBELS Results

SBA ELA and SBA Math: To move currently enrolled Hispanic/Latino 4th and 5th grade students who did not meet standard (Level 3) by one performance level as measured by the ELA and Math SBA. This represents 6 out of 10 students currently enrolled who took the ELA 2017 exam.

Annual School Goals: School Effectiveness

FOCUS: Building Trust, Improving Feedback, and Increasing Communication/Accountability
TEAM RESPONSIBILITY: Building Culture Committee
DATA: School Effectiveness Survey

For the first time, rather than focus on one or two questions from the Effectiveness Survey, the committee determined that multiple questions addressed the same areas of growth. As a result, multiple questions will be used in follow-up in three focal areas: Building Trust, Improving Feedback and Increasing Communication/Accountability.

Our initial plans are to re-survey the staff as a current baseline and then continue to 'dipstick' quarterly to evaluate our progress and adjust our strategies.

Focus 1: Building Trust
School Effectiveness Survey Questions: 26, 29, 45, 59
Q.26 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 51.7% to over 80%
Q.29 To increase 'Agree Mostly/Completely' from 87% to 100%

Q.59 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 74% to over 90%

Focus 2: Improving Feedback Quality and Opportunities
School Effectiveness Survey Questions: 44, 47
Q.44 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 64% to over 80%
Q.47 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 64% to over 80%

Focus 3: Communication and Accountability
School Effectiveness Survey Questions: 25, 27, 45
Q.25 To increase 'Agree Mostly/Completely' from 84% to over 90%
Q.45 To have no responses of 'Don't Agree At All'

Annual School Goals: Attendance

FOCUS: Individual Attendance Plans for Students
TEAM RESPONSIBILITY: Principal, Registrar, Counselor, Classroom Teacher
DATA: Student Attendance Records/Skyward

Audubon does not have widespread attendance issues. Most extended absences are the result of extended vacations (typically to visit families in other parts of the world) or extended illness (greater than one week in duration). Excluding these reasons, Audubon has less than ten students who have attendance issues that negatively impact the child's learning and nearly all have unique circumstances driving the behavior.

For these students, our Registrar will be tracking their attendance including absences and tardies then will inform the principal and the parent. An intervention team to include the Principal, Counselor, Registrar, Classroom Teacher and appropriate service providers (including the BECCA Coordinator, if necessary) will be formed to develop and implement an intervention plan to address the issue.

Annual School Goals: Discipline

FOCUS: Student Behavior including Personal Responsibility/Integrity, Self-Control
TEAM RESPONSIBILITY: Behavior Expectations Committee
DATA: Behavior Communication Slips and Praise Notes

This year, the Behavior Expectations Committee recommended a change in our Discipline Goal. Rather than just tracking behavior communication data, the committee came to agreement that our focus should be on targeted behaviors they would like to see improved (personal responsibility/integrity and self-control) school-wide. Data gathered should be supportive of our evaluation of student improvement rather than be focused on 'moving the needle'. The committee also recommended using a second set of data to inform staff of positive progress (Praise Notes) rather than relying solely on reducing negative referrals (Behavior Communication).
We would still like to see a 25% increase in Praise Notes and a 25% decrease in Behavior Communication referrals.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

NOTE: Instructional strategies used in the classroom are in response to student need. Below is a listing of possible instructional strategies that teachers will employ to address specific student learning needs.

Goal Area	School Effectiveness
Strategy to support goals	Fierce Conversations
Professional Learning needed	In house professional learning
Resources needed	Fierce Conversations book purchased for all staff
Responsible individual or team	Principal, Assoc. Principal

Goal Area	School Effectiveness
Strategy to support goals	Growth Mindset
Professional Learning needed	In house professional learning Part of 'Instructional Shout-outs' at staff meetings
Resources needed	Growth Mindset book purchased for all staff
Responsible individual or team	All teachers implement GM strategies in classrooms

Goal Area	Achievement Gap
Strategy to support goals	Power BI
Professional Learning needed	Power BI training for grade level/group representatives conducted by T. Krieger
Resources needed	Access to Power BI
Responsible individual or team	Principal, Assoc. Principal, Grade Level/Group representatives

Goal Area	Achievement Gap
Strategy to support goals	Home Visits to support identified Achievement Gap students/families
Professional Learning needed	Best Practices Training to provide structure for visits
Resources needed	Learning resources (books, videos, etc.)
Responsible individual or team	Achievement Gap Committee

Parent, Family, and Community Involvement

Strategies to involve parents, families, and the community in the Continuous Improvement Process
• Public Posting of CIP   • Topic during 'Coffee with Kimo' (Monthly Principal event sponsored by the PTSA)
Strategies to inform parents, families, and the community about the Continuous Improvement Process
• The Continuous Improvement Plan process was shared at the October PTSA General Meeting   • The Final Product was shared at the PTSA sponsored 'Coffee with Kimo' event   • Parent ideas gathered at the event   • Proposed home visits to families of achievement gap focus students

Continuous Improvement Process Plan

Benjamin Franklin Elementary

12434 N.E. 60th Street
Kirkland, WA 98033

425-936-2550

http://www.franklin.lwsd.org/

2017 - 2018

Lake Washington School District

Principal – Jimmy Cho
Associate Principal – Ryan Scott
Lake Washington School District
2017 - 2018

TABLE OF CONTENTS

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.

Franklin continues to be a high-achieving school. The staff continues to work with families and students to ensure both academic and social success of all students. Every year, we set attainable yet challenging academic goals in all subject areas. Improvement of student learning is a continuous process. As a staff, we believe all children can be successful. Staff spent much of our Wednesday Learning Enhancement and Academic Planning (LEAP) days working on analyzing student work, making plans for improvement, reviewing best instructional practices to improve student learning, collaborating with grade level colleagues and collaborating with vertical teams.

Through our CIP process, each grade-level team set specific and measurable goals in reading, writing, math and science. Staff used multiple sources of assessment to create these goals. Throughout the year, teachers worked collaboratively to achieve these goals. They measured student success along the way. Professional development was targeted to specific areas of need revealed by the data. Our school leadership team worked together to provide the professional development needed throughout the year. Students also took part in setting individual goals and monitor their own growth. Ultimately, the overall goal every year is to improve individual student performance and provide effective instruction for all students.

Academic Focus: Writing & Math (problem solving)
Rationale: New District-wide writing curriculum adoption & building-wide vertical articulation and goal setting process. We are in our second year as a building developing and implementing a vertical alignment process and model to more effectively serve our students.

Performance Focus: Data Teams & Vertical Articulation/Alignment Process
Rationale: We are into our third year working in a Data Team format and have begun implementing a building-wide growth goal setting process that will directly support our achievement goals

School Culture Focus: Schoolwide Behavior Expectations
Rationale: We continue to develop and refine our schoolwide behavior expectations that bring consistency for our staff and students. This allows us to be more cohesive as we work on the development of children from Kindergarten through 5th grade. Our belief is that student behavior has a direct impact on safety, instruction, learning, and growth.

Benjamin Franklin Elementary School

Student Demographics		
Enrollment		
October 2016 Student Count		487
May 2017 Student Count		487
Gender (October 2016)		
Male	250	51.3%
Female	237	48.7%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	45	9.2%
Asian	144	29.6%
Black / African American	4	0.8%
White	254	52.2%
Two or More Races	40	8.2%
Special Programs		
Free or Reduced-Price Meals (May 2017)	27	5.5%
Special Education (May 2017)	59	12.1%
Transitional Bilingual (May 2017)	104	21.4%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	16	3.3%
Foster Care (May 2017)	N<10	
Other Information (more info**)**		
Unexcused Absence Rate (2016-17)	286	0.4%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **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/).**

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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	96.6	86.6	88.2				
		1st	92.1	90.7	85.7				
		2nd	93.3	89.0	91.2				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		72.8	81.2	78.9				
	% of 3rd graders meeting or exceeding state standards in Math		75.7	84.8	75.7				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		80.5	80.0	75.4				
	% of 4th graders meeting or exceeding state standards in Math		76.0	80.6	74.1				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		88.6	83.3	81.9				
	% of 5th graders meeting or exceeding state standards in Math		81.0	71.2	68.4				
	% of 5th graders meeting or exceeding state standards in Science		86.0	93.9	87.5				

- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	87.2% at benchmark on EOY DIBELS	81% at benchmark on EOY DIBELS
Literacy: 3-5 ELA	74% at benchmark on the SBA	80% at benchmark on the SBA
Math: 3-5 Math	76.7% at benchmark on the SBA	74% at benchmark on the SBA
Science: 5th Science	86% at benchmark on the MSP	88% at benchmark on the MSP
Achievement Gap	6 out of 9 students identified as below or well below benchmark in first grade on BOY DIBELS will be at benchmark by EOY DIBELS – 66.7%	6 out of 9 students met benchmark for EOY DIBELS
School Effectiveness:	Teachers receive feedback on how they are doing – 90% or higher will agree mostly or agree completely	54% of staff agree mostly or agree completely with "Teachers receive feedback on the how they are doing."
Attendance and Discipline:	Achieve an unexcused absence rate of 10% or less of total absences. Reduce discipline referrals by 50% from previous school year.	Attendance: Unexcused absence rate was less than 1% of total absences. Discipline: Referrals were reduced by 70% from the previous school year.

Narrative Reflection:

Narrative Reflection	
Process:	Benjamin Franklin staff used a variety of strategies, both instructional and social/emotional, to meet student learning needs on a daily basis. These strategies happen across the curriculum. Here are some of the main strategies used throughout the past year: • Learning walks • Interdisciplinary connections • Safety Net and ELL services • Specific small group formation to focus instruction based on needs (differentiation) • Whole group direct instruction • One-on-one conferring • Flexible grouping • Technology integration

- Research and inquiry
- SBA practice opportunities
- Workshop model
- Professional development for staff
- Student intervention support
- Vertical alignment
- Instructional aide support
- Manipulatives
- Parent volunteers
- Guest speakers
- Enrichment projects for additional rigor
- Hands-on activities that require cooperative group learning
- In-house/out-of-building field trips

Franklin staff have regularly scheduled collaborative time in which school and grade level team data is analyzed. General education staff work closely with special education, safety net, and English language teachers to support students receiving respective services and supports. During this collaborative time, student work and data is analyzed, shared, and reflected upon. Next steps and resources are discussed and shared. Teams consistently work in this cycle setting new goals and delivery of instructional strategies and assessments to foster growth and achievement.

In order to set our goals, teams reviewed their respective data, then set realistic yet challenging goals for student improvement based on the baseline data. We also factored in our knowledge of students based on in-class work and assessments. To progress-monitor, the Franklin teams regularly used formative assessments to track data and bring to collaboration time (as mentioned above). Some challenges that our team faced were not having enough time to dive as deeply into collaborative practices as we would have liked, student absenteeism, and the logistical aspect of scheduling.

Literacy: K-2 Reading	Our K-2 goal was to be 87.2% at benchmark, and we were just shy at 81% benchmark at EOY DIBELS. While we did not achieve our goal, we are proud of the following. We identified all of our below-benchmark students within the first several months of school and were able to provide them with the necessary supports. Additionally, all students made growth over the year which is cause for celebration. We are also pleased that the majority of students reached benchmark, or above benchmark, and all students made some growth. A continued focus for K-2 literacy is supporting the students who are below benchmark but are not receiving district services. This includes our students who are learning English. These students receive additional support but, not direct literacy instruction. The areas of comprehension, phonics, and written expression within literacy need to be focused on for school growth. We also hope to support students who are identified as ELL or

	come in below benchmark needing Safety Net support. Lastly, we plan to identify students who would benefit from Reading Wizards who don't qualify for Safety Net to receive before school reading support, funded by the PTA.
Literacy: 3-5 ELA	Our 3-5 goal was to be at 74% at benchmark, and we had 80% achieve benchmark, which was higher than anticipated. In terms of growth areas, we noticed that writing conventions could be one area of focus. We also recognize the need to help students improve on elaboration in all areas of writing. We had many students who were very close to making standard. We will continue to set goals that are specific, measurable, attainable, relevant, and timely to support overall student growth. We will continue to identify, monitor, and refine our instructional practices to meet students at the individual level. The deeper understanding and knowledge of students we gain will be shared from school year to school year in a vertical alignment and articulation model that will allow for a more effective and supportive learning environment for our students.
Math: 3-5 Math	Our 3-5 goal was to be at 76.7% at benchmark, and we had 74% achieve benchmark, which was slightly less than anticipated. Interestingly, scores in individual concepts were higher than our composite scores. Looking at this data shows us that our students are making strides, yet have specific focus areas in math. We had three students who were at or near standard in the math strands, but their SBA total math score was a level two. This was lower than anticipated. They are all right on the cusp in general, so their scores could have gone either way. We had four students score at a level three who worked hard all year to grow in math and it showed on their SBA scores. We noticed that our overall achievement was lower than expected as we had a group of students that scored lower in concepts and procedures and problem solving. We plan to use this data to focus on personalized instruction, focusing on areas where specific students require support and celebrating their strengths. We also need to work on problem solving and data analysis. This is something that we worked on year long, and will still take time for the students to become stronger at. However, this does not discount the progress they have made since the beginning of the year. As we move forward, we will dissect data at a target and claim level to understand how we can better meet the needs of students in these areas, as well as looking at data of incoming students to see what their needs might be. Analyzing and reflecting upon our goals, achievement, and process helps staff to better understand our students and the specific supports/needs that are present.
Science: 5th Science	Our 5th grade goal was to be at 86% at benchmark, and we had 88% achieve benchmark, which was higher than anticipated. We were pleased to achieve our goal, as well as in the large number of level 4 scores our students achieved. Continuing to practice and model the scientific process will be important to continue the overall school growth for students to continue to do well on the Science MSP. Having one teacher focus on Science instruction in 5th grade has also helped us

	be successful in science. We will also continue to require 5th grade students to participate in the Science Fair because we believe that contributes to their success on the MSP.
Achievement Gap	Our goal was for 6 out of 9 students below or well-below benchmark on BOY DIBELS to be at benchmark by EOY DIBELS, and we achieved our goal with exactly 6 out of those 9 students meeting benchmark. We are pleased that 6 out of 9 identified students met our goal, as well as being pleased that the other 3 students have shown growth. Plus, through this progress monitoring we are able to better identify the support those students need. We need to continue serving students with interventions through work in the general education classroom, pull-out, and co-teaching.
School Effectiveness:	As a staff, 54% indicated that they agreed mostly or agreed completely with receiving regular feedback. While we began the year utilizing an agreed-upon feedback form, administrator use of the form diminished as the year went on. Administration will continue to use the form to provide informal feedback, endeavoring to be in classrooms on a more consistent basis.
Attendance and Discipline:	We met our attendance goal of an excused absence rate of 1% of all absences. This was due in large part to the diligence of our registrar carefully inputting the correct absence code, as well as the work of our families to inform of us absences in a timely manner. We have continued to notice a decline in our discipline referrals in the 2016-2017 school year. We will continue to take a pro-active approach with students to mitigate recess and lunchroom incidents. This will include meeting with groups of students about football, soccer, and other recess activities that can get too rough on the playground. We will also institute a system that provides students accountability for the agreed upon expectations in the morning line-up, in the lunchroom, and during their specialist time. This emphasis on positive behavior expectations will continue to improve our school behaviors.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	206 out of 237 students - 86.92% at/above benchmark EOY DIBELS
Literacy: 3-5 ELA	168 out of 222 students – 75.68% at/above benchmark SBA
Math: 3-5 Math	169 out of 222 students – 76.13% at/above benchmark SBA
Science: 5th Science	45 out of 52 students – 86.54% at/above benchmark MSP
Achievement Gap	5 out of 8 students identified as below or well below benchmark in first grade on BOY DIBELS will be at/above benchmark by EOY DIBELS
School Effectiveness:	Teachers receive feedback on how they are doing – 90% or higher will agree mostly or agree completely
Attendance:	For the 2017-2018 school year, we will achieve an unexcused absence rate of 5% or less of total absences.
Discipline:	For the 2017-2018 school year, we will reduce discipline referrals by 50% from previous school year.

Annual School Goals: Academic

K-2 Literacy: To set our goals, we looked at the previous years' DIBELS data, as well as current assessment data from the class. Using the data and our knowledge of students, we determine our annual school goal that is specific, measurable, attainable, reasonable, and timely for our students. We chose this goal because learning to read is a foundational skill for future success and is a strong indicator for graduation. Throughout the primary grade levels, we are using a variety of different instructional and differentiation strategies and use tier three interventions to meet our student needs. We are ensuring students are receiving necessary intervention by progress monitoring each individual student throughout the school year. Based on data, some students are receiving additional supports through Safety Net and/or English Language Services. We will use DIBELS progress monitoring, base phonics skills test (BPST), and running records to track out student's progress in meeting our school goal. This year, we have developed and are implement our new, Student Support Team. This team is led by one of our primary teachers with the support of two instructional aides. We proactively work to identify students that do not qualify for either safety net or English language services that require additional literacy support. The services are provided twice a week for a six-week cycle.

3-5 Literacy: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in third, fourth, and fifth grades for the ELA content area that is specific, measurable, attainable,

reasonable and timely for our students. This goal was selected based on achievement gaps and student need. We also analyzed the data for areas of concern and will focus our efforts in supporting all students in these specific areas through various engagement, differentiation, and instructional strategies. In order to ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in reading and writing, and collaboration activities through Power Learning. We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets. Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

3-5 Math: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in third, fourth, and fifth grades for the Math content area that is specific, measurable, attainable, reasonable and timely for our students. This goal was selected based on achievement gaps and student need. We also analyzed the data for areas of concern and will focus our efforts in supporting all students in these specific areas through various engagement, differentiation, and instructional strategies. Students and families have access to our online curriculum to support students' growth in challenge areas. We also instruct students in differentiated small groups, regularly assessing student understanding of the learning targets, and bring in parent volunteers to work with students to better meet their needs on an individual and small-groups level. We also provide parents with feedback as to what they can do to support their children at home. We utilize the various math programs (IXL, Dreambox, Splash Math) and other web resources for home use. To ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in math, and collaboration activities through Power Learning. We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets. Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

5th Grade Science: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in fifth grade for the Science content area that is specific, measurable, attainable, reasonable and timely for our students. We expect all our 5th grade students to participate in the school science fair, and we expect our students to be proficient in the scientific process. We are providing our students with enrichment activities such as; math connections and projects that require students to connect content that has been taught to another context and/or real-world situations. We are providing a variety of opportunities for students to practice the scientific method; such as, in class lab write-ups, science response sheets, science journals, the science fair, science enrichment activities and other intervention times. We progress monitor by using district summative assessments, response sheets, and closing questions. We also provide specific and timely feedback to students on their progress. Students also take ownership for their learning.

Annual School Goals: Achievement Gap

Our school has increased in the number of students receiving ELL services and we've noticed a trend indicating that students learning English as an additional language can struggle to meet grade-level benchmark standards in ELA. This goal was selected due to a growing need for literacy support with students receiving ELL services. Through formative assessment, we are able to identify student needs and create targeted instruction based on those specific needs. We advocate for students to receive the support services as needed based on conversations, formative and summative assessments, and additional data points. In doing so, we ensure that students receive best-fit interventions. We will use classroom assessments and DIBELS to monitor progress. On a daily basis, we will provide differentiated instruction monitoring through flexible Grouping, one on one conferring, guided reading, progress monitoring assessments.

Annual School Goals: School Effectiveness

Administration understands that visibility in classrooms and providing regular feedback to teachers regarding instruction is an important tool in improving student learning. Administration will continue to utilize the feedback form agreed upon by staff, setting monthly goals to provide feedback to staff and checking in regularly with staff to monitor the effectiveness of classroom visits and teacher feedback.

Annual School Goals: Attendance

Attendance has a direct impact on student learning. In order to better support our students, having specific goals around maximizing student time in the classroom will yield positive results for students. The administration team will meet regularly with the school's registrar to identify families that need additional support in ensuring their children are attending school. Additionally, an electronic absence request form will allow us to stay ahead of student absences and work with families to encourage high attendance rates.

Annual School Goals: Discipline

Disciplinary issues have a direct impact on student learning. In order to better support our students, having a specific goal around maximizing student time in classrooms, as well as student safety, will benefit students. The staff will be implementing a system of school-wide positive behavior support, acknowledging when students are collectively behaving well in line before school starts, in the lunchroom, and during specialist. Consistently good behavior will be announced, by class, over the intercom each week. Additionally, classified staff will use an in-house communication slip to let teachers know about recess or lunchroom behaviors, giving quick, specific feedback so that teachers can keep behaviors in check. The administrative team will check in with staff to solicit feedback on the system and look for ways to hold students accountable for their actions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	• Flexible Grouping • One on one conferring • Guided reading • Instructional assistant support • Multiple progress monitoring assessments
Professional Learning needed	• Vertical alignment • Continued release time to support DIBELS assessment • ELL collaboration and support
Resources needed	• More leveled readers • New running record/teacher's college reading assessment • DRA assessments • IXL ELA access
Responsible individual or team	• Certificated staff

Goal Area	Math
Strategy to support goals	• Math groups • Access to online curriculum • Enrichment math activities and websites • Regular collaboration • Differentiated instruction • Manipulatives • Enrichment projects • Parent volunteers
Professional Learning needed	• Sharing outside resources as a staff and within our PCCs (even the greater learning community)
Resources needed	• Math enrichment resources
Responsible individual or team	• 3rd – 5th grade team

Goal Area	Science
Strategy to support goals	• Foss kits • Hands on learning
Professional Learning needed	• NGSS training
Resources needed	• Enrichment and supplemental resources
Responsible individual or team	• 5th grade team

Goal Area	Discipline
Strategy to support goals	• Positive discipline, school-wide behavior sheet • Social/Emotional Learning school-wide professional learning
Professional Learning needed	• Social/Emotional Learning & Growth Mindset Book Clubs • Skype sessions with Kristi Mraz
Resources needed	• Book club books
Responsible individual or team	• Social/Emotional Work Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
• Work closely with our PTA to identify specific needs to help support staff and students through resources, time, volunteers, and community building events. • Organize and utilize parent support in classrooms and building-wide • Work with our Watch D.O.G.S. program to involve more parents in supporting student and school needs.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
• Principal's newsletter • Classroom teacher newsletters • PTA updates • Curriculum night • New family meeting with principal and PTA president (various times during the school year) • Community connection & chat meetings • ELL family engagement night and staff professional learning

Continuous Improvement Process Plan

Peter Kirk Elementary

1312 6TH ST
Kirkland, WA 98036

425-936-2590

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

2017 - 2018

Lake Washington
School District

Monica Garcia, Principal   ,
Ian Maver, Associate Principal
Lake Washington School District
2017 - 2018

TABLE OF CONTENTS

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.

Over the course of the 2016 - 2017 school year, Peter Kirk staff focused continuous improvement efforts in all areas, including writing, mathematics and reading. In the area of reading, staff implemented the Lake Washington School District adopted Wonder's curriculum. They used materials to provide differentiated instruction and meet individual student needs. Teams increased student experience with non-fiction text during social studies and science. Teams met routinely to examine assessment results, shifting reading groups to target specific student needs. Teachers continue to delve into the common core, developing a deeper understanding of expected student learning. They implement instruction that meets standards and continue to focus on providing instruction on the writing process. Staff provided writing instruction through the Writer's Workshop model. Additionally, they introduced and reinforced strategies for responding to texts in writing.

In mathematics, teachers used Common District Summative Assessments to assess and respond to student learning. Across all grade levels, instruction targeted math fact fluency and problem-solving strategies. In addition to classroom instruction, enrichment programs funded through Lake Washington Schools Foundation and PTSA including Mighty Math, IXL and Zeno Math Club contributed to student success.

Student Demographics

Enrollment		
October 2016 Student Count		550
May 2017 Student Count		560
Gender (October 2016)		
Male	267	48.5%
Female	283	51.5%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	29	5.3%
American Indian / Alaskan Native	2	0.4%
Asian	56	10.2%
Black / African American	9	1.6%
White	402	73.1%
Two or More Races	52	9.5%
Special Programs		
Free or Reduced-Price Meals (May 2017)	25	4.5%
Special Education (May 2017)	40	7.1%
Transitional Bilingual (May 2017)	52	9.3%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	12	2.1%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	192	0.3%

Teacher Information (2016-17) (more info)

Classroom Teachers	33
Hispanic / Latino of any race(s)	1
Asian	1
White	31
Average Years of Teacher Experience	13.7
Hispanic / Latino of any race(s)	14.4
Asian	29.6
White	13.2
Teachers with at least a Master's Degree	66.7%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **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/).**

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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	72.2%	78.4%	84.0				
		1st	81.8%	81.8%	89.9				
		2nd	92.5%	88.3%	88.9				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		82.7%	91.6%	91.4				
	% of 3rd graders meeting or exceeding state standards in Math		79.3%	84.5%	91.4				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		86.8%	89.5%	90.2				
	% of 4th graders meeting or exceeding state standards in Math		78.7%	88.5%	87.8				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		82.4%	87.6%	85.7				
	% of 5th graders meeting or exceeding state standards in Math		79.7%	76.2%	78.7				
	% of 5th graders meeting or exceeding state standards in Science		94.5%	92.7%	95.9				

- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	85% of students in kindergarten through second grade will perform at benchmark on EOY DIBELS.	88% met benchmark on EOY DIBELS.
Literacy: 3-5 ELA	87% of students in grades three through five will perform at or above standard on the Spring 2017 English-Language Arts Smarter Balanced Assessment.	86% of students in grades three through five performed at or above standard on Spring SBA-ELA
Math: 3-5 Math	86% of students in grades three through five will perform at or above standard on the Spring 2017 Mathematics Smarter Balanced Assessment.	87% of students in grades three through five performed at or above standard on the Spring SBA - MATH
Science: 5th Science	88% of fifth grade students meeting or exceeding standard on the Washington State Science MSP.	96% of students in grade 5 met or exceeded standard on the Washington State Science MSP.
Achievement Gap	From 57 % of K-2 students identified as English Language Learners to 64% meeting or exceeding benchmark on EOY DIBELS.	77% of K-2 students identified as English Language learners met or exceeded benchmark on EOY DIBELS.
School Effectiveness:	From 75% to 90% of teachers 'agreeing slightly' or 'agreeing mostly' that they receive feedback on how they are doing. From 65% to 70% of survey respondents 'agreeing slightly' to 'agreeing mostly' that classes challenge students to think and solve problems. (5A)	100% of teachers 'agree slightly' or 'mostly' that they receive feedback on how they are doing. 85% of survey respondents 'somewhat agree' or 'strongly agree' that classes challenge students to solve problems. 44% strongly agree, 36% agree somewhat)

Attendance and Discipline:	From an average of 20 late arrivals per day during the first six weeks of school to an average of 5 late arrivals per day by June 2017.	The number of late arrivals decreased from 20 late arrivals/day during the first week school to an average of 14 tardy arrivals/day during the last 4 weeks of school. The average for the entire year was 14 late arrivals/day.
	Maintain a suspension rate of less than 2%	Peter Kirk's suspension rate for 2016 – 2017 was just below 2%

Narrative Reflection:

Narrative Reflection	
Process:	Peter Kirk staff set our annual performance goals using fall baseline assessment data. For students in K-2, staff used beginning of year DIBELS results and, after considering the assessment criteria for middle and end of year assessments, predicted which students would demonstrate at or above benchmark performance on end of year DIBELS Assessment.

For students in intermediate grades (3 – 5), staff used assessment results from the previous spring. For third grade, End of Year (EOY 2016) DIBELS scores were a factor. Teams used Spring Smarter Balanced Assessment (SBA) results to set goals for ELA, Mathematics, and Science. With respect to the Science MSP, the challenge is in finding appropriate baseline data for establishing grade level achievement goals. Staff based goals for science on early observations of student performance in science activities as well as Fourth Grade Key Performance Indicators from Data Dashboard.

Each staff member used their class rosters to predict which students would show some, clear and high growth through the course of the year in each goal area. They then calculated the total number predicted to demonstrate at or above proficiency on identified assessments and averages were calculated to establish grade level goals.

With an increasing number of students who are non-native English speakers, staff identified students qualifying for ELL support as a sub-group. The bulk of this sub-group is in primary grades; therefore, the goal was set to support this group.

Perception goals were set using Effective School Survey results from families and staff. Areas with the highest potential for growth were identified. Staff selected feedback on practice as the focus of building continuous improvement efforts.

During the first few weeks of school, several staff members commented on the impact of late arrivals on instruction. Late arrivals are disruptive for students in in primary grades as teachers begin literacy |

	instruction at the bell. Intermediate students who arrive late miss the first several minutes of specialists.
Literacy: K-2 Reading	Within the K-2 grade band, students exceeded the grade band goal by two percent. • 87% of our kindergarten students ended the 2016-2017 school year at or above benchmark. • 90% of our first met benchmark. • 91% of our second-grade students met benchmark. Considering achievement within the same grade from year to year, we've seen a consistent increase in the percent of students in kindergarten meeting benchmark. There was an eight percent increase in the percent of students in first grade meeting standard from the 2015/16 school year to 2016/17. Finally, the percentage of students in second grade meeting standard has hovered around the high eighties and low nineties over the past five school years, ending 2016/17 in with 88.9% of students meeting benchmark. As a staff, we consider trends within cohorts as an indicator of our effectiveness. Students who ended the year in second grade have demonstrated consistent growth from kindergarten through grade two. As kindergarteners, 72% of the cohort met benchmark. In first grade, 82% of the same group met benchmark. As second grade students, 88.9% met benchmark. This same trend is measurable in data collected between 2012 and 2017.
Literacy: 3-5 ELA	Within the 3 – 5 grade band, Peter Kirk fell just short of the goal by one percent.. • 91% of students in third grade met standard on the SBA. • 90% of students in fourth grade met or exceeded standard. • 86% of students in fifth grade met or exceeded standard. Between 2014/15 school year and 2016/17 school year, we've seen an increase in the percent of third grade students meeting and exceeding standard from 83% to 91%. Over the past three school years, the percent of fourth grade students demonstrating proficiency has increased from 87% to 90%. Fifth grade students, during the same period of time have hovered in the low to high 80's, with a low of 82.4 in 2014/15 to 87.6% in 2015/16 and 85.7% in 2016/17. Our intermediate teams also look at assessment results by cohort. Last year's fifth grade students, now in sixth grade, have fluctuated between the low eighties (82.7%) to the high eighties (89.5% in 2015/16). 85.7% of this group met or exceeded standard at the end of their fifth-grade school year. Relative strengths for this group of students includes:

	- Identifying main idea and key details in informational text. - Analyzing text structures to explain information within or across texts. - Composing full narrative and opinion texts. - Citing evidence to support opinions, ideas or analyses. Areas for growth include - Determining intended meanings of word base on context, word relationships, or structure in both literary and informational texts. - Use of key details to support inference or conclusions. - Writing or revision paragraphs demonstrating the ability to state an opinion - Interpreting and using information delivered orally. - Locating information to support central ideas and subtopics. We have two years of data for our students who are currently in fourth grade. As third grade students, 91.6% met standard. There was a 1.4% decrease in the number of students who met standard as 4th graders. 96 of 99 students met or exceeded standard on the ELA assessment. Relative strengths for this group of students include - Identifying main idea and key details in informational text. - Demonstrating understanding of figurative language, word relationships and nuances in informational texts. - Composing full narrative, informational, and opinion texts. Areas for growth include - Use of key details to support inferences, conclusions, ideas, opinions and analyses - Identify a theme or central idea from details in the text, or summarize the text. - Accurate use of language and vocabulary appropriate to the purpose or audience. - Interpreting and using information delivered orally.
Math: **3-5 Math**	Within the 3 – 5 grade band, - 91.4% of third grade students met or exceeded standard. - 87.8% of fourth grade students met or exceeded standard. - 78.7% of fifth grade students met or exceeded standard. The percentage of third grade students who meet standard in mathematics has increased from 79.3% in 2014/15 to 84.5% in 2015/16 and 91.4% on last spring's assessment. We've noted an increase over the past three years in our 4th grade scores from 78.7% to just above 88% in 2015/16 and just below in 2016/17. Fifth grade math scores

	have hovered in the high 70's ranging from 79.7% in 2015/16 to 78.7% in 2016/17.
	Considering cohort trends, our previous fifth-grade students demonstrated growth from third grade (79.3%) to fourth grade (88.5%). Last year, as fifth grade students, 78.7% of these students met or exceeded standard.
	Areas of strength include • Performing operations with multi-digit whole numbers and with decimals to hundredths. • Using equivalent fractions as a strategy to add and subtract fractions. • Geometric measurement. • Graphing points on coordinate plane to solve real-world and mathematical problems. • Classifying two-dimensional figures into categories base upon their properties.
	Areas for growth include: • Writing and interpreting numerical expressions. • Understanding place value systems. • Converting like measurement units within a given measurement system.
	Scores for our current fifth grade students show a decrease from 87.8% in third grade to 84.5% as fourth grade students.
	Areas for growth include • Using the four operations with whole numbers to solve problems. • Using place value understanding and properties of operations to perform multi-digit arithmetic. (This has been an area of growth for this cohort as third and fourth grade students).
Science: **5th Science**	95.9% of our students met or exceeded standard on the Science MSP. Of the students who met or exceeded standard, 28% scored a level 3 and 68% scored a level 4. Areas of strength include: • Inquiry in Science • Application of Science • Domains of Science 90% or more of your students met or exceeded standards on each of the above strands. The area for growth is in Systems of Science. 62% of our students met or exceeded science in this area.

Achievement Gap	Kindergarten through second grade students identified as English Language Learners were selected as our focus for closing the achievement gap. Progress was monitored using the DIBELS assessment, focusing on reading fluency. Based upon End of Year DIBELS assessment results, 77% of English Language Learners ended the year at or above benchmark in comparison to 89.5% of students not identified as English Language Learners.
School Effectiveness:	Teacher responses to the Effective School Survey during the 2016 – 2017 school year indicates that we exceeded our goal by 10%. When providing a rationale for selecting this goal last year, it was noted the percentage of teachers agreeing that they receive feedback on a regular basis should be 100%. Achieving 100% of teachers agreeing with the statement will continue to be part of the building's ongoing work.
Attendance and Discipline:	On time arrival, will continue to be a focus at Peter Kirk. We did see a decrease in tardy arrivals, however the average is quite high. The average is affected by a few days with unusually high number of tardy arrivals, mostly related to bad weather or holidays. Last year, there were eleven suspensions assigned to six different students. Of these eleven suspensions, five were male and one female. Four of the suspensions were assigned to students who receive intervention services. Three of the students were assigned two or more suspensions. Four students are identified as Caucasian.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	92% of primary students will meet or exceed standard on End of Year DIBELS.
Literacy: 3-5 ELA	88% of students in grades three through five will meet or exceed standard on the English/Language Arts SBA.
Math: 3-5 Math	87% of students in grades three through five will meet or exceed standard on the Mathematics SBA.
Science: 5th Science	70% of fifth grade students will meet or exceed standard on the Washington Assessment of Science (WCAS).
Achievement Gap	25% of students receiving specially designed instruction in mathematics will meet or exceed standard on the SBA.

	27% of students who have previously participated in the SBA will meet or exceed standard. All will demonstrate at least one year's growth on the Mathematics SBA.
School Effectiveness:	Increase parent participation in Effective School Surveys from 5% to 50%.
Attendance:	Increase the percentage of students with satisfactory or at-risk attendance from 94% to 98%. (17 or fewer absences)
Discipline:	Reduce the number of recess incident reports received by boys by 35%.

Annual School Goals: Academic

The process for identifying academic goals for Peter Kirk began last spring. Grade level teachers identified strengths and growing edges for each cohort. This information, combined with reflections on end of year assessments, provided starting points for goal setting. August CIP work involved closer study of assessment results. Using detail reports from SBA, MSP and DIBELS, teams of teachers isolated specific areas for focus. Selected areas are directly related to SBA Claims, Science Strands, and basic reading skills. Teams then selected classroom based assessments to establish grade level baseline data. Goals were determined by predicting individual student growth within each identified area.

Primary teachers have traditionally set fluency goals. This year, they have elected to set goals around DIBELS Composite scores as this is in alignment with the measure used for CIP monitoring.   Primary teachers will use DIBELS progress monitoring, MOY and EOY to measure progress toward CIP. They use assessments from Wonders, Common District Summative Assessments as well as grade level and classroom assessments to monitor student growth and adjust instruction.

Intermediate teachers used SBA results to identify cohort trends. Third grade teachers set goals using EOY DIBELS, baseline assessments, and data from second grade teachers.

Students in third grade will be introduced to specific strategies for citing text evidence. This skill is new to students in third grade and teachers will intentionally highlight similar strategies across multiple types of writing. In mathematics, the team will support student success with problem solving and writing to explain.

Based upon SBA results, current fourth grade students will benefit from instructional attention to developing skills in multi-step problem solving. The team will continue to focus on the writing process, with special emphasis on writing to express opinion. The team will capitalize on primary team's emphasis on math fact fluency and support students with the development of understanding and using fractions and whole numbers to solve problems.

Current fifth grade students will benefit from instruction targeted to developing graphing skills. Based upon SBA data and baseline school year data, students have not yet demonstrated mastery of graphing.   Students will benefit from this focus in both

mathematics and science. The team will work together to plan and implement instruction that supports student ability to make references or draw conclusions using text evidence.

Another way we will measure the impact of our instruction is using Student Growth Percentile for Peter Kirk. High growth is defined as an average SGP that reflects more than one year's growth. Some growth is defined as an average SGP of one year's growth. Low growth is defined as little or no shift in the average SGP for Peter Kirk.

In all content areas, to support strugglers, staff will differentiate instruction using quick checks and other informal instructions. They will work with small groups to provide targeted, 'just in time intervention' to address skill and knowledge gap. In alignment with our achievement gap goal, teachers will collaborate with our Special Education, ELL and Safety Net teachers.

To provide rigor, teams will continue to offer challenge problems, assignments and projects. Student progress will be monitored through informal observations, classroom assignments, formal and informal assessments, and Common District Summative Assessments (CDSAs).

To provide access to challenge in English Language Arts, teachers will extend access to a wide variety of genres, higher level vocabulary, leveled novel studies and introduce advanced literary elements to writing.

Annual School Goals: Achievement Gap

93% of students in grades four and five qualifying for Special Education Services will demonstrate one year's growth as measured by the Mathematics SBA.

This goal was selected, in part, because students receiving special education services are in the largest sub group at Peter Kirk. Additionally, this group includes Hispanic and Latino students who are not demonstrating the same rates of proficiency on classroom, district and state assessments as their peers.

Delving deeper into the goal, we anticipate that 38% of all students receiving specially designed instruction for math and English/Language Arts will pass both parts of the SBA. We hypothesize that 24% of those receiving SDI mathematics (grades 3 – 5) will perform at or above proficient. Of those who have previously participated in the SBA, grades 4 and 5, 27% of those receiving SDI will meet or exceed standard on the mathematics SBA. Again, we expect that all students in this sub group will demonstrate at least one year's growth.

Students will receive necessary intervention through classroom instruction and specially designed instruction. SDI is delivered via push in and pull out instruction, delivered by special education staff. Progress is monitored by general education teachers, special education teachers, through weekly meetings of Guidance Team. Additionally, student progress will be monitored by the principal through quarterly meetings.

Annual School Goals: School Effectiveness

Increase parent participation in Effective School Surveys from 5% to 50 %.

This goal was selected because of the importance of understanding parent perception. As part of our CIP goal setting process, we take parent survey results into account and consider overlaps between staff and parent responses. We need a response rate that provides statistically valid results.

The goal will be monitored by examining the difference between parent participation from 2016 – 2017 and 2017 – 2018.

Annual School Goals: Attendance

Increase the percentage of students with satisfactory or at-risk attendance from 94% to 98%. (17 or fewer absences)

This goal was selected because of the high absence rate at Peter Kirk Elementary. It is not uncommon for parents to pull students for trips and to extend school vacation for travel. Promoting positive attendance patterns lays the ground word for success in middle and high school.

Student attendance will be monitored by monthly attendance meetings between principal, associate principal and secretary. Overall progress toward this goal will be monitored through a review of annual attendance data.

Annual School Goals: Discipline

Reduce the number of recess incident reports received by boys by 35%.

This goal was selected as the result of an analysis of last year's recess incident slips. Of the total 474 recess slips issued between February and June 412 were issued to male students. Of the 412 recess slips issued to male students, 175 were issued to students in kindergarten, more than twice the number issued to any other grade level. Of the total 474 incident reports issued, 284 were issued for Unsafe behavior/Failure to follow rules.

We will monitor progress by collecting data from incident recess and reviewing quarterly.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Science
Strategy to support goals	Staff wide professional development / training associated with Science Curriculum Adoption

Professional Learning needed	• Building wide study of NGSS. • Research and review of the new assessment format, types of questions and kinds of thinking.
Resources needed	TBD
Responsible individual or team	Associate Principal, Building Science Lead

Goal Area	**School Effectiveness**
Strategy to support goals	• Communicate the reason for, importance of, and the use of Effective School Survey, via school newsletter and School Messenger. • Partner with PTSA to share Effective School Survey link.
Professional Learning needed	None at this time.
Resources needed	• Staff has requested that questions on the parent ESS more closely mirror that of the staff ESS. Specifically, consistent use of response descriptors will help to align similarities and differences between staff and parent perception.
Responsible individual or team	School Principal

Goal Area	**Attendance**
Strategy to support goals	• Establish a fall baseline • Implement Elementary Pre Approved Absence form. • Monthly attendance reports reviewed. Students with 5 or more absences in a month and students with a 10% absence rate will be flagged. Teachers will provide feedback on academic and social concerns. • LWSD attendance letters sent to families.
Professional Learning needed	None required
Resources needed	• LWSD provided articles on attendance for use in the school's bi-weekly newsletter.
Responsible individual or team	Principal, Associate Principal, Secretary, Student Concern Team (pre-guidance team)

Goal Area	**Discipline**
Strategy to support goals	1. Develop common language for student behavior expectations (SOAR) 2. Fewer students on the playground (more recesses) 3. Professional development and collaboration with classified to establish recess expectations. 4. Clearly define and identify playground boundaries. 5. Recess orientation in small groups during the first weeks of school.

	6. Establish a tiered response for students who present patterns resulting in multiple incident slips. 7. Students with multiple infractions will be flagged for teacher feedback.
Professional Learning needed	1. Staff (classified and certificated) professional development on behavior expectations.
Resources needed	None needed at this time.
Responsible individual or team	Associate Principal, classified staff

Parent, Family, and Community Involvement

Strategies to involve parents, families, and the community in the Continuous Improvement Process
The Peter Kirk community is active in the building. From reading with students to Watch DOGS, parents contribute to our Continuous Improvement Work. Parents read, practice math facts with students throughout each grade level. Additionally, individuals and the PTSA partner with us to provide enrichment opportunities such as Science Night, Math Night, and our annual Reading Celebration.

Strategies to inform parents, families, and the community about the Continuous Improvement Process
Assessment results are shared with families via a narrated email. Parents have indicated that they find the format informative and allows them to look closely at the data. The groundwork for increased parental input into our continuous improvement process includes establishing and nurturing a positive relationship between staff and families and introducing the idea of having parents involved in this work. Progress will continue to be communicated through school newsletters as well.

Continuous Improvement Process Plan

Lakeview Elementary

10400 N.E. 68th Street
Kirkland, WA 98033

425-936-2600

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

2017 - 2018

Lake Washington
School District

Heather Frazier, Principal

Trent Neugebauer, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Lakeview Elementary is a vibrant school community situated in central Kirkland, strengthened by a strong parent partnership and supportive local businesses. We strive for high achievement for every student and are proud that a high percentage of our students exceed standard. State testing results over three consecutive years indicate overall performance remains steady at 76% in ELA and 80% in Math meeting or exceeding standard among our 3rd graders. Our 4th grade students have trended upward, with 79.2% performing at or above standard in ELA and level performance in Math with 76% meeting or exceeding standard. Our 5th graders perform 18-20% higher than the State average in all areas with 75.8% at or above standard and 56.3% exceeding standard in ELA; 67.8% of our 5th grade students at standard in Math with 52.8% performing above standard. 82.7% of students are at or above standard with 63.2% exceeding standard in Science.

As the Lakeview Elementary population has grown 16% to 568 students over 4 years, our community demographics have remained relatively stable. Our free and reduced population is 14% and special education is 9%. Lakeview students represent diverse cultural backgrounds, including 11.9% Hispanic, 63% White, 12% Asian, and 9% Multiracial.

During the 2016-17 school year we initiated a distributed leadership model that included all certificated staff. A thorough analysis of the data revealed an achievement gap among our students needing the support of ELL and specially designed instruction. Scheduling procedures were put in place to promote access to the general education curriculum. A weekly intervention/extension period focused on targeted small-group instruction. A new leadership team was initiated that focused entirely on developing expertise and a bank of resources for all teachers. Teacher leaders were selected and trained at the district to serve as Writing Leads.

The PTSA worked as partners, providing significant support to enhance the learning of every student. Homework Club, field trips, assemblies, and before and after school enrichment classes are among the many programs dependent on PTSA resources. In addition, our PTSA has focused on meeting the needs of our at-risk families through nutrition programs, Pantry Packs, Winter Wishes, and scholarships.

Student Demographics		
Enrollment		
October 2016 Student Count		556
May 2017 Student Count		568
Gender (October 2016)		
Male	291	52.3%
Female	265	47.7%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	66	11.9%
American Indian / Alaskan Native	4	0.7%
Asian	70	12.6%
Black / African American	11	2.0%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	352	63.3%
Two or More Races	52	9.4%
Special Programs		
Free or Reduced-Price Meals (May 2017)	80	14.1%
Special Education (May 2017)	54	9.5%
Transitional Bilingual (May 2017)	81	14.3%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	19	3.3%
Foster Care (May 2017)	N<10	
Other Information (more info**)**		
Unexcused Absence Rate (2016-17)	592	0.8%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **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/).**

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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	93.1	94.1	86				
		1st	91	91.1	94				
		2nd	90.8	91.9	88				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		70.7	77.2	76.6				
	% of 3rd graders meeting or exceeding state standards in Math		81.8	82	80				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		74.3	78.6	79.2				
	% of 4th graders meeting or exceeding state standards in Math		75.6	78.6	76.1				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		87.6	81.7	75.8				
	% of 5th graders meeting or exceeding state standards in Math		71.2	63.8	67.8				
	% of 5th graders meeting or exceeding state standards in Science		90.5	85.5	82.7				

- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	90% (266) students will be at benchmark as measured by the DIBELS EOY measure.	90% (267) students are at benchmark as measured by the DIBELS EOY measure.
Literacy: 3-5 ELA	82% of students will meet or exceed proficiency as measured by the 2016-17 SBA	77% of students met or exceeded proficiency as measured by the 2016-17 SBA
Math: 3-5 Math	82% of students will meet or exceed proficiency as measured by the 2016-17 SBA	75% of students met or exceeded proficiency as measured by the 2016-17 SBA
Science: 5th Science	89% of students will meet or exceed proficiency as measured by the 2016-17 MSP	82% of students met or exceeded proficiency as measured by the 2016-17 MSP
Achievement Gap	90% of ELL students will be at benchmark as measured by the DIBELS EOY measure.	83% of ELL students are at benchmark as measured by the DIBELS EOY measure.
School Effectiveness:	Move from 75% to 85% of students will agree or strongly agree "I feel safe at school", as measured by Student Survey.	75% of students agree or strongly agree "I feel safe at school", as measured by Student Survey
Attendance and Discipline:	Using September data, move the number of students tardy 3+ times in a month from 64 students to 32 students in any given month. Using data from the first 7 weeks using PAWS (behavior during line-up, lunchroom, specialists) move from 44% of classes earning a blue paw to 60% of classes in any 8 week period.	Using monthly data points w/non-break months, we averaged 66 students with 3+ tardies in a month. Using data from winter and spring baselines, we had 44% and 40% of classes fully getting PAWS for the week over an 8 week period.

Narrative Reflection:

Narrative Reflection	
Process:	All primary teachers used DIBELS to evaluate our students, testing 3 times per year. Grade level meetings were held to analyze student data and determine individual student needs. Each grade level chose a relevant skill to focus on in literacy. Progress monitoring was administered to students at-risk, needing more targeted instruction and practice. Intermediate teachers analyzed SBA data and set goals that would stretch students and teachers. Formative and summative assessments were used to monitor student progress and to implement interventions and extensions as needed.

In August 2017 we shared an overview of end of year data in grade level and specialist teams. Our analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams in September. We identified areas for celebration in literacy and took a deeper look at areas where growth did not occur as expected. We identified barriers to learning and prioritized those based on our ability and passion to address those barriers. Digging into the data over two sessions prepared teachers for setting grade level goals in Literacy, Math, and Science.

We continue to hone our skills in the inquiry process and maintained a practice of meeting to engage in the cycle of inquiry for both CIP goals and other content area standards. This process will include regular intervals of reflection and data analysis. |
| **Literacy: K-2 Reading** | Our 90% student achievement in Literacy includes 86% of our kindergarten students, 95% of 1st graders, and 88% of 2nd graders at benchmark on our EOY DIBELS. We expected more growth from our kindergarten students who scored well below Benchmark and we were surprised to still see them struggling with letter sounds at the end of the year. We predicted 85% of 1st grade students would be at benchmark. We surpassed this goal by reaching 94% of first-graders at benchmark. While our percent at benchmark among second-graders was only 2% off our prediction, not all our kids made some, clear, or high growth.

We were happy to see how many of our kindergarten students grew in WWR. Our biggest celebration was seeing how much growth our high students made from the beginning to the end of the year. Last year was the first time we had an assessment to accurately track this group of students using WPM. The oral reading fluency of 1st graders in the 2016-2017 school year is cause for celebration. In addition to 94% of students being at benchmark last year, many of these students made high growth from the beginning to the end of the year. The fact that we were almost 90% at benchmark for all of second grade is cause for celebration, as this includes our students with services in Safety Net, |

	ELL, Special Education. Approximately 65% of all students showed clear or high growth (30+ WPM) throughout the year. 30% of our students began the year well above the benchmark, so their growth was less significant. NWF is the building block to reading and without it students cannot blend sounds into words. We will continue to focus on teaching phonics understanding and oral reading fluency practice since these skills are foundational for success in literacy and other content areas. Our interventions worked and our focus was valuable. We still need more work on how to help our students with ELL, Safety Net, and Special Ed. services. While they have growth, they generally are still below the benchmark at the end of the year. We need to learn, what are the most effective strategies to help these students? What additional resources would be helpful to support them? We're on the right track, and need to start looking more specifically on how to reach the few students that are not making benchmark. Next steps include continuing our work from last year and making sure our new teammates are involved in the process. This will include our kindergarten specialist pulling students who missed qualifying for Safety Net services.
Literacy: **3-5 ELA**	Overall, 3rd-5th grade students did not meet the combined goal of 82% at standard. 76% of third graders met or exceeded proficiency on the ELA portion of the SBA which is equivalent to 68 students out of 89 who were tested. In 4th grade, 49% exceeded standard, 28% met standard. 23% of students (19) did not meet standard. Using our grade level data, we did not meet our goal to move 5th grade ELA from 77% of students meeting or exceeding proficiency to 82% of our students meeting or exceeding proficiency as measured by the 2016-17 SBA. 75% of our students met or exceeded proficiency. 25% were not at standard. Fewer students met standard than we anticipated. When analyzing the data, it seemed that the writing portion of the assessment was the area where students missed the most points resulting in a score below standard. There were three students in 4th grade who scored a level four or met standard that consistently performed at a 2.5-3.5 level in class. We are proud of their performance. Our students who are ELL, Safety Net, IEP, and Watch list made up the largest percentage of students who received below standard. The number of 5th grade students below standard was 25%. This percentage is higher than what we recorded in Skyward with our assessment data. 56% of our students were at a level 4 on the SBA. We were pleased that over half of the 4th grade students were above standard (57%). Only four students performed below standard in the writing portion of the 4th grade ELA. Three of those were Safety Net reading students and one has a writing IEP. In 5th grade, writing is our strongest area. 61% were

	above standard. An additional 30% were at near standard. Third grade needs more practice with on demand writing prior to SBA prep. 4th Informational writing overall scored very poorly, especially organization and purpose along with evidence and elaboration. We will incorporate more listening activities. Next steps include using Wonders interim listening assessments. Using our grade level data, we did not meet our goal to move 3rd-5th ELA from 77% of students meeting or exceeding proficiency to 82% of students meeting or exceeding proficiency as measured by the 2016-17 SBA. This suggests while our classroom data and report cards supported 3rd grade students learning at higher levels, we were disappointed that the SBA data did not show the same levels of growth for all our students. Some of this may have been due to student engagement/effort during testing as well as the order in which we taught the writing units. We taught informational writing in the fall and some students scored lower on that strand of writing. In 4th grade we need to revisit the Informational writing instruction format. We piloted the new Writer's Workshop for the district. Maybe we need to provide graphic organizers to help with organization. We need more guidance on how to best model/support/encourage students to use evidence in their writing. The 5th grade identifies a need to use the new writers workshop curriculum along with more practice with on demand writing. More training for informational writing instruction and including evidence in the writing.
Math: **3-5 Math**	Our combined grades did not meet the goal of 83% meeting or exceeding standard. 80% of our 90 third graders who were tested on the math SBA were at or above standard. 4th grade outcomes included 75% at or exceeding standard (46% exceeding), 21 students below standard. We had the most 3rd grade students score below standard in the data analysis claim and the reasoning. Concepts and procedures were our highest area. Our 4th grade students who receive ELL, Safety Net, IEP and Watch list made up the largest percentage of students who received below standard. Every student who is a L1 was invited to attend Friday morning math group (help session) and none of them attended. Most all the students who received L4 were consistently performing at that level in daily class work. Absences with at least two of the students definitely had a negative impact on their math performance. We did not expect that 12 of our 4th grade students would perform at L1 in Communicating and Reasoning Claim. ALL of these students have IEPs or receive services for ELL, Safety Net (reading only) or are on the Watchlist. 22% of 5th grade students at level 1 was unexpected. 52% of students were at a level 4. The least amount of students are at level 2 and 3. We have reason to celebrate. More than half of our 3rd grade students (58%) were above standard. Most 4th grade students who attended the

	Friday morning, before school math group met standard. And 5th grade recognizes 52% of students were at a level 4 is cause for celebration. We need to provide further instruction in reasoning and analysis to move more of our 3rd graders from twos to threes. 4th grade will look into supplemental math resources that are showing success in other LWSD schools. 5th grade plans to include more SBA style of questions for students to practice throughout the year. As we look at next steps, we had several 3rd grade students who were close to meeting standard so we really need to focus in on moving our 2s to 3s. We will be differentiating our instruction to focus in on the level 2 students to help move them to the next level. We are also going to focus on multi-step problems as a part of our PGE focus this year. 4th grade is considering a look at servicing those students who we know need additional math support in a different way than before school. Many can't get here or parents can't support arriving so early. Maybe they need something during school (safety net??) They will continue to emphasize multiplication fact recall through use of REFLEX, flashcards and other routines to encourage the practice of these facts. Nine of the ten students who earned L1 on Concepts and procedures claim did NOT have quick recall of their multiplication facts and were in our lowest WIN group.
Science: **5th Science**	Using our grade level data, we did not meet our goal to move 5th grade science from 87% of students meeting or exceeding proficiency to 89% of our students meeting or exceeding proficiency as measured by the 2016-17 SBA. 82% of our students met or exceeded proficiency. 18% were below standard. Our data included both 63% at the 4 level and 11% at the 1 level. Our science scores are the highest, yet they must use their ELA and math skills on this test. We will focus on the SYSTEM strand as that was our lowest area.
Achievement Gap	Using our EOY DIBELS scores, 83% of 36 K-2 students receiving ELL support were at benchmark. One student was approaching benchmark and 5 were at the intense level at the BOY in 2017-18.
School Effectiveness:	Using our Student Perception survey data, we did not meet our goal to increase students' feeling of safety at school from 75% to 85%. This suggests that the strategies we implemented did not have an impact on students' feelings of safety at Lakeview. It is unclear to me if we need to re-evaluate programs such as kid coaches, Kelso, the PAWS program, welcoming students to school, and other programs that were implemented last year, or if we should implement new programs to increase students' feeling of safety. Next steps include re-evaluating the above-mentioned programs and making a decision about new programs to implement. We may also want to create a survey that assesses students' reasons for not feeling safe at school, and solicit suggestions for how to make them feel safer.

| Attendance and Discipline: | **Attendance:**

Our goal was to reduce the number of people with 3+ tardies in a given 30-day period from 64 students to 32. A 50% reduction. Using data from January (68 students) and May (77 students) we did not reach our goal. The data showed higher than anticipated number of tardies even after doing three different actions to reduce the number. This could be for a few reasons. The plan to contact parents about tardies was never put into full effect due to a few reasons including the situations that became pressing in the building as well as the scope of the plan being too daunting to fully implement. We did implement some new programs with the lower parking lot to increase its use and reduce the load of the upper lot. This worked for a while, but families reverted to old practices when it was easier. We also created some new tracking systems to keep more detailed records about our contact with parents and around tardy times to track excessive tardies rather than ones that are 1-2 minutes. I think the biggest cause for celebration is that we have created better systems to track students and will be better prepared to make changes for the 17-18 school year. Next steps include focusing on "excessive tardies" which are those over 10 minutes. We found, after implementing our new tracking systems, that the vast majority of tardies were less than 5 minutes. Although not ideal, there is a big difference between missing five minutes compared to thirty minutes to start the day. We will also be able to track parent communication around absences more efficiently now that we are starting the year with our excel database in place to start the year rather than a mid-year implementation.

Discipline:

While we did not meet our goal, there was consistent behavior data, the number of blue "PAWs" was roughly the same each month (roughly 50% at each data point). The percentage of blue paws were lower than the anticipated goal. It is also surprising that the percentage was the highest in September, we would have expected to see improvement over the course of the year. The data points show fall, winter and spring. For the spring data, it is not surprising that there were less blue paws, as students often struggle with expected behaviors late in the year. We also had some new students move into our school that had significant behavioral difficulties which affected some of the classes earning blue paws. Some celebrations are that we started the year strong with 54% positive behavior. Also, blue paws did not drop significantly, the lowest percentage was 40%. We need to decide whether the "PAW chart" is the best measure of school discipline. These three areas are just a small window into overall student behavior. Perhaps we could look for a more effective measure of student behavior data? Next steps include continued work with students on positive behavior in line-up, lunch and specialists. We want to continue to monitor student behavior, |

	encourage students to work towards blue paws (the new "super recess" incentive should help!) and perhaps finding a new data source to assess student discipline.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	89% of students will be at or above benchmark as measured by DIBELS EOY measure.
Literacy: 3-5 ELA	86% of students will meet or exceed proficiency as measured by the 2017-18 SBA
Math: 3-5 Math	85% of students will meet or exceed proficiency as measured by the 2017-18 SBA
Science: 5th Science	70% of students will meet or exceed proficiency as measured by the 2017-18 WCAS
Achievement Gap	$3^{rd} - 5^{th}$ grade students with low SES will improve from 33% to 50% at or above standard in ELA as measured by the SBA.
School Effectiveness:	100% of staff will agree slightly or higher that student discipline problems are managed well as measured by the 9 Characteristics of School Effectiveness Survey.
Attendance:	100% of (9) students currently identified as chronically absent (5 or more excused and unexcused absences per month) will fall below the chronically absent rate (5 or more excused and unexcused) for two or more consecutive months by end of year as measured by attendance data.
Discipline:	16 identified students receiving repeated office referrals for unsafe or unkind behavior in Sept./Oct. will have 1 or fewer office referrals for two or more consecutive months as measured by behavior communication slips.

Annual School Goals: Academic

K-2nd Reading Goal

This goal selected because reading acquisition is the most foundational need for our students in primary grades. The DIBELS assessment is a research-based literacy measurement tool designed to identify how students are progressing in acquiring early literacy skills. Each student was assessed using DIBELS in the fall of 2017. Based on BOY DIBELS data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2018. Differentiated daily reading practice in a small group setting allows teachers to target their lessons to each learner. Developing phonemic awareness and strengthening phonics skills build a strong foundation for reading. Increased fluency and explicit instruction of comprehension strategies ensure students understand what they are reading. Programs such as Wonders, Headsprout, Read Naturally, Accelerated Reader, and Words Their Way are tools available to our team in meeting the needs of each and every growing reader. All students are monitored at least quarterly through the use of DIBELS progress monitoring. Students identified as needing extra intervention are supported through a variety of targeted programs including ELL, Safety Net reading, and Special Education. Students identified as needing challenge are enriched through avenues such as the Quest program, work with more complex texts and words, as well as small group work with parent volunteers.

3rd-5th ELA Goal

Teachers in the grade level bands 3-5th looked at our data from historical and current DIBELS, the spring 2017 SBA, and class work to determine our goal for each student on the spring 2018 SBA. As a 3rd-5th grade band we set of goal of 85% being at or above standard. In order to meet the needs of our highest learners we will use differentiated grouping and provide enrichment material when appropriate. To meet the needs of our below standard students, we will utilize our ELL, SpEd, Safety Net, and IA support resources as well as trained parent helpers to work 1:1 with struggling writers. We are keeping track of when each grade level is teaching Wonders units on a spread sheet that allows ELL and SNET to pre-teach lessons. Audiobook support is provided in order to allow all students, no matter their fluency level, to access various texts and strengthen comprehension strategies. We also will work with parent volunteers to provide extra support during reading instruction. We utilize homework club which is an afterschool program to support struggling students. Students are selected by teachers and at parent request. We do a lot of small group work with leveled readers to meet individual student needs. We will progress monitor throughout the year in the following ways: use end of unit assessments, formative assessments, teacher check-ins. We are using the new district developed writing curriculum.

3rd-5th Math Goal

Teachers in the grade level bands 3rd-5th looked at current students and used 2016-2017 SBA data as well as assessments from the current 2017-2018 school year to set achievement goals for the Spring 2018 SBA. As a 3rd-5th grade band we set of goal of 84% being at or above standard. We categorized them into students needing intervention, tier 1 supports and increased rigor. We then considered strategies to support each of these groups. Students are receiving challenge and rigor by including enrichment work within the envision math curriculum, participating in the challenge packets, as daily options for at level/above level/super challenge activities, also using Dreambox and Reflex on a regular basis. Math Olympiad Club is open to students and provides challenge opportunities weekly. Students participate in flexible math groups, receive challenge problems in homework, learn new math games, and present solving a problem in different ways. Interventions are provided as needed as the teacher monitors adjusts students work with small group support, reteaching, ELL. Interventions also include flexible math groupings, problem of the day, spiral review, early work practice, and flashcards, We will progress monitor by using routine formative and summative assessments, PGE fourth grade goal is write to explain around communication and reasoning.

5th Grade Science Goal

When creating our 5th grade science goals we considered our students' science grades from the 2016-2017 school year. Any student at standard for all 3 science domains was considered to be a good indication of them passing the 2017-2018 Science WCAS. We also considered knowledge of our students from the current year. Using this data we set a goal of 70% of students at or above standard. This year students will be taking a new test based on NGSS standards. LWSD has not adopted a new science curriculum, but will be rolling out a new curriculum next year, so this is a transition year. We are expecting a small decline in assessment results compared to last year. We are challenging all students by using Integrated challenge pieces for students who need more rigor, supplemental science curriculum, science fair and Marine Science Afloat. We are insuring students are receiving the necessary interventions by utilizing our ELL and SNET teachers, preloading the vocabulary with kids, helping one on one for tests, and using reading interventions that are relevant. We will be progress monitoring over the course of the year by using the science inquiry grade strand. This strand is measured all year, so students struggling can be identified, targeted, and given extra instruction.

Annual School Goals: Achievement Gap

We recognized that our 14% of students with low SES are often represented in other underperforming demographics such as ELL, Hispanic, or receiving Special Education. Although it is difficult to progress monitor for these unnamed students, we expect robust programming will be sufficiently broad to include supporting the students experiencing low SES. Based on our 14% school wide low SES, our estimate is 32 students in 3rd-5th .

Meeting the needs of this population is an area of continued outreach and enrichment by staff and PTSA. We wondered if last year was an anomaly as our low SES students dropped to 33% at or above benchmark. We unanimously resolved to invest our resources to increase to 50% or more students with low SES at or above standard.

Annual School Goals: School Effectiveness

This goal captured concerns expressed by community, staff, and students. We recognized that managing discipline well is an area that every staff member has responsibility for and an interest in improving. To this end, we will be convening a task force to further education/awareness of discipline as well as improve procedures. Classified staff will be provided professional growth through a book study using <u>Better than Carrots and Sticks</u> Strategies and the solution based framework will be implemented to improve behavior systems in common areas that they regularly supervise. We agreed that creating a rubric would be helpful in planning, taking action, and measuring progress. Regular review of data will provide actionable information for all stakeholders and inform our response.

Annual School Goals: Attendance

Chronic absenteeism creates an adverse impact on student learning, particularly among an identified group of Lakeview students who miss instruction regularly over the course of the year, and over multiple years. These absences include both excused and unexcused. A review of attendance data from 2016-17 and fall 2017 revealed 17 students at risk for significant loss of academic learning based on chronic absenteeism. These students had 20+ excused or unexcused absences over the course of the year. These students will form the basis of a watch list for the 17-18 school year. We will track, monthly, chronically absent students (5 or more excused and unexcused absences). Based on September and October data this represents 9 students. These students will be added to the watch list. We will closely monitor these students, create new opportunities for families to communicate and attempt to build relationships with families to assist them in ways that will improve attendance. The registrar and administration will hold meetings twice a month to consider students on the watch list. We will meet, on a regular basis, with the LWLC attendance specialist to find resources for families, do home visits when necessary, and work with the courts as needed.

Annual School Goals: Discipline

A record review revealed 16 students receiving multiple office referrals for unsafe or unkind behavior during recesses. Most of the students are boys, causing us to suspect that the behaviors are more readily observed as being unsafe and are therefore more frequently reported. Our counselor will be a primary source of instruction and curriculum, working closely with teachers, students, and parents to set learning goals and assess outcomes every 6-8 weeks for students in small group instruction. Students will learn expected behaviors through teacher and administration using tools such as problem mapping, Kelso's Choices, and Second Step. School/parent communication will be an integral part of the support plan for students.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Small Group Instruction supporting growth in: -Developing phonemic awareness and strengthening phonics skills through use of Wonders reading curriculum, Headsprout online, and Words Their Way. -Increasing fluency through use of individual reading practice with Reading Naturally. -Deepening comprehension strategies through use of leveled texts, questioning strategies, and Accelerated Reader program.
Professional Learning needed	Teachers need release time to collaborate and share the expertise of the team regarding small group reading strategies.
Resources needed	Teachers need additional small group reading texts to support all students. Longer and more complex texts are needed to challenge our proficient readers while phonetic readers are needed to support our earliest readers.
Responsible individual or team	Classroom teachers are responsible for reading growth for all learners. Classroom teachers receive support for emerging readers through EL services delivered by Melissa Pitsch, Safety Net Tier 2 reading support delivered by Beth Porter, and specially designed instruction IEP support delivered by Erin LaPointe. Classroom teachers also receive support for advanced learners through the HiCap Quest program and by utilizing parent volunteers.

Goal Area	School Effectiveness
Strategy to support goals	Shared data, disaggregated by characteristics such as teacher, reporter, number of students. Counselor provides small group instruction for identified students with pre-assessment and post assessment data shared with teachers and administrators. Student Support Committee will share behavioral strategies with teachers. Classified staff will complete a book study, Carrots and Sticks and implement guiding questions to facilitate problem solving among students.
Professional Learning needed	Student Support Committee will share resources at staff meeting and provide monthly consultations. Book study (Carrots and Sticks) for classified staff, possible expansion to certificated staff. Counselor to teach and model problem solving conversations with students.

Resources needed	Copies of Carrots and Sticks
	Copies of guiding questions
	PRIM and other related resources posted on OneNote, Student Support Committee
	Behavior communication slip
	Rubric describing response to behavior
Responsible individual or team	Principal, Associate Principal, Administrative Intern Student Support Committee Counselor

Goal Area	Discipline
Strategy to support goals	Shared data, disaggregated by characteristics such as teacher, reporter, number of students.
	Counselor provides small group instruction for identified students with pre-assessment and post assessment data shared with teachers and administrators.
	Student Support Committee will share behavioral strategies with teachers.
	Classified staff will complete a book study, Carrots and Sticks and implement guiding questions to facilitate problem solving among students.
	Collaboration with Special Education.
Professional Learning needed	Identified students receiving repeated office referrals for unsafe or unkind behavior at recess in Sept./Oct. will trend downward for two or more consecutive months as measured by behavior communication slips.
Resources needed	Counselor to use district curriculum to provide Tier 1 and Tier 2 support
	Administrators will use common language and problem solving format.
Responsible individual or team	Counselor, Classified Staff, Certificated Staff, Administration

Goal Area	Attendance
Strategy to support goals	Parent meetings with a focus on finding solutions and offering support.
Professional Learning needed	Work with district attendance specialist to find additional supports/strategies for improving attendance.
Resources needed	Translator Services Additional methods of communication (documents, plans etc.)

Responsible individual or team	Administration, Registrar, Counselor

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Our school effectiveness data draws directly from the 2016-17 parent, student, and community surveys. The CIP draft was shared with the community at a meeting with the principal, just prior to the PTSA general membership meeting in November. Monthly meetings with the PTSA presidents, and meetings with the PTSA Board include review of progress and collaborative planning to support our students. Monthly parent messages include beginning, middle, and end of year updates regarding progress and strategies.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Parents, families, and community will be informed through the monthly principal newsletter and website of the Continuous Improvement Plan after it has been reviewed and published by the school board.   **Our partnership with PTSA will include regular updates regarding progress on our Achievement Gap goal. This is an area of close collaboration. Parents and students who need support to demonstrate expected behavior will receive regular updates via phone or conferences.**

Continuous Improvement Process Plan

Rose Hill Elementary

8110 - 128th Avenue NE
Kirkland, WA 98033

425-936-2680

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

2017 - 2018

Lake Washington School District

Jennifer Hodges, Principal

Trent Neugebauer, Associate Principal

Lake Washington School District

TABLE OF CONTENTS

DESCRIPTION OF SCHOOL

Rose Hill Elementary serves a socially, economically and ethnically diverse population of children. This diversity is a source of strength and pride for the school, The PTSA and our Natural Leaders are active in supporting the educational process and provides enriching programs, which further enhance the positive school climate and culture for students, staff and community members.

One of our primary focuses at Rose Hill Elementary is: "Every student succeeds". Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement for each student. Together as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, ELL and Instructional Assistants. We aim to have high levels of high functioning collaboration using a Data Team protocol.

Additionally, this year we have changed our schedule to increase instructional time for students by integrating SIOP (Sheltered Instruction Observation Protocol) in. The SIOP Model is research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. We have EL and general education teacher partnerships engaged in co-teaching core curriculum. RHE is also utilizing our Safety Net staff to exercise two models; both push in and pull out for in class support as well as small group instruction, this provides additional support for our classroom teachers and students. These models also increase the number of Safety Net students receiving services this year.

- Reading: Teach with flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to "double dose" below-standard learners; focus on fiction and non-fiction text, continue implementation of Wonders literacy curriculum.

- Math: Use the Envision Curriculum; differentiate instruction for all learners through small group in class support along with supplemental online supports including Reflect and Dreambox Math; one program focuses on fact fluency, while the other is adaptive and meets the learners "just right" needs.

- Science: Use a K-5 continuum of skills for the process of the scientific write-up; encourage participation in the Science Fair. Additionally, we are partnering with Robotic U to provide STEM learning opportunities for all 4th and 5th graders.

- Utilize Small Group Instruction blocks each day for both challenge and remediation of skills; new emphasis on small group instruction as well as push in support during this "just right" hour.

- Social/Emotional: continue to implement school-wide social skills curriculum Second Step with a renewed focus this year aligning with state standards.

Student Demographics

Enrollment		
October 2016 Student Count		441
May 2017 Student Count		454
Gender (October 2016)		
Male	222	50.3%
Female	219	49.7%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	102	23.1%
Asian	86	19.5%
Black / African American	7	1.6%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	203	46.0%
Two or More Races	42	9.5%
Special Programs		
Free or Reduced-Price Meals (May 2017)	122	26.9%
Special Education (May 2017)	66	14.5%
Transitional Bilingual (May 2017)	113	24.9%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	3	0.7%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	287	0.5%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **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/).**

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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.1%	97.1%	96%				
		1st	79.6%	79.5%	85%				
		2nd	78.8%	80.0%	82%				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		63.1%	67.6%	67%				
	% of 3rd graders meeting or exceeding state standards in Math		67.2%	72.3%	64%				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		61.8%	50.7%	65%				
	% of 4th graders meeting or exceeding state standards in Math		63.6%	61.7%	61%				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		82.2%	81.0%	73%				
	% of 5th graders meeting or exceeding state standards in Math		60.6%	79.3%	66%				
	% of 5th graders meeting or exceeding state standards in Science		83.6%	86.2%	70%				

- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	91% of our K-2 students will reach proficiency by spring 2017 as measured by DIBELS.	87% of our K-2 students reached proficiency by spring 2016 as measured by DIBELS.
Literacy: 3-5 ELA	65% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment.	66% of our 3-5th students met or exceeded standard on the 2016 Smarter Balanced Assessment.
Math: 3-5 Math	70% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment.	71% of our 3-5th students met or exceeded standard on the 2016 Smarter Balanced Assessment.
Science: 5th Science	64% of our 5th grade students will reach proficiency by spring 2017 as measured by the Measure of Student Progress.	70% of 5th grade students met standard as measured by the 2016 Measure of Student Progress.
Achievement Gap	5th grade students that have been receiving EL services for four or more years: (7 students) two will move from a Level 2 to a Level 3 on 5th grade ELA SBA and two students will move from a Level 1 to Level 2.	ELPA data: 3/6 (one student transferred) or 50 % of students were proficient on the ELPA 21. SBA data: no students met proficiency 2/6 went from Level 1 to Level 2 2/6 maintained Level 2 to level 2
School Effectiveness:	Change the perception of "The staff works in teams across grade levels to help increase student learning." From 48% agree completely to 60% agree completely.	47% of staff agree completely, 29% agree mostly, and 24% agree some as measured by the annual Perception Survey given to staff.
Attendance and Discipline:	Monitor and track monthly attendance for all kindergarten students. The goal is 98% daily attendance rate.	Attendance rates hovered around 96% for most of the 2016-17 school year. Working with our truancy specialist we improved attendance for individual students that were chronically absent or tardy.

	Reduce office referrals by 25% from previous year by continuing to implement Think It Over forms and student generated restitution plans.	Office referrals were reduced from previous year. We also nearly eliminated out of school suspensions by implementing restorative justice practices.

Narrative Reflection:

Narrative Reflection	
Process:	Rose Hill staff is committed to deepening their understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works, intervention companion program. Using our Professional Learning Community structure and process, teachers engage in cycles of inquiry focusing on unwrapping priority standards to better know and understand what students need to know and can do at each grade level. Heavily invested teachers identify high leverage instructional strategies to maximize student achievement. This year each grade level team had a PLC leader that ensured the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, post-assessing, and then sharing out progress with our Building Leadership Team. Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.
Literacy: K-2 Reading	**Kindergarten**: 96% of students were at benchmark. We taught Wonders with fidelity. We differentiated our teaching, so our students can challenge themselves to their fullest potential. We had leveled reading groups; which allowed students to work at their own level; while encouraging them to challenge themselves daily. The overall confidence that we saw within our students was a clear indicator that our students loved learning and took pride in what they were doing in reading. We often saw daily exchanges of them encouraging one another by challenging themselves and always doing their best. *We want to focus more on our BENCHMARK students in the BOY because we want clear growth in all areas. We will do this by improving their individual growth through daily instruction and double-dosing on their set skills.

First Grade: 82% of students were at benchmark. We used the DIBELS and Wonders sight word assessments to determine students' needs in reading. Instructional strategies include: differentiated reading groups, collaborated with SN and EL staff, distributed leveled |

	reading homework, provided opportunities for students to level up, common instructional routines **Second Grade**: 82% of all 2nd graders were at benchmark. 4% of green students moved from green to blue. However, the red and yellow groups increased by 2% and 4%. Many of us got new students in the middle of the school year and most of them were intensive. These struggling readers made progress, but they were not able to meet the DIBELS EOY goal. The strategies we used were: differentiated instructions (phonics, fluency, vocabulary, and comprehension), formed guided reading groups based on students' reading level, common instructional routines, formed flexible groupings based on assessment data, and worked closely with the ELL and Safety Net teachers.
Literacy: 3-5 ELA	**3rd Grade**: Effective strategies: Use of graphic organizers, RACE (Restate, Answer, Cite, Explain) strategy for writing, emphasis on writing process, explicit instruction and modeling with gradual release of responsibility for comprehension strategies, focus on close reading & reading for different purposes. We provide multiple opportunities to practice literacy skills with a variety of materials and text to text reading, to promote independence in reading and writing. **4th Grade:** Effective strategies: RACE (Restate, Answer, Cite, Explain) from the beginning of the year. We spent a lot of time focusing on students answering questions completely. Students spent time looking over student samples, rating which parts of the RACE were included. We could expand that into our longer form responses to texts that mirrored the performance task portion of the SBA. The text "Writing to Texts Common Core" was particularly helpful in providing us with short passages to help students compare and contrast texts, as well as write narrative, informational, and opinion pieces. **5th Grade:** Effective strategies: AR was used as an effective tool to encourage reading, hold students accountable, and track comprehension. RACE (Restate, Answer, Cite, Explain) in response to reading. The repetitive use of this format, led to student success in answering questions accurately and thoroughly.
Math: 3-5 Math	**3rd grade:** We approached mathematics instruction from a developmental standpoint, supporting students to construct meaningful knowledge of concepts and procedures. We used performance tasks and application to support conceptual understanding. We used differentiated, small-group instruction. We used multiple technological tools (IXL, Reflex, & Dreambox) to provide substantial practice with third grade standards as well as offer concept extensions for students who were performing above standard. Explicit instruction in writing to explain resulted in increased student proficiency in explaining mathematical thinking.

	4th grade: One strategy that was helpful was the use of task cards. Students could move around the room and work together to solve problems. Often, they could check their own work using an answer key. Another strategy that seemed helpful was partnering students to check their independent work and practicing having discussions to support their answers or show greater understanding through a different method. Finally, we believe that implementing the new program Dreambox helped students at their individual level to review concepts they struggled with or pushed their learning into more complex math. **5th grade:** Reflex was used to support math fact fluency. Student engagement in the program was high and increased aptitude with their basic math facts which supported greater success in math calculations. We assigned skills on IXL, as homework, that aligned with the lessons taught in class; this provided a formative assessment to guide our instruction. The feedback given on IXL was valuable for students when they practiced math outside of school. Students spent time building number sense on Dreambox.
Science: 5th Science	Students were provided practice with the key elements of the inquiry method, particularly writing procedures and a conclusion. Students were required to use the inquiry method for their Science Fair entries. This led to increased familiarity with the inquiry method, as they used it on their own. They also studied and practiced the design process. We used the Egg Drop Challenge, to give the students a hands on experience with the design process. We used supplemental materials to increase students' knowledge base of general scientific concepts, including food webs and plants.
Achievement Gap	We are working to close the opportunity gap of our life time English learners. For this reason, we have been flexible in choosing models that best fit the individual needs of students. 4 of 6 students remained in the general education classroom during literacy (two students received specially designed instruction in the content area of reading). In addition, one student walked to read to participate in a classroom that piloted the co-teach model. This student also received small group instruction delivered by the EL teacher. 3 of 6 students received additional support from Safety Net using the Wonders approaching level work text. Though all students received individualized support in the content area of reading, we understand that the literacy component of math still presents a challenge. The students' ability to read and comprehend tier 2 vocabulary impacts their performance in other content areas. Lastly, we noticed that the students who tested proficient on the ELPA 21, demonstrated a strong work ethic during the high stakes assessment. There is a need to motivate and inform students of the importance of performing in these instances.
School Effectiveness:	This data indicates to us that teachers are communicating with each other across grade levels about instructional practice, but the degree to which this is happening varies between Data Teams, PLC grade level teams, and PGE teams. This perception will be improved through

	practice and training in the PLC process at Rose Hill. We continue to look for ways to increase cross grade/department collaboration to extend and strengthen our vertical alignment.
Attendance and Discipline:	Attendance was tracked monthly. Working with our district's truancy specialist we provided support for students with excessive absences. School-wide PBIS systems including Second Step curriculum and tier two support for struggling students reduced behavior incidents including suspensions.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	89% (236/265) of our K-2 students will reach proficiency by spring 2018 as measured by DIBELS.
Literacy: 3-5 ELA	68% (143/211) of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.
Math: 3-5 Math	69% (145/211) of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.
Science: 5th Science	70% (49/70) of our 5th grade students will reach proficiency by spring 2018 as measured by Washington Comprehensive Assessment of Science.
Achievement Gap	58% (37 K-5 Safety Net students will reach proficiency by spring 2018 as measured by DIBELS and Smarter Balanced Assessment. General Ed EL 5th grade 4/4- SBA- ELA General Ed EL 4th grade 3/6- SBA- ELA
School Effectiveness:	Staff members get help in the areas they need to improve. From 41% Agree Slightly to 50% From 29% Agree Mostly to 35% From 29% Agree Completely to 35%
Attendance:	Monitor and track monthly attendance data for all kindergarten students. The goal is 98% daily attendance rate.
Discipline:	Reduce office referrals by 25% from the previous year by implementing Think It Over forms and student-generated restitution plans.

Annual School Goals: Academic

Literacy K-2 The goal of 89% was determined by analyzing BOY data. Using data, we made strategic decisions about goal using DIBELS and other assessments.

Literacy K-2 we will implement the following practices to reach our reading proficiency goal:

- increase student reading fluency and comprehension skills
- students will receive whole group and small group differentiated instruction based on their learning needs
- consistently collaborate with each other, Safety Net, EL, & Quest teams to ensure appropriate rigor and assignments
- intermittently administering sight word quizzes and giving formative and summative assessments students during small group instruction
- Safety Net and EL will be progress monitoring students who receive service
- Monthly and end of Unit Wonders assessments
- Headsprout
- Teacher data from small group instruction
- Instructional aide data/feedback from ELL group
- Wonders time test data (weekly)
- One on one NWF practice/testing with adult volunteers/IA's

Literacy 3-5 we will implement the following practices to reach our reading proficiency goal:

- Explicitly teach the RACE strategy, particularly on the E (Explain) in response to literature
- Reading Instruction: small groups, conferring, SIOP strategies, coteaching, Safety Net, intentional work to stay in line with Safety Net instruction, individual reading goals
- Reading Instruction: small groups, conferring, differentiated books for novel studies, individual reading goals. Coteaching model with EL teacher the classroom that is stacked with past and present EL students
- Writing Instruction: conferring to push students beyond grade level expectations individually and one-on-one. Push in support from EL
- Involve parents and grade level community in publishing celebrations
- Integrate EL strategies through the co-teach model.
- Meet regularly as a grade level team to analyze student work, strategize, and set interim goals
- Use SBA Interim Assessments

Math 3-5 we will implement the following practices to reach our math proficiency goal:

- emphasize domain-specific vocabulary
- optimize push-in support for EL students and students of concern
- support basic fact mastery
- utilize technology programs (Reflex, and Dreambox)
- provide explicit instruction integrating reading and writing with mathematics through mathematical discussion and "writing to explain"

- Implement math talks to support comprehension, sharing of mathematical ideas and construction of mathematical concepts
- Quick checks, topic tests, CDSAs, exit tickets

Science 5th:
The goal of 70% was determined by analyzing their first CDSA in Science and their general vocabulary abilities in science. We also considered this cohort's literacy and math SBAC score from fourth grade. We will incorporate the scientific method throughout all units. Students will do targeted practice writing conclusion paragraphs. Students will practice the inquiry method through the Science Fair and will practice the design process through the Egg Drop Challenge.

Annual School Goals: Achievement Gap

- We used BOY DIBELS data to predict which K-5 Safety Net students will meet proficiency by EOY.
- DIBELS is a required district assessment and our goal and instruction align with this assessment. This goal will effectively measure our impact on student learning.
- We use flexible grouping, formative assessments, and instructional targets aligned with standards.
- We carefully monitor DIBELS benchmark data and consult with teachers to ensure that we are serving all students in need of intervention.
- DIBELS benchmarks and progress monitoring.

Annual School Goals: School Effectiveness

Staff members get help in the areas they need to improve. Strategies include:
- Survey of staff needs
- BLT will review survey data and plan professional development addressing identifying areas

Annual School Goals: Attendance

One of the most important factors related to achieving academic success is also one of the most basic: going to school every day. In fact, research has shown that attendance records may be the biggest factor influencing academic success. Rose Hill has room for growth and improvement in attendance. The goal this year is to focus on our incoming kindergarten class to ensure that healthy attendance habits are developed during the first year of school. Strategies include: monthly outreach to all kindergarten families regarding the importance of daily attendance, mini attendance workshops for families with chronic absences and/or tardies. This year during Kindergarten Orientation we partnered with Sandy Hearn, our attendance specialist, to present to parents the importance of Kindergarten.

Annual School Goals: Discipline

We continue to focus on reducing office referrals by implementing school-wide PBIS systems including Second Step curriculum and tier two supports for struggling students. Additionally, this year we are implementing Restorative Justices practices including Think It Over forms and Restitution plans.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	- Use Wonders to teach reading strategies using whole group and small group instruction - Differentiated Reading Groups - BURST for our students needing intense support - Safety Net staff will use Lexia for targeted students - Implement instructional routines as outlined in Wonder curriculum - Use SBA interim assessments - Practice released *Smarter Balanced* questions - Use the results from district created Performance Assessments to inform our instruction - Collaborate with Safety Net, ELL, and SPED teachers to plan differentiated instruction for students - DIBELS Benchmark testing 3x a year along with Progress Monitoring - Read Naturally for Fluency-Safety Net group - Strategic use of instructional assistants to support ELA instruction in class and small groups
Professional Learning needed	- Release time for collaboration and team planning - On-going ELA/Differentiated training through CORE - Formative cycles of inquiry using the Data Team protocol - Learning Walks - Training for Classified staff with Instructional Routines
Resources needed	- PLC time - Data Team time
Responsible individual or team	- Administration - Staff; grade level teachers, Safety Net team, EL teacher, and IAs supporting small reading groups

Goal Area	Math
Strategy to support goals	- Implementation of small group instruction in math - Use Dreambox to support deepening of conceptual understanding of math at each student's "just right level" - Use the Envisions curriculum to teach concepts - Use Envisions Problem of Day to teach problem solving strategies - Complete a Data Team cycle with a focus on basic multiplication fact mastery - Community volunteers (Watch Dog Dads) for individual/small group work - Keyboard practice and application for mathematics

	• Small group instruction – helping students to break problems apart and solve one step at a time. • Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies • Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions
Professional Learning needed	• Continued integration/training of Dreambox • Collaboration time for general education and SPED staff • More training and examples of small group instruction in mathematics
Resources needed	• Online tools-Reflex and Dreambox; effective use technology to support core instruction • Assessment and practice resources aligned to SBA, both print and online • Keyboarding (online) • Flash Cards and other resources for math fluency
Responsible individual or team	• Principal • Teachers • IAs and volunteers

Goal Area	Science
Strategy to support goals	• Implementing STEM activities to match new NGSS standards
Professional Learning needed	• PD based on new NGSS standards • launching with phenomena and work with the engineering design process • Understanding of WCAS assessment, new 2018
Resources needed	• UW STEM website for PD/Research, WCAS released items • Time to access sample WCAS questions
Responsible individual or team	• Principal • 5th grade teachers • Staff members on science adoption committee

Goal Area	Achievement Gap
Strategy to support goals	- Wonderworks and Burst testing, alternative testing needed to access individual needs - On-going collaboration with classroom teachers - Encourage SN referrals from classroom teachers, keep referrals on file - Collaboration among Safety Net, SPED and EL teachers on a regular basis to ensure best instructional program for students - Integrate EL strategies through the EL co-teaching model-grades - DIBELS progress monitoring on regular basis - Keep individual files on each Safety Net student with important data, test scores and history - EL small group instruction within the classroom setting
Professional Learning needed	- Continued training and support for Co teaching? - District Safety Net and El meetings/workshops - Culturally responsive teaching
Resources needed	- PLC time - Team collaboration time between El and Safety Net teachers - Lexia for Safety Net students
Responsible individual or team	- Principal - Teachers - Safety Net Team - EL Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Strategies to involve: • Weekly newsletters from the school outlining important events and instructional program information • School sponsored family math, literacy, and technology nights, STEM nights for underrepresented families • Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs • Key resources translated into Spanish • Feedback, planning and participation through PTSA and Natural Leaders • Community surveys to determine interests • Family STEM nights for targeted families • Home Strategies and resources provided to parents via Haiku, Safety Net Reading Connections Newsletter and Rose Hill Newsletter
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Strategies to Inform: • Information about goals, strategies and interventions communicated through Classroom Haiku sites, Safety Net Reading Connections Newsletter and Rose Hill Newsletter • Key resources translated into Spanish • Finalized CIP plan posted on website • Information shared/distributed during annual Meet & Greet, Curriculum Nights, and conferences

Continuous Improvement Process Plan

Benjamin Rush Elementary

6101 152nd Avenue N.E.
Redmond, WA 98052

425-936-2690

http://rush.lwsd.org

2017 - 2018

Lake Washington School District

Lucy Davies, Principal

Leslie Kyle, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

DESCRIPTION OF SCHOOL

Benjamin Rush Elementary is a neighborhood school situated in a community dedicated to learning. Rush Elementary was the first Peace Builder School in the state of Washington, promoting a welcoming environment where mutual respect is highly valued. One of our strengths as a community is our diversity. We have over 44 languages spoken at the school and our students and families come from all over the world.

We have a dedicated and highly skilled staff that works extremely hard to support the growth of each student. The Rush staff is committed to research-based teaching practices, teamwork, collaboration, and continual improvement. We are confident that Rush provides a strong academic and social learning experience where children can thrive. We believe that every student can achieve high standards and we work hard to ensure success for each of our students.

The Ben Rush staff is dedicated to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The Ben Rush Continuous Improvement Plan was developed by teams of teachers after careful analysis of state and district assessment results. Teachers used SBA results, as well as grade-level assessments aligned to the Common Core State Standards, to set goals for each student in the areas of Mathematics, English, Language Arts, and Science. Building goals were also set to provide further support for our English Language Learners, students who received Special Education support.

Last year, teacher teams worked together throughout the year to plan, analyze, implement, and revise goals and to monitor student growth and academic achievement. The Building Leadership Team worked with the administration to provide meaningful professional development activities that supported school goals. Last year, we specifically focused on implementing SIOP strategies in every classroom to better support our students learning English as well as other students in the class. We also worked on improving our writing instruction by starting to implement the new district writing strategies.

This past spring, Rush was awarded the Washington Achievement Award for "High Progress" by the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE). The staff at Rush works hard to differentiate instruction to support the growth of all students at the school.

Family involvement is a key component to the success of our students. We have a very active PTA that provides excellent after-school programs, provides resources for teachers, and organizes enrichment opportunities for students. Staff, families, and students all work together to ensure the success of each student.

STUDENT DEMOGRAPHICS		
ENROLLMENT		
OCTOBER 2016 STUDENT COUNT		584
MAY 2017 STUDENT COUNT		596
GENDER (OCTOBER 2016)		
MALE	318	54.5%
FEMALE	266	45.5%
RACE/ETHNICITY (OCTOBER 2016)		
HISPANIC / LATINO OF ANY RACE(S)	40	6.8%
ASIAN	259	44.3%
BLACK / AFRICAN AMERICAN	9	1.5%
NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	1	0.2%
WHITE	240	41.1%
TWO OR MORE RACES	35	6.0%
SPECIAL PROGRAMS		
FREE OR REDUCED-PRICE MEALS (MAY 2017)	38	6.4%
SPECIAL EDUCATION (MAY 2017)	69	11.6%
TRANSITIONAL BILINGUAL (MAY 2017)	184	30.9%
MIGRANT (MAY 2017)	0	0.0%
SECTION 504 (MAY 2017)	9	1.5%
FOSTER CARE (MAY 2017)	N<10	
OTHER INFORMATION (more info**)**		
UNEXCUSED ABSENCE RATE (2016-17)	170	0.2%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **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/).**

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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	76.3%	79.3%	79.8%				
		1st	88.1%	91.1%	87.1%				
		2nd	90.7%	91.5%	81.1%				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		81.1%	81.3%	73.8%				
	% of 3rd graders meeting or exceeding state standards in Math		76.1%	87.3%	84.2%				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		81.4%	80.6%	82.0%				
	% of 4th graders meeting or exceeding state standards in Math		83.0%	76.6%	80.8%				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		80.3%	85.0%	82.2%				
	% of 5th graders meeting or exceeding state standards in Math		69.6%	74.6%	71.1%				
	% of 5th graders meeting or exceeding state standards in Science		78.7%	83.5%	86.6%				

- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	87% of K-2 students will be proficient as measured by End Of Year DIBELS assessment.	83% of K-2 students were proficient as measured by EOY (End of Year) DIBELS.
Literacy: 3-5 ELA	84.5% of 3-5 students will be proficient as measured by the 2017 ELA SBA data.	79% of 3-5 students were proficient as measured by the 2017 ELA SBA data.
Math: 3-5 Math	88% of 3-5 students will be proficient as measured by the 2017 Math SBA data.	79% of 3-5 students were proficient as measured by the 2017 Math SBA data.
Science: 5th Science	87% of 5th grade students will be proficient as measured by the 2017 Science MSP data.	87% of 5th grade students were proficient as measured by the 2017 Science MSP data.
Achievement Gap	47% (26 out of 55) of our students who were progressing on the 2016 English Language Proficiency Assessment for the 21st Century (ELPA21) will move to proficient on the 2017 ELPA21.	By the time students took the test, we had 59 students who scored progressing on the 2016 ELPA21. Of these students, 38 scored proficient on the ELPA21. Therefore, 64.4% of our students moved from progressing to proficiency on the ELPA21.
School Effectiveness:	Based on the 2015-2016 Nine Characteristics of Highly Effective Schools Survey, two goals were set. First, the score for "Student discipline is managed well," will increase from a weighted average of 2.88 out of 4 to a weighted score of 3.25 on the 2016-2017 survey. Based on the 2015-2016 Nine Characteristics of Effective Schools Survey, the score for "Teachers provide feedback to each other to help improve instruction," will increase from a weighted score of 3.21 to a weighted score of 3.5 on the 2016-2017 survey.	Our score for "Student discipline is managed well," stayed the same at a weighted average of 2.88 based on the 2016-2017 Nine Characteristics of Highly Effective Schools Survey. The score for "Teachers provide feedback to each other to help improve instruction," decreased slightly from a weighted average of 3.21 to a weighted average of 3.16 based on the 2016-2017 survey.

Attendance and Discipline:	Excluding pre-arranged and extended absences, no students will be chronically absent over the course of the school year. Chronically absent will be defined as missing more than 10% of the school days or 18 days over the course of the school year.	Excluding pre-arranged and extended absences, there were 10 students who missed more than 10% of the school days. When absences due to religious reasons and chronic illnesses were excluded, only 6 students missed more than 10% of the school days.

Narrative Reflection:

Narrative Reflection	
Process:	Teachers at Ben Rush Elementary School worked as an entire staff as well as in grade-level teams to implement and monitor the CIP (Continuous Improvement Plan) last year. Our staff professional development focused on two areas. We worked together to learn about Writer's Workshop, the new district adopted method of teaching writing. We also focused on challenging students in math. To do this, teachers worked in teams to analyses student work and determine the next steps for individual students. Throughout the year, progress towards the goals was monitored by using Common District Summative Assessment data, DIBELS data, as well as classroom assessments. Teachers worked together to grade and analyze this assessment data and implement new strategies based on specific student data. In August 2017, we reviewed end of year data in grade level teams and grade level bands. Our analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. We looked at overall data as well as specific claim and stand data (explained further below).
Literacy: K-2 Reading	In the 2016-17 school year, 83% of K-2 students met or exceeded the benchmark as measured by EOY (End of Year) DIBELS. This did not meet our goal of 87% of students meeting benchmark. Overall, 80% of our students in kindergarten met or exceeded the EOY benchmark. Our kindergarten students were strong in nonsense word fluency (NWF) with 81% of students showing proficiency at the end of the year. Our students struggled the most with phonemic segmentation fluency (PSF), which measures a student's skill at producing individual sounds within a word. Only 70% of our kindergarten students were proficient in PSF. In first grade, 87% of our students met or exceeded the EOY benchmark. Our first-grade students were strong in reading fluency and reading accuracy with 88% of students showing proficiency in both areas. Our students struggled the most in nonsense word fluency (NWF) especially when they had to identify each individual sound in a word; 78% of students were proficient in this area. In second grade, 81% of our students met or exceeded the EOY benchmark. The strongest area for our second graders was reading accuracy with 84% of the students proficient. Slightly lower were both reading fluency and

	retell; 77% of second graders were fluent readers and 71% were proficient in retelling the story. Overall, with higher accuracy scores and lower decoding and retelling scores, we hypothesize that our students know a lot of words from sight. They have memorized a lot of words, but struggle with being able to decode new words. Phonics and phonemic awareness will be a focus this year.
Literacy: **3-5 ELA**	In third through fifth grade, 79% of our students met or exceeded standard on the ELA SBA which did not meet our goal of 84.5% of students meeting or exceeding standard. The ELA SBA data is broken into four claims: Reading, Writing, Listening, and Research/Inquiry. Students can score below standard, at or near standard, or above standard on each claim. In all grades, our students were the strongest in the writing claim and need the most support in listening. Each claim is further broken down into targets; there are between one and fourteen targets for each claim. Each grade level team analyzed their data for areas of strengths and areas of needed growth. Third grade teachers identified that their students were strong in narrative and informational writing. In reading, students could identify the main idea and key details of a passage as well as identify the point of view and make inferences about the text. Areas of challenge for students included language use in both reading and writing (e.g., vocabulary usage and connections between words). Fourth grade teachers identified that their students were strong in the three forms of writing. Fourth grade students could also identify the main idea and key details while reading as well as most of the other reading targets. The one area of growth for fourth grade students was interpreting and explaining ideas across two texts. In writing, fourth graders need work on editing and use of vocabulary. Fifth grade teachers identified that their students were strong in all three forms of writing: narrative, informational, and opinion writing. In reading, students in fifth grade were strongest when asked to determine the meaning of words and analyze multiple texts. An area of growth for our fifth-grade students was identifying the theme or summarizing a text. Language use was also an area of needed growth for our fifth-grade students. Overall, some themes emerged as we analyzed the data. Writing was a strength of our intermediate students. Similarly, many students need support in vocabulary and language use.
Math: **3-5 Math**	In third through fifth grade, 79% of our students met or exceeded standard on the Mathematics SBA which did not meet our goal of 88% of students meeting or exceeding standard. The Mathematics SBA data is broken into three claims: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating and Reasoning. Students can score below standard, at or near standard, or above standard on each claim. The Procedures and Concepts claim is further broken down into targets; there are eleven or

	twelve targets depending on the grade level. This year, in each grade, students scored the highest in the Procedures and Concepts claim. This strand focuses on explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency. Scores for the other two claims showed growth compared to the overall test which was an area of focus last year. This year, we looked closely at the targets to provide more specific feedback. Each grade level analyzed their data for areas of strengths and areas of needed growth. Third grade teachers identified that their students were strong at multiplication and division as well as data interpretation, perimeter and area. Overall, students were strong in all areas although more focused work in understanding fractions would help. Fourth grade teachers also identified that their students were strong in most strands with a little bit of work needed in fractions and problem solving. Fifth grade teachers identified that their students were strong in multiplying and dividing, fractions, and decimals. Areas of growth included graphing and measurement which are concepts that are taught at the end of the year. Overall, some themes emerged as we analyzed the data. It was agreed that areas of strength were geometry and mathematical operations. One consistent area of growth was in problem solving.
Science: 5th Science	In fifth grade science, we reached our goal of 87% of students being proficient on the Science MSP. Our science scores have continued to increase over the past three years from 79% in 2015 to 84% in 2016 and then to 87% this past year. Science MSP scores are broken into four strands: Systems of Science, Inquiry in Science, Application in Science, and Domains of Science. Last year, when analyzing our 2015-2016 data, we decided to continue to focus on the Applications in Science which, even though we had seen an increase, was still one of our lowest scores with only 78% of our students proficient in this area. Application problems ask students to solve real world problems using scientific concepts. Teachers in grades three through five focused on teaching the application strand by incorporating it into the science units. This year, our application scores increased to 81% of students being proficient. Unfortunately, we saw a decrease in our systems score which was our lowest strand score with only 66% of students being proficient. This strand requires students to think of objects and processes as a system with inputs and outputs. Students are required to determine how the parts of a system work together to carry out a function that the individual parts could not do individually. Systems will be our area of growth for this year as it is also a cross-cutting concept in our new Next Generation Science Standards.
Achievement Gap	This past year we focused on supporting our English Language Learners (ELL). We exceeded our goal as 64.4% of our students moved from progressing to proficiency on the ELPA21. The ELPA21

	measures students' proficiency in four categories: listening, reading, speaking, and writing. As expected with students learning English, our students did the best in listening and reading. Writing was the most difficult area for our students. Even though so many of our students exited our ELL program, we are aware that many will still need extra classroom support especially in writing.
School Effectiveness:	Our score for "Student discipline is managed well," stayed the same at a weighted average of 2.88 based on the 2016-2017 Nine Characteristics of Highly Effective Schools Survey. Last year we convened a Discipline Committee that met regularly to plan and implement new discipline policies. The committee looked are various schoolwide programs and determined the next steps. This year the committee will continue the work and look work implementing ideas across the staff. The score for "Teachers provide feedback to each other to help improve instruction," decreased slightly from a weighted average of 3.21 to a weighted average of 3.16 based on the 2016-2017 survey. Many opportunities were given to staff to observe each other and participate in learning walks. This coming year we will work on systems that allow all staff that opportunity.
Attendance and Discipline:	Last year we focused on reducing the number of students who missed a lot of school on a regular basis. Excluding students who had extended absences due to trips, we have 10 students who missed more than 10% of the school days. When absences due to religious reasons and chronic illnesses were excluded, only 6 students missed more than 10% of the school days. We worked with the families of these students throughout the year to try to increase school attendance.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	77% of K-2 students will be proficient as measured by End Of Year DIBELS assessment.
Literacy: 3-5 ELA	84% of 3-5 students will be proficient as measured by the 2018 ELA SBA data.
Math: 3-5 Math	86% of 3-5 students will be proficient as measured by the 2018 Math SBA data.
Science: 5th Science	87% of 5th grade students will be proficient as measured by the 2018 Washington Comprehensive Assessment of Science.
Achievement Gap:	The median student growth percentile of current 5th grade special education students in mathematics will increase by 10% compared to that cohort's 4th grade student growth percentile as measured by the 2018 Math SBA data.
School Effectiveness:	Based on the 2016-2017 Nine Characteristics of Highly Effective Schools Survey, three goals were set. First, the score for "Student discipline is managed well," will increase from a weighted average of 2.88 out of 4 to a weighted score of 3.00 on the 2017-2018 survey. Next, the score for "Students respect those who are different from them" will increase from a weighted average of 3.19 to a score of 3.30. Finally, the score for "Many parents are involved as volunteers at the school," will increase from a weighted average of 3.19 to a score of 3.30.
Attendance:	The total number of daily average tardies will be reduced by 20%.
Discipline:	In order to increase the number of students who are recognized for positive behavior, the number of Praise Notes given out by teachers will increase by 25%.

Annual School Goals: Academic

In order to set goals, teachers analyzed data for each academic area. They looked at state testing data and DIBELs scores over the past three years, whenever possible, to see the historic trends for each student. Based on this data, as well as classroom-based assessments, teachers set goals for each student. These goals were set to push each student academically, so growth would be seen for every student. After goals were set for each student, overall school goals were calculated.

Throughout all grades, staff are using a variety of strategies to differentiate for all students. Based on data, some students receive additional support in Safety Net and/or English Language instruction. Our Safety Net program provides small-group instruction to students, primarily in reading, who need extra support. Our extensive English Language program supports students both inside their classroom and with small-group

pull-out instruction. Within the classroom, teachers differentiate by providing targeted small-group instruction, re-teaching when needed, adding level 4 thinking strategies and questions to assignments, and using questioning and discussion strategies.
We will be monitoring progress towards our goals both formally and informally. Teachers will use both formative and summative assessments to inform instruction and ensure growth for every student. In addition, Common District Summative Assessment (CDSA) and DIBELs data will be collected and analyzed throughout the school year.

Annual School Goals: Achievement Gap

Our achievement gap goal was selected by analyzing our 2016-2017 SBA data. After examining data that was disaggregated by special education qualification, it was determined that students qualifying for special education services showed lower student growth percentiles, and a significant gap in achievement when compared with their general education peers. The achievement gap and lower student growth percentiles were most pronounced in the area of mathematics.

Staff will identify work specifically on the concepts and procedures claim as well as the communication reasoning claim which were the lowest scores for our special education students who are currently in 5th grade. Special Education teachers will work closely with general education teachers to identify effective strategies for all students. Special and general education teachers will continue to work to vertically align strategies, particularly in problem solving. This vertical alignment will allow students to have continuity in instruction, expectations, and process vocabulary across grade levels.

We will be monitoring progress toward our goal both formally and informally. Teachers will use both formative and summative assessments to inform instruction and ensure growth for every student. In addition, Common District Summative Assessment (CDSA) data will be collected and analyzed throughout the school year. SBA interim assessments will also be used throughout the year, as well as careful IEP goal tracking for special education students.

Annual School Goals: School Effectiveness

Our school effectiveness goals were chosen by our Building Leadership Team after analyzing at our 2016-2017 Nine Characteristics of Effective Schools Survey scores. As a team, we focused on weighted average scores that were less than 3.2. It was determined that we would like to focus on three areas:
- Student discipline is managed well. This goal is a continuation of our work from last year and will be led and monitored by our Discipline Committee.
- Students respect those who are different from them. This goal will be led and monitored by our Building Leadership Team.
- Many parents are involved as volunteers at the school. This goal will be led and monitored by our Equity and Family Connection Committee.

Annual School Goals: Attendance

Our attendance goal was selected by our administration team based on 2016-2017 attendance data recorded in Skyward. A significant number of students are consistently late to school. These students miss valuable instruction time and can be disruptive to the

class when they enter the room late. Developing habits of timeliness and consistent attendance in elementary school can have positive implications for timeliness and attendance in middle and high school.

Our goal will be tracked by running daily Skyward reports showing on-time and late arrivals. We will be implementing a school wide positive reinforcement program for students arriving on time. This system will include a visual display located in the foyer showing our daily/weekly on-time student arrival numbers and positive recognition and reinforcement for students and classrooms with consistent on time arrivals. In addition, we will be including information about the importance of on-time student arrivals in our E-newsletter and parent teacher communications. Parents whose students are chronically tardy will receive phone calls from the administrative team. The focus of the phone calls will be to team with parents to identify and remove barriers to on-time arrival.

Annual School Goals: Discipline

Our discipline goal was selected by our administration and counseling team after examining our current discipline practices including office referrals, suspensions, positive behavior supports, and Peace Coach and Peace Builder programs. The team concluded that a focus on increasing positive behavior supports and recognition of appropriate student behavior was consistent with best practice for shaping student behavior and reducing discipline issues. The team selected a goal of increasing the rate of Praise Notes given out by the teachers by twenty-five percent.

Our goal will be monitored by tracking the number of Praise Notes distributed and returned to the office for the drawing done each morning to recognize students who have demonstrated school appropriate behaviors and followed the Peace Builder tenants.

In addition to increasing the proactive use of the positive behavior systems already in place at Rush, we have created a discipline committee to review current practices and support teachers in their classroom behavior management. Increasing proactive measures school wide as well as providing professional development for teachers in the area of classroom management will positively impact student discipline.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	We will continue to work on teaching vocabulary and language use to students in all grades. This is especially important for our students who are learning English and will also benefit all students.
Professional Learning needed	We will continue our professional development around our new Writing curriculum and include professional development in strategies for teaching vocabulary to students.
Resources needed	Research on vocabulary instruction is needed as well as continued support and materials for professional development for our new Writing curriculum.
Responsible individual or team	We have four writing lead teachers who attend training and provide professional development for teachers.

	The administration and BLT will look at research on best practices for teaching vocabulary. All staff will implement the new writing curriculum and strategies for teaching vocabulary.

Goal Area	Math
Strategy to support goals	Problem solving surfaced as an area of concern in all grades. Students will be taught specific problem-solving strategies (e.g., draw a picture, create a chart, look for patterns, …) Vocabulary in math is also a concern. As we work on building vocabulary in literacy, we will use the same strategies in math.
Professional Learning needed	Professional development in strategies for teaching vocabulary to students is needed.
Resources needed	Research on vocabulary instruction is needed as well as more problem-solving resources.
Responsible individual or team	All teachers will have responsibility in working towards this goal. Grade-level teams of teachers will work together on problem-solving, and teaching vocabulary in math.

Goal Area	Science
Strategy to support goals	Based on the results of the science MSP data, we will focus on system-thinking in science. Not only was that the lowest strand score last year, it is also a cross-cutting concept in the new Next Generation Science Standards (NGSS).
Professional Learning needed	This year the entire staff will start learning about the new Next Generation Science Standards. This will be led by one of our 5th grade teachers who is on our Science Adoption Committee.
Resources needed	Time and materials are needed for teachers to learn about the NGSS.
Responsible individual or team	All staff will attend trainings on the NGSS. The 5th grade teachers are all committed to learning more about the Next Generation Science Standards and start working with students to better understand systems.

Goal Area	Achievement Gap
Strategy to support goals	Based on the results of the Math SBA data, we will focus on concepts and procedures and communicating reasoning. These two claims showed our lowest scores for special education students. Special education teachers will collaborate with general education teachers to align strategies to support these two claims. We will target mathematical vocabulary and increase opportunities for students to express and communicate mathematical ideas and reasoning.
Professional Learning needed	Professional learning for special education teachers in leading mathematical discussions.
Resources needed	General education and special education teachers will need time set aside to collaborate about what strategies and procedures will be used across the

	grade level, and what strategies will be most impactful for special education students.
Responsible individual or team	All staff will have responsibility in working towards this goal. Special Education staff will take a lead role in ensuring high levels of collaboration, an increase in special and general education alignment, and data collection to monitor progress toward the goal.

Goal Area	**School Effectiveness**
Strategy to support goals	We have three goals in the area of School Effectiveness with specific strategies to accomplish each one: • Student discipline is managed well. Our Discipline Committee is working on developing and implementing a school-wide discipline program. • Students respect those who are different from them. We are looking for resources to support student's social emotional learning and increase empathy and respect across the building. • Many parents are involved as volunteers at the school. We are going to apply for a grant to support parent involvement in the school. We want to increase opportunities and awareness for volunteering. One strategy is to designate one morning a month when volunteers can help with a big project for the school. With multiple volunteers, we will also help build community between our families.
Professional Learning needed	Professional development for teachers in the area of Positive Behavior Supports, classroom management systems, and emotional regulation strategies is needed for our first goal. Resources and strategies for teaching character traits such as empathy and trustworthiness will help reach our second goal. Our last goal around engaging parents does not require professional development.
Resources needed	For our first goal, behavior experts from the district would be helpful to provide additional training to staff as well as books and/or workshops focused on the impact of positive behavior supports. Resources for teaching character traits such as empathy and trustworthiness will help reach our second goal. As we develop a more complete plan, we will determine the resources needed for our third goal.
Responsible individual or team	The responsibility for each of our three goals is with a different committee. • Student discipline is managed well. This goal is a continuation of our work from last year and will be led and monitored by our Discipline Committee. • Students respect those who are different from them. This goal will be led and monitored by our Building Leadership Team. • Many parents are involved as volunteers at the school. This goal will be led and monitored by our Equity and Family Connection Committee.

Goal Area	Discipline
Strategy to support goals	The Discipline Committee will select and read a book or articles focused on the impact of Positive Behavior Supports. The Discipline Committee will then provide professional development and strategies for increased positive behavior support to the full staff. We will continue the implementation of our school wide social skills curricula (Peacebuilders, Second Step and Kelso's Choices); this includes having Peace Coaches (4th and 5th graders) out at recess to help students deal with small problems and distribute Praise Notes. The committee will have a target for each staff member to distribute each week. Each staff member will strive to reach their personal goal for Praise Note distribution each week. The committee will also look at other ways to increase and recognize positive behavior.
Professional Learning needed	Professional development for teachers in the area of Positive Behavior Supports, classroom management systems, and emotional regulation strategies.
Resources needed	Behavior experts from the district would be helpful to provide additional training to staff. Books and or workshops focused on the impact of positive behavior supports.
Responsible individual or team	Discipline Committee and Administrative team will work together toward achieving our discipline goal. The Discipline Committee will meet once monthly to monitor progress and revise strategies to achieve the goal as needed.

Goal Area	Attendance
Strategy to support goals	We will create a school bulletin board to chart the total number of daily tardies. Student will be taught the importance of arriving on time and student incentives will be created. Parent education will occur through our school and teacher newsletters, and a partnership with the PTA. Monthly, we will contact parents of students who are chronically late to educate and support the families.
Professional Learning needed	No professional learning is needed at this time.
Resources needed	Parent communication and information about the effects of tardies on student achievement and the implications in middle and high school will help us reach this goal. Support from our BECCA coordinator will also help us reach this goal.
Responsible individual or team	The administrative team will be primarily responsible for this goal, but will solicit help from all staff and our PTA.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
At Ben Rush, we are fortunate to have a very supportive parent and family community. Parents and family members regularly volunteer in the classroom to support student learning. Last year, we expanded our Lunch Buddy program to encourage community members to support some of our students and launched the Watch D.O.G.S program to provide opportunities for more fathers and other supportive males to volunteer in our school. This year, we are also going to provide more opportunities for parents to volunteer in the school that will also include some time to hear about school programs and goals. This will help many of our students in all areas of our Continuous Improvement Process (CIP). This year, we will research strategies to gather parent, family, and community input into the CIP which include focus groups and surveys. We will also talk to other schools on how they involve parents, families, and the community in the CIP process. We are hoping to get some support from the district on how to best involve parents, families and the community in the Continuous Improvement Process.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
There will be multiple ways for parents, families, and the community to be informed about our CIP. Information will be provided at school events such as registration, Curriculum Night, and SN/ELL information evening. Goals and progress towards the goals will be updated in our family newsletter and classroom teachers will also update families about specific student progress.

Continuous Improvement Process Plan

Twain Elementary

9525 130th Avenue76.
Kirkland WA. 98033

425-936-2730

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

2017 - 2018

Lake Washington
School District

Craig Mott, Principal

Malia Goodfellow, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

DESCRIPTION OF SCHOOL

Mark Twain Elementary is a wonderful K-5 school located in the North Rose Hill neighborhood of Kirkland, Wash., serving a diverse population of about 590 highly-valued children and families. We are a Peace Builders school. As students, staff and parents, we pride ourselves in maintaining a learning environment that reduces violence and establishes a more peaceful way of living in our school and community.

We have a dedicated and highly skilled staff that works extremely hard to maintain our focus on what is best for kids and what will help each student reach their maximum potential. Our parent community is very active and supportive in our school. Our PTSA provides generous support both financially and in volunteer hours in the areas of science, math, art and literacy enrichment, general academic support and extracurricular activities.

Our staff is committed to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The primary focus of our 2017-18 Continuous Improvement Plan will continue to be in the areas of Science, Mathematics and ELA. Teachers meet regularly in grade-level and vertical teams to analyze student work, develop common assessments and set specific short-term student growth goals. Our work consists of teachers developing and implementation of effective instructional strategies, including analyzing student work/performance after strategies had been implemented.

As a school, we continue to focus on improving the math culture of our school Most importantly, data suggests that students continue to improve from year to year while under our instructional care and we are very proud of our students.

Student Demographics

Asian	17.1%	Caucasian	57%
Transitional Bilingual	16.6%		
African American	1.7%	Pacific Islander	0.2%
Free/Reduced Lunch	16.6%		
Hispanic	13.3%	Two or More Races	10.3%
Male/Female	49.7/50.3%		
Native American	0.5%	Special Ed	13.3%

District Performance Targets 16-17

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **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/).**

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 adjusted 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	76%	75%	92.2%				
		1st	84%	81%	82.1%				
		2nd	77.2%	90.8%	81.2%				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		66%	65.8%	81.5%				
	% of 3rd graders meeting or exceeding state standards in Math		69%	68.2%	85.8%				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		75.5%	76.4%	67.4%				
	% of 4th graders meeting or exceeding state standards in Math		80.6%	71.1%	66.6%				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		71.4%	78%	76.3%				
	% of 5th graders meeting or exceeding state standards in Math		57.1%	70.0%	69.1%				
	% of 5th graders meeting or exceeding state standards in Science		76.9%	77.2%	82.9%				

- **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

2016-17 CIP Goals and 2017 Outcomes: *Data:*

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	84% of our K-2 students will reach proficiency by spring 2017 as measured by DIBELS	85% met or exceeded proficiency as measured on the spring 2017 EOY DIBELS
Literacy: 3-5 ELA	75% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment	75.2% of students in grades 3-5 reached proficiency on the Spring 2017 Smarter Balanced Assessment
Math: 3-5 Math	77% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment	75% of students in grades 3-5 were proficient on the Spring 2017 Smarter Balanced Assessment
Science: 5th Science	80% of 5th grade student will be proficient as measured by the spring 2017 Science MSP	85% of students in grades 3-5 were proficient on the Spring 2017 Science MSP
Achievement Gap	There are currently 86 ELL students. By the end of the year, 26 students should reach English proficiency (30%)	34% of ELL students were proficient by the end of the 2016-2017 school year
School Effectiveness:	Staff members will connect with each other outside of grade level teams from 71% agreement to 80% agreement. This goal will also reflect vertical articulation as well	As measured on the 9-characteristic survey given to staff in the spring, 68% of staff agree mostly and/or completely with another 19% agreeing slightly. I am not sure the 9 characteristics survey really assessed this question as the results were based on the prompt, "Staff works in teams across grade levels to increase student learning"
Attendance and Discipline:	**Attendance:** Monitor and track monthly attendance data for all students in K-5 students. The goal is a 95% monthly attendance rate for each grade. **Discipline:** We will reduce office referrals by 10% from the previous year by implementing: restorative conversations between students along with continued training for staff on de-escalation and supervision strategies	By the end of the year our monthly attendance for all students in grades K-5 was 96%. Our monthly discipline referral rate dropped, however the exact amount is variable.

Narrative Reflection:

Narrative Reflection	
Process:	Mark Twain staff is committed to improving student performance and deepening our understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works the intervention companion program. We continued to unwrap priority standards to better know and understand what students need to know and can do at each grade level. This year we also continued to share and train the staff to ensure the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, and post-assessing. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.
Literacy: K-2 Reading	- As teams, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses. - Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to "double dose" below-standard learners; focus on fiction and non-fiction text. - Units of Study which are interconnected across the content areas. - Writing Homework. - Grade level planning. - Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low. - Staff has spent time in grade levels discussing and examining instructional skills, now putting them to practical use. - Grade level and vertical collaboration to discuss student work. - Ell support for struggling readers. - Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners. - Use of district and classroom assessments to provide on-going data on student progress. - Targeted use of leveled readers for differentiated instruction.

| | **Kindy:**
• IA support

• ELL support

• Safety Net

• Parent support/small group work

• BURST for identified students needing support

• Small group rotations

• Progress Monitoring

1st Grade:
• Support for students not yet at standard: Small-group support (Special-Education, ELL, Safety Net, IA support), high frequency word list, progress monitoring (using Wonders passages and DIBELS progress monitoring passages), Wonders' decodable readers, take-home reading program, Read Naturally, Readers' Theater, partner-reading, guided reading groups.
• Materials needed: Easy non-fiction books (Scholastic), recorders for students to practice reading to self.

2nd Grade:
• Teachers will work together with SPED teachers to align reading and student goals. Teachers will do the same for Safety Net. Teachers will also work with appropriate intervention teachers to modify curriculum and provide accommodations for different students.
• Resources include: wonder works, wonders, head sprout, para reading groups, leveled readers, SPED time, take home readers on-going progress monitoring. |
| **Literacy:**
3-5 ELA | As teams, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses Focused skill development using:

• Netbooks for word processing
• Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions
• Journaling (All Grades)
• Writing Workshop
• Shared/Modeled Writing
• Small group work
• Partner Reading
• Conferring with readers
• Monitoring progress using running records and Oral Reading Passages |

	- Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions - Journaling (All grades) - Writing Workshop - Grade level planning - Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low - Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use. - Ell support for struggling readers - Use of district and classroom assessments to provide on-going data on student progress - Targeted use of leveled readers for differentiated instruction. **3rd Grade:** - The action plan will include Wonders curriculum-adapted/differentiated instruction - Envision: adopted/differentiated instruction - Some students have been identified to receive additional remedial support in math before school - Safety Net, IA support and student mentor **4/5 Grade**: - Safety Net, Para push-in, small group re-teach, before/after school math, student mentors
Math: **3-5 Math**	- Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments) - Use of OSPI SBA resources to target learning - Professional Development through the EIM program - Differentiated instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the EnVision Math program, its components and on-line resources for students and parents - Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs - Use of state, district and classroom assessments to provide data on student progress as well help drive instruction - Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners. - Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home - We have instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we will use: I.X.L. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and

	regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies • A positive math disposition goal and focus has been developed and supported through activities such as monthly Challenge problem for both primary and intermediate levels; after school Math Clubs; Family Math Nights • Continue to add additional games, books and materials to the Math Resource Room for students and teachers • Developing meaningful math homework, and math fact work • Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills • Making connections – what measurements are meaningful to us? (ex: your finger is about a cm wide, a paperclip is about a gram) • Questioning strategies: Encouraging parents and students to ask themselves: "What is the strategy you are using?" "Why are you using it?" "Is there another way to solve this problem?" • I.X.L. assignments that aligned with classroom instruction • Before school math intervention in grades 3/4/5 **3rd Grade:** • Envision: adopted/differentiated instruction • Some students have been identified to receive additional remedial support in math before school • IA support and student mentor **4/5 Grade:** • IA/, Para push-in, small group re-teach • Before/after school math, and student mentors
Science: **5th Science**	School Wide: • Science notebooks • integration with informational text • Collaborate on Science instruction • Grade level planning • Build excitement and interest in Science through effective teaching of FOSS units • Work to implement modules according to FOSS recommendations • Provided extension to grade level learning through outside programs such as Physics of Sound Workshop • Introduce and use scientific vocabulary for each Investigation • Utilize the science FOSS literature and writing assignments • Have students work in cooperative teams during investigations • Use a K-6 continuum of skills for the process of the scientific write-up; encourage participation in the PTSA sponsored Science Fair, Bridge Building Fair
Achievement Gap	These students received small group instruction five days a week. They were closely monitored using formative assessments. They received direct instruction either using the new ELL Wonders materials at the

	kindergarten level to Wonder Works and Wonders curricula, in addition to their core literacy instruction. In a small group setting, these students had ample opportunities to practice listening, speaking, reading, and writing skills. Instruction highlighted vocabulary, reader's theater, and writing in response to reading. Students received direct instruction on Tier II vocabulary, which helps EL students access the core curriculum. The small group format lowers students' affective filter and builds confidence. This is particularly important for students acquiring English. In addition, peer-to-peer interactions help students gain language models and promote a supportive learning environment. The Safety Net team worked to foster a strong home-school connection through invitations to reader's theater performances, family participation in practicing fluency at home, hosting a Parent Literacy Night event, and communicating student progress regularly. These efforts helped EL families learn about our school culture and provide effective support at home.
School Effectiveness:	This indicates to us that our culture is changing at Mark Twain and staff are again working in a positive direction to support each other but to also improve instruction and student learning. We have seen staff communicating with each other about instructional practice as well as being open to Data Teams, PLC grade level teams, and PGE teams. Our goal will be to expand our data team process to other grades this year to continue the establish momentum.
Attendance and Discipline:	For our attendance goal, we took a public approach and made our community aware of what our goal was. We also posted our progress in the main hallway outside of the office, tracking each grade level's performance. In addition, we sent regular reminders in our newsletters about the importance of attending school on a regular basis. The outcome resulted in our goal being achieved on a regular monthly basis the second half of the year. In terms of our behavior goal, we successfully decreased our discipline referrals by having a better understanding by our support staff what constitutes an infraction. In addition, our data could identify areas or personnel who appeared to require additional training to allow them to better perform their job.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	82% of our K-2 students will reach proficiency by spring 2018 as measured by DIBELS
Literacy: 3-5 ELA	74% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment
Math: 3-5 Math	77% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment
Science: 5th Science	80% of 5th grade student will be proficient as measured by the spring 2018 Science MSP
Achievement Gap	By the end of the year 2017-2018 school year, 25% of ELL students should reach English proficiency
School Effectiveness:	Staff members will connect with each other outside of grade level teams from 71% agreement to 80% agreement. This goal will also reflect vertical articulation as well
Attendance:	Monitor and track monthly attendance data for all students in K-5 students. The goal is a 97% monthly attendance rate for each grade.
Discipline:	Discipline: we will reduce office referrals by 10% from the previous year by implementing: restorative conversations between students along with continued training for staff on de-escalation and supervision strategies

Annual School Goals: Academic

- The Mark Twain staff is committed to continued student growth through many processes. The first begins with understanding the curricular standards and collaborating with grade level colleagues to establish grade level and student growth goals. Our Wednesday LEAP time has been broken up throughout the year to provide staff with professional development opportunities on district initiatives but also dedicated time for grade level teams to discuss the four critical questions associated with professional learning communities. Through these collaborative conversations, teams reflected on the standards and determined the areas that the grade level felt students needed to be proficient to be prepared for the next grade. They determined desired outcomes, analyzed previous performance on large scale assessments along with district and curricular assessments as a starting point. To ensure that all students are receiving challenge and rigor many grades are utilizing a centers approach to instruction. In addition, grade levels are starting to use ability rotations between classes in both math and ELA to meet both high and low performing students. Additional supports for those students needing intervention include using curricular interventions, support staff, before and after school academic support for struggling students, parent volunteers along with intervention specialists such as Safety Net, ELL and Special education.

- **Literacy: K-2 Reading**
  - The goal of 82% was determined by analyzing past data growth from 15-16 and 16-17 school years and comparing it to where our students in each grade level were starting this year. Some grade levels started higher and some lower regarding DIBELS scores. Using the data, we made a strategic decision about our goal using other assessments.
- **Literacy 3-5 Reading:**
  - The goal of 74% was determined by analyzing past growth data with this cohort group but previous cohort data. We'll use the strategy to expand their paragraphs into longer form essays. We will be intentional about teaching the writing process and writing as a response to reading with the new curriculum. We will utilize building release to co-plan in grade level teams. Students will use also be exposed to the SBA interim assessments this year.
- **Math 3-5**
  - The goal of 77% was determined by analyzing classroom-based mathematics scores for the 3rd grade cohort (including end-of-topic tests and PGE data collection assessment scores). 4th and 5th grades used previous year SBAC data, current math assessments and knowledge of students. We will support basic fact mastery in our classrooms and by utilizing technology resources including IXL, Singapore math. The technology will also create more opportunities to student to work on remedial skills or push their understanding above grade level concepts. We have also identified math problem solving as an area of continued growth specifically multi-step problem solving. The grade band will focus on strategies to support students in this area along with other math concepts.
- Progress monitoring is occurring at all levels to help inform and drive instruction. K-2 will continue to use DIBLES as their multi point, across time tool along with district and curricular assessments to monitor growth. Grades 3-5 will utilize large scale assessments such as the SBA, but will also utilize district CDSA's in math, ELA performance assessments as well as topic assessments provide by the Envision and Wonders curriculums and those generated by classroom teachers.

Annual School Goals: Achievement Gap

- We continue to focus on ELL as our subgroup because we continue to see more and more students enroll at Mark Twain who are English language learners and the achievement gap continues to grow.
- We feel strongly that our level three students are in the best place to make the greatest growth at this point through additional pull out and push in support.
- Extra support will be provided through ELL and Safety Net. Along with small group instruction from certificated and classified staff as well.
- We will ensure that students receive necessary intervention by supporting students through small group intervention, continuous progress monitoring, and assessment.
- We will progress monitor students through DIBELS tri-annual assessment as well as curricular based assessments.

Annual School Goals: School Effectiveness

- The Nine Characteristics Survey given in the spring was used to identify areas of focus need.
- The decision as to which area to focus on this year was processed first by the Twain CIP/Leadership team. The goal of the team is to identify, prioritize, plan, and initiate the work of the building. It gathers information and makes recommendations with the goal of improving not only student performance but the culture and environment of the building. It is representative of the different grade levels and staff members. The CIP/Leadership team went back to their respective grade teams and discussed areas they felt were important for the building to focus on. As the process evolves, the team prioritized and made some suggestions as it related to team building, or identifying days to be collaborative or provide opportunities for collegial time. From there, LEAP time was mapped out with focus points and activities and voted upon by the staff. Additional events to create collegiality and team building were also done to build positive relationships among staff, during and after the work day.
- **The goal areas that we will focus on as a staff are:**
  - Staff members will connect with each other outside of grade level teams.
  - Progress monitoring will be done by completing the Spring Staff perception survey in the spring as well as informal feedback gathered by the CIP/BLT team.

Annual School Goals: Attendance

Student attendance rates at Mark Twain Elementary demonstrates an overall commitment to attending school. A concerted effort last year was placed on informing and celebrating attendance success rates. We were able to reach our goal of 95% grade level monthly attendance therefore we decide in set the bar higher this year and go after 97%. However, after looking at our overall monthly data for the first two months at each grade level we determined that we do have work in the primary grades. Factors contributing to these attendance rates could include:
  - The number of siblings in each of these grades
  - Parent perceptions towards kindergarten
  - Vacations and/or sickness
  - Parents unaware how quickly absences can add up

Our goal will be to educate our parent community with on-going communication and information through our class and building newsletters. We will show case on a bulletin board outside the office to our progress across grade levels and celebrate our achievements.

Annual School Goals: Discipline

The staff will be working collaboratively to ensure existing systems are effective and efficient and we will work to modify or add systems to meet the current needs of our students. More specifically, we will track our discipline data to identify trends in discipline that may include: location, time of day and activity.

Strategies to reduce discipline include:

- School wide implementation of social skills curriculum Second Step
- We also have developed a school wide focus on community and building connection through our language, our assemblies and how we celebrate students and staff success
- Continued explicit teaching about ways in which we keep our school community safe from bullying and other anti-inclusive school behaviors
- Professional development opportunities for IA's and support staff – "How to deal with difficult kids"
- On-going opportunities to have collaborative conversations with staff and colleagues on proactive strategies
- Implementation of reflection forms for students to complete to decrease repeated behaviors

Progress monitoring will be by the principal monthly to see the number of referrals, as well as the type of infractions to identify, understand, and support the needs. Data will be shared with the BLT on a quarterly basis.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	**Grade Level Specific Strategies ELA** **Kindy:** • Our focus continues to be developing strong foundations in reading. This will occur with the support of parent volunteers, big buddies, and literacy centers focusing on specific skills • IA support • ELL support • Safety Net along with utilizing Lexia • Parent support/small group work • BURST • Small group rotations • Progress Monitoring • Additional Home support • Leveled learning groups **1st Grade:** • IA support, working collaboratively with the safety net and ELL to support classroom instruction along with SPED • Leveled readers, one on one support in the classroom • Take home readers, as well as communicating with parents regarding the importance of home academic support

2nd Grade:

- Leveled reading books
- Just right reading books
- Literature groups teaching fluency skills for advanced students
- Wonders
- Research sites – Britannica has 3 levels
- Using resources in school for ideas –collaboration, vertical teaming
- Take home readers
- Utilize supplemental materials such as Read naturally at different levels
- Small groups
- Walk to learning groups

3rd Grade

- As a team, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses

Home-School Connections:

- Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills
- Assigned daily reading
- Assigned daily grammar and comprehension activities
- Spelling words and weekly tests
- Online access to Wonders materials for home use

Classroom Strategies:

- Small group instruction – working with students on schema, to connect reading with real world experiences
- Modeling how to write clear, accurate responses to comprehension questions based on literary text
- Modeling how to use text features to find and use information in nonfiction literature: National Geographic Explorer
- Modeling how to pick specific evidence from text to support answers

4th Grade

- Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to "double dose" below-standard learners; focus on fiction and non-fiction text
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low
- Grade level and vertical collaboration to discuss student work
- Safety Net and Ell support for struggling readers
- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners

	- The Double Dose time will be taught through Safety Net and be designed to pre-test skills, teach skills and Progress monitoring will continue with all learners who are not at standard - Use of district and classroom assessments to provide on-going data on student progress - Use of OSPI MSP resources to target instruction **Supplemental support systems:** - Small group work - Partner Reading - Conferring with readers. - Monitoring progress using running records and Oral Reading Passages - Word work **5th Grade** - Grade level planning - Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low - Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use - Grade level and vertical collaboration to discuss student work. - Ell support for struggling readers - Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners. - Use of district and classroom assessments to provide on-going data on student progress - Targeted use of leveled readers for differentiated instruction
Professional Learning needed	- Continue to explore ways to differentiate and meet student needs - Continue to determine what the curriculum offers to support student learning - Release time for collaboration and team planning - Learning Walks - Data teams
Resources needed	- Collaborative opportunities - PLC Time - Data Team time
Responsible individual or team	- Administration - Grade level teachers - Support personnel - Safety Net, ELL SPED - Classified support personnel

Goal Area	Math
Strategy to support goals	**3rd Grade:** **Math Strategies:** As a team, we have instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we will use: I.X.L. assignments that aligned with classroom

instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies

Home-School Connections:
- Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills
- Making connections – what measurements are meaningful to us? (ex: your finger is about a cm wide, a paperclip is about a gram)
- Questioning strategies: Encouraging parents and students to ask themselves: What is the strategy you are using? "Why are you using it?" "Is there another way to solve this problem?"
- I.X.L. assignments that aligned with classroom instruction

Classroom Strategies:
- Small group instruction – helping students to break problems apart and solve one step at a time
- Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies
- Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions

Using the Envision curriculum, we will provide opportunities for students to build on prior knowledge and skills, to transfer knowledge and skills to various problems, and to strive for precision and accuracy.

4th Grade:
- Continue using the envision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the envision Math program, its components and on-line resources for students and parents
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
- Use of state, district and classroom assessments to provide data on student progress as well help drive instruction
- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners
- Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home
- A positive math disposition goal and focus has been developed and supported through activities such as monthly challenge problem for both primary and intermediate levels; after school Math Clubs;

	Family Math Nights
	    o Continue to add additional games, books and materials to the Math Resource Room for students and teachers
	    o Developing meaningful math homework, and math fact work
	• Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments)
	• Use of OSPI SBA resources to target learning
	• Professional Development through the EIM program
	
	5th Grade
	Math Strategies:
	• Continue using the envision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the envision Math program, its components and on-line resources for students and parents
	• Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
	• Use of state, district and classroom assessments to provide data on student progress as well help drive instruction
	• Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners.
	• Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home

Professional Learning needed	• Continued Data Team/Professional Collaboration training • Continued integration/training of Singapore math and IXL • Collaboration time for general education and Safety Net staff • More training and examples of small group instruction in mathematics
Resources needed	• Online tools-IXL and effective technology • Assessment and practice resources aligned to SBA district assessments • Keyboarding and other resources for math fluency
Responsible individual or team	• Administration • Staff: general education, EL, Safety Net, and Special Education • IA's & Volunteers

Goal Area	Attendance
Strategy to support goals	• Dissemination of information to families • Work with our PTSA to share our goal and information to parents through newsletters • Have our goal visible and shared

	• Send monthly information on regular attendance benefits from
Professional Learning needed	• Strategies to encourage regular daily attendance • Educating our parents on the importance of daily attendance • Understanding the new state requirements as it relates to school attendance and parent notification and school response
Resources needed	• None at this time
Responsible individual or team	• Staff • Community • Students • Parents

Goal Area	**School Effectiveness**

Strategy to support goals	• Teams develop norms and expectations for PCC work
	• Create opportunities to build a sense of community among the staff
	    o Team building activities among staff
	    o Partnering with our community on projects
	    o Release time to allow staff to complete learning walks or classroom visits
	    o Vertical collaboration opportunities

Professional Learning needed	• Building trust • Effective use of PCC's
Resources needed	• Willingness to participate • Costs covered by building budget and Learning Community support
Responsible individual or team	• Administration • Building Leadership Team • Staff • Community

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
- Close working relationships with Safety Net, ELL, Special Ed and families/community   - Use of Instructional Assistant and parents to support the CIP by teaching small groups of strategic students and 1 on 1   - Survey and gather feedback   - Reading with Big Buddies   - Take Home Readers   - Parent Volunteers   - Community Volunteer: Listens to students read Just Right Books   - Accessing PTSA grants to help support math club, before/afterschool academic support   - Weekly parent communication via newsletter, emails, Haiku   - Class Meetings   - Behavior and Homework Contracts
Strategies to inform parents, families, and the community about the Continuous Improvement Process
- PTSA sponsored events   - Presenting CIP at the PTSA board meetings   - Showcasing goals and achievements.   - Celebrating success   - Student centered goal setting conferences.   - Parent education opportunities - parenting workshops, coffee hours with the principal   - Electronic school news   - School messenger

Continuous Improvement Process Plan

Kirkland Middle School

430 18th Ave.
Kirkland, WA 98033

425-936-2420

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

2017 - 2018

Lake Washington
School District

Deb McCarson, Principal

Julie Dixon, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Kirkland Middle School (KiMS) just completed our sixth year as a 6-8 Middle School with wonderful results. We serve approximately 615 students, and are small enough to know our students well. This fact in turn supports the important concept of a more personalized educational environment for our middle level students. Through our peer mentor program, each sixth grader is matched with a 7th or 8th grade mentor to help them navigate the first few months of Middle School. We continued our school-wide Bully Prevention Program and will continue the program during our Panther Pride meetings during Panther Time at the end of day, four days a week. We added the Safe School Ambassador Program and trained 30 students who are instrumental in helping establish a positive school climate and shaping behavioral norms on campus. Note: this program is no longer funded so will be phased out over the next two years. We still enjoy our extensive building remodel which supports and promotes our emphasis on grade level and content teaming and collaboration among staff and students. Our elective offerings include: Game Design, STEM, Design and Modeling, Band, Orchestra, Choir, Select Choir, Drama, Debate, Journalism, Team Sports, Digital Media, Art, Pottery, Spanish, Study Skills, and Leadership.

As always, our focus is on providing every student with the opportunity to progress, advance and experience personally challenging work. Our students must be prepared to meet the challenges of an ever-changing world that is increasingly more complex.

Kirkland Middle School

Student Demographics		
Enrollment		
October 2016 Student Count		587
May 2017 Student Count		596
Gender (October 2016)		
Male	309	52.6%
Female	278	47.4%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	42	7.2%
American Indian / Alaskan Native	3	0.5%
Asian	63	10.7%
Black / African American	10	1.7%
Native Hawaiian / Other Pacific Islander	3	0.5%
White	425	72.4%
Two or More Races	41	7.0%
Special Programs		
Free or Reduced-Price Meals (May 2017)	65	10.9%
Special Education (May 2017)	64	10.7%
Transitional Bilingual (May 2017)	16	2.7%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	43	7.2%
Foster Care (May 2017)	N<10	
Other Information (more info**)**		
Unexcused Absence Rate (2016-17)	294	0.3%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 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/).

Process to determine School 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
6th Graders' on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy	83.3	76.9	76				
	% of 6th graders meeting or exceeding state standards in Math	79	77.1	80				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	85.6	86.3	81.8				
	% of 7th graders meeting or exceeding state standards in Math	80.8	88.4	82.2				
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	84.2	84.6	82.2				
	% of 8th graders meeting or exceeding state standards in Math	83.5	75.4	78.9				
	% of 8th graders meeting or exceeding state standards in Science	91	84.6	91.2				

Grade 6-8 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/).

CIP Reflection: Evaluate Outcomes

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	**6th Grade -** Focusing on CCSS 6.4 students will increase ability to correctly evaluate, use and identify literary devices and figurative language. Using a teacher – created measure, 40% of students will show high grow, 50% will show clear growth. This will result in 90% of students being at standard.	**6th Grade** –26.5% showed high growth, 40% showed clear growth and 16% showed some growth.
	7th Grade – CCSS 7.1 and 7.2, student score will average 3/5 in Critical Thinking and Inference and a 3.5/5 in Summarizing, as measured by the CARS assessment. Inference and short response passages – we expect all Level 2 (SBA) to respond at a Level 3 and Level 3 (SBA) to respond at a level 4.	**7th Grade** – Critical Thinking and Inference scores were raised from 2.26 to 3.25 and in Summary from 3.5 to 4.25. 66 Students showed High Growth, 48 Clear Growth and 68 Some Growth.
	8th Grade – 80% of identified students will perform at or above standard (75% accuracy) on the Comprehension and Summarization strands of the CARS assessment.	**8th grade** – There was a 20% increase (58% of all students) in students performing At or Above Standard in final assessment.
Math: 6-8 Math	The goal of the math department was that 80% of all students would attain at least 80% on department-made vocabulary assessments. The assessments were given three times during the school year.	We compiled data for 6th, 7th, and 8th grade math students combined. The student data showed: 58% exhibited high growth 20% exhibited clear growth 21% exhibited some growth

Science: 8 Science	The goal for the science department was for all students to improve their understanding of scientific vocabulary.	
	8th Grade: 4.5% of the 8th graders were at grade level or above at the beginning of the school year. Our goal was to increase this to 80%.	8th Grade: 33% of the 8th graders were at standard and above. 0% exhibited high growth 12% exhibited clear growth 54% exhibited some growth 34% exhibited no growth
	7th Grade: 0.5% of the 7th graders were at grade level or above at the beginning of the school year. Our goal was to increase this to 80%.	7th Grade: 6% of the 7th graders were at standard and above. 0% exhibited high growth 0% exhibited clear growth 29% exhibited some growth 71% exhibited no growth
	6th Grade: 18% of the 6th graders were at grade level or above at the beginning of the school year. Our goal was to increase this to 80%.	6th Grade: 6% of the 6th graders were at standard and above. 0.1% exhibited high growth 13% exhibited clear growth 45% exhibited some growth 41% exhibited no growth
	Our overall goal was to see growth in 95% of all students.	Overall goal: 29%-66% showed growth and 34% - 71% showed no growth
Achievement Gap	We expect that our Hispanic students will reach 55% proficiency in ELA and 60% proficiency in the Math portion of the SBA in the spring of 2017.	Our students exceeded expectation in both ELA and Math. 76% of our 6,7,8 grade Hispanic students were proficient on their ELA SBA. 69% of our Hispanic students were proficient in Math.
College and Career Readiness	We expect 100% completion rate of Career Cruising requirements by all of our 8th grade students.	All 8th graders completed their Career Cruising requirements in 2017.
School Effectiveness:	Our goal was to complete Safe School Ambassador Program for the second year.	We did complete training of new students, and maintained a successful program. However, we learned that support for the program ended and we will no longer able to fund it.

| Attendance and Discipline: | Implement a revised late policy which notifies parents by email when a student reaches 3 tardies in the semester and requires parent meeting and consequence when the student reaches 4. Teachers shared with all students the revised policy the first week of school and also shared with the parents during curriculum night. Teachers and other school personnel are present consistently in hallways encouraging students to be on time. | We saw a significant decrease in the number of students with 10 or more tardies during 2016-17.

Number and percentage of students with 10 or more tardies for the year.
2016-17   25 / 4.0%
2015-16   90 / 15.2%
2014-15   67 / 11.2%
2013-14   99 / 15.7% |

Narrative Reflection:

Narrative Reflection	
Literacy: 6-8 ELA	**6th grade** – While targets were not met, all students made gains. Our Level 2 baseline measure of identifying figurative language devices was successful. More frequent practice of explanation and purpose will be our focus next year. **7th Grade** – Students made clear gains in their ability to summarize and make inferences within grade level material. They supported each with appropriate and relevant detail. Instruction and expectation were consistent in LA and SS addressing both literature and nonfiction. **8th Grade** – Using CARS and Upfront vocabulary assessment, students saw gains in identified strands, as reflected in SBA results.
Math: 6-8 Math	While only 58% of Kirkland Middle School math students attained 80% or better on department mad vocab test, we analyzed that if the goal had been 70% or better that 78% of the students would have met the goal. Almost every student made raw data gains. Looking at the very small group of students who made very little or no growth, we believe that factors out of our control inhibited their growth despite interventions and extra support. Although we compiled all grade levels together for the data, each individual math teacher also analyzed their own students' growth.
Science: 8 Science	Although gains were made in student achievement, our goals from the fall were not met. We expected that 80% of all our students would be at or above grade level in vocabulary proficiency. This was a transition year as we started planning our instruction using the NGSS standards. Some of the content was familiar to us and some of the content was moved to a different grade level. We made the vocabulary test using the vocabulary words listed in the new textbook without knowing what

	vocabulary we would be teaching to mastery in each grade level. As we progressed through the year we realized that students had limited exposure to, or did not encounter some of the words at all.
Achievement Gap	2016-17 was our first year will ELL staffing (we shared a teacher with one of our elementary schools). We started the year with a push-in model in our Safety Net classes. We quickly learned that the students needed more intensive assistance and we shifted to a pull-out model during the student's safety net ELA class. They remained in their regular LA/SS class. We were lucky to have a very flexible ELL teacher that made adjustments mid-way through the semester. We had better results than anticipated in both Literacy and Math. I believe due to increase in staffing support, and additional teacher professional learning opportunities during the school year.
College and Career Readiness	We will continue to refine how we use Career Cruising in the Middle School. It has been a learning experience during the past 2 years. We are always looking for ways to make sure it is relevant for 8th graders as they plan for their future.
School Effectiveness:	The number of students choosing to complete Honors/Level 4 work in 6-7-8 ELA stayed steady with insignificant growth. Even with a push at the semester to encourage students to choose the more challenging work, most said they felt challenged enough by the "regular" curriculum and were not willing to extend themselves further. We will revisit our plan in Oct. 2017.
Attendance and Discipline:	Earlier communication with parents, staff attention to procedures and holding students accountable for their tardies were a major reason for the decrease in the number of students with 10 or more tardies for the year. The email (at 3 tardies) to parents seems to be the most effective method to reduce student tardies.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: 6-8 ELA	83% of 6-8 students will meet or exceed standard on the ELA SBA. 6th Grade – 40% or roughly 87 students, will show high growth and be able to successfully analyze and evaluate an author's use of several types of figurative language. 50%, around 109 students, will show clear growth and be able to identify and explain the meaning of various forms of figurative language. 10%, approximately 22 students, will fall into the no-some

	growth category. These students will be able to define and/or identify figurative language in a text. 7th Grade – 7th grade students will answer Word Meaning questions on final CARS assessment at 70% accuracy. 8th Grade - 80% of students will achieve at or above standard (75%) on Strand #8 Critical Thinking and Inferences, on the CARS assessment.
Math: **6-8 Math**	83% of students will meet or exceed standard on the 2018 Math SBA The goal of the math department is based on students' abilities to perform mental math at an appropriate grade/course level. The goal is that 90% of students have shown some growth as evidenced by a 20% increase from the baseline assessment in November to the final assessment in March. We will use the practice of "no growth," "low growth" (growth of 10%), "some growth" (increase of 20%), "clear growth" (increase of 30%), and "high growth" (increase of 40% or more).
Science: **8 Science**	88% of students will meet or exceed standard on the 2018 science NGSS test. All students will improve their ability to analyze a scientific model that explains a phenomenon. 80% of students will demonstrate clear growth by March of 2018. Goals for students who are at Level 2 & 3 on the pretest (scored 70% - 89%) are: Some growth will be indicated by a change of 5% Clear growth is indicated by a change of 10% High growth is indicated by a change of 15% or more Goals for students who are at Level 1 on the pretest (scored 0% - 69%) are: Some growth is indicated by a change of 10% Clear growth is indicated by a change of 20% High growth is indicated by a change of 30% or more
Achievement Gap	We expect that our Hispanic students will reach 60% proficiency in ELA and 60% proficiency in the Math portion of the SBA in the spring of 2018. Research initiatives and innovative programs to improve cultural competency and inclusiveness for our minority students.

College and Career Readiness	We expect 100% completion rate of Career Cruising requirements by all of our 8ᵗʰ grade students.
School Effectiveness:	Teachers provide feedback to each other to help improve instructional practices from 79% agree mostly/completely to 85% using the Nine Characteristics Survey as a measurement.
Attendance:	Continue the implementation of our revised late policy which notifies parents by email when a student reaches 3 tardies in the semester and requires parent meeting and consequence when the student reaches 4. Teachers shared with all students the revised policy the first week of school and it was also shared parents during curriculum night. Teachers and other school personnel are present consistently in hallways encouraging students to be on time.
Discipline:	See attendance above.

Annual School Goals: Academic

ELA: After reviewing PGE results from the 2016-17 academic year, Smarter Balance Data and current year CARS assessments each grade level determined a specific reading skill focus given the current cohort data. Each ELA grade level team determined that there was a specific strand of reading skills students required additional focus on and instruction in. In order to ensure students are receiving challenge and maintaining rigor students are given opportunities to select Level 4 assignments and achieve at an Above Standard level on all major assessments. Differentiation occurs in reading selections, question types, and critical thinking skills. In order to ensure students are receiving the necessary intervention, we have identified students who may need additional support in order to gain mastery of Social Studies and Language Arts content, as well as boost reading skills. Intervention takes place through modification of assignments, continued data tracking and leveled reading. We will be monitoring student progress through benchmark assessments directly tied to grade level academic SMART goals.

SCIENCE: Our team began by discussing where we felt there were gaps in knowledge or skills in our current students. We discussed what our team had learned as a result of our recent training in Ambitious Science practices, the bundling of NGSS standards by the district science leadership team and the new NGSS standardized test that will be given this spring. We selected this year's goal due to the emphasis on using scientific models to demonstrate understanding of a phenomenon that is prevalent in the NGSS standards, and will be assessed in the new state test. We are using a variety of methods to teach and practice modelling skills such as analyzing models, peer reviews, creating group models and revising models as each instructional unit progresses. All of these include opportunities for students to be challenged as well as provide scaffolds for students who need additional support. We will include modelling questions in our formative assessments through-out the year in order to monitor individual student progress.

MATH: The math department reviewed results of the 2016-17 SBA data. While the strengths and weaknesses are different at each grade level, we did agree that often the non-calculator problems are challenging for students who do not know their multiplication tables or mental math strategies. We set the goal that 90% of our students

in every grade level will show growth on grade appropriate mental math assessments. Using Power School Learning for timed assessments, students will complete a baseline assessment in November with follow up assessments in January and March. The team will be cognizant of when to allow students to use calculators on lessons/assessments and when to rely on computation and mental math strategies. Our team will focus on opportunities to teach mental math strategies and use number talks as a vehicle to have students share strategies.

Annual School Goals: Achievement Gap

We used information from out 2017 SBA, and looked at the outcomes from last year's goals and determined that we would continue to focus on the success of our Hispanic students, in both Math and ELA. We are again interested in determining how our .4 ELL FTE will impact our results this year using a self-contained model rather than the pull-out model used the previous year.

Annual School Goals: College and Career Readiness

It is important to us that our 8th graders get a solid start on their academic and career planning using the district adopted Career Cruising software. It also supports our feeder high schools if all our students have meet expectations for completion of the 8th grade requirements.

Annual School Goals: School Effectiveness

As a staff, we vote each year to determine if we want to convert two of our CIP days to provide time for teachers to do peer observations (pre/obs/post)- one each semester. The goal of the peer observation is set by the participants. It can be to view a specific instructional strategy the observer would like to try, or it might be providing constructive feedback to the educator being observed. Regardless of the goal the intent is to improve instructional practices.

Annual School Goals: Attendance

 Attendance (tardies) continues to be our biggest discipline issue. During weekly attendance meetings Counselors, Attendance Secretary and Associate Principal meet and review data and discuss possible solutions to individual attendance issues. A full review will be done at the semester and adjustments made as necessary. Reviewing yearly data will take place in June 2018 to determine if goal has been reached.

Annual School Goals: Discipline

See above.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
Strategy to support goals	All students will take a Power School Learning baseline assessment in November. The same or similar assessments will be given in January and March. We will discuss mental math strategies through class "number talks," as well as through starter problems, exit tasks, and instruction. We expect numerous teachable moments when quick sharing of strategies is appropriate and streamlined into the instruction.
Professional Learning needed	Members have been helping each other to create Power School Learning assessments, placing time limitations, and making sure that data is collected correctly. We are learning and working together.
Resources needed	No resources are needed.
Responsible individual or team	Kirkland Middle School Math Team

Goal Area	Science
Strategy to support goals	All students will take a pre-assessment to determine baseline levels in October. The same assessment will be given again in March to determine overall growth. Formative assessments will be given during the year to monitor progress.
Professional Learning needed	On-going Ambitious Science Training at district meetings, POGIL training (Process Oriented Guided Inquiry Learning) with Lake Washington high school science teachers and a formal training
Resources needed	None
Responsible individual or team	KiMS Science Team

Goal Area	Literacy
Strategy to support goals	At all grade levels, a sequence of lessons has been put in place to build student knowledge and skill in the identified areas of need.
Professional Learning needed	Resources specific to teaching domain specific vocabulary to students below standard. Time to design, plan for and implement new strategies.
Resources needed	None
Responsible individual or team	KiMS ELA Team

Goal Area	School Effectiveness
Strategy to support goals	We have adjusted our ELL delivery model this year after trying a co-teach model last year (the first year with .4 ELL staffing) in the hopes that students will receive more individualized instruction, rather than be mixed in with safety net students.
Professional Learning needed	We have a new (experienced) ELL teacher this year that will be taking advantage of district professional development as well as meeting with other educators in her content area.
Resources needed	Materials to support new ELL program, professional development for staff- including interested general education staff. Continued SIOP refreshers for entire staff.
Responsible individual or team	The entire staff is responsible- they are all our students. We will continue to incorporate training on ELPS, and offer SIOP trading to staff members when it is available.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
The principal meets with PTSA leadership every other week to share CIP progress and answer questions regarding programs and initiatives. At each PTSA general membership meeting the principal report is a standing item, which always contains pertinent CIP information. Newsletters go out to families once a month and contain information reported out by grade level content areas, and electives. We have a very active parent group that has focused on wellness for the past few years sponsoring Backpack Awareness Day, Wellness Fest and a variety of other activities for students, staff and parents. We also survey our parents to determine their interest in order to better serve our school community.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Family and community involvement- KiMS works with many community organizations that support our staff and students in a variety of ways: Kirkland Kiwanis, City of Kirkland, Kirkland Parks and Recreation, Kirkland Youth Council, Pantry Packs, Friends of Youth and Youth Eastside Services. Parents are involved as volunteers in classrooms, as well as serving as walk-abouts during lunches and before and after school. We also offer evening study/organizational skills, and technology parent nights outside of our regular PTSA general membership meetings and parent coffees. The more connected we are to our community, the more opportunities we have to share our goals and progress on a regular basis.

Continuous Improvement Process Plan

Rose Hill Middle School

13505 NE 75th Street
Redmond, WA 98052

425-936-2460

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

2017 - 2018

Lake Washington
School District

Erin Bowser, Principal

Michael Griffin, Associate Principal

Leslie Kyle, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

DESCRIPTION OF SCHOOL

Rose Hill Middle School's mission is to prepare and inspire students for academic and social success in a safe community through collaboration of students, staff and parents. RHMS staff is focused on knowing each student individually by name and need, with the goal to support the growth of each student academically, socially and emotionally. Our vision is:

Every RHMS Student is:
- Challenged Academically
- Connected Globally
- Valued Individually
- Prepared for the Next Step

Our mission and vision underlie our partnership with parents and our relationship with students and form the basis of our improvement goals.

Our school continues to grow and become more diverse. Seven years ago our total enrollment was 438 students, currently we have 890 students enrolled. The table below shows our student demographics as of October 2016/May 2017.

Student Demographics		
Enrollment		
October 2016 Student Count		862
May 2017 Student Count		860
Gender (October 2016)		
Male	460	53.4%
Female	402	46.6%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	136	15.8%
American Indian / Alaskan Native	1	0.1%
Asian	157	18.2%
Black / African American	18	2.1%
Native Hawaiian / Other Pacific Islander	1	0.1%
White	481	55.8%
Two or More Races	68	7.9%
Special Programs		
Free or Reduced-Price Meals (May 2017)	157	18.3%
Special Education (May 2017)	110	12.8%
Transitional Bilingual (May 2017)	64	7.4%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	49	5.7%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	916	0.7%

Each year Rose Hill Middle School staff set specific goals centered on implementing specific, targeted interventions for struggling students as well as providing challenging work for students who have met or exceeded standard. All students have access to additional help during the school day and use this additional support regularly.

Teachers are committed to providing differentiated and challenging curriculum to all students. We offer a push-in Special Education model at all grade levels in math and language arts, rather than pull-out replacement courses to give all students access and exposure to the grade level curriculum.

Teachers work hard to learn from one another throughout the year. Each week teachers have time to collaborate with other teachers teaching the same grade level and content area to plan instruction, design assessments and review data.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 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/).

Process to determine School 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
6th Graders' on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy	76.6%	76.7%	76%				
	% of 6th graders meeting or exceeding state standards in Math	66.3%	75.2%	79%				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	80.9%	77.1%	81.5%				
	% of 7th graders meeting or exceeding state standards in Math	69.8%	75.3%	73%				
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	84.4%	82.7%	81%				
	% of 8th graders meeting or exceeding state standards in Math	67.3%	64.5%	74.2%				
	% of 8th graders meeting or exceeding state standards in Science	86.6%	88.8%	87.1%				

Grade 6-8 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/).

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	80% of students will meet or exceed standard on the 2017 ELA SBA.	81% met or exceeded standard
Math: 6-8 Math	78% of students will meet or exceed standard on the 2017 Math SBA.	77% met or exceeded standard
Science: 8 Science	85% of students will meet or exceed standard on the 2017 Science MSP.	87.1% of students met or exceeded standard on the 2017 Science MSP.
Achievement Gap	**55%** of African American and Hispanic or Latino students who scored a level 2 on the 2016 ELA Smarter Balanced Assessment will meet standard on the 2017 ELA Smarter Balanced Assessment.	30% met or exceeded standard
College and Career Readiness	100% of 8th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.	100% of 8th grade students took a survey using Career Cruising and will identify at least two possible careers of interest
School Effectiveness:	Many staff provide leadership in some way from 67.5% agree completely/mostly to 80% agree completely/mostly as measured on the Nine Characteristics Survey.	64% of teachers responded agree mostly/agree completely on the Nine Characteristics Survey.
Attendance and Discipline:	50% of the current 7th and 8th grade students who had chronic absenteeism (10% or more days absent) during the 2015-2016 school year as 6th and 7th graders and are showing signs of chronic absenteeism through the first quarter of the 2016-2017 school year (10% or more days	14 out of the 28 (50%) of students with chronic absenteeism (10% or more days absent) during the 2015-2016 school year as 6th and 7th graders and showed signs of chronic absenteeism through the first quarter of the of the 2017-2018 school year (10% or more days absent so far) increased their attendance rate by at least 2% for the 2016-2017 school year.

absent so far) will increase their attendance rate by at least 5% from the 2015-2016 school year to the 2016-2017 school year. **Discipline:** The number of students who receive out of school suspensions will decrease by 20%. (15 or less students)	**Discipline:** We decreased the number of students with out of school suspensions by 43%, from 19 to 11 students.

Narrative Reflection:

Narrative Reflection	
Process:	Each week grade level content teams met to plan instruction, create common assessments and analyze assessment data in order to inform next steps in instruction to meet student needs in the moment. In addition, departments met across grade levels at least one time per month during LEAP to check in on progress being made towards goals and to determine if any adjustments were needed. Teachers identified strategies that were effective and those that needed to be adjusted at each grade level and within the overall department. Departments and grade level content teams looked at individual student assessment data, strand data, ethnicity/race achievement results, ELL achievement results, socio-economic achievement results and special education achievement results. Departments looked at individual SBA score data along with common formative assessment data and made predictions about how far to move a particular student. In addition, we looked at areas that needed attention, for example, the achievement gap for our African American and Hispanic students. There is always a need for more time when working on school goals but we are thinking creatively about how to carve out more time during our work week to do this, for example having electronic staff meetings for informational items and using the time instead to focus on the CIP work.
Literacy: **6-8 ELA**	Our overall goal was 80%; we achieved 81%. There were several Safety Net students who met standard which was a surprise and cause for celebration. As a department, we are not surprised to be at 81%. We have been roughly at this percentage for several years. We are pleased to have made our goal, but we also have not made progress with certain sub-groups (i.e. students on IEP's, students from certain ethnic groups) for several years. However, when we look at the Hispanic/Latino students who were 8th graders last year, even though only 66.6% met standard, when we look at their growth over three years at Rose Hill, they have improved every year at Rose Hill which is a cause for celebration and a bit of a surprise. We are looking at interventions that we can use to bring those subgroups up to standard. Strands on the

	SBA that have been weaker for our students are analysis of informational/literary text, composing a full argument (multi-paragraph). We will focus instruction on these strands.
Math: **6-8 Math**	Our goal was 78% and we achieved 77%. Over all, we fell short of our goal by 1%. In general, we covered more content and improved understanding of depth and breadth of common core standards. We were resourceful in finding supplements to our curriculum to assure alignment to CCSS. We need to improve instructional strategies that target historically marginalized/disadvantaged students and reflect on our classroom cultures and structures to assure all students are able to achieve success.
Science: **8 Science**	In science, our greatest percentage of students performed at level 4 (above proficient) on the Science MSP, with 51.7%. Only 36 students did not make standard including 4 students who were not scored. We surpassed our goal of 85% by 2.1%. Continuing the trend from previous years, students who demonstrated little effort throughout the year with assignments and assessments made unexpected gains. Additionally, some students that receive special services (ELL/Sped) also had gains that were not expected. We have continued to see growth in our Science MSP scores for many years. Many students who were not at standard at the beginning of the school year and were actively engaged in class (assignments, participation, etc.) met standard on the MSP. We will continue to focus on supporting students who receive special services and our minority students. Consistent with the last few years, "Systems of Science" was our lowest scoring strand.
Achievement Gap	Our goal was that 50% of African American and Hispanic or Latino students who scored a level 2 on the 2015 ELA SBA would meet or exceed standard on the 2016 ELA SBA. While we saw 45% of those students (5 out of 12).
College and Career Readiness	All students took the career cruising survey and were able to identify at least 2 career/interest areas. The counseling department worked hard to have every student complete the activity. In addition, they brought in an outside group called CHOICES. CHOICES in an interactive decision-making workshop that empowers teens to achieve academic success in pursuit of their career and life aspirations. In two hour-long sessions, business and community volunteers took all 8th grade students through real-world exercises on academic self-discipline, time and money management, and goal setting.
School Effectiveness:	There has been a clear improvement in staff leadership. The improvement in staff providing leadership and engaging in more leadership roles is evident in the data, however we still had 23% of staff that agreed slightly or not at all that we have a staff that provides leadership. It is not clear how the question was interpreted by each staff member. The fact that such a large percentage of staff are involved in or feel that our staff perform leadership roles is cause for celebration and indicates that we have a staff that is willing to provide guidance and leadership to others in the building.

Attendance and Discipline:	We continue to see the improvement in student attendance for the identified students. While our goal was that student would improve their attendance by 3% from the previous year, we had students improve their attendance (or decrease absences) from 4% to 12%. There were still 43% of the identified students who did not improve their attendance. We are continuing to look at ways to support students when they are out and upon their return. **Discipline:** Our number of students who were suspended decreased by 43% from 19 to 11 students. We did implement more in-school suspensions and Wednesday detentions in place of suspensions. We will continue to explore resources and restorative justice practices.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: **6-8 ELA**	83% of 6-8 students will meet or exceed standard on the ELA SBA.
Math: **6-8 Math**	78% of students will meet or exceed standard on the 2018 Math SBA.
Science: **8 Science**	75% of students will meet or exceed standard on the 2017 Science WCAS.
Achievement Gap	The achievement/opportunity gap will continue to be a focus for RHMS this year. We reviewed by grade level all students who received a level 2 score on the 2017 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA scale scores of the identified students. After looking closely at the ranges we decided that any selected 6th grade student with a scale score of at least 2490, any selected 7th grade student with a scale score of at least 2500, and any selected 8th grade student with a scale score of at least 2520 will achieve a level 3 on the 2018 ELA SBA. These two groups were selected because trend data has indicated that they have underperformed when compared to their peers and there are disproportional results. We would like to see a similar spread of data across all student race/ethnicity categories. Given that the students received a level 2 on the 2017 ELA SBA they have been placed in an ELA Safety Net class as one of their 6 classes for the day given that they are not already receiving ELL services and/or have an IEP with reading/writing goals and are in a special education class. We will

	review student grades each mid-quarter and quarter grading periods. We will also use results from the common formative assessments as well as teacher input from the ELA, Safety Net, ELL and Special Education classrooms. Designated staff members will check in bi-weekly with the selected students beginning in January 2018.
College and Career Readiness	Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented. We will administer the survey in Career Cruising and follow up with any students who do not complete the survey. In addition, we will make sure students have a record of their results.
School Effectiveness:	We want shared leadership and learning at RHMS and want to ensure that teachers are not working in isolation. We are all in this together and can learn so much from one another. We want to grow our leadership team and become learners and leaders together. This year we have changed the format of our leadership team meetings in order to better facilitate this work. Teachers work in collaborative groups that do a quarterly data analysis review of a common formative assessment. Through this process, teachers identify successful instructional strategies and determine additional strategies to provide support to students who are not yet proficient.
Attendance:	This goal was selected because we want to focus on students who are demonstrating a pattern of chronic absenteeism (10% or more per year) during the 2016-2017 school year with the intent of improving student attendance during the 2017-2018 school year. We want students to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.
Discipline:	We selected this goal because we had 11 students receive one or more out of school suspensions during the 2016-2017 school year and want to decrease this number. We will monitor this goal by suspension reviews at mid and end of quarter checkpoints.

Annual School Goals: Academic

ELA: We reviewed our SBA data as a department. We analyzed instructional strategies that led to our success as well as strategies we could use to help students that were not at standard. We selected critical reading and analysis to focus on across all grade levels. We selected this focus because this skill aligns with common core state standard and it prepares students for the next level. It is a skill that transfers across all disciplines. As a department, we are focusing on creating effective Level 4 questions to ensure rigor. We will collaborate as a department to establish anchors for Level 4 work. Using CFAs to identify students in need and discuss strategies for interventions. Using our new Pride Time model, we are working one on one with struggling students. We are collaborating with SPED and ELL teachers to provide appropriate modifications. We are creating CFAs using SBA stems so that we can provide interventions before SBA testing. We are using Haiku so that students can have practice using online test format prior to SBA

MATH: The math department met in grade level teams and to analyze 2016-2017 performance data. We reviewed individual student and subgroup performance and reflected on the effectiveness of the instructional strategies and supports we implemented last year as individual teachers and as a math department. We discussed improvements to our individual and grade level practices and the supports we will provide this year. In grade level teams by teacher, we looked at our individual students and reflected on their performance so far, this year. We used this analysis along with our improvement plans for the year to determine our 2017 – 2018 goals. We use a variety of classroom and school-wide processes to assure students receive challenge. All students are assigned perseverance problems periodically that are designed to provide rigor and develop conceptual understanding. All teachers differentiate by adjusting the level of rigor in both class work and homework assignments. Teachers also make optional challenge work available at all times either in their classrooms or on their Haiku sites. The department offers a math club to all students interested in advanced math work and math competition. Teachers have increased their use of formative assessments to provide interim feedback on student progress toward learning targets and standards. These have taken the form of exit tickets, white board quick checks, red/yellow/green notecards, quizzes and "My Favorite No." These are used to determine class and student intervention needs and revised instructional strategies as necessary. More formally, we use collaboration time to discuss student performance and intervention needs. During this time, the school data team process is used to identify students who need intervention and to determine appropriate instructional strategies based on their performance gaps. To meet student individual needs beyond the classroom, teachers offer before and after school assistance and pride time tutoring. Teachers are also using the online math program Aleks to give both students and teachers immediate notice of learning struggles and intervention needs. Intervention needs are also addressed through safety net classes, homework cafe and Royal Scholars. Teachers use parent communications to solicit support for homework completion and to discuss specific academic needs.
SCIENCE: Using previous years' data and trends, anecdotal evidence from this year's cohort and the challenges of having a new curriculum we determined this year's goal of 85% proficient. All students are receiving challenge and rigor through collaborative modification of lessons and use of differentiated materials in the curriculum. We are using Common Formative Assessments by grade level to regularly assess students, compare data amongst teachers and modify instruction as indicated. CFAs in addition to all summative and formative assessments also help to identify students in need of intervention.

Annual School Goals: Achievement Gap

This was a focus last year and we want to continue our work in this area. We reviewed by grade level all students who received a level 2 score on the 2017 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA Scale Score Ranges for Achievement Levels and compared those to the scale scores of the identified students. After looking closely at the ranges, we decided that any selected 6th grade student with a scale score of at least 2490, any selected 7th grade student with a scale score of at least 2500 and any 8th selected 8th grade student with a scale score of at least 2520 will achieve a level 3 on the 2018 ELA SBA. These two groups were selected because historically they have underperformed their peers and there are disproportional results. We would like to see a similar spread of data across all student race/ethnicity categories. Given that the students received a

level 2 on the 2017 ELA SBA they have been placed in an ELA Safety Net class as one of their 6 classes for the day given that they are not already receiving ELL services and/or have an IEP with reading/writing goals and are in a special education class. We will review student grades at each mid-quarter and quarter grading periods. We will also use results from the common formative assessments as well as teacher input from the ELA, Safety Net, ELL and Special Education classrooms. Designated staff members will check in bi-weekly with the selected students beginning in January 2018.

Annual School Goals: College and Career Readiness

Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented. We will administer the survey in Career Cruising and follow up with any students who do not complete the survey. In addition, we will make sure students have a record of their results.

Annual School Goals: School Effectiveness

We want shared leadership and learning at RHMS and want to ensure that teachers are not working in isolation. We are all in this together and can learn so much from one another. We want to grow our leadership team and become learners and leaders together. This year we have changed the format of our leadership team meetings in order to better facilitate this work. Teachers work in collaboration groups that do a quarterly data analysis review of a common formative assessment. Through this process, teachers identify successful instructional strategies and determine additional strategies to provide support to students who are not yet proficient.

Annual School Goals: Attendance

This goal was selected because we want to focus on students who are demonstrating a pattern of chronic absenteeism (10% or more per year) during the 2016-2017 school year with the intent of improving student attendance during the 2017-2018 school year. We want students to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.

Annual School Goals: Discipline

We selected this goal because we had 11 students receive one or more out of school suspensions during the 2016-2017 school year and want to decrease this number. We will monitor this goal by suspension reviews at mid and end of quarter checkpoints.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Achievement Gap
Strategy to support goals	Using SBA stems in social studies CFAs, cross-classroom interventions (having students needing extra support working with one teacher, while another teacher works with students who are proficient or needing enrichment), Using Blooms Taxonomy to guide our teaching practices. Provide multiple opportunities for students to practice SBA type questions. Formulating Learning Targets that align to Common Core State Standards. Recognizing the individual cultural differences of our students, and being reflective on our practices in our classrooms to reflect our students' diverse backgrounds. Taking a critical look at our content to include more diversity of authors and examine for bias in our materials. Teaching students to examine critically for bias. Strategically and deliberately focusing efforts on level 2 students. Providing students more hands-on, interactive opportunities to connect with each other. Lauren is going to be the advisor for a creative writing club. Improving and increasing our scaffolding, Improving the types of leveled questions we are using. Improving our coordination/communication with ELL and SPED teachers. Inviting students to come after school for extra support.
Professional Learning needed	6th grade team is participating in ELA Common Core State Standards Writing Cohort. Using department time to have Julie and Alex share from Courageous Conversations Conference. Using department time for members who have attended PLC conference to share intervention strategies. Brenda can provide scaffolding strategies from the AVID
Resources needed	More literature for library and classrooms that represent people of color. Our department is going to create a booklist of resources for our shared Haiku space. SIOP Strategies and resources.
Responsible individual or team	Julie and Alex will share information from Courageous Conversations. Staff members who have attended PLC conference (Ali, Jim, Katie, Julie, Linda, Kristen, Brenda) to share our strategies from PLC. We are all responsible because these are all our kids.

Goal Area	Math
Strategy to support goals	Several math department members have been participating in District math workshops to reflect on and implement current best practices in their classrooms. These teachers communicate their learnings with the rest of the RHMS math department so that others have the opportunity to incorporate these practices into their classroom routines. As a department, we are increasing the number of common formative and summative assessments given throughout the year. These assessments provide students with direct and immediate feedback on their progress toward individual standards. As PCC collaborative groups, we use the data to refine our teaching and to gather successful strategies from our team members. Re-teaching or tutoring is implemented if needed after analyzing assessment results. The math department provides one to one tutoring to

	struggling students during Pride Time and before/after school. Several teachers are encouraging number sense using a technique called "Number Talks." Further use of online assignments via Aleks/Big Ideas gives students immediate feedback gives students the opportunity to relearn and correct. We are also supporting peer-to-peer tutoring using Honor Society volunteers to be paired with 6th graders.
Professional Learning needed	We would like more opportunities to share best practices using the new curriculum (in-building) and learn how to make quizzes using Skyward.
Resources needed	More projects tied directly to chapter topics that allow for differentiation. More instruction on how to use Aleks effectively.
Responsible individual or team	Math department team members.

Goal Area	Science
Strategy to support goals	We will focus on understanding the requirements of the NGSS. This includes developing an understanding of the expectations and proficiency scales for each standard, understanding how cross-cutting concepts can be integrated into our lessons and teaching the design process.
Professional Learning needed	Ambitious Science Teaching
Resources needed	District support as needed
Responsible individual or team	Science Cohort

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
This is one of the more challenging things to determine as part of this plan. The challenge comes in **authentically** involving parents, families and the community in the CIP process. The administration will work with other Lake Washington Learning Community schools to devise strategies to **involve** these stakeholders in the Continuous Improvement Process.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Include information and strategies in the weekly parent newsletter and host parent meetings that specifically address the goals and strategies being implemented to achieve those goals. The administration will work with other Lake Washington Learning Community schools to devise a strategy to inform our community about the Continuous Improvement Process.

Continuous Improvement Process Plan

Lake Washington High School

12033 NE 80th Street
Kirkland, WA 98033

425-936-1700

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

2017 - 2018

Lake Washington
School District

Christina Thomas, Principal

Kia DuNann, Associate Principal

Lloyd Higgins, Associate Principal

Brian Story, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Lake Washington High School is a high-performing school. Eighty-eight percent of our students graduated on time last year. We have received four Washington Achievement Awards over the years. Our Advanced Placement scores continue to exceed the state average. Our Low Income gap has been closing recently with 93% of our non- low income earning credits and 82.7 of our low income students earning credits.

Our Race/Ethnicity Gap is also closing however, African American/Black students are performing lower than our Hispanic or White students. Our Black/African American population makes up 1.9% of our total population (2016) whereas our Hispanic students make up 11.4% of our total population (2016)

As a staff, we are continuing the work of aligning curriculum and developing common formative and summative assessments at each content team. We are continuing to implement an examining student work protocol to better inform teachers of student learning.

We have adjusted our schedule to incorporate an intervention period during the school day twice a week to meet the needs of our learners. Our teachers send for students each week to receive extra time and support. Students may also request to attend study sessions and enrichment opportunities.

This year we are focusing on Diversity and Equity. The staff has received some training regarding Race and Equity. In response to student concerns we have also created a Diversity Forum made up of interested students and staff to identify issues and develop further educational opportunities for students. This is ongoing work.

Our community/families are invited to quarterly coffees with the principal to ask questions and hear about school programs. Parents are also invited to various educational opportunities by PTSA and our counselors regarding information about student achievement and college placement.

Lake Washington High School

Student Demographics

Enrollment		
October 2016 Student Count		1,642
May 2017 Student Count		1,602
Gender (October 2016)		
Male	853	51.9%
Female	789	48.1%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	188	11.4%
American Indian / Alaskan Native	5	0.3%
Asian	174	10.6%
Black / African American	32	1.9%
Native Hawaiian / Other Pacific Islander	1	0.1%
White	1,126	68.6%
Two or More Races	116	7.1%
Special Programs		
Free or Reduced-Price Meals (May 2017)	218	13.6%
Special Education (May 2017)	176	11.0%
Transitional Bilingual (May 2017)	59	3.7%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	126	7.9%
Foster Care (May 2017)	N<10	
Other Information (more info**)**		
Adjusted 4-Year Cohort Graduation Rate (Class of 2016)	351	90.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2015)	306	95.1%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	84% *2012*	88.4%	92%
	% of 10th graders accumulating 12.0 credits	74% *2012*	83.6%	90%
	% of 11th graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11th graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10th graders meeting or exceeding state standards in Biology	79.4% *2012*	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% *class of 2013*	91.7%	100% *class of 2018*
	% of 11th and 12th grade students enrolled in a dual credit college-level course	83.2% *2014*	TBA	95% *class of 2018*
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% *class of 2012*	80% *class of 2015*	88% *class of 2018*

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (http://reportcardospi.k12.wa.us).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (http://ERDC.wa.gov)**

Process to determine School 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
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	83%	90%	86.7%				
	% of 10th graders accumulating 12.0 credits	78%	74.4%	84.2%				
	% of 11th graders meeting or exceeding state standards in Literacy	19.9%	88.3%	85.8%				
	% of 11th graders meeting or exceeding state standards in Math*	88.7%	93.7%	93.5				
	% of 10th graders meeting or exceeding state standards in Biology	82.5%	83.6%	87.5%				
High School Students Graduating Future Ready	% graduation rate	77%	90%	92.6				
	% of 11th and 12th grade students enrolled in a dual credit college-level course	80.57	81.9	84.6				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81%	80%	Enter Score				

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (http://reportcardospi.k12.wa.us).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (http://ERDC.wa.gov)**

The following steps have been taken to achieve a 95% participation rate for state assessments:
•Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
•Late start schedules have been developed to ensure students that are testing are not missing other courses.
•The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of "refusal" is being used instead of "opt out."

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	93% of students will meet literacy standard as measured by SBA	**87.11 % of students met standard in ELA**
Math:	95% of students will meet math standard as measured by SBA or EOC	**95.28 % of students met standard**
Science:	85% of students will pass the Biology End of Course.	**85.64% of students met standard**
Achievement Gap:	83% of Hispanic students will meet Literacy standard as measured by SBA	**70% of Hispanic students met standard.**
On-Track Credits:	95% of all freshman will earn 6.0 credits at the end of their freshman year	**88% of Freshman are on track**
College and Career Readiness:	95% of freshmen and sophomores will complete all career cruising activities	**97.7% of class of 2020 had completed HSBP and 95.2% of of the class of 2019 were on track.**
School Effectiveness:	The school uses a system to obtain a variety of perspectives when making decisions from 90%-95% agreement	**95% of staff agree there is a system for obtaining a variety of decisions.**
Attendance and Discipline:	Implement restorative justice practices to decrease suspensions	**Suspension rates dropped from 95 to 53 incidents.**

Narrative Reflection:

Narrative Reflection	
Process:	Each content team and department created CIP goals for their area as it related to the overall school data. These goals were reviewed three times during the year with updates and then a summary was written at the end of the year. Most content areas demonstrated growth on their group focus goals.
Literacy:	The focus was on writing throughout the grade bands. Weekly common formative assessments were used in 9th grade with a focus on explanatory and argumentative writing. 9th graders also focused on close reading during the 3rd quarter. This is still an area of need. In 11th grade 95% of of students achieved the goal of increasing one level in assessment of analytical thesis statements. For the 10th grade 88% of students were proficient or advanced in their ability to cite strong and thorough textual evidence to support inferences made or conclusions drawn.
Math:	In Alg 2 the focus was on students finding patterns in the structures of equations and expressions. 82.86% of students showed clear growth on this goal. Students in Alg 1 had students focusing on their ability to communicate and justify their reasoning. 61% of of students were proficient at the end of the year.
Science:	Students were to correctly interpret models and develop their own models when given criteria. While the goal of 80% of each student demonstrating one level of growth was not met, more students were able to move up to level 4 than the baseline.
Achievement Gap:	The achievement gap for Hispanic students is decreasing. Graduation rates are now at 89.1% compared to our white students at 92.9%. In addition graduation rates for low income are also on the rise.Our low income student graduation rate is 83.5% compaired to 95% for non low income.
On-Track Credits:	The on track credits for last year's 9th graders dipped slightly to 88.72% being on track. Sophomore students demonstrated an increase to 85.23% from the previous year of 81.72% on track.
College and Career Readiness:	Our dual credit classes are also demonstrating increases to 84.76% last year from 81.9% in 2015.
School Effectiveness:	The school building leadership worked on a system for communicating the decision making model and increasing communication through the use of One Note.
Attendance and Discipline	Students with chronic absences are greatest at the twelfth grade level. We have implemented a process to touchbase with students with chronic absences at 3 and 5 days.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy:	93% of students will meet literacy standard as measured by SBA
Math:	95% of students will meet math standard as measured by SBA or EOC
Science:	Decrease number of students failing physical science and biology from 15 students to 5 students
Achievement Gap	83% of Hispanic students will meet Literacy standard as measured by SBA
On-Track Credits:	95% of all freshman will earn 6.0 credits at the end of their freshman year
College and Career Readiness	95% of juniors will complete all levels of Career Cruising activities
School Effectiveness:	Improve perception of school has a clear sense of purpose from 86% agree to 95% agree
Attendance:	Decrease chronic unexcused absence rates from 14.51% to 10%
Discipline:	Implement restorative justice practices to decrease suspensions

Annual School Goals: Academic

Our academic achievement goals were based on our SBA results. While we have done well in math and science our ELA scores are not as high. The goals for science are based on grades, due to no assessment data for two years with the end of the Biology EOC. Math is now an 11th grade test so we will have a better indicator of how students do overall without using EOC data. We have an embedded intervention period which we are still trying to get implemented consistently across classrooms.

Annual School Goals: Achievement Gap

Our Hispanic students are showing progress but we have not yet closed the achievement gap so our focus remains on them as they make up our largest sub group. We are monitoring the subgroup through content team data as part of the inquiry process.

Annual School Goals: On-Track Credits

We are continuing to focus on freshmen as the transition year is often the hardest and sets the stage for future academic success. We have implemented a student mentor program this year through leadership which we hope will increase connection at school as well as provide academic support.

Annual School Goals: College and Career Readiness

We are continuing to implement the Career Cruising as a means to increase student understanding of Post Secondary options. Once we have completed a cycle we will be more prepared to analyze what students utilize and how to embed this into meaningful work.

Annual School Goals: School Effectiveness

We have selected a shared purpose for this year as we are in the process of revisiting our mission and vision through the accreditation process. Our hope is to have a mission and vision that the current staff can support.

Annual School Goals: Attendance

We are implementing the district and state attendance policies. We have created systems for identifying students when they are absent through a postcard delivered to classrooms and parent contact and subsequent meetings. We hope to see a decrease in our chronic absenteeism.

Annual School Goals: Discipline

With in-school suspension our out of school suspension has decreased significantly. We are also utilizing a restorative justice model to have students own their decisions. This is still a work in progress as it needs to be rolled out to teachers to be the most effective.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Science
Strategy to support goals	Align the classes to the NGSS standards. All Science classes are currently focusing on modeling as a starting point.
Professional Learning needed	Teachers have been provided Pogil training and are signed up to receive Ambitious science teaching training.
Resources needed	Teachers will need ongoing release to ensure they have the time to align units and implement strategies.
Responsible individual or team	Science content leaders and principal

Goal Area	School Effectiveness
Strategy to support goals	We are using the Accreditation system to develop a new mission and vision statement that aligns to current work.
Professional Learning needed	None
Resources needed	None
Responsible individual or team	Building Leadership team and admin team

Goal Area	Attendance
Strategy to support goals	Implementing new state and district guidelines with visibility notices and contact with parents.
Professional Learning needed	Effective processes that will maximize time limitations.
Resources needed	Need trained staff to be able to implement effectively and timely.
Responsible individual or team	Admin team, BECCA secretary, Attendance Secretary

Goal Area	Math
Strategy to support goals	Implement new textbooks to ensure alignment with Common Core. Since students will be taking the SBA for the first time in math, we are working to prepare them for the formatting of the test and also piloting the interim assessments.
Professional Learning needed	More training on interim assessments and how they can be embedded into the curriculum to give timely feedback.
Resources needed	Release time for training
Responsible individual or team	Math content team leaders and admin

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
We regularly communicate through our PTSA process of General meetings, CIP website presence, as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
We regularly communicate through our PTSA process of General meetings, CIP website presence, as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.

Continuous Improvement Process Plan

Emerson K-12

10909 NE 53rd St.
Kirkland, WA 98033

425-936-2311

http://www.lwsd.org/school/emk-12

2017 - 2018

Lake Washington
School District

Nell Ballard-Jones, Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Emerson K-12 is a Parent Partnership Program (PPP) designed to engage families who are interested in being active partners in the instruction of their child(ren). As a public school, there are no costs to enroll. Core and enrichment/elective classes are generally offered two days per week and spans Kindergarten through 12th grade. In partnership with certificated staff, an individualized learning plan is created for each child that meets LWSD and state standards.

Emerson K-12 is one of many Choice Schools in the LWSD that works to meet our District vision: *Every Student Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success* in a non-traditional setting. Emerson K-12 students are held to the same academic standards as studetns in other District schools and our focus continues to be on helping support individual students in meeting District and state standards wherever their learning happens.

Emerson K-12 was founded as Family Learning Center (FLC) in 1997 by a small group of parents and District personnel with the goal of providing LWSD support to parents who were home-schooling their children. Since then, Emerson K-12 has grown from operating out of one room at the Gordon Hauck School to our current location and has grown from 12 families to about 100 families. Emerson K-12 continues to grow and change each year.

Over time, the state regulations governing our school have changed. We operate under the Alternative Learning Experience (ALE) part of Washington Administrative Code (WAC) 392.121.182 which is constantly being reviewed and changed by the Office of the Superintendent of Public Schools and the Washington State Legislature. The ALE WAC provides a funding and accountability model that looks different from a "typical" public school that is heavily focused on seat time. In the last seven years, there have been five different versions of the WAC.

Emerson K-12's Continuous Improvement Plan was designed to set goals and objectives to improve student learning as measured by the Smarter Balanced Assessment (SBA), Measurement of Student Performance (MSP) and End of Course Exam (EOC) that are administered each spring. Overall, our students score well in English/Language Arts. Many, however, opt out of the math tests so our scores don't adequately reflect content and skill mastery among our students.

This year, we will continue to focus on educating parents about the importance of assessment data across content areas and increasing opportunities for rigorous academic coursework. Additionally, our professional development will continue to intentionally focus on increasing our capacity to support parents in the transition to standards-based teaching, learning, and assessing using the new state standards for Math and English Language Arts and Next Generation Science Standards as the foundation for our standards-based work.

Student Demographics

Enrollment

October 2016 Student Count	103
May 2017 Student Count	96

Gender (October 2016)

Male	48	46.6%
Female	55	53.4%

Race/Ethnicity (October 2016)

Hispanic / Latino of any race(s)	7	6.8%
Asian	6	5.8%
White	81	78.6%
Two or More Races	9	8.7%

Special Programs

Free or Reduced-Price Meals (May 2017)	7	7.3%
Special Education (May 2017)	9	9.4%
Transitional Bilingual (May 2017)	2	2.1%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	8	8.3%
Foster Care (May 2017)	N<10	

Other Information (more info)

Unexcused Absence Rate (2016-17)	59	0.7%

DISTRICT PERFORMANCE TARGETS

Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Baseline Performance 2016-17	Target Performance 2018
	District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.8%	92%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	72.7%	72.9%	92%
	% of 5th graders meeting or exceeding state standards in Math	84.1%	85.3%	90%
	% of 5th graders meeting or exceeding state standards in Science	85.1%	86.9%	95%

- 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/)

Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-2015	Baseline Performance 2016-17	**Target Performance 2018**
	District	District	District
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	81.7%	92.0%
	% of 8th graders meeting or exceeding state standards in Science	71.5%	73.6%	85.0%
	% of 8th graders meeting or exceeding state standards in Math	83.4%	86.5%	93.0%

Grade 6-8 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/).

Indicators *Note: Indicators based on state assessments*	Baseline Performance	**Current Performance 2016-17**	**Target Performance 2018**

		District	District	District
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	84% *2012*	88.4%	92%
	% of 10th graders accumulating 12.0 credits	74% *2012*	83.6%	90%
	% of 11th graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11th graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10th graders meeting or exceeding state standards in Biology	79% *2012*	85.50%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% *class of 2013*	91.7%	100% *class of 2018*
	% of 11th and 12th grade students enrolled in a dual credit college-level course	83.2% *2014*	TBA	95% *class of 2018*
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% *class of 2012*	80% *class of 2015*	88% *class of 2018*

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (http://reportcardospi.k12.wa.us).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.

- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (http://ERDC.wa.gov)

Process to determine School 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	60%	80%	90.9%				
		1st	100%	66.7%	20%				
		2nd	75%	66.7%	100%				
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		45.4%	50%	83.3%				
	% of 3rd graders meeting or exceeding state standards in Math		20%	62.5%	83.3%				
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		28.5%	37.5%	71.4%				
	% of 4th graders meeting or exceeding state standards in Math		14.2%	25%	57.1%				
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		30%	50%	46.1%				
	% of 5th graders meeting or exceeding state standards in Math		10%	25%	23%				
	% of 5th graders meeting or exceeding state standards in Science		20%	50%	40%				

- **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/).**

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy	17.6	50	40				
	% of 6th graders meeting or exceeding state standards in Math	23.5	30	40				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	38.4	57.1	80				
	% of 7th graders meeting or exceeding state standards in Math	23	28.5	60				

8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	50	58.3	77.7				
	% of 8th graders meeting or exceeding state standards in Math	25	33.3	44.4				
	% of 8th graders meeting or exceeding state standards in Science	31.2	58.3	77.7				

Grade 6-8 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/).

The following steps have been taken to achieve a 95% participation rate for state assessments:

- **Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.**
- **Late start schedules have been developed to ensure students that are testing are not missing other courses.**
- **The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of "refusal" is being used instead of "opt out."**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes*:

Note that all scores below include "zero" scores for students who opted out of testing at each grade level. Scores for students who participated in testing are much higher than reflected when scores of non-testers are included.

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	All students performing at standard on DIBELS BOY assessment will maintain or increase scores by EOY DIBELS.	91% of our kinders & 100% of our 2nd graders were at/above standard in DIBELS EOY. We only had five 1st graders at the end of the year and 2 were well below benchmark – one of those students qualified for an IEP in the spring.
Literacy: 3-5 ELA	All students performing at standard will maintain or increase levels. All students	83.3% of 3rd, 71.4% of 4th & 46.1% of 5th graders met/exceeded proficiency.

	not performing at standard will increase proficiency level by .5.	As cohorts, both 4th & 5th graders improved scores.
Math: 3-5 Math	All students performing at standard will maintain or increase levels. All students not performing at standard will increase proficiency level by .5.	83.3% of 3rd, 57.1% of 4th & 23% of 5th graders met/exceeded proficiency. As cohorts, both 4th & 5th graders improved scores.
Science: 5th Science	100% of 5th graders will be proficient on spring MSP.	50% of 5th graders met/exceeded proficiency.
Literacy: 6-8 ELA	All students performing at level 1 or 2 will increase proficiency by one level.	40% of 6th graders, 80% of 7th graders and 77.7% of 8th graders meet/exceeded standards.
Math: 6-8	All students performing at level 1 or 2 will increase proficiency by one level.	40% of 6th graders, 80% of 7th graders & 44.4% of 8th graders.
Science: 8th Science	100% of students will be proficient on spring MSP.	77.7% of 8th graders met/exceeded standard.
Literacy: High School	100% of students participating in the spring SBA will be proficient.	100% of students met/exceeded standard.
Math: High School	100% of students participating in the spring SBA will be proficient.	86% of students met/exceeded standard.
Science: High School	80% of students participating in the Biology EOC will be proficient.	87% of students met/exceeded standard.
School Effectiveness:	Staff will work together with parents to implement the monthly learning plan updates, with the goal of 100% monthly submission.	This goal was met by year-end.
Attendance and Discipline:	Each LPA will have 100% completion rate of contacting parents of students who reach 5 unexcused absences/tardies. 75% of the staff will participate in professional development focused on helping students increase their meta-cognitive thinking & coping strategies to decrease classroom disruptions/off task behavior.	This goal was met. This goal was met.

Narrative Reflection:

Narrative Reflection	
Literacy: K-2 Reading	While DIBELS scores generally improve as the year goes on, we saw higher scores than in previous years – likely due to the change in our K-1 offerings/structure.
Literacy: 3-5 ELA	The majority of students who tested met/exceeded standard. Our 5th graders scored lower than both 3rd & 4th graders. One of our biggest challenges remains that we have large numbers of families who opt-out of state testing and/or homeschool various content areas so we have limited data on entire cohorts of students. Also because of our small sample size, individual student performance can greatly impact overall percentages.
Math: 3-5 Math	The majority of students who tested met/exceeded standard. Our 5th graders scored lower than both 3rd & 4th graders. One of our biggest challenges remains that we have large numbers of families who opt-out of state testing and/or homeschool various content areas so we have limited data on entire cohorts of students. Also because of our small sample size, individual student performance can greatly impact overall percentages.
Science: 5th Science	The majority of students who tested met/exceeded standard. Our 5th graders scored lower than both 3rd & 4th graders. One of our biggest challenges remains that we have large numbers of families who opt-out of state testing and/or homeschool various content areas so we have limited data on entire cohorts of students. Also because of our small sample size, individual student performance can greatly impact overall percentages.
Literacy: 6-8	Our middle school scores increased among tested students. As with elementary, we have ongoing challenges with large numbers of families who opt-out of state testing.
Math: 6-8	While our 8th graders passed at a fairly high rate, only 50% of tested 6th & 7th graders passed. There are likely multiple factors at play – the number of students who don't take the class at EK12 and opt-outs both contribute to low scores in this area.
Science: 8th Science	All of our tested 8th graders passed the MSP, however, like in other areas scores were impacted by opt-outs.
Literacy: High School	100% of high-schoolers who tested in the ELA SBA passed which shows consistent performance.
Math: High School	All but 1 of our tested math students met standard on the Math SBA. The student that did not meet standard did not take math at EK12.

Science: High School	While scores remain strong, we'll continue to monitor and adjust in this area based on new standards, new curriculum and a new state exam.
School Effectiveness:	Initiating monthly auto-generated reminders for parents about important deadlines/due dates seems to have been successful. Also reminding staff about their legal obligations, was helpful.
Attendance and Discipline:	The focus on proactive action steps on the part of teachers has helped improve both attendance and discipline referrals.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	95% of K-2 students will meet proficiency standards on DIBELS end of year assessment.
Literacy: 3-5 ELA	80% of students who take the ELA SBA will meet/exceed standard.
Math: 3-5 Math	75% of students who take the Math SBA will meet/exceed standard.
Science: 5th Science	80% of students who take the state science assessment will meet/exceed standard.
Literacy: 6-8	90% of students who take the ELA SBA will meet/exceed standard.
Math: 6-8	70% of students who take the Math SBA will meet/exceed standard.
Science: 8th	85% of students who take the state science assessment will meet/exceed standard.
Literacy: High School	95% of students who take the ELA SBA will meet/exceed standard.
Math: High School	90% of students who take the Math SBA will meet/exceed standard.
Science: High School	80% of students who take the state science assessment will meet/exceed standard.
On-Track Credits	100% of students working toward an EK12/LWSD diploma will be on-track with credit accrual.
College & Career Readiness	100% of 8th-12th graders will complete their grade level Career Cruising requirements.
Achievement Gap	70% of special education students will meet grade level standard on one or more state assessment.

School Effectiveness:	Refine monthly reminders for parents about important deadlines/due dates to improve WSLP compliance.
Attendance:	Each WSLP Advisor will have a 100% completion rate of contacting parents of students who have reached 5+ unexcused absences/tardies.
Discipline:	100% of staff will participate in professional learning focused on building student persistence and grit to decrease negative classroom behaviors.

Annual School Goals: Academic

Generally, students who are enrolled at EK12 for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school, it is easier for us to review individual student data. As is typical at EK12, we are focusing our goals on the individual students in our classes, not scores by previous cohorts or individual students.

Annual School Goals: Achievement Gap

Our special education students consistently score lower than general education peers, so last year we refined how SDI services were delivered (push-in model). This year, we'll continue to focus on getting these students to test so we have good data and can better address this achievement gap.

Annual School Goals: School Effectiveness

Monthly Written Student Learning Plans (WSLP) are a legal requirement so parent compliance with monthly progress reports is critical. This is a continuation of a goal we initiated a couple years ago and we still have room for growth. In addition to adjusting our automated monthly reminders, teachers are committed to more timely tracking of incoming reports.

Annual School Goals: Attendance

We selected this goal because regular and timely attendance impacts academic performance – especially when fact-to-face classes only meet twice per week. Including parents earlier in the process is critical to reinforcing positive attendance habits for student and parents alike.

Annual School Goals: Discipline

Because traditional school discipline is not a major concern at EK12, staff have elected to focus on student persistence (grit) when faced with challenging academic work as lack of grit can negatively impact classroom culture.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	**Literacy**
Strategy to support goals	Monitor and analyze formative and summative assessment data.
Professional Learning needed	Peer collaboration.
Resources needed	Additional funding to support targeted assistance and release time to create specialized curriculum.
Responsible individual or team	EK12 teachers

Goal Area	**Math**
Strategy to support goals	Monitor and analyze formative and summative assessment data.
Professional Learning needed	Peer collaboration and ongoing professional development on new curriculum.
Resources needed	Additional funding to support targeted assistance and release time to create specialized curriculum.
Responsible individual or team	EK12 teachers.

Goal Area	**Science**
Strategy to support goals	Monitor and analyze formative and summative assessment data.
Professional Learning needed	Peer collaboration and training on new curriculum.
Resources needed	Additional funding to support targeted assistance and release time to create multi-age curriculum.
Responsible individual or team	EK12 teachers.

Goal Area	**Attendance**
Strategy to support goals	Communicate with parents by phone, email and in monthly progress meetings about the importance of regular and timely attendance.
Professional Learning needed	NA
Resources needed	NA
Responsible individual or team	EK12 staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Email and direct communication during learning plan meetings.

Strategies to inform parents, families, and the community about the Continuous Improvement Process
Email and direct communication during learning plan meetings, information meetings and posting the CIP on our website.

Continuous Improvement Process Plan

Emerson High School

10903 NE 53rd
Kirkland, WA 98033

425-936-2300

http://www.emhs.lwsd.org

2017 - 2018

Lake Washington
School District

Nell Ballard-Jones, Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

DESCRIPTION OF SCHOOL

Emerson High School is a choice school. It is unique in the district for its small size and educational focus. The school accepts a maximum of 135 students in grades 9 to 12. That size allows us to emphasize individual student learning styles and tailor educational opportunities to specific student goals. We provide a unique educational program that helps students be the best people they can be academically, emotionally and socially. Emerson High School starts with the student and builds his or her ability to perform academically while shaping a positive and accountable view of self.

Students apply to Emerson H.S. They attend because they want to be here. With the school's smaller size, teachers can provide high levels of individually guided and personalized instruction. Thus, students are able to pick up missed credits or accelerate their education.

Emerson H.S. is a place where students are cared about and known. Teachers set high standards for academic achievement, personal conduct and job competence while providing opportunities for students to assume responsibility and serve others.

Our students and staff work to sustain a cohesive learning community and enrich experiences. Students develop the kind of positive perceptions of self, learning and life that are the foundation for continued success.

Emerson High School's Continuous Improvement Plan continues to focus on improving standards based teaching, learning, and assessing to improve student achievement. Because Emerson High School is an alternative school, students enroll at various times throughout the year from other high schools which makes collecting cohort data difficult. Our small size does, however, allow us to focus on individual student needs – and be responsive with interventions and/or accelerations as needed.

For the last several years, our goals focused on transitioning to a standards-based instructional model where teachers worked to develop formative and summative assessment strategies to better plan for and prepare students for success. This year, we'll continue to focus on improving student success by differentiating our standards-based curriculum to reach students at all levels. Additionally, Common Core State Standards (CCSS) are the foundation of all of our standards- based work (English/Language Arts & Math) and NGSS science standards are the foundation of our science work.

Our increased focus on implementing standards-based teaching and assessing has paid off. Our test scores continue to grow each year as do our retention rates for students.

Student Demographics

Enrollment

October 2016 Student Count	51
May 2017 Student Count	68

Gender (October 2016)

Male	19	37.3%
Female	32	62.7%

Race/Ethnicity (October 2016)

Hispanic / Latino of any race(s)	9	17.6%
American Indian / Alaskan Native	2	3.9%
Asian	2	3.9%
Native Hawaiian / Other Pacific Islander	1	2.0%
White	35	68.6%
Two or More Races	2	3.9%

Special Programs

Free or Reduced-Price Meals (May 2017)	19	27.9%
Special Education (May 2017)	25	36.8%
Transitional Bilingual (May 2017)	0	0.0%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	9	13.2%
Foster Care (May 2017)	N<10	

Other Information (more info)

Adjusted 4-Year Cohort Graduation Rate (Class of 2016)	35	54.3%
Adjusted 5-year Cohort Graduation Rate (Class of 2015)	28	82.1

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	84% *2012*	88.4%	92%
	% of 10th graders accumulating 12.0 credits	74% *2012*	83.6%	90%
	% of 11th graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11th graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10th graders meeting or exceeding state standards in Biology	79.4% *2012*	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% *class of 2013*	91.7%	100% *class of 2018*
	% of 11th and 12th grade students enrolled in a dual credit college-level course	83.2% *2014*	TBA	95% *class of 2018*
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% *class of 2012*	80% *class of 2015*	88% *class of 2018*

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (http://reportcardospi.k12.wa.us).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (http://ERDC.wa.gov)**

Process to determine School 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*

*Note that due to changing requirements for the math requirement, most students have opted-out of SBA math as they've previously passed a math EOC exam.

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	33%	58%	66%				
	% of 10th graders accumulating 12.0 credits	17%	26.7%	44%				
	% of 11th graders meeting or exceeding state standards in Literacy	4%	86.4%	78.3%				
	% of 11th graders meeting or exceeding state standards in Math*	No Data	No Data	No Data				
	% of 10th graders meeting or exceeding state standards in Biology	57.1%	52.6%	69.2%				
High School Students Graduating Future Ready	% graduation rate	47.8%	54.3%	63.6%				
	% of 11th and 12th grade students enrolled in a dual credit college-level course	28.4%	69.4%	67.6%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	No Data	No Data	No Data				

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam**

in 10th grade. Students who did not take the test were counted as not making the standard.

- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (http://reportcardospi.k12.wa.us).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (http://ERDC.wa.gov)

The following steps have been taken to achieve a 95% participation rate for state assessments:

- Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
- Late start schedules have been developed to ensure students that are testing are not missing other courses.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of "refusal" is being used instead of "opt out."

CIP Reflection: Evaluate Outcomes

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	90% of 10th & 11th graders who take the ELA SBA will earn proficiency on the Reading Target: Word Meanings: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships, word patterns, etymology, or use of reference materials, with primary focus on determining meaning based on context and academic (tier 2) vocabulary common to complex texts in all disciplines.	EmHS students performed above the proficiency standard on this target and it was a relative strength on the ELA exam overall. Unfortunately, target scores are not called out by student, so the data here isn't exact.
Math:	80% of 10th & 11th graders who take the math SBA will earn proficiency on the Math Targets Algebra: Understand solving equations as a process of reasoning and explain the reasoning; Solve equations and inequalities in one variable.	While students generally did better at the target: solve equations & inequalities in one variable, they still struggled with target: understand solving equations as a process of reasoning & explain the reasoning. Unfortunately, target scores are not called out by student, so the data here isn't exact.
Science:	60% of students who take the EOC Biology Exam will earn proficiency in the target area of Processes within cells.	50% of tested students met/exceeded proficiency on this section of the biology EOC.
On-Track Credits:	100% of students who enroll at EmHS as credit deficient will be provided with the opportunity to gain ground on their credit graduation requirements.	This goal was met.

College and Career Readiness:	100% of students enrolled at EmHS will participate in Career Cruising activities that will contribute to the completion of the High School and Beyond Plan.	This goal was met.
School Effectiveness:	EmHS staff will gather data relating to underlying causes for student absenteeism and effective intervention strategies to increase overall student attendance.	This goal was met.
Attendance and Discipline:	Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session. All certificated staff will continue working on strategies related to restorative practice.	This goal was met. This goal was met.

Narrative Reflection:

Narrative Reflection	
Process:	Generally, students who are enrolled with us for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school, it is easier for us to review individual student data – last year's focus on vocabulary seems to have paid off as word meanings showed as an area of strength on the ELA SBA.
Literacy:	Our students continue to show strength in their composition of full persuasive texts as well as identifying central ideas in informational reading. Our areas of needed improvement continue to be in the area of test attendance/participation – without increased participation it is nearly impossible to identify valid and reliable trend data for individual students and the whole school.
Math:	Our SBA math data is not valid or reliable – we had a very small test group due to the EOC still being an option for last year's 11th & 12th grade students. Our students who tested in EOC math performed well in the target areas of number and quantities and exponents. Specific areas where our students struggled are in building functions that involve a relationship between two quantities. We anticipate that our

	SBA data will continue to be limited due to "opt outs" by students who can still meet their graduation requirement by passing the Year 1 or Year 2 End of Course Exam.
Science:	Science scores generally look good, all students who scored a Level 1 or Level 2 qualify for special education support and several had no recent experience with biology content (either because they haven't yet taken the class or they took it a few years ago). The strands of processes within cells and mechanisms of evolution are where students scored lower than other assessed areas.
On-Track Credits:	9th & 10th graders who were enrolled for the entire year did well in credits earned. Because many of our students came mid-way through the year or left mid-year, those students are not fully on-track with credits, however, most are on track with meeting state graduation requirements (EOC & SBA). Our on-time graduation rate remains low due primarily to the fact that many students enroll with us already credit deficient in their 10th, 11th, 12th years and/or after completing 4 years at a comprehensive school but come to EmHS to finish remaining requirements. Students who enter in 9th grade and stay enrolled for the duration of their high school careers tend to graduate on-time. Our extended graduation rate is far higher than the district and state average.
College and Career Readiness:	The structure of modules within Career Cruising works well for our school & CORE teachers include HS&B requirements as components of summative assessments – students must meet the requirement as part of the course grade.
School Effectiveness:	The largest obstacle to student success at EmHS is poor attendance. While it is better for large numbers of students after focused efforts to engage parents and students, it remains a challenge.
Attendance and Discipline	All certificated staff received some instruction related to restorative practice – some more formally than others who were presented information by colleagues. This is a continued area of interest/work.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	90% of 10th & 11th graders who take the ELA SBA will meet/exceed standard.
Math:	80% of 10th & 11th graders who take the Math SBA will meet/exceed standard.
Science:	75% of students who take the state science exam will meet/exceed standard.
Achievement Gap	70% of our special education students (10th & 11th graders) will meet/exceed standard on one or more state exam.
On-Track Credits:	100% of students who enroll at EmHS as credit deficient will be provided with the opportunity to gain ground on their credit graduation requirements.
College and Career Readiness	100% of students enrolled at EmHS will participate in Career Cruising activities that will contribute to the completion of the High School and Beyond Plan.
School Effectiveness:	EmHS staff will work with Youth Eastside Services to develop strategies to support students with anxiety and/or toxic/traumatic stress.
Attendance:	Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session.
Discipline:	All certificated staff will continue working on strategies related to restorative practice.

Annual School Goals: Academic

Generally, students who are enrolled with us for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school and no clear cohorts, it is easier for us to review individual student data – this year we will continue to focus on student proficiency on state mandated assessments to ensure our students can meet graduation requirements.

Annual School Goals: Achievement Gap

As a group, our special education students consistently score lower than general education peers, so we will continue to focus on supporting special education students in the general education setting to meet/exceed grade level standards.

Annual School Goals: On-Track Credits

Because most of our students enroll with us already credit deficient, it is important that they have opportunities at credit retrieval with within and outside the school day. The counselor and advisors will monitor which students have been given the opportunity to earn some credit retrieval via Learning Center and/or independent contracts.

Annual School Goals: College and Career Readiness

The HSBP is a graduation requirement which is why we selected it as a goal area. Progress toward this goal will be monitored by CORE (advisory) teachers each session.

Annual School Goals: School Effectiveness

We are seeing an increase in the number of students impacted by extreme anxiety, PTSD, toxic stress and other mental health issues, so we are working with our YES counselor to provide strategies and support for teachers so they can effectively respond to and support students.

Annual School Goals: Attendance

Poor attendance is the leading cause of poor academic progress – as students get older parents are generally less involved in the decisions their children make regarding attending school/classes. It is important to us that we continue to include parents as frequently and deeply as feasible in student success, thus our goal is to frequently connect with parents when we're seeing academic or attendance behaviors that provide obstacles to student success. Contacting parents personally also reinforces our deliberate effort to build personal relationships with students and their families to increase student success.

Annual School Goals: Discipline

We continue to notice that while some of our students externalize behaviors, many more are internalizing stressors necessitating interventions and supports that look different from traditional punitive consequences for problem behaviors. Looking more deeply at restorative practices, interventions and supports will hopefully allow us to better serve struggling students.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.
Professional Learning needed	NA
Resources needed	Time to analyze data and design responsive curriculum.
Responsible individual or team	EmHS teachers

Goal Area	Math
Strategy to support goals	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.
Professional Learning needed	NA
Resources needed	Time to analyze data and design responsive curriculum.
Responsible individual or team	Math teachers

Goal Area	Science
Strategy to support goals	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.
Professional Learning needed	NA
Resources needed	Time to analyze data and design responsive curriculum.
Responsible individual or team	Science teachers

Goal Area	Attendance
Strategy to support goals	Monitor student attendance, implement/offer interventions, communicate with parents.
Professional Learning needed	NA
Resources needed	NA
Responsible individual or team	All staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Email and direct communication in monthly newsletters and in parent meetings.

Strategies to inform parents, families, and the community about the Continuous Improvement Process
Email and direct communication in monthly newsletters and in parent meetings; also posting our CIP on the website.

Continuous Improvement Process Plan

Northstar Middle School

10903 NE 53rd
Kirkland, WA

425-936-2390

http://www.nsms.lwsd.org

2017 - 2018

Lake Washington
School District

Nell Ballard-Jones, Principal
Lake Washington School District
2017 - 2018

TABLE OF CONTENTS

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.

Northstar Middle School began in 1981 as one of Lake Washington's first choice schools. Northstar has four full-time teachers and a student body of 90, with 30 students per grade level.

At Northstar, we believe students learn best in a small, caring community where individual talents can be recognized and nurtured, academic growth encouraged, and moral development fostered.

Located on the Emerson Campus in the Houghton neighborhood of Kirkland, Northstar emphasizes academic excellence, personal responsibility, and creativity. Experienced teachers work as a team to lead multiage, theme-based classes. We foster the unique aspects of each student and appreciate individual differences. Students are encouraged to connect to people in their community through service learning.

At Northstar, the foundation is set for every student's development. Parents participate by working cooperatively with teachers to sustain a cohesive learning community, provide enriching experiences and promote the love of learning. Students develop the positive perceptions of self, school and life that are the foundation for continued success. It is a great place to work and learn.

In 2016-2017, Northstar Middle School continued its tradition of excellence. Students at all grade levels passed state exams last spring with a 90-100% success rate in all content areas.

Northstar continues to focus on individual student achievement in its small learning environment. Of our 90 students, approximately 10-15% receive special education services; nearly 60% of our students are Caucasian; 30% are Asian; 7% multi-racial; and 6% are Hispanic.

Our small size provides both an opportunity and a challenge. Due to our small cohorts of students, assessment data can be easily skewed by single student scores. On the other hand, our small environment allows teachers to get to know each student personally and work as collaborative team to support individual student needs.

Student Demographics		
Enrollment		
October 2016 Student Count		85
May 2017 Student Count		85
Gender (October 2016)		
Male	43	50.6%
Female	42	49.4%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	3	3.5%
Asian	34	40.0%
Black / African American	1	1.2%
White	43	50.6%
Two or More Races	4	4.7%
Special Programs		
Free or Reduced-Price Meals (May 2017)	1	1.2%
Special Education (May 2017)	4	4.7%
Transitional Bilingual (May 2017)	0	0.0%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	6	7.1%
Foster Care (May 2017)	N<10	
Other Information (more info**)**		
Unexcused Absence Rate (2016-17)	16	0.1%

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 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/).

Process to determine School 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
6th Graders' on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy	100%	93.3%	90%				
	% of 6th graders meeting or exceeding state standards in Math	93.3%	96.6%	93.3%				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	96.5%	100%	93.3%				
	% of 7th graders meeting or exceeding state standards in Math	93.1%	96.6%	90%				
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	93.1%	100%	100%				
	% of 8th graders meeting or exceeding state standards in Math	82.7%	96.5%	96.6%				
	% of 8th graders meeting or exceeding state standards in Science	89.6%	100%	100%				

Grade 6-8 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/).

CIP Reflection: Evaluate Outcomes

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	100% of students will be at or above standard in Reading Target: Analysis within or across texts: make an inference or draw a conclusion about a text.	At all grade levels, students generally exceeded the proficiency standard in this area, but it was not an area where they scored highest.
Math: 6-8 Math	100% of students will be at or above standard in Math Target: Draw informal comparative inferences about two populations.	This was an area of strength for 6th graders who consistently scored higher in this section of the exam compared to other sections. 7th graders generally exceeded the proficiency standard in this area, but it was not an area where they scored highest.
Science: 8 Science	50% of 8th graders will earn level 4 on MSP science.	62% of Northstar 8th graders scored Level 4.
Achievement Gap	100% of our special education students will earn proficient scores on the ELA SBA.	This goal was not met. Only 50% of our students qualifying for support with an IEP met standard (2 of 4 students).
College and Career Readiness	All 8th graders will complete their Career Cruising assignments in order to be on track with their High School & Beyond Plans when they start high school.	This goal was met
School Effectiveness:	Provide clarity and consistency around summer enrichments/requirements.	This goal was met
Attendance and Discipline:	Teachers will make direct contact with parents/guardians of students who accumulate 10 tardies per quarter. Teachers will implement school/home communication process re: minor discipline matters that result in discipline.	This goal was met This goal was met

Narrative Reflection:

Narrative Reflection	
Process:	Generally, students who are enrolled with us meet/exceed standards on state exams at higher rates than both the state and District average. Because we have smaller groups of students than in a comprehensive school, it is easier for us to review individual student data – our focus has been and will continue to be working to get our students with IEPs performing at standard in all areas.
Literacy: **6-8 ELA**	Most students achieved above standard in reading, writing, and research inquiry on the SBA ELA assessment. An area for growth is in listening/speaking which will be an area of focus across content areas this year.
Math: **6-8 Math**	In math, the majority of students earned above standard scores in all three claims, however, there was some weakness noted in communicating reasoning. Based on the results, we will focus on better understanding assessment expectations and addressing those in all math classes.
Science: **8 Science**	After a 1 year dip in science scores two years ago, our 8th grade MSP achievement increased again with 100% of students meeting/exceeding standard.
Achievement Gap	Our special education students generally scored lower than their general-education peers, this continues to be an area of need and focus.
College and Career Readiness	Northstar continued to participate in the newly adopted Career Cruising last year – all indicators show it remains successful.
School Effectiveness:	Northstar has a tremendously involved parent group and because of that involvement, many believe participating in District surveys are redundant. After multiple reminders (and pleas) Northstar parents did participate at a higher level than in previous years.
Attendance and Discipline:	Increased proactive communication regarding 1st period tardies increased on-time arrival for most students.

Annual School Goals

2017-18 Annual School Goals:

	SMART Goals
Literacy: **6-8 ELA**	95% of Northstar students will meet or exceed standard on their grade level ELA SBA exam.
Math: **6-8 Math**	95% of Northstar students will meet or exceed standard on their grade level Math SBA exam.
Science: **8 Science**	90% of 8th graders will meet/exceed standard on the new state science exam.
Achievement Gap	80% of Northstar's special education students will meet or exceed standard on the SBA ELA exam.
College and Career Readiness	All 8th graders will complete their Career Cruising assignments in order to be on-track with their High School & Beyond Plans.
School Effectiveness:	Staff will work with parent organization to develop an efficient grant proposal process.
Attendance:	Teachers will make direct contact with parents/guardians of students who accumulate 7+ tardies per quarter.
Discipline:	Teachers will continue to refine school/home communication protocol for minor discipline infractions.

Annual School Goals: Academic

Overall, Northstar students continue to outperform LWSD and state peers. While 100% of last year's 8th graders met/exceeded standard on the MSP Science exam, we're not sure what the new state assessment will look like, so we are being conservative in our science goal setting this year.

Annual School Goals: Achievement Gap

Our special education students consistently score lower than general education peers, so last year we refined how SDI services were delivered given our limited staffing. This year, we'll continue to focus on closing this gap.

Annual School Goals: College and Career Readiness

Our goal in this area was selected because it ensures students are on-track with the HSBP which is a graduation requirement and should drive student course pathways as they move into high school.

Annual School Goals: School Effectiveness

New leadership in our parent group (NAC) have a desire to formalize and clarify protocols for distributing money to support curricular and extracurricular programs to ensure funds are being distributed equitably and thoughtfully. Staff will work with parent representatives to develop a grant process.

Annual School Goals: Attendance

We selected this goal because regular and timely attendance affects academic performance and while generally attendance is good, there is a small group of students who are frequently tardy to 1st period.

Annual School Goals: Discipline

We want to continue to refine our communication processes around minor behavior infractions at school so that parents can partner with school staff to support positive student behavior and decision making.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Monitor and analyze formative and summative assessment data.
Professional Learning needed	Peer collaboration.
Resources needed	Additional funding to support targeted assistance and release time to create specialized curriculum.
Responsible individual or team	Northstar teachers.

Goal Area	Math
Strategy to support goals	Monitor and analyze formative and summative assessment data.
Professional Learning needed	Peer collaboration and ongoing professional development on new curriculum.
Resources needed	Funding/release time for teachers to get familiar with new curriculum.
Responsible individual or team	Northstar teachers.

Goal Area	Science
Strategy to support goals	Monitor and analyze formative3 and summative assessment data.
Professional Learning needed	Peer collaboration and ongoing professional development on new curriculum.
Resources needed	Additional funding to support targeted assistance and release time to create specialized curriculum.

Responsible individual or team	Northstar teachers.

Goal Area	Attendance
Strategy to support goals	Communicate with parents by phone, email and during conferences regarding the importance of regular and timely attendance.
Professional Learning needed	NA
Resources needed	NA
Responsible individual or team	Northstar teachers.

Parent, Family, and Community Involvement

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Email and direct communication during conferences and at the Northstar Advisory Committee meetings.

Strategies to inform parents, families, and the community about the Continuous Improvement Process
Email and direct communication during conferences and at the Northstar Advisory Committee meetings in addition to having the CIP plan posted on our website.

2017 - 2018

Continuous Improvement Process Plan

Stella Schola Middle School

13505 NE 75th Street
Redmond, WA 98052

425-936-2475

http://ssms.lwsd.org/

Erin Bowser, Principal

Michael Griffin, Associate Principal

Leslie Kyle, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Stella Schola ("Star School" in Latin) is a choice middle school in Lake Washington School District. Stella Schola offers sixth, seventh, and eighth graders a comprehensive, consistent, challenging and classical learning environment with high academic and behavioral standards and solid teacher support. The school encourages parents and community members to assist students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

The rich, classical learning environment is based on historical themes with an emphasis on mastery learning for all students. By integrating as many subjects as possible into year-long historical themes, students learn from the past to make better choices and decisions in the future. Students have the same teacher for most of the school day, which enhances opportunities for integration of subject matter, helps promote curricular continuity, and increases the students' sense of belonging during early adolescence. Teachers work collaboratively to provide a challenging, stimulating, and hands-on curriculum for students. In-depth studies of the core subjects are emphasized. Students participate in a student-to-student mentoring program.

Stella Schola's unique schedule allows teachers to create a highly personalized environment for students. Students get individual academic assistance after school as necessary to ensure mastery of content. Students recognize the benefits of their hard work and focus on learning by experiencing personal and academic success.

Stella Schola Middle School

Student Demographics

Enrollment

October 2016 Student Count	90
May 2017 Student Count	90

Gender (October 2016)

Male	40	44.4%
Female	50	55.6%

Race/Ethnicity (October 2016)

Hispanic / Latino of any race(s)	3	3.3%
Asian	37	41.1%
White	39	43.3%
Two or More Races	11	12.2%

Special Programs

Free or Reduced-Price Meals (May 2017)	3	3.3%
Special Education (May 2017)	3	3.3%
Transitional Bilingual (May 2017)	0	0.0%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	10	11.1%
Foster Care (May 2017)	N<10	

Other Information ([more info](#))

Unexcused Absence Rate (2016-17)	1	0.0%

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy	≥95.0%	≥95.0%	93.3%				
	% of 6th graders meeting or exceeding state standards in Math	83.3%	≥95.0%	≥95.0%				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	≥95.0%	≥95.0%	93.3%				
	% of 7th graders meeting or exceeding state standards in Math	93.3%	86.2%	≥95.0%				
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	≥95.0%	≥95.0%	93.3%				
	% of 8th graders meeting or exceeding state standards in Math	≥95.0%	≥95.0%	≥95.0%				
	% of 8th graders meeting or exceeding state standards in Science	90.0%	≥95.0%	≥95.0%				

Grade 6-8 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/).

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	100 % of SSMS students will score proficient or higher on the Spring 2017 ELA SBA.	96% met or exceeded standard
Math: 6-8 Math	100 % of SSMS students will score proficient or higher on the Spring 2017 Math SBA. .	98% met or exceeded standard
Science: 8 Science	100 % of SSMS students will score proficient and higher on the Spring 2017 Science MSP.	100% of students met or exceeded standard on the 2017 Science MSP.
Achievement Gap	Stella staff will do intentional outreach to under-represented demographic groups to encourage application for the lottery in the January of 2018	Stella staff collaborated with the district to create an informational video. In addition, the administrators reached out to Natural Leaders in the learning community about Stella.
College and Career Readiness	100% of 8th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.	100% of 8th grade students took the Career Cruising survey and identified at least 2 possible careers of interest.
School Effectiveness:	New staff members will be fully integrated this year and the results of the 9 characteristics survey will reflect this with 90% of responses being agree completely or agree mostly.	All responses were agree completely or agree mostly on the 9 characteristics survey.
Attendance and Discipline:	Each staff member will have 100% completion of contacting home of those students who	Each staff member contacted home of students who had 3 consecutive absences 100% of the time.

reach 3 consecutive absences. There will be no out of school suspensions.	There were 0 out of school suspensions.

Narrative Reflection:

Narrative Reflection	
Process:	Our CIP goals were driven by student needs demonstrated on in-class work and on assessments. Staff collaborated on specific speaking and listening skills and provided multiple opportunities for student practice. Staff delivered direct-instruction of math skills, coupled with student-centered explorations and hands-on experiences. Students participated in multiple inquiry-based learning projects, including the engineering and architectural sciences. New district adopted math and science curriculums were implemented. Staff monitored progress in the three content areas via anecdotal notes of in-class observations, mid-chapter assessments, active participation in class discussions and activities.
Literacy: 6-8 ELA	In Literacy, Stella Schola 96.6% of students scoring "proficient or higher" on the Spring 2017 ELA SBA, this is three out of ninety students. The teachers' PGE goal was centered around reading comprehension and fluency.
Math: 6-8 Math	In Math, Stella Schola exceeded the goal of 91% of students scoring "proficient or higher" on the Spring 2017 Math SBA by 93% of the students scoring Level 3 or 4. This was a pleasant surprise because math was challenging for many students and we were using a new curriculum. The new curriculum is much more aligned to the Common Core State Standards.
Science: 8 Science	In Science, Stella Schola achieved 100% of students scoring "proficient or higher" on the Spring 2017 Science MSP- this is cause for celebration!
Achievement Gap	The demographics of Stella Schola Middle School currently are not reflective of the demographics of the Lake Washington School District and have never been historically. It is important that we have a diverse group of students applying for the Stella Schola lottery. Part of this requires active recruitment and widespread dissemination of information about the school, especially for those who may not be able to attend the parent information night. This is something all Choice schools are working on and as a collective effort the district created a video that showcases each school. This is an area we hope to continue to keep our focus.
College and Career Readiness	As students move on to different high schools in the district we are proud that each 8th grade student has exposure to Career Cruising and has identified potential interests. In addition, throughout their time at Stella, professionals from many different fields come to visit Stella students in the classroom and/or

	students have an opportunity to see professionals in their work environments.
School Effectiveness:	100% of the responses on the 9 Characteristics Survey were "Agree Mostly" or "Agree Completely." This demonstrates that new staff are feeling comfortable and a sense of ownership within the school climate and culture.
Attendance and Discipline:	We are pleased that no students received suspensions this year. In addition, our follow up with students missing consecutive days of school helped to build positive relationships between home and school and families could see that we care for their student.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: 6-8 ELA	100% of SSMS students will score proficient or higher on the Spring 2018 ELA SBA.
Math: 6-8 Math	100% of SSMS students will score proficient or higher on the Spring 2018 Math SBA.
Science: 8 Science	100% of SSMS students will score proficient and higher on the Spring 2018 Science MSP.
Achievement Gap	100% of 8th grade students receiving Special Education services will meet or exceed standard on all SBA assessments.
College and Career Readiness	100% of 8th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.
School Effectiveness:	Staff members will be fully integrated this year and the results of the 9 characteristics survey will reflect this with 90% of responses being agree completely or agree mostly.
Attendance:	Each staff member will have 100% completion of contacting home of those students who reach 3 consecutive absences.
Discipline:	There will be no out of school suspensions.

Annual School Goals: Academic

The goals were selected as a school team by all the educators after analyzing our students and SBA scores.

As a team, we selected this goal because 27 out of 90 students were at, near, or below standard in Claim 1 Reading on the ELA SBA and showed some difficulty in daily assignments.

We will be differentiating the assignments to allow for reading levels ranging from below 6th grade (special needs students) through 12 grade (challenge for higher 8th grade readers). We plan to allow for Socratic Seminars centered around readings to allow for verbal discussion and practice of conversational skills, listening, and comprehension.

To ensure students receive necessary interventions, we will practice comprehending nonfiction text frequently and in a variety of ways and encourage students to seek assistance with the teacher one-on-one after school hours.

We are going to monitor progress via daily assignments, grades, and professional observations.

Annual School Goals: Achievement Gap

On the 2017 SBA, 100% of 7th grade students receiving special education services did not meet standard on all SBA assessments. This year we want to see the students meet or exceed standard as 8th graders.

Annual School Goals: College and Career Readiness

Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented. We will administer the survey in Career Cruising and follow up with any students who do not complete the survey. In addition, we will make sure students have a record of their results.

Annual School Goals: School Effectiveness

There is one new staff member, one staff member in her 2nd year, another in her 3rd year. With a small staff (6) it is critical that everyone feels as if they are part of the school and supported.

Annual School Goals: Attendance

There are very few attendance concerns at Stella Schola Middle School. Weekly review of attendance data and follow up with teachers.

Annual School Goals: Discipline

There are very few discipline concerns at Stella Schola Middle School. Weekly review of discipline data and follow up with teachers.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
Strategy to support goals	To support this goal, we will use a varied approach by using direct teaching, group exploration, independent practice, and group practice. If students are struggling, we will be available for one-to-one appointments after school and use supplementary materials when the whole class needs extra practice. We will post grades within 48 hours so students know where they stand, review homework problems that the majority of the class misses, and allow retakes on chapter tests.
Professional Learning needed	As a staff, we need time to plan effective and engaging math lessons that grade-level appropriate and meet the needs of our students. We also need collaborative time to investigate current best math practices.
Resources needed	Time and effective and engaging math curriculum.
Responsible individual or team	Team.

Goal Area	Science
Strategy to support goals	I will provide multiple hands-on lessons so students can experience and apply science concepts in many ways. I will provide detailed and frequent feedback on student work, and teach in multiple genres (i.e. direct approach, group projects, individual projects, inquiry based lessons, etc.).
Professional Learning needed	I am involved in the middle school science pilot, and am discussing implementation of the Next Generation Science Standards with a colleague in Eastern Washington.
Resources needed	Time and pilot materials.
Responsible individual or team	Individual.

Goal Area	Literacy
Strategy to support goals	Analyze student progress and next steps as the year continues. We are also order a few comprehension texts to allow for stretching students comprehension in the area of nonfiction.
Professional Learning needed	Continued work on rubric development that spans all 3 grade levels.
Resources needed	Time
Responsible individual or team	Team

Goal Area	School Effectiveness
Strategy to support goals	Weekly staff meetings, clear building decision making model, open communication
Professional Learning needed	None
Resources needed	LEAP time, Admin support, time
Responsible individual or team	Admin Team, all staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
We involve parents, families, and the community in our school by doing the following: • invite parents and legislators into the classroom, • invite parents to participate in the PTO, • take students out into the community via Honors Society and various field trips, • provide community support via food drives and students servicing the community, • invite parents in to the classroom as guest speakers and experts in the field, • partner with Microsoft and Google for the Hour of Code, • have parents work with students individually (i.e., math facts, reading) at school, • send out biannual survey to allow for parental feedback, • ask for student feedback, on our instruction • provide opportunities for parents to attend student presentations, • hold parent/student/teacher conferences twice a year • invite families to participate in school events (i.e., skate night, BBQ, pool party)
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Include information in monthly parent letter and share survey results.