Lake Washington School District

Continuous Improvement Plans

EASTLAKE LEARNING COMMUNITY

2013-2014

- Alcott Elementary School
- Blackwell Elementary School
- Carson Elementary School
- McAuliffe Elementary School
- Mead Elementary School
- Smith Elementary School
- Inglewood Middle School
- Eastlake High School
- Renaissance School of Art & Reasoning
- STEM School

Lake Washington School District

Continuous Improvement Plan

Alcott

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Louisa May Alcott Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal: From 91.1% to 93%						
Math Goal: From 89.6% to 90%						
Science Goal: 90%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	18%	75%	93%	28.1%	62.5%	90.6%
2012-4th	46.4%	45.5%	91.9%	20.5%	69.6%	90.1%
2011-3rd	30.8%	62.6%	93.4%	22.2%	69.4%	91.6%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	17.3%	74.8%	92.1%			
Grade Level Reflections:						
5th Grade- Reading: We met our goal in reading last year. We used *Time for Kids* magazine, summaries, graphic organizers, and note-taking strategies to improve students' comprehension of informational text. Math: We met our math goal last year which was focused specifically on problem-solving. We						

taught specific problem-solving strategies and techniques throughout the year.
Science: We met our science goal last year. Throughout the year we taught and used the steps of the scientific investigative process and emphasized the elements of controlled experiments.

5th Quest-
Science: All students exceeded proficient (Level 4), except one student at Level 3.
Math: All students exceeded proficient (Level 4), except two students at Level 3.
Reading: All students exceeded proficient (Level 4).
Based on the above data, we exceeded our CIP Goal from 2012-2013.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: From 88.8% to 90%

Math Goal: From 90.1% to 92%

Writing Goal: 85%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	45%	48%	93%	23%	71%	94%
2012-3rd	32.7%	56.4%	89.1%	38.2%	52.9%	91.1%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	30%	59%	89%

Grade Level Reflections:

4th Grade-
In fourth grade, our reading, writing, and math goals were all met and exceeded last Spring. In math, the percentage of proficient math students decreased, but we saw a rise in the percentage of those exceeding proficient, thus indicating that we had an increased number of students who moved from a Level 3 (proficient) to a Level 4 (exceeds proficient) from the previous year. However, in reading, our percentage of proficient readers increased, while our number of those exceeding proficient decreased, showing that some of our Level 4 students from the previous year had moved to a Level 3. Overall, we saw growth in all areas of students meeting or exceeding the standard, but we will need to look at maintaining or increasing the percentage of students who exceed proficient in reading this next year.

4th Grade Quest-
Writing: All students exceeded proficient (Level 4), except three students at Level 3, and one student at Level 2.
Math: All students exceeded proficient (Level 4), except one student at Level 3.
Reading: All students exceeded proficient (Level 4), except four students at Level 3.

Based on the above data, we have exceeded our CIP Goal from 2012-2013 in Math and Reading. In Writing, our goal this year will be to have no students at Level 2.

Class of 2022- current 4th graders
2012-2013 SMART Goals:
Reading Goal: 92%
Math Goal: 90%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	24%	69%	93%	23%	68%	91%

Grade Level Reflections:

3rd Grade-
The math goal was met by purposeful instruction on writing to explain on quick checks, additional home practice work, enrichment projects, and targeted intervention for approaching standard students. Summative math assessments were read aloud to students prior to testing to ensure a reliable and valid math assessment score.
The reading goal was met by focusing on students reading developmentally appropriate leveled material from classroom libraries. Reading strategies were explicitly taught and practiced in the classroom and at home over the course of the year. Nonfiction reading was incorporated throughout the year with *Time For Kids* magazine as additional relevant reading material.

3rd Grade Quest-
Math: All students exceeded proficient (Level 4).
Reading: All students exceeded proficient (Level 4), except one student at Level 3.
Based on the above data, we have exceeded our CIP Goal from 2012-2013 in Math and Reading.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 From 94% to 91%	1 From 98% to 90%	K 90%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 78%	1 88%	K 85%
2012	1 88%	K 87%	
2011	K 90%		

DIBELS Reflections:
2nd Grade:
Looking at last year's DIBELS results, we were surprised to find how only 78% of second graders were at benchmark, with 18 students not at benchmark out of 104. Since this came as a surprise, we looked into last year's results on Data Dashboard. After doing so, we found that in addition to the 18 students who were not at benchmark, 15 students from the Quest program were simply not tested last year, resulting in a significant drop in overall reading achievement for second grade. **The 18 students who were not at benchmark were either receiving ELL and/or special education services**, **therefore contributing to this lower percentage. But had the 15 Quest students *been* assessed, the overall second grade achievement would have reached 85%, versus 78%.** This is still a much lower percentage than we would have hoped for; however last year's group of students consisted of an inordinately high number of students receiving ELL/Special Education Services.
1st Grade:
In the 2012-2013 school year, our goal was 85 % of students will accurately read 13 or more nonsense words as whole words. We chose this goal to evaluate reading awareness because reading a nonsense word means that a child has gone from simple phonetics to putting it together into a word whether it means something or not. It would eliminate the children who did not have true phonological awareness and had memorized sight words. After pulling out our ELL and Special service population, 93 % of children met our goal.
Kindergarten:
The class of 2025 did not meet the goal we set last school year. We believe the DIBELS measure in the fall does not accurately reflect student reading ability. To address this problem we have created a more accurate assessment to use in addition to DIBELS as benchmark data at the beginning of the year.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
(Reflections provided by Special Services: SpEd, ELL, Safety Net, OT, SLP) **Successes** We used Check-In Forms to foster increased collaboration between general ed and special ed; we had a high rate of return that generated many discussions/meetings to address specific student concerns; feedback from survey data was positive. **Challenges** Having Judy Saunders absent for many months and having a turnover of subs was a challenge; meeting every week to address concerns on the Check-In Forms was time-consuming.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.		
Grades 3-5: Identify content area	From	To
3rd Grade (previous 2nd graders) Derived from prior performance of 3rd grade students at Alcott and performance characteristics of current 3rd grade students	N/A	60%
4th Grade (previous 3rd graders) Derived from analysis of Frequency Distributions (students approaching "Exceeding") and Identification of Individual Students	57%	62% (+5 students)
5th Grade (previous 4th graders) Derived from analysis of Frequency Distributions (students approaching "Exceeding") and Identification of Individual Students	46%	49% (+3 students)
Describe your school's efforts in this area; address both successes and challenges within your efforts. 5th Grade- Successes: Reading enrichment (reflection journals), math enrichment. Challenges: Large class sizes; teacher time needed to create enrichment opportunities. 4th Grade- Generally, we are seeing consistent growth in the percentage of students exceeding standard, particularly over a five year period. 3rd Grade-		

We are showing consistent growth in students exceeding standard amongst our student population that reflects well on our regular education students since Quest students typically exceed standard on MSP testing particularly in Math.

Quest-
Our goal is to have at least 95% exceeding standard across the curriculum. Our challenges as Quest teachers are to make sure students are double-checking work and putting forth their best effort in all academic endeavors.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	**Characteristic #4-High Levels of Collaboration and Communication** **PRIMARY GOAL**: Cross Grade Level Collaboration--Developing as a Professional Learning Community by doing the following: -Encourage collaboration by providing opportunities for cross grade level work -Addresses Nine Characteristics Survey Data	**Characteristic #4-High Levels of Collaboration and Communication** **SECONDARY GOAL:** Building Trust (Continuation of last year's focus) -Clearly define the characteristics of a strong PLC -Develop clear communication to encourage trust-building -Create an atmosphere that allows for broader participation and expression of ideas
	From: 78% (agree mostly/completely) **To:** 100% (agree mostly/completely) on Q.26 of Nine Characteristics Survey	**From:** 19% **To:** 25% agree completely on Q.29 of Nine Characteristics Survey (and maintain 89% agree mostly/completely)
2011-12	**Characteristic #1-Clear and Shared Focus** **PRIMARY GOAL:** Building Trust Building Trust by articulating a clear vision/focus Develop clear communication Create an atmosphere that allows for broader participation and expression of ideas	Not available
	From: Not available **To:** Not available	**From:** Not available **To:** Not available

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
In 2012-2013, we did the following: The Building Leadership Team advanced the goal of **Characteristic #4-High Levels of Collaboration and Communication** from 'Knowing Each Other Well' to include 'Building Trusting Relationships.' We accomplished this by doing the following: Characteristic #4-High Levels of Collaboration and Communication August LEAP Day Activities designed by Culture and Climate Committee including off-campus kickoff. Activities were designed to encourage conversation amongst mixed groups of staff members. Characteristic #4-High Levels of Collaboration and Communication For the first time, teaching teams were responsible for the reflections on areas of the CIP. Characteristic #4-High Levels of Collaboration and Communication Cross-grade level conversation time was 'decentralized.' Rather than providing a structured discussion day, LEAP time was left open for cross-grade level conversation. This was a response to the timeliness of these conversations (should be ongoing rather than at prescheduled points in time) Characteristic #4-High Levels of Collaboration and Communication Special Services created a new communication check in system with teachers. Once a month, communication sheets were delivered to classroom teachers for every child receiving special services (SpEd, Speech, 504, ELL). Teachers responded with essentially three responses that included 'all good,' 'wondering about,' or 'need to meet about' certain kid issues. Special Services reviewed all responses during LEAP time and determined Action Items. Characteristic #1-Clear and Shared Focus Last Year's Initiatives-- Culture and Climate Committee; Cooperating Principles Work Team; Norms Work Team; Decision Making Model Work Team; Extended Absence Committee; Special Services Advisory. Result: Culture and Climate (see above); Norm/Cooperating Principles/Decision Making Teams had few adjustments to original documents although the most difficult was clearly decision making documents that did not meld well even if staff is well aware of our current practice. More work needs to be done in this area. The BLT remains committed to our three-step process for creating a strong work environment which is: 1) Knowing each other well, 2) Developing a trusting relationship, and 3) Creating a synergy that allows us to achieve what we cannot do on our own. We are a highly cohesive staff that is committed to working together for the benefit of our students. For the most part, we believe in the value of teamwork and the sustaining of a culture that supports it.

Louisa May Alcott Elementary 2013-14:

<u>Part 2: Goals for 2013-2014:</u> Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To:
2021- 5th	93%	93.5%	94%	94.5%		92.1%		
2022 -4th	93%	93%	91%	92%				88%
2023- 3rd		85%		85%				
2024-2nd	88%	90%						
2025- 1st	85%	89%						
2026- K	N/A	85%						

Notes:

Kindergarten: Using Fall DIBELs scores to compare, we will raise proficiency from 79.6% to 85%.

Third: Goals are reflective of prior performance of current third grade students

Third through Fifth: Goals reflect teacher awareness of assessment and instructional transitioning from MSP to SBAC testing at the state level.

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Current 4th grade MSP Reading and Math	69% of students performing at level 4 in Reading; 68% of students performing at level 4 in Math	More than 70% of students performing at level 4
Current 5th grade MSP Reading	49% of student performing at Level 4 in Reading	More than 60% of student performing at Level 4 in Reading

Generally, we have fairly high-performing students at Alcott, especially when Quest students are included. We are working toward maintaining that high level of achievement with a goal of having over 70% of our fourth and fifth graders perform at a level four on both the math and the reading MSP. We are looking intently at the 4th grade performance which is at 49% at Level 4 in Reading which is distinct from other performance areas.

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

5th Grade-
We have established and implemented specific reading enrichment (reflection journals), and math enrichment that is consistent across the grade level. Review of MSP scores for current 5th grade students in Reading. Implementation of Wonders curriculum noting supporting elements that support enrichment/advancement.

4th Grade-
Generally, we are seeing consistent growth in the percentage of students exceeding standard across the board.

Quest-
Our goal is to have at least 95% exceeding standard across the curriculum. Our challenges as Quest teachers are to make sure students are double-checking work and putting forth their best effort in all academic endeavors.

Across Grade-Levels:
Everyone is implementing new literacy curriculum this year, and adjustments have been made in both reading and math to ensure students are being taught in accordance with the Common Core State Standards.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**Characteristic #4-High Levels of Collaboration and Communication** **PRIMARY GOAL:** Building Trust (Continuation of last year's focus) -Clearly define the characteristics of a strong PLC -Develop clear communication to encourage trust-building -Create an atmosphere that allows for broader participation and expression of ideas	**Characteristic #4-High Levels of Collaboration and Communication** **SECONDARY GOAL**: Create Team (Job Alike, Cross Grade Level, School wide) Synergy—Cross Grade Level Collaboration—Developing as a Professional Learning Community by doing the following: -Encourage collaboration by providing opportunities for cross grade level work -Addresses Nine Characteristics Survey Data
	From: 39% **To:** 84% agree completely on Q.29 of Nine Characteristics Survey	**From:** 89% (agree mostly/completely) **To:** 89% (agree mostly/completely) on Q.26 of Nine Characteristics Survey
	Additionally, we'd like to see improvement in responses to the following questions on the Spring 2014 Perception Survey: 19, 22, 24, 27, 29, 42, 44, and 47.	Additionally, we'd like to see improvement in responses to the following questions on the Spring 2014 Perception Survey: 6, 7, 8, 9, 10, 11, 17, 23, 25, 26, 27, and 29.
2012-13	**Characteristic #4-High Levels of Collaboration and Communication** **PRIMARY GOAL**: Cross Grade Level Collaboration--Developing as a Professional Learning Community by doing the following: -Encourage collaboration by providing opportunities for cross grade level work -Addresses Nine Characteristics Survey Data	**Characteristic #4-High Levels of Collaboration and Communication** **SECONDARY GOAL:** Building Trust (Continuation of last year's focus) -Clearly define the characteristics of a strong PLC -Develop clear communication to encourage trust-building -Create an atmosphere that allows for broader participation and expression of ideas
	From: 78% (agree mostly/completely) **To:** 100% (agree mostly/completely) on Q.26 of Nine Characteristics Survey	**From:** 19% **To:** 25% agree completely on Q.29 of Nine Characteristics Survey (and maintain 89% agree mostly/completely)

School Process Summary	
Highlight strategies to meet goals in reading, math, science and writing:	
LIERACY-READING and WRITING	New program implementation is a focus this year with the adoption of new literacy curriculum. Our primary focus will be to solidify teachers in Common Core State Standards in order to provide a strong roll out of this implementation. The focus of our LEAPs will be ongoing training in new Literacy curriculum (and by association, Common Core). Responsive Professional Development Model implemented in August 2013 for Wonders and PGE implementation. The principal, working with teacher leaders in these areas, gathers information about modules and other professional development resources available. Information from staff is gathered to determine training needs. Trainings are then developed with the learner in mind and can be whole group LEAP training, mini-trainings (such as at staff meetings), optional training around a specific topic, or individual consultation. Literacy Intervention classes will be limited in size and staffed with highly capable teachers. More than 90% of certificated staff have identified a Literacy common core student growth goal in the PGE system. Our secondary focus will be 'Response to Intervention' strategies with special emphasis on high achieving students. Primary and Safety Net teaching staff will continue to track and record BOY, MOY, and EOY DIBELS scores. Progress Monitoring efforts will also be analyzed with this information and shared with both students and their parents. Certificated staff will review common assessments in WRITING in grade-level conversations to unify scoring and practice. New program implementation is our focus this year with the adoption of new writing. Staff will spend time learning new strategies consistent with the new curriculum to unify instructional practice. Our primary focus will be to support teachers in mastering Common Core State Standards. Our secondary focus will be 'Response to Intervention' strategies with special emphasis on high achieving students. Alcott students have had difficulty with 'Purpose to Explain' as well as 'Content, Organization, and Style,' which lags behind district performance in these areas. The professional development team will be exploring professional development opportunities for staff that may address these specific concerns.

MATH	Math is a secondary focus of our LEAP training and is only focused on curriculum updates to Envision and mastering Common Core State Standards in Math. Our secondary focus will be 'Response to Intervention' strategies with special emphasis on high achieving students. Staff- and student-led Math Clubs will continue with the purpose of enhancing their existing math skills and competing in tournaments with other school teams. Certificated staff will review current goals in Math in cross-grade level and grade level conversations. School-wide implementation of IXL for student use (available at school and at home) following last year's pilot of software programs. Classroom teachers will continue to expand the opportunities for families to access the math resources on the enVision website.
SCIENCE	In science, we are inquiring of other ELC schools to see if there are instructional strategies that have resulted in better MSP performance. Fifth grade teachers collaborated with the neighboring STEM school to take fifth-grade students on a STEM-focused field trip. Certificated staff will review current goals in Science in cross-grade level and grade level conversations. Building Leadership Team discussion about Science enhancement activities and how they support or do not support current curriculum. Partnership with PTSA for Science Month in March (and early April) to include Science Fair (for intermediate), Science Night (for primary), and other programs and assemblies. PTSA continues to fund NatureVision.

Highlight use of technology to improve student learning:
Netbooks (eMas and eBackpack) Implement new plan for eMas use with the change of netbooks available including logistical concerns with classrooms in portables; Quest classes are experimenting with inviting students to bring their own personal electronic devices to work on. Enhancement Software Full Implementation of IXL for math support school wide. Haiku (Common ELC) Common grade level websites and specialists' websites in varying stages of development. Wonders Online for Teachers and eventually Parent Access. Shared FlipCharts Continued development of common FlipCharts now expanded to other ELC teachers.
Highlight steps to involve of staff, students, parents, families, and community:
Responsive Professional Development Model implemented in August 2013 for Wonders and PGE implementation. The principal, working with teacher leaders in these areas, gathers information about modules and other professional development resources available. Information from staff is gathered to determine training needs. Trainings are then developed with the learner in mind and can be whole group LEAP training, mini-trainings (such as at staff meetings), optional training around a specific topic, or individual consultation. Culture and Climate Committee promotes staff cohesion and monitors the working environment/climate of the school PTSA Executive and General Meeting Sharing of Assessment Results, Nine Characteristics Goals, and Staff Professional Development Needs.

Lake Washington School District

Continuous Improvement Plan

Blackwell

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Blackwell Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their students learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

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2012-2013 SMART Goals						
Reading Goal: 91%						
Math Goal: 84%						
Science Goal: 94%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	20%	73%	93%	33%	56%	89%
2012-4th	48%	41%	89%	27%	57%	84%
2011-3rd	27%	66%	93%	27%	57%	84%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	33%	56%	89%			
Grade Level Reflections:						
Reading: • Scores have stayed consistent/strong over the years • One students who did not pass was an ELL student with weaker vocabulary skills. **Math:**						

- Improved from 84-89%; RTI strategies paid off—had consistent, strong Instructional Assistant help last year.
- Three students passed the MSP that have never passed in previous years.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: 89%

Math Goal: 84%

Writing Goal: 95%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	39%	49%	88%	31%	51%	81%
2012-3rd	21%	69%	90%	33%	53%	86%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	28%	63%	91%

Grade Level Reflections:

From 5th grade teachers:

- There are significant learning/behavior challenges with this cohort of students.
- MSP scores have declined from 3rd grade MSP in both reading and math.
- There is a concern with the lower math scores, especially given the new Common Core Standards rigor and expectations.

From 4th grade teachers:

- While we did not meet our writing goal of 95%, we celebrate the 63% of students who achieved "exceeds proficiency."
- Both reading and math scores are fairly close to our goals set.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal:90%

Math Goal:90%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	28%	69%	97%	33%	53%	86%

Grade Level Reflections:

- We *exceeded* the reading goal.
- We nearly met the math goal.
- We have more students with 4s than 3s in both content areas.
- 3% were not proficient in reading.
- 14% were not proficient in math.
- We have concerns whether the online exam really reflects their knowledge in math.
- The online practice and use of the online tools for the math portion was challenging for some students even when we practiced multiple times.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	98%	98%	91%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	97%	88%	98%
2012	98%	91%	
2011	92%		

DIBELS Reflections:

2nd Grade:

- 97% of last year's second graders met or exceeded grade level expectation in reading fluency on DIBELs.
- We were very close to the 98% goal.

1st Grade:

- We are happy with our results. This was a group of kids who had some struggles with reading fluency, focus, phonics, spelling, and comprehension.
- Our strategies we used to help improve their reading included: small group RTI instruction;

Safety Net; outstanding parent volunteers; and excellent IA support with our highest needs.

- Targeted skill instruction for specific needs through our PLC model in both reading comprehension and phonics.
- Individualized spelling, Read Naturally, sight word list, leveled Scott Foresman curriculum, Accelerated Reading, and sharing of data.

Kindergarten:

Current 1st grade students met goal and surpassed by 7%. Some contributing factors to this progress included:

- Launch – 1:1 intensive adult volunteers trained to provide structured tutoring to teacher identified students in math and reading.
- Parent Volunteers used for re-teaching skills and concepts.
- Small flexible reading groups.
- Student goals.
- Sharing student goals with parents.
- Communicating with parents student deficiencies.
- Parental Support.
- RTI Model- identified students who needed additional support.
- Safety Net.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes

Kindergarten	• LAUNCH used classroom assessments and DIBELS to identify students who need intervention in various academic skill areas • Safety Net- used DIBELS to identify students who need additional support in reading; progress monitoring • Level 4 reading groups- based on classroom assessments, students worked in small groups or individually with parent volunteers, instructional assistants and classroom teacher to differentiate learning
First grade	• With kids who scored below standard on their DIBELS, we utilized individual instruction, Safety Net, small group instruction, and one-on-one support, and strong home/school connection. • With our ELL students, we saw substantial growth in their reading:

	phonics, comprehension, vocabulary, and fluency. They all were at or above benchmark on the DIBELS.
Second grade	• Second grade teachers clearly defined students who were at a level 1 & 2 and met with the Guidance Team to create a Response to Intervention model for differentiation.
Third grade	• We used envision and the RTI model to meet the needs of approaching level and beyond level. • Parent support is almost always a success at Blackwell. • Even with a large percentage of special ed. students, we still made gains.
Fourth grade	• Even though we had so many IEP and 504 students, our writing remained high.
Fifth grade	• Below standard students: 2 SPED that passed – first time ever. • 1 who passed –first time ever—last year's score: 364. • Others didn't pass, but relative to prior year made growth. • One student +10. • Another student +24. • 39 above standard; last year 31—2 of last year's kids were no longer at EBE.

Challenges

Kindergarten	• SPED students, Launch and Safety Net students were usually the same group of students and were out of the classroom a lot. • Half-day students were harder to service due to a limited time on campus.
First grade	• The biggest challenge we had was materials for our students. • We also could have used more instructional aide time which would have helped close the achievement gap even more.
Second grade	• With large class sizes in second grade it was difficult to find time to provide all level 1 and 2 students with differentiated instruction each day.
Third grade	• Special education needs not addressed by the test. Students still have to take the test, but some accommodations may be provided, but they are still scored the same. • A split class meant that most of the beyond level students were in one class

Fourth grade	• We had many IEP and 504 students within large class sizes and a 4/5 split class. These students have a long history over the years as having higher needs academically, organizationally, motivationally, and behaviorally.
Fifth grade	• One student (arrived in Jan very behind) almost passed. • Another student – SPED for language—taken off IEP at end of 4th grade—has significant issues—problem solving score was significantly lower than others. • One student—new to EBE;—significant language issues—placed in SPED in late spring—cognitive score low. • Two with serious attention issues and parents who aren't addressing concerns.

Overall School Analysis

- In general, there is not a major difference in MSP scores between males and females. Females tend to score a little better in reading and writing. In science, females tend to score higher than males. In math, males tend to perform slightly better than females. For example, in 3rd grade math, males are 93% and females are 81%. There is no difference in 5th grade math at males 88% and females 89%. Over all three grades levels there is only a slight difference is males 89.5% and females 88%.
- All Blackwell ethnic groups scores close to the school average. This is not an area of focus.

Special education students score significantly lower than the general student population. This reflects the fact that our students qualify for special education based on academic concerns based on their learning and/or health disabilities.

012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Reading 3-5 **Math 3-5**	**57%** **52%**	**60%** **55%**

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Results:

Level 4 %age	Grade 3	Grade 4	Grade 5	Average
Reading	69%	49%	73%	64%
Math	53%	51%	56%	53%

3rd grade	• We exceeded our reading goal. • We missed our math goal by only 2%.
4th grade	• Obviously grade scores were lower compared to other grade levels. This will be an area of focus with this year's students.
5th grade	• Many SPED; attention issues in this class; a good goal but may be a reach.

Each year, we have students who come with to us with a wide array of skill and experiences that show us they already know our material or they need extra assistance. We focus or PLC activities to meet the needs the needs of our individual learners. This involves the use of common formative assessments and using "RtI Time" as a way to restructure the learning opportunities provided to meet the needs.

Each grade level clearly define students who are level 4 students and began to define an RTI model for differentiated instruction and learning for these students. We sent a group of teachers to an RTI conference to gain the insight and learning to use this thinking to devise ways to challenge our level 4 students and to support those students needing a boost in specific areas. Each grade level began to focus on the ways to better serve our students using the RtI framework.

BLT Team led cross grade level collaboration to share district process and thinking concerning new literacy adoption. Teachers better understood why and how we implemented the new CCSS ELA curriculum.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	**29.** Staff members trust one another will increase from 39% agree completely to 50% agree completely.	**14.** I believe all students can learn complex concepts will decrease from 18% to 10% agreeing slightly or not agreeing.
	From: 39% To: 50%	**From: 18% To: 10%**
2011-12	**37.** We will work as a staff to increase staff understanding of the research basis for instructional activities. At least 95% of Blackwell teachers will report that they are mostly or completely aware. 93% of staff did.	**17.** All Blackwell teachers have the opportunity to be considered for the Blackwell Leadership for the 2011-12 school year. 100% of staff did.
	From: To: 95%	**From: To: 100%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What

are your school's next steps?

Results:

Q29: 52% selected agree completely
Q14: 4% selected agreeing slightly or not agreeing

Why these goals were selected?

On May 16 2012, Blackwell teachers met in grade level teams and read and analyzed the 2012 Nine Characteristics Survey. Teachers provided feedback through the school Basecamp website. Then they talked in grade level teams. This process led to deep conversations about how we work together and how we feel about our neediest students.

(#29) As a result of these conversations, we found that our staff has worked together many years, and there are some unresolved personal issues that may affect the trust level for some staff members. It is also true that there is a culture of working together in a Professional Learning Community, and the staff works together in a professional way to meet the needs of our students.

(#14) We will have an in-depth staff conversation concerning whether all students can "learn complex concepts." We will look to come to a shared understanding of what this means for special needs students and struggling students. There is some feeling that teacher opinions on this topic may now be more accurate. This will be a crucial conversation and add to our staff understanding of our district and school mission and vision.

What actions were taken to achieve these goals?

#29 Based on these conversations, Blackwell staff:

- organized a variety of staff events to give teachers an opportunity to socialize and get to know each other better. For example, our Social Committee will organize monthly informal staff get-togethers.

- scheduled three Cross Grade Level LEAP days to encourage sharing between grade level PLCs.

- focus on shared LEAP topics such as Technology Projects, Research Skills, Curriculum Maps and Literacy Standards. This also included learning more about Response to Intervention (RtI) with Math & Reading (CCSS)

- aimed to create connections between teachers at each grade level. Reviewed and adjusted team PLC norms as needed.

- talked about professional trust and working together.

#14 We:

- had an in-depth staff conversation concerning whether all students can "learn complex concepts." We defined complex concepts as the key learning needed to have the

"abilities as an adult to be financially independent."

- looked to come to a shared understanding of what this means for special needs students and struggling students. There is some feeling that teacher opinions on this topic may now be more accurate.
- will tie this understanding of our district and school mission and vision.

What are Blackwell's next steps?

Blackwell is committed to maintaining the momentum and progress made in positively influencing this perception data. We will maintain the following structures and opportunities:

#29 – Staff Trust

- Continue social gatherings to build collegiality.
- Schedule 2-3 cross grade level PLC LEAP Wednesday as well as call impromptu/inform meetings to help manage the change to CCSS.
- Focus on Wonders, CCSS, Assessment, Report card, Proficiency Scales, PGE, and Haiku.

#14 – Complex Concepts

- Inform new teachers and inform new staff of our definition of "all students."
- How to best use RtI model to help students.

School Name and Year: Blackwell Elementary 2013-14

Part 2: Goals for 2013-2014:

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2021- 5th	88%	92%	81%	88%		88%		
2022 -4th	96.9%	98%	85.9%	88%				90%
2022- 3rd		84%		84%				
2023-2nd	85.7%	98%						
2024- 1st	89.8%	95%						
2025- K	83.7%	91%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Reading – 3rd Grade (previous 2nd graders)	NA	16% (10/63 students)
Reading – 4th Grade (previous 3rd graders)	55% (32/62 students)	50% (31/62 students)
Reading – 5th Grade (previous 4th graders)	52% (37/73 students)	58% (42/73 students)
Math – 3rd Grade (previous 2nd graders)	NA	14% (9/63 students)
Math – 4th Grade (previous 3rd graders)	70% (40/62 students)	50% (31/62 students)
Math – 5th Grade (previous 4th graders)	50% (35/73 students)	52% (38 /73 students)

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Each grade level decided to create challenge goals in the areas of reading and math. As a staff, we view these subjects as being critical to students' long term success in school. It is our hope that by focusing on these areas again we will continue to have success. The standards in both of these areas have moved from the Washington State EALRs and LWSD Power Standards to the more rigorous Common Core State Standards.

You will find that some of our percentages have decreased from the past year. This is due to the newly adopted curriculums, changes in assessment practices, and implementation of the Common Core standards. Our curriculum, in some cases, does not match the rigor of the Common Core standards. As a result, our teachers are creating level 3 and level 4 questions to add to assessments provided so that students are given an opportunity to be challenged and demonstrate proficiency and above as related to the standard.

We are optimistic that we will continue to achieve at a high level, but also decided to set realistic goals considering the many changes in curriculum and standards.

Teachers will work to challenge students in the area of reading and math by using the following strategies:

- Teacher release time to plan and prepare lessons and assessments related to new curriculum and new standards.
- Flexible leveled groups in reading, math, and writing so that individual students are appropriately challenged.
- Targeted intervention blocks in reading, writing, and math.
- Use of parent volunteers to support math and reading groups.
- Creation of IA schedule that provides grade level teams with adult support during subjects of focus.
- Creation of Specialist schedule that provides grade levels with common blocks of teaching time to use for intervention blocks and leveling of students.

- LEAP time within building used for PLC work within grade level teams (share strategies, design activities, examine data to refine teaching, etc.).
- Dedication of one staff meeting per month to work in PLC teams to strengthen collaboration, meet student needs, and use data to better inform instruction
- Worked with PTSA to support CIP goals by requesting funding for resources, materials, supplies, professional development, and other needs.
- Aligned 9 Characteristics Goals so they directly impact student learning.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**31.** Instructional staff have a good understanding of standards in the areas they teach will remain at 100% combined in agree mostly/agree completely	**34.** Schoolwork is meaningful to students will remain at 100% combined in agree mostly/agree completely
	From: 100% To: 100%	**From: 100% To: 100%**
2012-13	**29.** Staff members trust one another will increase from 39% agree completely to 50% agree completely.	**14.** I believe all students can learn complex concepts will decrease from 18% to 10% agreeing slightly or not agreeing.
	From: 39% To: 50%	**From: 18% To: 10%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed. Accelerated Math will be used to provide remediation and challenge based on students' math levels. This is one way in which teachers can differentiate math instruction within the classroom. Accelerated Reader will be used to identify appropriate reading levels for students. It will also be used to challenge and motivate students to read independently. Teachers will continue to support and emphasize ELA reading comprehension skills through informational text covered in science and social studies curriculum. Grade level PLCs will continue to meet to focus on common assessments and instructional strategies in line with new common core standards and ELA curriculum. PLC teams will use the principles of RtI to provide tiered inventions better meet the individual

learning needs of our students. Dedicated time will be set aside regroup students based on need/assessment to provide appropriate learning support. LEAP time within building used for PLC work within grade level teams (share strategies, design activities, examine data to refine teaching, etc.).

LWSF Grant will continue to support LAUNCH tutoring program led by Ruth Odell which recruits community volunteers to provide 1:1 literacy tutoring for Blackwell's neediest kindergarten and first grade students every week. This program provides mini-lessons, games and reading practice in order to help all students enter first grade as readers.

Each grade level will clearly define students who are level 1 & 2 students to create a Response to Intervention model to illustrate how they are providing differentiated instruction and learning for students.

Each grade level will clearly define students who are level 4 students and will begin to define an RtI model for differentiated instruction and learning for these students.

Fifth grade teachers will organize subject specific classes for math and science. Ms. Lepere will teach math to all 5th grade students and Ms. Weible will teach science. This will give 5th grade students a nice transition to Middle School and will allow the teachers to provide extra focus to these two very important subject areas.

Eastlake Learning Community teachers will meet three times this year on LEAP Days to discuss teaching strategies to improve student learning. This Professional Learning Community activity will allow teachers time to discuss new common core standards, new ELA curriculum and assessments. Principals work with teacher leaders to generate agendas that focus on improving student learning.

Creation of IA schedule that provides grade level teams with adult support during common content instructional blocks to allow for flexible grouping.

Creation of Specialist schedule that provides grade levels with common blocks of teaching time to use for intervention blocks and leveling of students. Specialist schedule may also allow teachers common planning time during the instructional day.

Highlight use of technology to improve student learning:
Blackwell uses a variety of instructional technology resources to support and improve student learning: • Laptop computers are used in all classrooms to support content area instruction • Teachers use classroom websites (Haiku) as a learning management platform • Online resources such as TCI Social Studies, enVision math, Star Reading, Accelerated Reader, Wonders online tools, DiscoveryEducation, and IXL Math. • Online resources such as Skyward gradebook and LWSD Data Dashboard to collect and

analyze data to make informed instructional decisions.

- Activboard, Document Camera, Sound Devices, and other classroom technology to increase engagement and understanding.
- DIBELS reading assessments to gauge progress in reading.
- Educational websites and videos to further expand learning.

Highlight steps to involve of staff, students, parents, families, and community:

Blackwell uses a variety of strategies to leverage our staff, parent, and community volunteers.

- Dedicated one staff meeting per month as additional PLC time to provide opportunities for staff to collaborate.
- Identified staff leaders to conduct and support professional development in ELA, PGE, and Instructional technology.
- Continue to provide opportunities for staff to attend the annual PLC conference in Seattle during the summer.
- Parents and community members regularly volunteer in classrooms to support the academic success of our students using a variety of programs (Read Naturally, LAUNCH, SRA, etc.).
- Parents and community members participate in the LWSF funded Launch grant to provide direct 1:1 tutoring/support for teacher identified K-1 students in reading and math.
- PTSA provides funds to support classroom/school needs.
- Students participate in goal setting conference designed to set goals in areas of the CIP (Math, Writing, Reading, and Science).
- The building administrator and teachers will inform the community of progress made toward goals through regular newsletter updates.
- Building resources (staffing and budget) are aligned with staff input to meet the needs of our students and align with the goals of the CIP
- Connecting with community resources and members for curricular enrichment (field trips, in school presentations)
- Safety Net teacher ensures she is teaching Wonders material as close to the week classrooms are on to ensure progress on current lessons.

Lake Washington School District

Continuous Improvement Plan

Carson

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Rachel Carson Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal: 5th Grade students will learn to analyze informational text through summarizing and synthesizing informational text. Current MSP scores are 80% and will improve to 85% by end of school year.						
Math Goal: The percentage of 5th grade students scoring at standard or higher in problem solving will increase from 71% to 80% at the end of 2013 school year as measured by grade level assessments.						
Science Goal: 100% or more students will be able to write a conclusion as outlined from the Investigated Format as measured by science write-ups, district assessments, and Science MSP.						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	18%	74%	92%	49%	38%	87%
2012-4th	37.2%	52.6%	89.8%	36%	53%	89%
2011-3rd	22.5%	69%	91.5%	40.8%	45.1%	85.9%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	30%	64%	94%			
Grade Level Reflections:						

The 5th grade team was able to meet their Math goal (5th grade students scoring at standard or higher in problem solving will increase from 71% to 80%). 88% of students scored at standard or higher in problem solving based on the MSPs. 92% of students scored at standard or higher in analyzing text which 7% higher than goal set by 5th grade team. We are also proud that 94% of the students were proficient or higher in science this year.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: 4th Grade students will learn to analyze informational text through summarizing and synthesizing informational text. Current MSP scores are 80% and will improve to 85% by end of school year.

Math Goal: The percentage of 4th grade students scoring at standard or higher in problem solving will increase from 69% to 80% at the end of 2013 school year as measured by grade level assessments.

Writing Goal: By the end of May 2013, 88% of students will be at standard or higher in expository writing as measured by grade level CDSAs.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	45%	46%	91%	26%	53%	79%
2012-3rd	31%	62%	93%	32.6%	58.5%	91.1%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	52%	36%	88%

Grade Level Reflections:

Reading scores went down by 2% and Math went down by 12.1%, 19 students. Of the 19 students, 15 students were level 2's. Male and female were fairly even. The 2 highest scoring concepts were Number Sense/Algebraic Sense and Procedures/Concepts. Having new teachers teaching new curriculum could be one explanation for the drop in math scores. We expect the scores to improve now that teachers are more familiar with the curriculum. The pacing of the topics with switching between teachers may have impacted the results as well. Our next steps will be talked about the pacing of the curriculum to ensure most concepts are taught throughout the year. We will discuss and implement ways to integrate measurement and problem solving into daily work or other content areas. We will have Safety Net groups for 5th grade math.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: Percentage of 3rd grade scoring at standard or above in reading comprehension in fiction and nonfiction text will increase from 50% to 90% by the end of 2012-2013 school years.

Math Goal: Percentage of 3rd grade students scoring at standard or higher in written mathematical explanations will increase from 20% to 90% by the end of 2012-2013.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	30%	62%	92%	33%	58%	91%

Grade Level Reflections:

We are very excited about 3rd grade scores. We will be challenging the L3 students to move up to L4. We had 5 level 2 students in reading. We will work with this subgroup to help move them to standard. There were 12 students who did not pass the math (9- L2 and 3-L1). Problem solving and reasoning was the strand that scored the lowest. This would be a good Student Growth goal for 3rd grade to work on.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2- 98%	1- 88%	K- 95%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2- 98%	1- 88%	K- 95%
2012	1- 96%	K- 92%	
2011	K- 98%		

DIBELS Reflections:

2nd Grade:

There are a high number of students who are proficient. There is a high level of reading instruction and Safety Net to catch students early.

1st Grade:

There are a high number of students who are new to Rachel Carson Elementary. These students usually come from private schools. This increase in the number of students impacts DIBELS from K to 1st. There was a higher than usual number of Guidance Team referrals which resulted in IEPs or 504 plans for the students. There are 4 students who are served for IEPs.

Kindergarten:

There are a high number of students who are proficient. There is a high level of reading instruction and Safety Net to catch students early.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes: We continue to celebrate our 5th grade science scores. Our scores have consistently remained in the high 90's- 94% for the 2012-2013 year. We can also celebrate our 5th grade reading scores. They went up from 89% to 92%. We can celebrate meeting 3rd grade's math challenge goal (raise L3 to 60% L4's). We had 58% of the students exceeding proficiency for 3rd grade math.

There is no significant difference between genders in math this time. We also do not see any major significance between our SPED students and the general ed students.

Challenges: A challenge we have this year is our current 5th grade math scores were 12% lower than last year's score (91% to 79%).

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Math- 3rd Grade	NA	60%
Math- 4th Grade	30%	63%
Math- 5th Grade	36%	60%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Results

Math- 3rd Grade (current 4th graders) – 58%
Math- 4th Grade (current 5th graders) – 53%
Math- 5th Grade (current 6th graders) – 38%

We were not able to meet all of our goals; however, our overall proficiency is still high. 3rd grade was close in reaching 60% of students exceeding standard with 58%.

Our challenge and concern is in our current 5th graders and their Math performance.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Teachers provide feedback to each other. From 52% Agree Completely to 65% Agree Completely.	Students feel safe during school hours. From 38% Agree Completely to 55% Agree Completely.
	From: 52% **To: 65%**	**From:** 38% **To: 55%**
2011-12	Students respect those who are different from them from 88.75% to 97% in agreeing completely to agree mostly.	Students feel safe on the school property during school hours from 97.14% to 100% agreeing completely to agreeing mostly.
	From: 88.75% **To: 97%**	**From: 97.14%** **To: 100%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
These areas were selected by staff because they were the lowest areas on our 9 Characteristics survey. In addition, we saw these areas as ways to improve teaching practices so that student learning could be increased. Characteristic #38 and #46 pertain to Learning Environment at Rachel Carson. (2012-2013): As a school we focused on ways in which teachers could give feedback to other teachers. The leadership team reviewed possible options such as learning walks. This would allow small teams to observe teachers and then go back to discuss their observations. Because of the timing, we decided as a staff to postpone the learning walks for the year. We are hoping that we can continue our conversation about the learning walks this year, but we may have to wait since this is a big PGE year, new reading curriculum, etc. For #46 (students feel safe on school property), we gave each student a survey to help us determine what areas and times of the school hours the students feel the least safe. After analyzing the results, we determined that recess and the bus were the areas students felt the most unsafe. Teachers worked with students in class on how to resolve conflicts. We have created a new recess program in which parent volunteers will lead structured and cooperative play. We are hoping this program will make students feel safer. Characteristics #53 and #57 pertain to Learning Environment at Rachel Carson. 2011-2012 Goal: As a school we focused on "Rachel's Challenge," inviting the organization in for a student and parent presentation and putting a focus on Kindness and Compassion. There were three assemblies during the year to highlight what students and classes were doing to show kindness and compassion throughout the school. At the end of the year, we did a student survey.

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2021- 5th	91%	93%	79%	85%		95%		
2022 -4th	92%	94%	91%	93%				89%
2023- 3rd		93%		92%				
2024-2nd	81%	83%						
2024- 1st	80%	85%						
2025- K	90%	95%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Math- 3rd Grade	NA	25%
Math- 4th Grade	33%	55%
Math- 5th Grade	26%	50%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

- Staff considering bringing in a Math-In Resident in February/March.
- Extra Effort w/ IA support during math instruction.
- Addition of a math Safety Net section.
- Explicit additional instruction on problem solving strategies.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Q-52: Student discipline problems are managed well.	My School uses data to drive instruction.
	From: 54% Agree Completely **To: 65% Agree Completely**	**From:** 40% Agree Completely **To: 60 % Agree Completely**
2012-13	Teachers provide feedback to each other. From 52% Agree Completely to 65% Agree Completely.	Students feel safe during school hours. From 38% Agree Completely to 55% Agree Completely.
	From: 52% To: 65%	**From: 38% To: 55%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
Reading - Safety Net; - LEAP time for professional development on new Reading Wonders; - Leveled Reading groups; - Read Naturally; - IRI stories for fluency; - Regular read-aloud; - Close Reading activities; - Sight word, vocabulary games; - More nonfiction texts: guided reading, independent reading; - Reading Response journals. **Math** - IA support with small group, 1-1; - Safety Net; - Mighty math with parent helpers; - Envision Intervention Lessons; - Hands-on math games - IXL and other computer math games - Timed fact tests - Direct modeling - Consistent vocabulary - Regular problem solving proficiency. **Science** - Science journals; - FOSS kit lessons and assessments; - Nonfiction science reading; - Procedural writing following scientific process - Explicit instruction on “If/Then” statements when writing predictions;

- Participation in Science Fair, grades 3-5.

Writing

- Step Up to Writing Organizers;
- Revision/Editing Rubrics;
- Practice writing prompts;
- Practice close reading and writing to reading
- Convention Practice through *Wonders;*
- Weekly dictation/spelling tests
- 1-1 teacher conferences/peer conferences
- Small "focus" skills groups
- Direct teacher modeling;
- Incorporating technology;
- Two-column note-taking.

Highlight use of technology to improve student learning:

Explicit classroom lessons following district scope and sequence. Regular use of the netbooks integrated into the curriculum; science, writing, math, reading responses, and social studies. Students using technology for class research projects to include but not limited to PPT, movie maker, data bases. School and home IXL practice. Use of digital cameras and flip cameras for filming class activities or used as a product, especially useful for ELL students. Type to Learn and Headsprout program software is used frequently. DIBELS testing and regular monitoring. Developing an expanded list of math, reading, and science websites for parents/students. Vertical alignment k-5 with programs, processes, integration. Use of Haiku to communicate with staff, students, and parents. Haiku used for blogging and carrying discussions. Daily assignments and routines are being posted on Haiku as well.

Highlight steps to involve of staff, students, parents, families, and community:

- Staff involvement in analysis of measurable goals;
- Staff monitoring of goals
- Regular benchmarking
- Presentation to parents at PTSA board and general membership meetings
- Highlight in parent newsletter
- Staff "wish list" for professional development, materials, etc. to support CIP goals;
- PTSA funds IXL and Nature Vision to support math and science goals;
- Student goal setting and regular monitoring;
- Parents involved in RC Falcon Program: Volunteer recess program.

Lake Washington School District

Continuous Improvement Plan

McAuliffe

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Christa McAuliffe Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
93% prof. or higher						
Math Goal:						
90% prof. or higher						
Science Goal:						
94% prof. or higher						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	30.3%	63.2%	93.5%	31.6%	56.6%	88.2%
2012-4th	39.2%	51.9%	91.1%	26.6%	62.0%	86.6%
2011-3rd	33.8%	62.3%	96.1%	41.6%	41.6%	83.2%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	26.3%	72.4%	98.7%			
Grade Level Reflections:						
Fifth Grade Reflection: The only area in which we did not meet our goal was math. We felt that this goal was probably unattainable when we set it. Knowing our students, we were puzzled by their high MSP passage rate in math from the previous year, but we did not feel that it was appropriate to set a passing percentage goal lower than what had been achieved when the students were in fourth grade. Given that fact, we feel that 88.2% of our students passing the math MSP is great. We believe that the math groupings and						

weekly focus on our lowest students helped us get very close to our goal of 90% passage. Both of our other goals were met, and we firmly believe that our concentration on working together as a team to target areas in which students were struggling helped us achieve those goals.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal:

96% prof. or higher

Math Goal:

93% prof. or higher

Writing Goal:

86% prof. or higher

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	45.2%	46.6%	91.8%	20.5%	74.0%	94.5%
2012-3rd	29.6%	59.2%	88.8%	39.4%	50.7%	90.1%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	34.2%	63.0%	97.2%

Grade Level Reflections:

Fourth Grade Reflection:
In reading, we were close and there were a couple surprises, but we feel intermediate Safety Net would have benefitted, as well as additional focused instruction and modeling of reviewing work before finishing. Unfortunately, our Safety Net resources were only available for kindergarten – third grades. Also, as is the case every year, there are student who do not learn or demonstrate normatively, and it is hard to predict their success.

In writing, we feel shocked. Our classroom expectations are obviously higher than those of the state. We honestly do not have a grasp of the criteria the state uses for standard writing.

In math, we surpassed our goal, and the EnVision focus, differentiated math groups, and consistent review/intervention were key in keeping skills and content at the forefront throughout the year.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal:

80% prof. or higher

Math Goal:

83% prof. or higher

Results:

Year	Reading			Math		
	Proficient	Exceeds	Total Proficient	Proficient	Exceeds	Total Proficient

		Proficient			Proficient	
2013-3rd	22.4%	73.7%	96.1%	26.0%	62.3%	88.3%

Grade Level Reflections:

Third Grade Reflection:
In Math we used differentiated classes so that students could learn at their own paces. This allowed struggling students to spend more time on challenging topics. In turn, the higher students could be pushed beyond the curriculum when they had already mastered topics. In reading we exposed students to a variety of genres and raise our expectations for student thinking and written responses—using evidence from the text.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 = 95%	1 = 98%	K = 92%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 = 96%	1 = 87%	K = 87%
2012	1 = 94%	K = 98%	
2011	K = 96%		

DIBELS Reflections:

2nd Grade:

Second Grade Reflection:
We met our goal! The instructional strategies used with our readers approaching standard were effective in helping them reach benchmark. We will continue with these strategies as well as new strategies from the Wonders Program for our students in our aim to have our new students achieve similar success.

1st Grade:

First Grade Reflection:
The DIBEL cut scores increased last year, which we did not take into consideration when making our goals. This means that the bar was set higher when compared to our previous year's goals. Last year we continued our normal goal setting practices based upon the cut score model we were used to and, therefore, aimed too high with our goal for last year's students. This year we will take into consideration the higher benchmark and set our goals accordingly.

Kindergarten:

Kindergarten Reflection:
Four students, out of 77, who we predicted to be proficient as measured by DIBELS end of the year assessment, were not proficient. After considering these students, we determined that they were not proficient for the various reasons, which included: students who qualified for SPED reading services since taking the EOY DIBELS, ELL students who arrived at McAuliffe mid-year, and students who were "close to standard" at the kindergarten EOY DIBELS and have shown progress by passing first grade BOY DIBELS . Despite these things, we missed our goal by only 4 students.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Note:
Christa McAuliffe students traditionally achieve at an extremely high level. As a result, there are no large sub groups related to gender, ethnicity, etc. that consistently score below standard. When looking at students who are not at standard we are typically focused on individual students within the Level 1, Level 2, or at-risk Level 3 areas, rather than sub groups.

Successes:
This past year teachers focused, as always, on students who fell within the Level 1 and Level 2 categories. What was special about this past year was that teachers also included "at-risk" Level 3 students within their intervention blocks. These are students who scored only a few points above standard on state assessments. Our targeted intervention blocks helped many students make individual progress, which had a positive impact on our school's overall MSP scores.

Challenges:
Our school is extremely lucky to have a supportive PTSA and a collaborative group of teachers. That being said, we face many of the traditional challenges that are out of the control of the school setting. Student absences and need of additional instructional time are things that require us to be creative so that students are gaining the knowledge they need to be successful and prepared for the next grade.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Math – 3rd Grade (previous 2nd graders)	NA	33% (26/ 79 students)
Math – 4th Grade (previous 3rd graders)	51% (36/71 students)	50% (37/74 students)
Math – 5th Grade (previous 4th graders)	62% (49/79 students)	63% (49/78 students)

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Students at Christa McAuliffe Elementary made great progress in our area of focus last year as follows:

56.6% of our 5th Grade students (previous 4th graders) scored at a level 4 (the goal was 63%)
74.0% of our 4th Grade students (previous 3rd graders) scored at a level 4 (the goal was 50%)
62.3% of our 3rd Grade students (previous 2nd graders) scored at a level 4 (the goal was 33%)

As you can see, our school achieved our goal at two of three grade levels. The one grade level where we did not achieve our goal (fifth grade) was only 6% below our goal at a solid 56.6% of students scoring at a level 4.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Characteristic #4 (question 26): Collaboration/Communications: "The staff works in teams across grade levels to help increase student learning".	Characteristic #5 (question 34): Alignment to Standards: "Schoolwork is meaningful to students".
	From: 61% agree completely **To:** 75% agree completely	**From:** 54% agree completely **To:** 75% agree completely
2011-12	Characteristic #6: Monitoring of Teaching Learning: "Teachers provide feedback to each other to help improve instructional practices".	Characteristic #5: Alignment to Standards: "I know the research basis for instruction strategies being used".
	From: 78% agree mostly/completely **To:** 100% agree mostly/completely	**From:** 87% agree mostly/completely **To:** 92% agree mostly/completely

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?

Our school had been scoring between 95% - 100% in the combined "Agree Mostly/Agree Completely" range. Because of this, we decided to further improve by moving "Agree Mostly" responses to "Agree Completely" responses.

Our goals were chosen with the following criteria:

(1) Areas within the 9 Characteristics Survey that we scored the lowest in (lowest % of "Agree Completely").
(2) Areas within the 9 Characteristics Survey that would improve collaboration as aligned with traditional PLC principles.
(3) Areas within the 9 Characteristics Survey that would have a direct impact on student performance in the classroom.

As a result, we worked on Characteristic #4 and #5 during the 2012-2013 school year. The specific questions within these categories addressed collaboration and student work, both of which fit our criteria for choosing our goals.

The following strategies were implemented to address our 9 Characteristics Goals:

- LEAP time dedicated to vertical teaming to discuss continuum, strategies, expectations, and to align teaching practices and vocabulary across the school.
- Creation of IA schedule that provides grade level teams with adult support within common instructional periods (lead small group work).
- Creation of Specialist schedule that provides grade levels with common blocks of teaching time to use for intervention blocks and leveling of students.
- LEAP time within building used for PLC work within grade level teams (share strategies, design activities, examine data to refine teaching, etc.).
- Staff discussions and learning opportunities related to "meaningful school work."
- Professional development in the form of articles/reading related to "meaningful school work."

School Name and Year: Christa McAuliffe Elementary, 2013-2014 School Year

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	91.8%	92.0%	94.5%	94.5%	N/A	93.0%	N/A	
2021 -4th	96.1%	96.1%	88.3%	89.0%	N/A		N/A	97.0%
2022- 3rd	N/A	83.0%	N/A	80.0%	N/A		N/A	
2023-2nd	87.0%	94.0%	N/A	N/A	N/A		N/A	
2024- 1st	87.0%	90.0%	N/A	N/A	N/A		N/A	
2025- K	N/A	91.0%	N/A	N/A	N/A		N/A	

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Math – 3rd Grade (previous 2nd graders)	NA	43% (41/96 students)
Math – 4th Grade (previous 3rd graders)	74% (57/77 students)	43% (31/72 students)
Math – 5th Grade (previous 4th graders)	74% (54/73 students)	36% (26/72 students)
Reading – 3rd Grade (previous 2nd graders)	NA	19% (18/96 students)
Reading – 4th Grade (previous 3rd graders)	62% (48/77 students)	44% (32/72 students)
Reading – 5th Grade (previous 4th graders)	47% (34/73 students)	47% (34/72 students)

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Our school has decided to create challenge goals in the areas of reading and math. We view these subjects as being critical to students' long term success in school. These are areas that we have focused on the past two years, with great results. It is our hope that by focusing on these areas again we will continue to have success.

Many of our percentages have decreased from the past year. This is due to teacher unfamiliarity with newly adopted curriculums, changes in assessment practices, and implementation of the Common Core standards. Our curriculum, in some cases, does not match the rigor of the Common Core standards. As a result, our teachers are creating level 3 and level 4 questions to add to assessments provided so that students are given an opportunity to be challenged and demonstrate proficiency and above as related to the standard.

We are cautiously optimistic that we will continue to achieve at a high level, but also decided to set realistic goals considering the many changes in curriculum and standards.

Teachers will work to challenge students in the area of Reading and Math by using the following strategies:

- Teacher release time to plan and prepare lessons and assessments related to new curriculum and new standards.
- Flexible leveled groups in reading, math, and writing so that individual students are appropriately challenged.
- Targeted intervention blocks in reading, writing, and math.
- Use of parent volunteers to support math groups.
- Creation of IA schedule that provides grade level teams with adult support during subjects of focus.
- Creation of Specialist schedule that provides grade levels with common blocks of teaching time to use for intervention blocks and leveling of students.
- LEAP time within building used for PLC work within grade level teams (share strategies, design activities, examine data to refine teaching, etc.).
- Worked with PTSA to support CIP goals by requesting funding for resources, materials, supplies, professional development, and other needs.
- Aligned 9 Characteristics Goals so they directly impact student learning.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Characteristic #4 (question 27): Collaboration/Communications: “Staff routinely work together to plan what will be taught”.	Characteristic #5 (question 31): Alignment to Standards: “Instructional staff have a good understanding of the state standards in the areas they teach”.
	From: 74% “Agree Completely” To: 100% “Agree Completely”	From: 100% “Agree Mostly or Completely” To: 100% “Agree Mostly or Completely”
2012-13	Characteristic #4 (question 26): Collaboration/Communications: “The staff works in teams across grade levels to help increase student learning”.	Characteristic #5 (question 34): Alignment to Standards: “Schoolwork is meaningful to students”.
	From: 61% “Agree Completely” To: 75% “Agree Completely”	From: 54% “Agree Completely” To: 75% “Agree Completely

School Process Summary

Highlight strategies to meet goals in reading, math, science and writing:

Some of the strategies to meet goals in reading, math, science, and writing include:

- LEAP time dedicated to vertical teaming to discuss continuum, strategies, expectations, and to align teaching practices and vocabulary across the school.
- Flexible leveled groups in reading, math, science, and writing so that individual students are appropriately challenged.
- Targeted intervention blocks in reading, writing, and math.
- Use of parent volunteers to support math groups.
- Creation of IA schedule that provides grade level teams with adult support during subjects of focus.
- Creation of Specialist schedule that provides grade levels with common blocks of teaching time to use for intervention blocks and leveling of students.
- LEAP time within building used for PLC work within grade level teams (share strategies, design activities, examine data to refine teaching, etc.).
- Continuation of K-5 agreements in science on teaching the scientific process. We will also remind staff in grades K-4 of science MSP expectations and provide teachers with examples.
- Worked with PTSA to support CIP goals by requesting funding for resources, materials, supplies, professional development, and other needs.
- Aligned 9 Characteristics Goals so they directly impact student learning.

Highlight use of technology to improve student learning:

Teachers will use the following technology to improve student learning in the classroom:

- Netbook computers used in all subject areas.
- Online resources such as TCI Social Studies, enVision Math, Star Reading, Accelerated Reader, Wonders online tools, and IXL Math.
- Activboard, Document Camera, Sound Devices, and other classroom technology to increase engagement and understanding.
- DIBELS reading assessments to gauge progress in reading.
- Educational websites and videos to further expand learning.
- Individual assistive technology for hearing and sight issues, as needed.

Highlight steps to involve of staff, students, parents, families, and community:

The following things have been done to involve staff, students, parents, families, and the community:

- Staff worked with the building administrator to design LEAP days that supported CIP goals.
- Staff members and building administrator led professional development related to CIP goals.
- Staff will be creating a “wish list” of materials and professional development opportunities needed to support CIP work. This is supported through the ELC, school, and PTSA budgets.
- The PTSA provided funds to purchase Accelerated Reader (reading) and IXL (math) online tools to support students.
- Students participated in goal setting conferences, designing specific goals to help improve in CIP areas.
- The building budget will be created, with staff input, to support CIP goals.
- The building administrator and teachers will inform the community of progress made toward goals through regular newsletter updates.

Lake Washington School District

Continuous Improvement Plan

Mead

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Margaret Mead Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal: From 88% to 97%						
Math Goal: From 90% to 92%						
Science Goal: 90%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	11.4%	83.5%	94.9%	38%	51.9%	89.9%
2012-4th	48.1%	40.3%	88.3%	40.3%	49.4%	89.6%
2011-3rd	12.7%	78.9%	91.5%	43.7%	39.4%	83.1%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	24.1%	70.9%	95%			
Grade Level Reflections:						
• The 97% reading goal was high. Our gain from 88%-95% was a good gain. • Feel good about science! Building focus was aligning science and our scores reflect that that work was beneficial.						

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: From 78% to 88% (Nonfiction Reading based on curriculum-based measures & AR quizzes—result was 82%)

Math Goal: From 47% to 86% (Number sense based on curriculum-based measures & report card data —result was 66%)

Writing Goal: 72% (Conventions based on curriculum-based measures & report card data—result was 67%)

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	45.2%	40.4%	85.6%	33.7%	51%	84.7%
2012-3rd	33%	59.6%	92.7%	43.1%	41.3%	84.4%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	40.4%	42.3%	82.7%

Grade Level Reflections:

- Our SMART goals were not based on MSP. We used report card data including CDSAs and CBMs to discern our starting at standard percentages and goal percentages.
- We did have growth based on the report card data.
  Conventions from 38% at standard to 67% at standard (goal 72%).
  Number sense 47% at standard to 66% at standard (goal 86%).
  Nonfiction reading comprehension from 78% to 82% (goal 88%).
  Science from 74% at standard to 87% at standard (goal 88%).
- At fourth grade we need to evaluate our data to discern if there are specific groups not achieving standard, especially in reading and math, and identify who and why.
- We did see growth in the standards that we identified as crucial and that we focused much of our instruction on.

Class of 2022- current 4th graders						
2012-2013 SMART Goals:						
Reading Goal: 87%						
Math Goal: 84%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	15.4%	81.3%	96.7%	31.1%	62.2%	93.3%

Grade Level Reflections:

At the beginning of the year, our goal for number sense was to increase students at standard from 72% (as measured by report card data) to 84% at standard. Our end of year percent at standard was 89%. Our MSP data for students at standard is 93.3%

In reading, our goal was to increase students at standard on literary text from 80% (as measured by report card data) to 87% at standard. Our end of year percent at standard was 91%. Our MSP data for students at standard is 96.7%

We more than attained our goal. This is because we looked at our students as a cohort in order to provide differentiation and additional support in math and reading as needed. Some of the strategies we used that were effective included:

Flexible grouping (across the cohort) for math.
Math homework club before school on Wednesday.
Flexible grouping in reading.
Daily 5 structure for reading.

Our students exceeded our goal. We will continue to focus on moving those not meeting standard.

School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2-From 90% to 90%	1-From 86% to 86%	K-90%

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 90%	1 73%	K 83%
2012	1 90%	K 86%	
2011	K 97%		

DIBELS Reflections:

2nd Grade:

We met our goal. We worked as a team considering the cohort and differentiated to provide individual support where needed. Our differentiation included flexible grouping across the cohort, use of intervention block to support specific skills/needs.

1st Grade:

- There is a difference of 16% not at benchmark (83% --> 73%).
- Kindergarten assesses LNF and NWF.
- First grade adds three long passages measuring accuracy and fluency.
- May need to add a goal to improve fluency and/or accuracy with reading.
- We will continue to provide flexible grouping to support students at their specific levels.
- We look forward to being a data team pilot team this year at Mead. Our hope is to make our work more effective and efficient. .

Kindergarten:

Students were a little lower than expected. Some had challenging classes. Also, the DIBELs changed and goals for LNF were no more.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

The Mead staff has focused on interventions for under-performing students of all subcategories. We have restructured grade levels into PLCs; many of which provide flexible and responsible learning environments and interventions/extensions. In addition, all primary grades receive a resource 'flood' during literacy blocks to provide students with lower staff/student ratios.

Successes

- All students exceeded AMO in math by 7.3% with a 2.1% gain over the previous year.
- AMO of students of two or more races in reading increased 5% over the previous year and that group exceeded the target by 4.1% in math overall.
- AMO of Asian students exceeded the target in math by 9.9%.
- AMO of Special Education students in reading is beyond the target (68.6%, target 67.9%).

Challenges

- AMO of all students is slightly behind target in reading (.5%) and decreased from the previous year.
- AMO of White students is behind target in reading (92.3%, target 93.1%).

We had many new students enroll at Mead at the intermediate level. Many of these students are English language learners and/or are well below standard in academics. It is challenging to assess their current learning and attempt to get them to standard (when they begin well below standard) in 8 -9 months. A high percentage of students that join us in intermediate grades are well below standard.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Math – 3rd grade (previous 2nd graders)	NA	28% (26/92 students)

Math – 4th grade (previous 3rd graders)	41%	47%
Math – 5th grade (previous 4th graders)	49%	62%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

As a part of our PLC process we were able to focus on every student's level and needs and offer the appropriate level of support to move them forward. All intermediate grades provided level support that focused on this process, and reflected at the end of the year that they were more effective in their instruction because of this structure.

Results:

3rd Grade Math: 61.5%
4th Grade Math: 50%
5th Grade Math: 51.3%

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Characteristic #4: High Levels of Collaboration and Communication: "Staff works in teams across grade levels to help increase student learning."	Characteristic #7: Professional Development: "Assessment results are used to determine professional learning activities."
	From: 52% (agree mostly/completely) **To:** 67% (agree mostly/completely)	**From:** 60% (agree mostly/completely) **To:** 71% (agree mostly/completely)
2011-12	Characteristic #1: Vision: "The staff shares a common understanding of what the school wants to achieve."	Characteristic #4: High Levels of Collaboration and Communication: "Staff works in teams across grade levels to help increase student learning."
	From: 77% (agree mostly/completely) **To:** 87% (agree mostly/completely)	**From:** 56% (agree mostly/completely) **To:** 52% (agree mostly/completely)

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
These goals were selected by MLT after review of Nine Characteristics Perception Data and were based on staff input showing each as an area for growth. We focused on science, formed an instructional leadership team (ILT) who discerned specific cross-grade activities focused on science. Much of that work was focused on the scientific

process. ILT began work around use of RTI and began conversations around how to more effectively use assessment data in PLC teams.

Because we made a 7% gain in goal #4 and a 14% gain in #7 staff felt these were adequate gains and will move forward with selecting new goals this year based on newly identified concerns around Common Core State Standards.

RESULTS

Goal #1: Characteristic #4: High Levels of Collaboration and Communication: "Staff works in teams across grade levels to help increase student learning."
74% (agree mostly/completely)

Goal #2: Characteristic #7: Professional Development: "Assessment results are used to determine professional learning activities."
85% (agree mostly/completely)

Margaret Mead Elementary 2013-14:

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	85.6%	92%	84.7%	90%		90%		
2021 -4th	96.7%	93%	93.3%	85%				70%
2022- 3rd		70%		80%				
2023-2nd	73%	100%						
2024- 1st	83%	85%						
2025- K	N/A							

Notes:

Second Grade: Based on the Beginning of the Year DIBELS Reading Assessment, the second grade has 9 students who have been identified as needing Intensive reading fluency instruction, 10 students who have been identified as needing strategic reading fluency instruction, and 81 students who are at grade level for reading fluency. At the beginning of the school year, 19 students are below grade level standard for reading fluency.

Third through Fifth: Goals reflect teacher awareness of assessment and instructional transitioning from MSP to SBAC testing at the state level.

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.

Identify content area and group of students	From	To
Math – 3rd grade (previous 2nd graders)	N/A	34% (23/68 students currently at level 3)
Math – 4th grade (previous 3rd graders)	62.2%	64% (58/91 students)
Math – 5th grade (previous 4th graders)	51%	57% (66/118 students)

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Strategies to be used:

- Weekly quick checks;
- Small-group instruction ;
- Feedback on work ;
- Posted learning targets ;
- Test-taking strategies;
- Intervention time;
- Leveled homework;
- Small group pull out;
- One-on-one support;
- Leveled class instruction;
- Homework help club, Wednesday before school;
- Challenge packets offered.

How will you monitor growth?

- Daily quick checks;
- Topic assessments;
- Report card;
- MSP data
- CDSAs;
- Anecdotal notes.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Characteristic #5: Alignment to Standards: "Instructional staff have a good understanding of the standards in the areas they teach."	Characteristic #4: High Levels of Collaboration and Communication: "Staff routinely works together to plan what will be taught."
	From: 97% (agree mostly/completely) **To:** 90% (agree mostly/completely) *based on learning CCSS this year	**From:** 90% (agree mostly/completely) **To:** 95% (agree mostly/completely)
2012-13	Characteristic #4: High Levels of Collaboration and Communication: "Staff works in teams across grade levels to help increase student learning."	Characteristic #7: Professional Development: "Assessment results are used to determine professional learning activities."
	From: 52% (agree mostly/completely) **To:** 67% (agree mostly/completely)	**From:** 60% (agree mostly/completely) **To:** 71% (agree mostly/completely)

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
• Implement "intervention block time" in each grade level, K – 3, 30 minutes per day. Teachers use flexible grouping, frequent assessment and IA small group support between all classrooms to provide intervention/extension of student learning. • Continuing building wide work to align understanding of scientific process and design process across grade levels. • Staff development on the use of learning targets to increase student learning.
Highlight use of technology to improve student learning:
• Because Mead does not have a lunchroom, we are able to continue with a computer lab with every class attending computer lab (primary once per week, intermediate twice per week). Each grade level team collaborates with the computer lab staff to align use a technology projects with classroom academic content. • Librarian collaborates with computer lab staff to develop tech. research projects that align with grade level standards. • Each grade level shares use of netbooks. Students use netbooks weekly for differentiated instruction in math and reading (AR, IXL, envision, Headsprout).
Highlight steps to involve of staff, students, parents, families, and community:
• Staff worked with the building administrator to design LEAP days that supported CIP goals. • Staff members and building administrator led professional development related to CIP goals. • First grade teachers part of District RtI pilot program.

- The PTSA provided funds to purchase Accelerated Reader (reading) and IXL (math) online tools to support students.
- Students participated in goal setting conferences, designing specific goals to help improve in CIP areas.
- Administration provided a six-week *Parenting the Love and Logic Way*® class to ELC elementary parents in order to align behavioral strategies, language and expectations between home and school.
- Staff continues to implement "The Mead Way" plan designed in previous years to provide common expectations for behavior throughout the building with the goal of decreasing misbehavior and increasing time for teaching and learning.
    - Administration is supporting this work with building-wide awards for demonstrating specific elements of "The Mead Way."

Lake Washington School District

Continuous Improvement Plan

Smith

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Samantha Smith Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
From: 97.9%%	To: 98%					
Math Goal:						
From: 97.9%	To: 98%					
Science Goal:						
92%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	14.6%	83.5%	98.1%	33.7%	62.5%	96.2%
2012-4th	28%	70%	98%	22%	76%	98%
2011-3rd	14%	80%	94%	24%	70%	94%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-	20.4%	77.7%	98.1%			

5th				

Grade Level Reflections:

5th grade Smart Goals in Reading, Math, Writing, and Science were based on LWSD CDSA's and summative assessments. MSP results in math were down from 98% in 2012 to 96.2% in 2013. One difference between 4th and 5th grade was class sizes were increased in 2013. Three students were at Level 2. Two of those students were new to LWSD and new to EnVision curriculum. The number of students exceeding proficient in Math was significantly lower. Our 5th grade team will reflect on this change. We will look closely at level 4 released items from past MSP tests. There was not a significant change in reading score. Goal was reached. New curriculum in 2013-14.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal:

From:	To:
95.9%	96%

Math Goal:

From:	To:
93.9%	94%

Writing Goal:

From 28% to 47%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	37.9%	55.3%	93.2%	26.2%	69.9%	96.1%
2012-3rd	26%	68%	94%	29%	64%	93%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	30.1%	58.3%	88.3%

Grade Level Reflections:

Overall, we are pleased with the results of MSP in all subjects. Though Chang & Coffey did have a couple of students that got 1 or 2 in writing, it was not a surprise. For Romano, basically most students did as expected, a few performed better than expected, and IEP students continued to struggle, documenting their weaknesses and need for continued support. One student's test was not scored in writing which was unexpected and hopefully preventable once we know what happened.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal:

From:	To:
92%	93%

Math Goal:

From:	To:
NA	92%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	21.7%	73.0%	94.8%	27.8%	60.9%	88.7%

Grade Level Reflections:

- Overall and as a whole grade level we are very satisfied with our MSP scores and increase percentage in reading.
- MSP scores were accurately reflected for most of our level two students.
- One level two student was new to our school at Spring Break and did not receive the full curriculum up to the test
- Another student is much smarter than her score reflects but her emotional needs can greatly impact her school work.
- Another student could have tried a bit harder and passed but she often lacks self confidence in math.
- We also took IEP and 504 special needs students into account when looking and reflecting on our scores.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2- 91% 92%	1- 91% 93%	K- BOY 84% EOY 96%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2-89%	1-96%	K-80%
2012	1-91%	K-91%	
2011	K-83%		

DIBELS Reflections:
2nd Grade:
By the end of grade two, 96% of the second grade students will be at grade level or above in oral reading fluency. On September 30, 2013, 93% of our students are able to read at standard or above. We will be progress monitoring and working with oral reading fluency in both DIBELS and Reading Wonders.
1st Grade:
First grade DIBEL improvements can be contributed to effective PLC practices. Among these practices are fluid goal groups that meet once a week to give direct instruction to help students' focus on specific standards. In order to bring students up from below standard, we keep that group as low in numbers as we can for more one on one time. In addition to this, our Safety Net program was able to provide support to 3 distinguished groups. Also, the first grade team had strong background knowledge of our Reading Resources, and that year we had fewer students being served in Special Education than in years past.
Kindergarten:
Our team reflected upon why our goal was so much higher than actual achievement. Even though we want ALL kids to be at benchmark at the end of the year that might not be an achievable goal for ALL students. We also discussed how it is difficult to set achievable goals in September/October due to lack of knowing whether students' current abilities are influenced by exposure, maturity or learning disabilities. Kindergarteners come in and we know nothing about them as a learner unless they come with an IEP. The only kids we thought wouldn't make benchmark last year, were the kids that were on IEPs. We did not take into account all of the other factors listed above because we did not know them well enough, yet.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Safety Net (SN) **Successes** We had 19 first grade students in in the fall of 2012 that did not make benchmark on the BOY DIBELS. Eight of them had been in kindergarten SN. The remaining were new students.

By the MOY DIBELS 3 of these students were able to exit for 2 consecutive benchmark scores.
In the late spring it was identified that 2 of these students would be placed on IEPs.
By June, of the 17 remaining first grade SN students, 16 were able to exit due to Benchmark EOY scores!

From Kindergarten last year-
We had 11 kindergartners enter the program in October 2012.
As of fall 2013, we have 9 of those 11 students who are now as first graders in the program. (We have a total of 13 first grade SN students currently because 4 of them are new to our school.)
1 of them was able to exit.
1 made their first BOY Benchmark (can exit after 2 consecutive)
1 moved.

Challenges

As always, scheduling is an issue and time. We try to get creative on how to serve our kids within the day and make sure they do not miss main instruction at the same time.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
3rd Math- MSP 4th Math-MSP 5th Math-MSP	NA 55% exceeding standard 67% exceeding standard	25% 60% 70%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

With each year, we get students who come in already knowing the material as well as those who need extra help. Each year time is an issue. Our PLC teams meet regularly, which has been a great effort towards this success, but also very challenging to continue.

Another challenge has been learning our new math curriculum so that we are certain kids are getting what they need at each level. Common Core State Standards will help to close the gap and keep all schools consistent.

Another effort has been using IXL in many grade levels. This year the entire school will be using this program to supplement our math curriculum. This program is individualized and helps each child stay challenged.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	***6-Monitoring of teaching and learning*** **<u>Q44 Teachers provide feedback to each other to help improve instructional practice. (25%)</u>** The percentage of staff agreeing completely or agreeing mostly will increase from 67.5% to 77.5% as measured on the 2012 Nine Characteristics Survey. This will be done through developing a plan for teachers to invite others in for feedback (teachers observing teachers), as well as PLC work within teams both vertically and horizontally.	***7- Professional Development*** **<u>Q49 I have enough opportunities to grow professionally. (22.50%)</u>** The percentage of staff agreeing completely or agreeing mostly will increase from 72.5% to 82.5% as measured on the 2012 Nine Characteristics Survey. This will be done by working with the BLT: • planning LEAP activities • sending monthly articles • using our ELC PLC meetings to work as teams • attending conferences etc.
	From: 67.5% To:77.78%	**From:** 72.5% **To:92.31%**
2011-12	***Characteristic 4: Collaboration/ Communication.*** The staff works together in teams across grade levels to help increase student learning. The percentage of staff agreeing completely or agreeing mostly will increase from 73% to 80% as measured on the 2011 Nine Characteristics Survey. This will be done through planning PLC vertical alignment LEAP days.	***Characteristic 7: Professional Development.*** Assessment results are used to determine professional learning activities. The percentage of staff agreeing completely or agreeing mostly will increase from 52% to 60% as measured on the 2011 Nine Characteristics Survey. This will be done by working with the BLT and planning LEAP activities based on needs from classroom assessments, MSP data, etc.
	From: 73% To: 90%	**From: 52% To: 82.50%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
<u>Q44 Teachers provide feedback to each other to help improve instructional practice. (25%)</u> The percentage of staff agreeing completely or agreeing mostly will increase from 67.5% to 77.5% as measured on the 2012 Nine Characteristics Survey. This will be done through

developing a plan for teachers to invite others in for feedback (teachers observing teachers), as well as PLC work within teams both vertically and horizontally.

We got to 77/78%.

We are continuing this goal and plan this year.

Q49 I have enough opportunities to grow professionally. (22.50%)
The percentage of staff agreeing completely or agreeing mostly will increase from 72.5% to 82.5% as measured on the 2012 Nine Characteristics Survey. This will be done by working with the BLT:

- planning LEAP activities
- sending monthly articles
- using our ELC PLC meetings to work as teams
- attending conferences, etc.

We got to 92.31%.

We plan to continue to do these things. This will, however, not be one of our top two goals this year.

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	93.2%	94%	96.1%	96.5%		90%		
2021 -4th	94.8%		88.7%					90%
2022- 3rd		90%		95%				
2023-2nd	89%	90%						
2024- 1st	96%	97%						
2025- K	80%	91%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Students will meet or exceed standard in the content area of math in grades three, four, and five based on state assessments: Third Grade Fourth Grade Fifth Grade	 25% 60% 70%	 27.5% 62.5% 73%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

For this school year, the building leadership team has determined that math is the priority target for challenge goal purposes. The latest curriculum revision, enVision Math, is in its fourth year of implementation and further work is needed to ensure that this curriculum, subsequent unit and lesson planning, and supporting materials are in place to correctly align with CCSS. A concern is that the MSP is not aligned with CCSS and when administered this year will likely have an impact on scores and related outcomes. For example, some math skills that were taught in the previous standards will not be taught this year but will be reflected in the MSP assessment potentially skewing results.

We have a number of pathways that we foresee as helpful to our students towards meaningful and engaging challenge opportunities. We have three supplemental math programs in place for use in the classroom and for intervention/enrichment extension that include: IXL, Accelerated Math, and Math Facts in a Flash. Efforts taken to further communicate with families regarding student learning targets allow for increased and focused learning in the home. It is the intent of our BLT planning initiatives, as well, to examine options for delivery of instruction that focus on math groups and related "in house" GLT training/support as potential strategies for elevating the percent of students meeting standard on state assessment.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Q44 Teachers provide feedback to each other to help improve instructional practice. The percentage of staff agreeing completely or agreeing mostly will increase from 77.5% to 80% as measured on the 2013 Nine Characteristics Survey. This will be done through teachers to	Q37 I know the research basis for the instructional strategies being used. The percentage of staff agreeing completely or agreeing mostly will increase from 84.84% to 86% as measured on the 2013 Nine Characteristics Survey. This will be done by working with the BLT/ using BLT to

	inviting others in for feedback (teachers observing teachers), as well as PLC work within teams both vertically and horizontally.	communicate out why we are having certain LEAP activities.
	From: 77.5% To:80%	**From: 84.84% To: 86%**
2012-13	***6-Monitoring of teaching and learning*** **<u>Q44 Teachers provide feedback to each other to help improve instructional practice. (25%)</u>** The percentage of staff agreeing completely or agreeing mostly will increase from 67.5% to 77.5% as measured on the 2012 Nine Characteristics Survey. This will be done through developing a plan for teachers to invite others in for feedback (teachers observing teachers), as well as PLC work within teams both vertically and horizontally.	***7- Professional Development*** **<u>Q49 I have enough opportunities to grow professionally. (22.50%)</u>** The percentage of staff agreeing completely or agreeing mostly will increase from 72.5% to 82.5% as measured on the 2012 Nine Characteristics Survey. This will be done by working with the BLT: • planning LEAP activities • sending monthly articles • using our ELC PLC meetings to work as teams • attending conferences etc.
	From: 67.5% To:77.78%	**From: 72.5% To:92.31%**

School Process Summary

Highlight strategies to meet goals in reading, math, science and writing:

Reading:

Interventions and related programs continue to be developed through GLT and vertical level discussions/planning to further ensure development of strategies that will best serve the needs of all students from strategic to intensive. A multi-layered reading intervention program continues to be developed, implemented, and monitored to support the success of students not at standard or beyond. Increasingly effective differentiation strategies are being developed across grade levels to provide further challenge for students exceeding standard. These strategies include safety net support, pullout support using instructional assistants, Accelerated Reader programming for progress monitoring and challenge. BLT and GLT planning have provided specific focal points for analysis of data to provide vertical and well as “cross grade level” planning/instruction/assessment.

Math:

Math enrichment and related instructional strategies is the school-wide focus for the year. Fourfold math support programs continue to produce desired results. Allowing for the combined work of classroom teachers, special education personnel, and safety net staff students continue to be identified more quickly and resources made available to them in timely fashion. Students are closely monitored and assistance (interventions) provided as needed to ensure adequate support. Accelerated Math programs for grades three, four, and five along with IXL options for our kindergarten, first, and second grade students support the enrichment/challenge needs of many of our students exceeding standard. Several LEAP sessions have been committed to furthering our ability to meet our math goals.

In addition, our staff will continue working with differentiated math groups not only for reinforcement but to further efforts toward the attainment of high level thinking skills that will involve new problem solving strategies

and writing to prompt students to "explain" their thinking as called for in MSP and related assessments. Other resources in place to provide added challenge come from the Smith Portal where the Math Enrichment Library is located along with Problem Solvers, Kahn Academy Tutorials, and the Marcy Cook materials.

Science:

Ongoing efforts continue to be made to further support the quality of the science curriculum. Recently purchased materials- "Delta Science Readers," "Bill Nye Science Videos," and "Nature Vision" are newly acquired enrichment resources that continue to provide interest and depth in support of science across the curriculum.

Writing:

Work on vertical alignment of writing standards, units, lesson plans, and school-wide implementation of strategies continues. The newly adopted literacy curriculum has required considerable support in terms of time for planning, GLT discussions, and access to supplemental training/support. It is a substantial undertaking and our staff in committed to doing this work well. The majority of initial teacher observations and follow-up discussions has and will continue to be focused on literacy goals. Assessments are evolving and data will be utilized to further examine proficiency scales, pacing guides, and related instructional considerations.

Highlight use of technology to improve student learning:

Technology applications continue to be vital in supporting the teaching/learning process with a wide array of options available to our staff for research, curriculum development, lesson planning/design, assessment, data collection/analysis, and communications (parent, staff, and other networks).

Ongoing use of the Data Dashboard application is a proven and effective means of data management and will continue to be utilized along with DIBELS data as continuous data sources.

Further use/application of the Technology Framework application to assist with guidance and decision making will to better determine best technologies for each level, grade, and general programs. Additional resources will include IXL, AM, AR, Haiku, and SGP (Student Growth Percentiles)

Highlight steps to involve of staff, students, parents, families, and community:

Much of the ongoing academic success at Samantha Smith can be attributed to the continuous improvement initiatives in place over the past several years that focus on staff development and curriculum enrichment, expanded instructional strategies designed to challenge accelerated learners, increased time for professional learning community work, and dedicated efforts to provide more meaningful opportunities for staff and community collaboration/shared decision-making.

All staff are expected to take an active and engaged role in analyzing data, goal setting (academic, social, and school culture), and organizational principles/structure. The current structure provides for significant staff collaboration along with the understanding that everyone is expected to take a position as a grade level team leader, building leadership team member, association representative, ELC facilitator, PLC member, PTSA representative, or district liaison/specialist. The goal is for full inclusion of representation in order to effectively target goals and secure broad support for the attainment of each goal.

Parents continue to be a highly visible contingent with ample opportunities and invitation to assist with goal setting, strategic planning, and evaluation of goals as committee members/representatives, classroom volunteers, program coordinators (i.e. W.A.T.C.H. Dogs, enrichment program coordinators, event planners.) Frequent class and weekly principal newsletters are routed to all families along with a weekly PTSA newsletter as well. Families continue to have access to individual student information, class information, and school-wide information made available to them on a regular basis. Parent/teacher/student conferencing twice yearly along with intermittent progress reporting and two formal grade reporting periods. Parent/teacher conferencing occurs as needed.

Lake Washington School District

Continuous Improvement Plan

Inglewood

2013-2014

Continuous Improvement Process Plan
Middle School CIP 2013-2014

Inglewood Middle School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders						
2012-2013 SMART Goals						
Reading Goal:						
From 70% at L4 to 71% at L4 From 23% at L3 to 25% at L3						
Math Goal:						
Our goal was to keep the level of student achievement steady from 7th to 8th grade						
Writing Goal:						
Last year's CIP did not solicit a goal for writing for 8th grade students						
Results:						
Year	Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th *	22.3% 84/377	65.8% 248/377	88.1% 332/377	34.7% 131/377	35.5% 134/377	70.3% 265/377
2012-7th *	22.8% 84/370	69.6% 257/370	92.4% 341/370	46.1% 170/369	38.8% 143/369	84.8% 313/369
2011-6th **	54% 177/326	39% 128/329	93% 305/329	45% 150/332	41% 136/332	86% 286/332
Year	Writing			Algebra EOC – NOT THE SAME COHORT FROM 7th to 8th		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th **				39% 111/283	12% 32/283	51% 143/283
2012-7th **	38.3% 141/368	56.5% 208/368	94.8% 349/368	66% 56/85	34% 29/85	100% 85/85
2011-6th						

YEAR		Science	
	Proficient	Exceeds Proficient	Total Proficient
2013	43.2% 163/377	37.9% 143/377	81.1% 306/377
2010***	44.4% 188/423	14.4% 61/423	58.8% 249/423

Class of 2017 Grade Level Reflections:

*7th and 8th grade reading, MSP math, and writing data from Washington State Report Card
**EOC and 6th grade data gathered from Data Dashboard
***Science data was gathered by using Washington State Report Card for Blackwell, Carson, Mead, McAuliffe, and Smith. Because Alcott feeds two different middle schools it was not possible to get this data. The data for 5th grade science should be considered inexact or a "dirty cohort" because the data does include students that did not attend IMS.

MATH – The 8th grade math team is disappointed and surprised by the results of both the MSP and EOC assessments. The team had implemented several strategies last school year in the hopes of improving student performance on both of these exams. The strategies that we implemented were included significantly innovative practice, including the use of a "flipped" classroom. Unfortunately the result of these substantial efforts was negative, as measured by the MSP and EOC. As we look at our data we notice that several schools are improving their assessments scores. We are considering ways we could team with these schools so that we can learn their strategies.

SCIENCE - As a team we were initially surprised at the dip our science scores had taken when compared to the class of 2016's Science MSP. However, after viewing this data, we can see that the number of students in the class of 2017 who were proficient in science actually increased dramatically. In 5th grade only 58.8% of students were proficient. The class of 2017 improved their understanding of science dramatically and 81.1% of students achieved proficiency when tested in 8th grade. This represents a 22.3% increase from grade 5 to grade 8. Importantly the number of student exceeding proficiency grew 23.5%.

There were a number of variables with last year's 8th graders that could have impacted MSP performance. 2012 – 2013 was the first year 8th grade students enjoyed a one-to-one computing experience. Though every student having access to a computer can be helpful, implementing this initiative may have impacted student attention to the science concepts being taught. Perhaps the most significant variable - last year's 8th graders did not take a health class and the life science portion of the MSP does address many health topics.

Some preliminary goals we will be working on this year include helping students organize their work, being more intentional about using MSP vocabulary on a regular basis (particularly energy and systems), and being more closely focused on standards and proficiency scales.

READING / WRITING – Reflecting on the 8th grade MSP reading assessment we are pleased with our scores. Our scores improved when compared to the 8th grade reading scores from the class of 2016. We continue to see a very slight erosion of scores when we compare our student's performance to their performance in their 7th grade year. Interestingly, State wide the class of 2017's scores eroded 5.1% from 7th grade to 8th grade. We believe that this is an indication of the rigor in the test (8th grade being slightly more rigorous). We are pleased that our scores did not erode as much Washington State's. We believe that this data is an indicator of success. As a result we will continue our PLC anchored practice.

Class of 2018- current 8th graders

2012-2013 SMART Goals:

Reading Goal:

From 57% at L4 to 58% at L4 From 35% at L3 to 37% at L3

Math Goal:

From 46% at L4 to 46% at L4 From 41% at L3 to 41% at L3

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th *	23.7% 89/375	65.6% 246/375	89.3% 335/375	25.1% 94/375	65.3% 245/375	90.4% 339/375
2012-6th **	35% 120/340	57% 193/340	92% 313/340	41% 141/341	47% 157/341	88% 298/341
2011-5th **	27% 87/236	65% 213/326	92% 300/326	50% 165/327	30% 97/327	80% 262/327
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	41.6% 155/373	50.1% 187/373	91.7% 342/373	7.1% 6/85	92.9% 79/85	100% 85/85

Class of 2018 Grade Level Reflections:

*All 7th grade data taken from Washington State Report Card
**All 6th and 5th grade data taken from Data Dashboard

MATH - Overall, an additional 2.4% met or exceeded proficiency. The goal was simply to maintain last year's numbers. This was due to our adoption of common core and adjustments due to reconfiguration. Last year's goal was to maintain, but we actually improved across the board. We had a higher percentage of students pass the MSP (88% to 90.4%) and we also greatly increased the percentage of students earning Level 4 (from 47%to 65.3%)

Teacher Team configuration may be a factor. It is our belief that structures that support teacher teaming often result in increased student achievement. During the 2012-2013 school year, 7th grade teachers had excellent opportunities to team. As a result, teachers spend more time on students and less time on clerical redundancies, (i.e. worksheet and test creation, Haiku management). When teachers and students have a common experience, learning improves.

We continue to be pleased by the performance of our 7th grade students on the Algebra EOC. It is impressive that 100% of our students attained the standard. We find even greater reason for celebration in the fact that nearly 93% of these students EXCEEDED STANDARD.

Reading - Our CIP goal was based on the class of 2017's 7th grade MSP Reading scores. Based on that data, we set our CIP goal to attain 90% or better with the class of 2018. Reflecting on this data, students total proficiency rate is 89.3%, a dramatic increase from the previous 2011-2012 cohort. During this school year we adopted a new novel and worked hard as a PLC team to norm our practices. The adoption of a new novel reinvigorated our practice. We are pleased with the results.

Class of 2019- current 7th graders

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th *	34.7% 126/363	58.7% 213/363	93.4% 339/363	33.3% 121/363	55.9% 203/363	89.3% 324/363
2012-5th **	26% 82/320	66% 211/320	92% 293/320	42% 135/320	42% 135/320	84% 270/320
2011-4th**	47% 142/299	45% 131/299	92% 273/299	30% 89/320	54% 162/299	84% 251/299
Year	**Science**			**Writing**		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th*						
2012-5th**	33% 106/320	61% 195/320	94% 301/320			
2011-4th**				41% 123/298	49% 147/298	90% 270/298

Class of 2019 Grade Level Reflections:

*All 6th grade data taken from Washington State Report Card
**All 5th and 4th grade data taken from Data Dashboard

Math - The percentage of proficient students increased significantly 5.3% between the end of 5th grade and the end of 6th grade. Due to reconfiguration and learning about the Common Core our goal had been to maintain the previous year's student achievement. Importantly, the number of students Exceeding Proficient dramatically increased from 135 students to 203 students.

We believe that our strategy of making remediation and enrichment available to all students was critical to our success. Teacher teams tailored interventions to specific student needs. Our successes may also be due to structural model (math/science blocking) based upon cohorts allowing for timely student intervention. Because teachers know their students well and can design student instruction accordingly.

Our CIP goal last year focused on assessments in the classroom and grade level rather than MSP data. The grade-level reconfiguration and the fact that our entire team was either new to Inglewood or new to the grade level drove a significant effort to focus on, and norm, teacher professional practice. Hence the focus on classroom assessments. From our MSP data, this appears to be a winning strategy.

Reading - At the start of the 2012-2013 school year the 6th grade team set a goal of increasing the number of students at standard in reading. This goal was not recorded in our official CIP document, but was a substantial focus of our team. The team was pleased to see that the class of 2019 has shown growth in reading over-all moving from 92% of students attaining proficiency on the MSP to 93.4% of students reaching proficiency. Importantly the number of "level 2", or students not meeting standard, was reduced significantly. Our team did notice that the number of students "exceeding standard" declined. While we were disappointed to see this decline, we realized that our efforts were very focused on helping all students be "at standard". For this reason the team feels that we attained our goal for 2012-2013 of increasing the number of students at standard.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

As a School we focused our efforts on supporting and growing our special education students.

	Percent Math Proficient		Percent Reading Proficient	
	Special Ed	Non Special Ed	Special Ed	Non Special Education
2012-2013 Class of 2017 Inglewood	26.3%	75.2%	52.6%	92.0%
2012-2013 Class of 2017 STATE	12.4%	58.4%	22.9%	71.7%
2011-2012 Class of 2017 Inglewood	38.7%	89.1%	71%	94.4%
2011-2012 Class of 2017 STATE	15.7%	64.9%	31.9%	76.5%

Successes: At the start of the 2012-2013 school year Inglewood had an entirely new special education team save for the 8th grade teacher. In addition all of our 6th and 7th grade students were new to Inglewood and making a transition. We believe that we made tremendous progress helping our most delicate learners transition to middle school. We also made great progress helping our new to Inglewood special education teachers thrive.

Challenges: Inglewood could not compile cohort growth data for our 6th and 7th grade students. Our 8th grade students, the class of 2017, saw significant declines in MSP scores when compared to their performance only 12 months earlier. We see that 8th grade special education reading scores dropped state-wide by just over 10%. We also see that math scores dropped by 3.3% state wide. Inglewood's 7th to 8th grade drop was a surprising 12.4% in math and 18.4% in reading. We are unsure of why this happened. We are actively investigating this change to better understand.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To
Mathematics: The number of students achieving a "level 4" on the 8th grade MSP will remain stable when compared to the aggregate student achievement from the prior year. In order to affect this change the entire math team will be involved.	39%	39%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

At the start of the school year our math team struggled to find a direction. As a team we debated the efficacy of setting an MSP based goal when the MSP did not impact student lives. When compared to the impact the EOC has on students' lives we all agreed that the students should really focus their efforts on the EOC, but the school should focus on the MSP. The fact that the school's interests and the students' interest are not aligned caused a lot of soul searching.

In the end we decided that we really needed to teach to both exams and started to focus our efforts to supplement the LWSD curriculum. We had multiple math department release days. We also adopted new teaching techniques and students support models.

Our goal was to stop a trend of declining test scores. We wanted to simply maintain our student achievement when compared to the class of 2016. We are disappointed that our efforts eroded our scores instead of increasing student achievement. Our actions appear to be misguided and off course because they resulted in a substantial decline in achievement for students. For this reason we will be teaming with and visiting high achieving schools. Perhaps we can utilize their strategies and better align our efforts with what the MSP assesses.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	The number of teachers who "mostly agree" and "completely agree" with the statement "staff works in teams across grade levels to help increase student learning" will increase from 78% to 85% by the end of the 2012-2013 school year. Q26	The number of staff members responding "mostly agree" or "completely agree" to the statement, "Teachers receive regular feedback on how they are doing" will increase from 38% to 50% by the end of the 2012-2013 school year. Q42
March 2013 survey data	**From: 78% To: 70%**	**From: 38% To:66%**
2011-12	The number of teachers agreeing to the statement, "Teachers receive regular feedback on how they are doing" will increase from 77% to 90% by the end of the 2011-2012 school year. Approved by BCL on 5-17-2011 (Question 42 on the survey)	The number of teachers agreeing to the statement "Staff members get help in the areas they need to improve" will increase from 92% to 95% by the end of the 2011-2012 school year. Approved by BCL on 5-17-2011 (Question 47 on the survey)
March 2012 survey data	**From: 77% To:90%**	**From: 92% To:95%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
The perception goals for 2012-2013 were actually selected at the end of the 2011-2012 school year when the building leadership team carefully reviewed the 9 Characteristics of Highly Effective Schools Survey. The goal selection process is done at this time of the year so that the Inglewood community can prepare to address them over the summer. This organization model did create a situation in which the junior high staff chose goals for the middle school staff. Importantly, more than 1/3 of the Inglewood staff was new to our school for the 2012-2013

school year. The groups really do not represent a cohort.

Still it is important for us to look at and understand the data. We certainly met our goals surrounding teacher feedback. The administrative team focused efforts to be in classrooms every day and the principal, Tim Patterson, attended specific professional development classes to enhance this effort. We plan on continuing our efforts to provide high quality feedback to teachers on a regular basis.

Our second goal, increasing positive responses to "staff works in teams across grade levels to help increase student learning" was not met. In fact we actually saw an 8 point decline. We are not surprised by this and believe it is an artifact of reconfiguration. Nearly our entire 6th grade team was new to Inglewood. Informal, friendship based relationships did not exist. In addition our 6th grade team faced very substantial challenges simply adapting to a secondary school culture. This effectively reduced the time our 6th grade teachers had to reach out. Last, our academic model and our building's layout do isolate our 6th grade team. Clearly we need to find ways to overcome these challenges. We are very likely to establish this goal for the 2013-2014 school year.

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)						
"Class of"	Reading		Science		Writing	
	From:	To:	From:	To:	From:	To
2018- 8th *Reading data from WA State Report Card ** Science Data from Data Dashboard	L3=23.7% 89/375 L4=65.6% 246/375	L3=25% 89/375 L4=65.6% 246/375	L3=40% 131/381 L4=48% 156/381	L3=40% 131/381 L4=50% 156/381		
2019-7th *Reading data from WA State Report Card ** Writing Data from Data Dashboard	L3=34.7% 126/363 L4=58.7% 213/363	L3=35% 127/363 L4=60% 218/363			L3=41% 123/377 L4=49% 147/377	L3=41% 123/377 L4=51% 147/377
2020- 6th *Reading data from Data Dashboard	L3=19% 68/372 L4=76% 264/372	L3=19% 68/372 L4=78% 290/372				
"Class of"	MSP Math		Algebra EOC		Geometry EOC	
2018- 8th * source WA State Report Card **It is not possible to provide EOC cohort data because the "class of" has not taken the exam	L3=25.1% 94/375 L4=65.3% 245/375	L3=25.1% 94/375 L4=65.3% 245/375		L3=25% 24/98 L4=75% 74/98		L3=10% 8/77 L4=90% 69/77

before.						
2019-7th * source WA State Report Card **It is not possible to provide EOC cohort data because the "class of" has not taken the exam before.	L3=33.3% 121/363 L4=55.9% 203/363	L3=35% 127/363 L4=57% 206/363		L3=25% 30/119 L4=75% 89/119		
2020-6th** source Data Dashboard	L3=37% 139/372 L4=48% 180/372	L3=37% 139/372 L4=50% 186/372				

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.

Identify content area and group of students	From	To
Inglewood's 8th grade students participating in CMP 8 will maintain their level of performance on the MSP when compared to their 7th grade year.	L3=22.5% L4=61.8%	L3=22.5% L4=61.8%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Inglewood has seen a substantial decline in 8th grade MSP math scores for the last two years. Our students are below the district average with 70% of Inglewood students meeting standard. This is problematic when you consider that 84.8% of students in the same cohort met standard the year before. We experienced 14.8% drop in performance. State wide the same cohort of children experienced a 6% drop in students meeting standard on the MSP. Clearly we need to focus on this issue.

We will be mapping our 8th grade curriculum to ensure that what we teach is what is being assessed by the State. We believe that we may have gotten off track and in an effort to prepare students for both the EOC and MSP. We will also be using this opportunity to audit our use of the LWSD adopted curriculum.

Additionally we are redoubling our efforts to use Professional Learning Communities. We are implementing a weekly formative assessment that we will use to determine student understanding of the curriculum as it is being delivered. Additionally, there will be daily (or nearly daily) use of single problem Haiku quizzes. This should allow 8th grade math teachers to understand and predict their students' level of performance on both unit tests and the MSP.

Finally, the principal of Inglewood will be joining the 8th grade math team's PLC meetings. These meetings take place each Monday morning and on PLC Wednesdays.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**#24 Teachers discuss teaching issues on a regular basis.** The number of teachers who "mostly agree" and "completely agree" with the statement "Teachers discuss teaching issues on a regular basis" will increase from 78% to 85% by the end of the 2012-2013 school year.	(Carried over from 2012 – 2013) The number of teachers who "mostly agree" and "completely agree" with the statement "staff works in teams across grade levels to help increase student learning" will increase from 78% to 85% by the end of the 2012-2013 school year. Q26
	From: 81% **To:90%**	**From:** 70% **To:** 80%
2012-13	The number of teachers who "mostly agree" and "completely agree" with the statement "staff works in teams across grade levels to help increase student learning" will increase from 78% to 85% by the end of the 2012-2013 school year. Q26	The number of staff members responding "mostly agree" or "completely agree" to the statement, "Teachers receive regular feedback on how they are doing" will increase from 38% to 50% by the end of the 2012-2013 school year. Q42

School Process Summary

Highlight strategies to meet goals in reading, math, science and writing:

Reading:

The 6th grade data surrounding reading is already very impressive. 95% of the students that are current 6th graders are at standard. Only 19% are proficient, while 76% exceed standard. Our goal for 6th grade is to move 5 of the 22 students that are currently below standard to grade-level standard. To do this our teacher teams will make use of direct reading instruction, book reports, book clubs, and several assessments using Accelerated Reader.

The 7th grade data surrounding reading is also impressive with 93.4% of students meeting or exceeding standard. The 7th grade teacher team is focusing on student's ability to cite textual evidence. The team will be specifically teaching inference strategies, use of novels, and history inference questions. The team is also making use of Accelerated reader.

The 8th grade data surrounding reading is impressive as well with 88.1% of students meeting standard. The team is implementing the use of The Comprehension Toolkit to teach specific strategies for informational text and literary text. The team is making use of Accelerated Reader to assess reading comprehension and analysis strategies.

Math:

Grade 6 Math – The 6th grade team is still working to develop a strong PLC culture. The team is very large, and has experienced the most significant change. Importantly our data from last year shows significant success. Our goal this school year is to maintain this success and increase the number of students exceeding standard as well as grow the total number of student meeting standard. To do this the 6th grade team is making use of common assessments and using Core Enrichment to help students that are struggling with concepts.

Grade 7 and 8 Math- Inglewood has undertaken a significant effort surrounding 8th grade math. We have recommitted to an 8th grade math PLC team. This school year there has been a significant change to the 8th grade math program as a result of changes to two variables. We changed the math pathway as a result of the Common Core State Standards (CCSS). In addition we changed the selection process for entrance in to our accelerated math tracks. These changes have had significant impact on the day to day classroom experience of math students. To address these issues Inglewood is auditing our 7th and 8th grade math curriculum and student experience in our Algebra class, our 8th grade math class and 7th grade Math class. We are doing this to ensure we are teaching the new standards and to ensure that student learning is enhanced.

In addition to the curriculum audit taking place, the entire math team is focusing on problem solving using mathematics. They have developed common language and a common math problem solving process, called "The Big 4 of Problem Solving".

Finally the 7th and 8th grade teams have developed quarterly goals which they will gather data and evaluate student progress against. This data will be used to identify students that need more intensive interventions.

Science:

Grade 6 Science – The 6th grade science team has identified 18 – 6th grade student that are at Risk in Science. Because 6th grade students will not take a 6th grade MSP science test the team will use unit tests to measure student progress. Students that struggle on these exams will get additional help in Science during Core Enrichment and during Review and Practice (RAP) sessions.

Grade 7 Science – The 7th grade science team has identified energy transformation and conservation as the over-arching theme for the year. The teacher team will highlight energy transformations as they teach all three modules.

Grade 8 Science – the 8th grade science team is implementing and normalizing the use of formative assessments. The 8th grade team has developed at least one (sometimes more) formative assessments that will be given to all 8th grade students. These assessments will guide instruction and identify students that are struggling to learn concepts. These students will be given additional instruction during RAP sessions. The team will be intentionally gathering data before and after these interventions to show student growth, or the need for continued support.

Highlight use of technology to improve student learning:
Inglewood has employed a multistep approach to the use of technology to improve student learning. We have had robust professional development for teachers, and high leverage instruction for students surrounding technologies. Inglewood has made use of our technology PD time to improve our use of Haiku, continue our use of Data Dashboard, how to work around Data Dashboard's problems, and maximizing our efficiency as staff members. Each of these efforts has directly impacted the student learning experience.

In addition to these efforts we have begun to intentionally engage student through the use of video lessons that are shared during our homeroom class period. Each month we have a "laptop corner" video that is 5-6 minutes long. This video shows kids how to make use of the laptop they have been given. In addition our student leadership students, leadership teacher, and librarian have developed their own Digital Citizenship curriculum and delivered peer to peer lessons that have been and will be very high quality. These efforts have positively impacted our students' use of their laptops.

Finally we have developed a Digital Play Ground for parents and held a Digital Citizenship Parent Education night. During this evening parents and teachers discussed the student use of social media. There was a healthy discussion of how students are using these technologies and how we can help them mature in to sophisticated technology users and avoid negative outcomes. The analogy of teaching a child to drive will be used as guide for parent planning. The central message of Digital Citizenship for Parents: Make a technology learning plan for your family, be present for your kids as they learn, and keep the long range view.

All of these efforts are intended to support and maximize student use of technology.

Highlight steps to involve of staff, students, parents, families, and community:

Four different stake holder groups were engaged in the CIP development process. Teachers and administrators did the lion's share of work surrounding the CIP. This started with our Building Community Leaders (elected staff members) creating the CIP development process. This process was then implemented by department chairpersons and administration.

Teacher teams reviewed the test scores of the students that they taught last school year. As the teams reviewed the data, they were seeking surprises and any student scores that surprised them. These surprises can often lead to powerful organizational learning.

After looking at last year's results teachers teams were asked to look at the students they have this school year. The teams looked at individual students as well as collective data, often going very deep into student achievement. Then the teacher teams estimated the student performance at the end of this school year. This data was used to set our 2013-2014 school year CIP goals. Each grade level content team then developed their own CIP goals.

After each grade level content team was created these goals were presented to, and discussed with our Coalition of Essential Schools Committee (CES). The CES committee includes staff members, students, and parents. Finally our PTSA board discussed our goals and gave input. Community input was solicited during Inglewood's "Principal's Chat." The principal's chat is an open meeting occurring on the 2nd Thursday of every month.

Lake Washington School District

Continuous Improvement Plan

Eastlake

2013-2014

LWSD Continuous Improvement Process
High School CIP 2013-2014

Eastlake High School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Goals: Due to DSS by October 11, 2013

A. Data Summary, Look-back, Reflection and Analysis

Class of 2013
Washington State On Time Graduation Percentage:
94.8%
Department Level Reflections:
A common thread between all students who did not graduate on time was a lack of necessary credits. Of the students who did not graduate, none were receiving special education services. There were a variety of departmental interventions put in place throughout the school year to maximize the number of students meeting graduation requirements.

Class of 2014 – Current 12th graders					
2012-2013 Goals					
	On Track Literacy	**On Track Math**	**On Track Science**	**On Track Grad Req's**	**On Track Credits**
Number:	**Literacy**: 362 **Reading**: 383 **Writing**: 391 **Lit Grades**: 301	411	NA	356	410
Percent:	**Literacy**:81% **Reading**:96% **Writing**: 98% **Lit Grades**: 83%	94%	NA	82%	94%
Results					
	On Track Literacy	**On Track Math**	**On Track Science**	**On Track Grad Req's**	**On Track Credits**
Number:	325	238	240	319	334
Percent:	81%	61%	61%	79%	81%

Grade Level Reflections:

When reflecting on the on-track literacy results, we feel that 96% would be a more accurate number as Data Dashboard labels a C+ through C- as yellow, which is why our literacy percentage is 81%. If we include the yellow literacy grade band the on track percentage is 95%, which makes a literacy average (combining 97% HSPE Reading and 96% HSPE Writing) to 96%.

When reflecting on the on-track mathematics results, we feel that 84% would be a more accurate number as Data Dashboard labels a C+ through C- as yellow, which is why our mathematics percentage is 61%. If we include the yellow mathematics grade band the on track percentage is 83%, which makes a mathematics average (combining 85% EOC) to 84%.

The Biology EOC is not required for this class.

Class of 2015- current 11th graders				
2012-2013 SMART Goals				
Reading HSPE:	N: 344	%: 94%		
Writing HSPE:	N: 352	%: 96%		
Algebra EOC:	N: 346	%: 94%		
Geometry EOC:	NA			
Biology EOC:	N: 299	%: 84%		

Results

Year	Reading HSPE			Writing HSPE		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	72 (21%)	263 (77%)	335 (98%)	91 (27%)	237 (69%)	328 (96%)
2012-9th	No test					
2011-8th	MSP 141	149	290			
Year	Overall Math EOC					

	Proficient	Exceeds Proficient	Total Proficient			
2013 -10	119 (33%)	205 57%	90%			
Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	13	12	25	65	45	110
2012-9th	18	6	24	56	85	141
2011-8th	130	115	245	4	48	52
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-10th	125	177	302 (87%)			
2012-9th	0	1	1			
2011-8th						

Grade Level Reflections:

We exceeded our reading goal by four percentage points, we met our writing goal, and we missed our EOC goal by 4 percentage points (we rolled Algebra and Geometry into one score as the state is only requiring students of the class of 2015 to pass only one of the two tests). 16 of the 37 who did not passed are students who receive Special Education services.

Though we did not set a Biology EOC goal last year, Eastlake's class of 2015 passed at a 87% pass rate. 20 of 65 students who did not pass are students receiving special education services. Another 15 were students who have never tested.

Class of 2016- current 10th graders

2012-2013 SMART Goals					
Algebra EOC:	N: 335	%: 91%			
Geometry EOC:	NA				
Biology EOC:	NA				

Results						
Year	Overall Math EOC					
	Proficient	Exceeds Proficient	Total Proficient			
2013 -10	126 (31%)	196 (48%)	322 (79%)			
Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-9th	41	7	48	54	92	146
2012-8th	96	89	185	13	67	80
2011-7th	18	64	82			
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-9th	0	0	0			
2012-8th						
2011-7th						

Grade Level Reflections:
At the start of this school year OSPI loosened the graduation requirements for math EOC tests. The class of 2016 needs to pass one of the two math EOC tests. Last year we set a goal to have 91% of the class of 2016 pass the Algebra EOC. By the end of the 2012-13 school year 79% of the class of 2015 had passed one or the other of the two math EOC tests. The bulk of the 21% that have not passed an EOC test will be in geometry during the 2013-14 school year. Last year, geometry classes at Eastlake had a 96% pass rate, so we expect by the end of this school year the number of students still needing to pass one of the two math EOC tests to have dropped significantly.

Class of 2017- current 9th graders						
No Goals set for current 9th graders at the High School						
Results						
Year	Reading MSP			Algebra EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
Total				150	158	308 (76%)
2013-8th	78	243	321	112	34	146
2012-7th	81	242	323	27	55	82
Year	Writing MSP			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th				11	69	80
2012-7th	142	185	327			
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2011-8th	162	134	296			

Grade Level Reflections:
The total number of students who are proficient or exceeding proficient on either of the two math EOC tests is 308, or 76% of students in the class of 2017.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Successes The class of 2014 no longer has any students receiving special education services in the “red” band for the Reading HSPE. This was accomplished by a student in the "red” band moving to the yellow band. In addition, one student in the yellow band moved to the green band. Challenges We still have 6 students in the yellow band for the Reading HSPE (one of those students has a score listed as a 408).

2012-13 Challenge Goal Review: Please list your school’s Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To
1.Improve AP Calc BC Pass Rate 2.Improve AP US Government Pass Rate	1. 90% 2. 83%	1. 94% 2. 86%

Describe your school’s efforts in this area; address both successes and challenges within your efforts.

Eighty-nine percent of the EHS students who took the AP Calculus BC exam passed. Eastlake basically remained the same as the previous year’s pass rate.

Eighty-five percent of the EHS students who took the AP Government exam passed. This year’s pass percentage was a two percentage point increase from last year and one percentage point lower than our goal.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	1) Student discipline problems are managed well. Eastlake Administration's Five Commitments 1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.	1) All staff are committed to achieving the school's goals. Eastlake Administration's Five Commitments 1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.
	From: 57% **To: 70%**	**From:** 58% **To: 75%**
2011-12	From Eastlake's Nine Characteristics **<u>Staff Survey Data</u>** **Characteristic #1: Vision** The school has a clear sense of purpose. From: 62% (agree mostly and completely) to 81% (agree mostly and completely) **Characteristic #1: Vision** I have a clear understanding of what the school is trying to achieve. From: 56% (agree mostly and completely) to 77% (agree mostly and completely)	From Eastlake's Nine Characteristics **<u>Staff Survey Data</u>** **Characteristic #3: Leadership** School administrators consider various views when making decisions. From 64% (agree mostly and completely) to 83%. **Characteristic #3: Leadership** Leaders hold staff accountable for improving student learning. From 64% (agree mostly and completely) to 72% (agree mostly and completely). **Characteristic #3: Leadership** I feel like the school leadership cares

	Characteristic #1: Vision The staff shares a common understanding of what the school wants to achieve. From 50% (agree mostly and completely) to 61% (agree mostly and completely) **Characteristic #1: Vision** All staff are committed to sharing the same goals. From 62% (agree mostly and completely) To 70% (agree mostly and completely) **Characteristic #1: Vision** The staff keeps the school's goals in mind when making important decisions From 58% (agree mostly and completely) To 71% (agree mostly and completely)	about me. From 64% (agree mostly and completely) to 82% (agree mostly and completely).
	From: **To:**	**From:** **To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
As noted above, we had common commitments between administration and faculty: Eastlake Administration's Five Commitments 1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.

Our two perception goals areas were around discipline and staff being committed to achieve school's goals. With discipline we wanted to move from 57% of the staff agreeing completely or mostly to 70%. The result from last year was 65%, which was solid progress but still not as far as we would have liked.
On staff's commitment to achieving school's goals we wanted to go from 58% to 75%. We reached 72%, another significant increase just shy of our goal.

We have already begun our next steps by honing our school's mission, vision, and values to ensure that staff, students, and the community are clear on the school's purpose and goals. We bring the data about staff perception of discipline to department chairs for feedback and guidance.

<u>Part 2: Goals for 2013-14:</u> Due to DSS by November 15, 2013
Performance Goals:

<u>Class of 2014 – Current 12th graders</u>														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number:	**380**	**398**	**386**	**398**	**338**	**398**	**n/a**	**n/a**	**320**	**398**	**333**	**398**	**380**	**398**
Percent	**96 %**	**100 %**	**97 %**	**100 %**	**85 %**	**100 %**	**n/a**	**n/a**	**79 %**	**100 %**	**82 %**	**100 %**	**95 %**	**100 %**

Class of 2015 – Current 11th graders														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number	**335**	**342**	**328**	**342**	**324**	**342**	**302**	**342**	**342**	**342**	**289**	**342**	**n/a**	**n/a**
Percent	**98 %**	**10 0%**	**96 %**	**100 %**	**90 %**	**100 %**	**86 %**	**100 %**	**100 %**	**100 %**	**80 %**	**100 %**		

Class of 2016 & 2017 – Current 10th and 9th graders						
	Reading HSPE		Biology EOC		Writing HSPE	
	From:	To:	From:	To:	From:	To
Class of 2016 Current 10th graders	98%	97%	86%	85%	96%	95%
Class of 2017 Current 9th Graders				n/a		
	Algebra/Geometry EOC					
Class of 2016 Current 10th graders	79%	86%	n/a	n/a		
Class of 2017 Current 9th Graders	76%	83%	n/a	n/a		

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Increase AP English Exams (AP Language and Literature and AP Literature and Composition) Pass Rate	71.1%	76%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Reviewing Eastlake's AP data over the past two years, we have identified two areas of focus. The first area of focus will be to continue improving our AP English Exams (AP Language and Literature and AP Literature and Composition) pass rate. Eastlake's AP English Exams (AP Language and Literature and AP Literature and Composition) pass rate increased from 67.6% in 2012 to 71.1% in 2013. We believe that the increase in the AP English exams is the direct result of a change in instructors. It is also worth noting Eastlake's second area of focus will be to maintain or exceed the number students taking an AP exam and increase the number of exams taken by our AP students. The 2012 results show that Eastlake had 335 students enrolled in AP class(es). From those 335 students, a total of 562 AP exams were taken. Eastlake's 2013 results showed that 337 AP students were enrolled in one or more AP class(es) and from those 337 students, a total of 675 AP exams were taken. One hundred and thirteen more AP exams were taken in 2013 by relatively the same number of students compared to the year before (2012). A portion of this increase can be attributed to a new AP course offering last year. However, Eastlake also had a 28.8% increase in the number of students taking the AP English exams in 2013 compared to 2012. Specifically, 90 exams were taken in the AP Literature and Composition and AP Language and Composition area last year compared to a total of 64 exams being taken in 2012. We believe that teacher's setting the expectation that students will take their AP exam and students feeling prepared for their AP exams, the number of students taking advantage of their AP exam opportunities will continue to increase.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**Administrative Mission** Our responsibility is to create the conditions that help the adults in this building continually improve upon their individual and collective capacity to ensure all students acquire the knowledge, skills, and dispositions essential to their success. **Common Commitment #1** Eastlake administration is committed to the continual improvement of teaching and learning which aligns with Question 42: Teachers receive regular feedback on how they are doing.", from the Nine Characteristics Survey. (a) Working with individual teachers to ensure high quality instruction in every class, every day (PGE). (b) The continuous improvement of teaching and learning through professional learning communities (PLC). (c) Ensuring that professional development aligns with the needs of individual and collective teacher needs (PD). **Action Steps** 1. First week of school visit every teacher (without feedback)	**Administrative Mission** Our responsibility is to create the conditions that help the adults in this building continually improve upon their individual and collective capacity to ensure all students acquire the knowledge, skills, and dispositions essential to their success. **Common Commitment #2** Creating an engaging and challenging environment that provides social, emotional, and physical safety for all students and staff which aligns with "Question 53: The school environment is conducive to learning.", from the Nine Characteristics Survey. (a) Increase the amount and quality of administrative supervision in not only classrooms, but hallways and the lunchroom (visibility and active engagements with students) (b) Student Wolf Chat twice a month (c) Visit all Homerooms with Counselors by the end of the 1st Quarter **Action Steps** 1. Establish a school wide A-BAC Committee that includes students, staff, and parents.

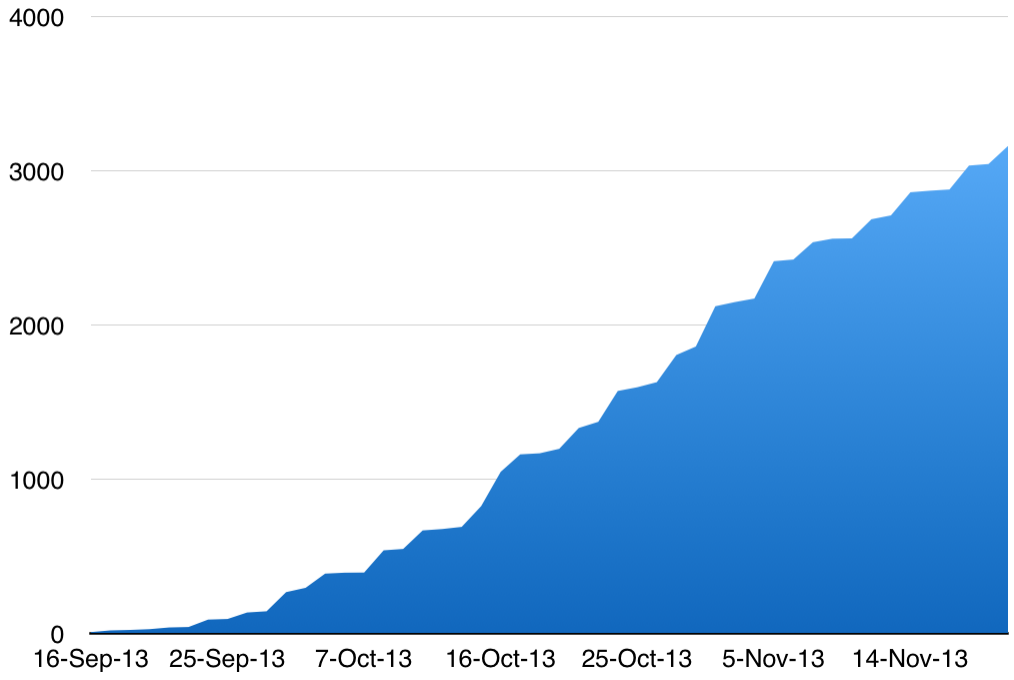
	2. Minimum of 2.5 hours of ICED weekly 3. Increase the amount of teacher feedback	
	From: 55% To: 72%	**From: 84% To: 90%**
2012-13	1) Student discipline problems are managed well. Eastlake Administration's Five Commitments: (1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.	1) All staff are committed to achieving the school's goals. Eastlake Administration's Five Commitments: (1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.
	From: 57% To: 70%	**From: 58% To: 75%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
Principal Statement: Having attended Rick Dufour's PLC Conference for two years, one of my biggest "take aways" had to do with Dufour's idea that intervention time for students is most effective when that time is scheduled during the school day. My first year at Eastlake

High School (prior to attending my first PLC Conference) we developed an intervention time for students that took place right after school on Wednesdays. During these after school intervention periods, Eastlake Honor Society students as well as Science Honor students were in place to support their fellow students in any and all subject areas. Though we thought we had a well thought out plan to support students, the number of students attending these help sessions was minimal at best. Two years and two PLC conferences later, Eastlake is in the first stages of building a robust Intervention Program that takes place during the school day.

As we began the 2013-14 school year we continued to improve upon our school-wide system of interventions through the use of networked database that allows teacher to both record help given to a student (teacher/student conference, parent contact, etc.) as well as request that a student attend one of our out-of-class support sessions (homeroom help session, STP, tutorial time, etc.). Students and parents were notified of this request through a weekly email that includes both the previous week's support (and whether or not the student availed himself or herself of that support), the support for the coming week, and a grade snapshot from all of the student's classes.

Since 9/16/13, 3,159 academic support entries have been entered into the system by 56 members of your 96 member faculty (the use of the system is not required). The use of the system has been steady over the course of the year (see the chart below).



Sixty-one per cent of the academic support requests are completed by the students (the table below outlines the attendance rate for the various interventions).

	Not Attended %	Attended %	Not Attended #	Attended #	Grand Total	% of Total
2) Student Meeting	11.1%	88.9%	16	128	144	4.7%
4) Tutorial - After School	36.8%	63.2%	32	55	87	2.9%
5) Tutorial - Before School	25.0%	75.0%	13	39	52	1.7%
6) Senior Project Help Session	28.6%	71.4%	105	262	367	12.1%
7) Level 5 Makeup	35.7%	64.3%	5	9	14	0.5%
8) Grade Check-In	10.3%	89.7%	4	35	39	1.3%
A) COE - LASS (D229)	83.3%	16.7%	10	2	12	0.4%
B) COE - Math (E214)	77.4%	22.6%	24	7	31	1.0%
E) Guided Studies - Hutsell (C207)	32.2%	67.8%	28	59	87	2.9%
F) Guided Studies - Snell (D205)	34.1%	65.9%	14	27	41	1.3%
G) Homeroom Help Session - Bio	48.9%	51.1%	93	97	190	6.2%
H) Homeroom Help Session - Chem	43.8%	56.3%	91	117	208	6.8%
J) Homeroom Help Session - GS	100.0%	0.0%	4		4	0.1%
K) Homeroom Help Session - IPS	22.8%	77.2%	26	88	114	3.7%
L) Homeroom Help Session - LASS	32.3%	67.7%	42	88	130	4.3%
M) Homeroom Help Session - Math - Wesson	36.9%	63.1%	62	106	168	5.5%
N) Homeroom Help Session - Math - Ramirez	37.8%	62.2%	71	117	188	6.2%
O) HHS - Other	34.8%	65.2%	31	58	89	2.9%
P) Homeroom Help Session - Senior Project	0.0%	100.0%		1	1	0.0%
Q) Homeroom Help Session - World Language	35.6%	64.4%	74	134	208	6.8%
R) Lab - Math Lab	80.8%	19.2%	21	5	26	0.9%
S) Lab - Science Lab	0.0%	100.0%		2	2	0.1%
T) Lab - Writing Lab	67.3%	32.7%	35	17	52	1.7%
V) Math Lab - Wednesday	75.4%	24.6%	46	15	61	2.0%
W) Parent Email	15.0%	85.0%	3	17	20	0.7%
X) Parent Meeting	6.5%	93.5%	2	29	31	1.0%
Y) Parent Phone Call	0.0%	100.0%		1	1	0.0%
Z) STP	48.4%	51.6%	325	347	672	22.1%
Grand Total	38.7%	61.3%	1178	1863	3041	

Considering our previous years' efforts, we as a school, have made significant gains in the area of academic interventions and support for students.

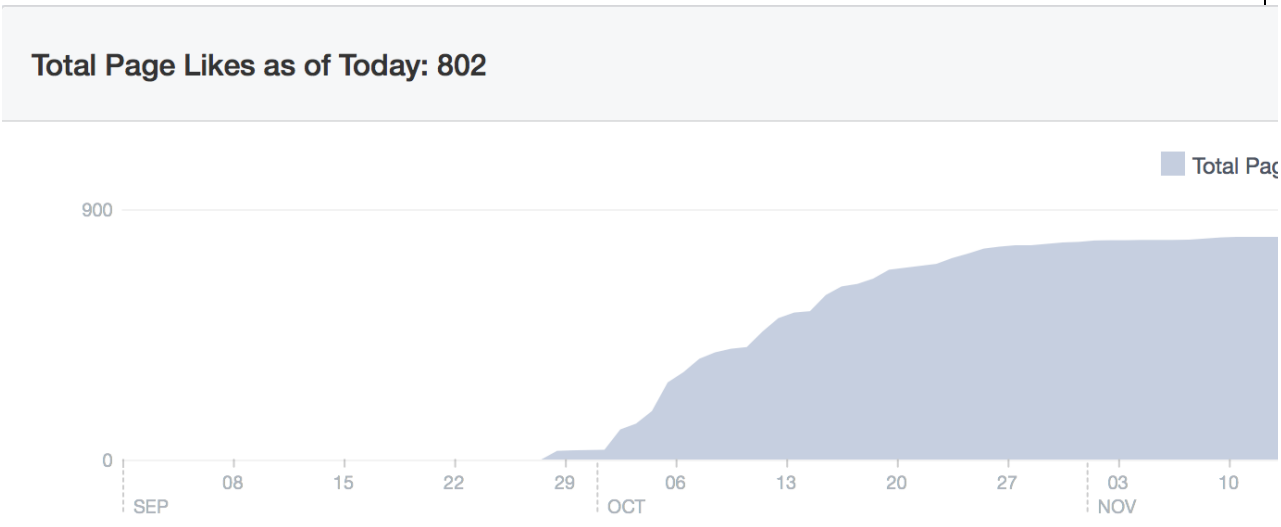
Eastlake High School received a PTSA grant specifically to fund a weekly evening math lab. The math lab is held every Tuesday night from 5:00pm to 7:00pm and is staffed by an Eastlake math teacher and one or two volunteers. Though all Eastlake students are welcome to attend the evening math lab, the students who take advantage of this opportunity are primarily students in our higher level math courses. Though this "help session" is not held during the day, we have an excellent turnout of students who take advantage of this opportunity.

Though Eastlake is still in the initial stages of developing a quality Academic Intervention Program, we believe we have made excellent progress in this area. Not only are we serving

a high number of students, our school's support is geared to students who need assistance in their subject area, regardless if they are in a higher or lower level class.
Highlight use of technology to improve student learning:
Just as in all of our secondary schools, Eastlake has implemented one to one technology for every student. The Spanish Department's district adopted curriculum is heavily dependent on technology through the use of student laptops. Most, if not all of our staff are utilizing Haiku and find it to be an exceptional tool for all parties (students, parents, and teachers). Eastlake's administrative team also utilizes Haiku (for EHS staff only) for maintaining and posting relevant school information. This year, Eastlake is piloting (with three to four teachers) "Mastery Connect" a software tool designed to disaggregate common formative assessment data for teachers. This data tool allows teachers and PLC's to analyze student work and discuss particular questions (concepts) that were challenging for students.
Highlight steps to involve staff, students, parents, families, and community:
This year, Eastlake has formally put in place a number of initiatives to open Eastlake High School to our community as well as share information and receive feedback and concerns from our parents and students. To begin the school year, Eastlake High School held our first annual "Community Event" where all members of our Eastlake community were invited to meet and talk with the Eastlake administrative team as well as other staff and PTSA representatives. In addition, Eastlake Leadership students were on hand to provide tours of the school. Pizza, snacks, cold soft drinks and juice were also provided courtesy of Eastlake's "Wolf Pack" (school wide booster club). This event was held from 4:00pm to 6:00pm on Friday, September 6th preceding Eastlake's first home football game. This year, Eastlake's Curriculum Night included a student filmed, edited and produced video that introduced Eastlake's administrative and counseling team as well as Eastlake's office staff. We had always wanted to provide parents with the names and faces of our team, especially the front office staff as they are frequently the "face of Eastlake" when parents call or come to our school. In addition, Eastlake's PTSA President was also provided video time to remind parents of joining the PTSA as well as the type of initiatives and support that Eastlake's PTSA provides to staff and students. The video was very well done and we received many compliments at the end of the evening. An ongoing communication tool that was started last year and is in full implementation this year is "The Howl." This is a weekly e-newsletter that is sent to each student(s) parent and provides parents with a wealth of school and department information including upcoming

school events as well as student activities and opportunities. In addition, Eastlake continues to host monthly "Parent Wolf Chats" and "Student Wolf Chats" which provide parents and students the opportunity to discuss with the Eastlake Principal any and all issues relating to their experiences at Eastlake.

On Sept 28th, Eastlake launched an official Facebook and Twitter account to reach the significant portion of our students, parents, and community who use social media to stay connected with other important groups and events. With the support of our Wolf Pack parent booster club, we saw quick growth through active posting during homecoming and spirit week, as well as through gift card drawings as another 100 followers joined the page. The chart below shows the growth of "likes" since our September 28th launch.



Lake Washington School District

Continuous Improvement Plan

Audubon

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

AUDUBON ELEMENTARY

Part 1: 2012-2013 Reflection Goals:

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
By May 2013, 95% of fifth grade students will meet or exceed standard as measured by the Spring 2013 MSP						
Math Goal:						
By May 2013, 95% of fifth grade students will meet or exceed standard as measured by the Spring 2013 MSP						
Science Goal:						
By May 2013, 98.7% of fifth grade students will meet or exceed standard as measured by the Spring 2013 MSP						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	11.3	81.7 +34.3	93.0 +1.1	21.1	70.4	91.5 + 2.0
2012-4th	44.7	47.4 (26.9)	92.1 (3.6)	34.2	55.3	89.5 (5.1)
2011-3rd	21.4	74.3	95.7	24.7	69.9	94.6
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	7.1	88.6 +9.9	95.7 (3.0)			
2013-5TH	20.0	78.7	98.7			

Grade Level Reflections:

- Within this cohort, the percentage of students moving from a level 3 to a level 4 in science increased 9.9%
- Within this cohort, the percentage of students moving from a level 3 to a level 4 in reading increased 34.3%
- Within this cohort, the percentage of students moving from a level 3 to a level 4 in math increased 15.1%
- All fifth grade ELL students (3) met or exceeded standard in all areas assessed
- Our collaborative process and content focus works to increase the success of students (data analysis, collaboration, strategy list, differentiation, continuous reflection).

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal:

By May 2013, 92% of 4th grade students will meet or exceed standard as measured by the Spring 2013 MSP

Math Goal:

By May 2013, 91% of 4th grade students will meet or exceed standard as measured by the Spring 2013 MSP

Writing Goal:

By May 2013, 80.3% of 4th grade students will meet or exceed standard as measured by the Spring 2013 MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	44.9	41.0	85.9 (5.6)	17.9	70.5	88.4 (2.0)
2012-3rd	25.6	65.9	91.5	15.7	74.7	90.4

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	34.6	53.8 +7.7	88.4 +8.1
2012-4th	34.2	46.1	80.3

Grade Level Reflections:

- When comparing two different cohort groups over consecutive years of 4th grade, the percentage of students *meeting* standard in writing increased by 8.1%
- When comparing two different cohort groups over consecutive years of 4th grade, the percentage of students *exceeding* standard increased by 7.7%
- A trend in the data indicates that a high percentage of students meet or exceed standard in reading and math in 3rd grade, then drop in 4th and increase again in 5th.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal:

By May 2013, 96% of 3rd grade students will meet or exceed standard as measured by the Spring 2013 MSP

Math Goal:

By May 2013, 95% of 3rd grade students will meet or exceed standard as measured by the Spring 2013 MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	23.9	65.2	89.1	29.5	63.2	92.7
2012-3rd	25.6	65.9	91.5	15.7	74.7	90.4

Grade Level Reflections:

- When comparing two different cohort groups over consecutive years of 3rd grade, the percentage of students *meeting or exceeding* standard in reading decreased by 2.4%
- When comparing two different cohort groups over consecutive years of 3rd grade, the percentage of students meeting or exceeding standard in math increased 2.3%

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 79 to 84 %	1 94 to 95%	K 94 to 95%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 85% (7.0)	1 85% (9.0%)	K 92%
2012	1 92% (6.0)	K 94%	
2011	K 98%		

DIBELS Reflections:

2nd Grade:

- Our trend indicates that most students are at benchmark by the end of kindergarten, and then begin a downward trend as they progress through first and second grade.

1st Grade:

- Our trend indicates that most students are at benchmark by the end of kindergarten, and then begin a downward trend as they progress through first and second grade.

Kindergarten:

- As our students progress from beginning of the year to end of the year they make individual progress, however overall fewer students are at benchmark.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes

- **Of 5th grade female students, 100% met or exceeded the standard for reading on MSP**
- **Of 5th grade female students, 100% met or exceeded standard for science on MSP**
- **Measurable growth for all ELL and Special Education students**
- Of 2nd grade students receiving ELL services, 50% exited based on WELPA scores
- Of 5th grade students receiving special education services, two students had growth in math of more than 50 percentage points (329 to 387, 291 to 346), and one increased by 75 percentage points in math (291 to 366).
- Of 5th grade students receiving ELL services, two students increased performance by 27 percentage points and another increased by 19 percentage points.
- Of 3rd grade students receiving safety net, 6 of 8 met standard in reading
- Of 3rd grade students receiving safety net, 6 of 8 students met standard in math
- Of 3rd grade students on an IEP, 5 of 7 met the standard for math
- Of 3rd grade students receiving ELL services for reading and math, 2 of 3 met standard in both reading and math.

Challenges

- Vocabulary development in math and science for 5th grade students who receive ELL services
- Motivational issues for male students on 504 plans
- For students receiving special education services, scaffolding grade level content to the proximal zone of development
- Students who are new to Audubon (from out of district or country) have difficult elaborating, expanding and being creative in writing.
- Transient population: Students who are new to Audubon (from out of district or country) who arrive within one month of taking the MSP assessment.
- Balancing individual student needs with long absences due to trips to home countries by a large portion of our population (India, Israel, China, Russia)
- Aligning oral comprehension skills with decoding skills
- Of the 3rd grade students who did not meet standard in reading, 8/10 are boys
- Of seven third grade students on an IEP, none of them met standard for reading

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.		
Grades 3-5: Identify content area	From	To
MATH	71%	75% +4%

RESULT: 68.03% exceed standard (level 4) in grades 3, 4, and 5 combined

- We increased by 4% the students who performed at a level 4 in math for grades 3, 4, and 5 combined.
- We did not make our goal of 75%, however, in 5th grade 70.4% of students achieved a level 4 in math

Describe your school's efforts in this area; address both successes and challenges within your efforts.

- Promotion of family math learning at home:
  - International game night
  - Family game nights
  - IXL available to all students; used as homework and within centers in-class
- Third grade piloted the SBAC math assessment, and used this awareness to increase the rigor in 3rd grade math
- Use of daily math journals in primary grades
- Continental Math in third grade
- Differentiated instruction for students who demonstrated proficiency before or during instruction
- Math stations used in kindergarten and third grades
- Data collection prior to and after math stations that indicated increases in student learning as a result of the additional enrichment and practice
- Flexible, performance based math rotations in fourth and fifth grades
- Safety Net push-in with a focus on number sense in third and fifth grades
- Safety Net pull out for reading, focusing on those students who were not at standard on the DIBELS or the MSP
- Common pre and post assessments in all grades, with level four questions developed
- In 5th grade, tickets to recess for 100% of assignments, partner conversations/editing of math work, homework study club, Safety Net inclusion model, immediate feedback and differentiated instruction via performance grouping (results indicate that 55.3% of students entering 5th at level 4 in math, increased to 70.4% of students within the cohort at level 4 in math on the spring MSP)
- Challenge: knowing if the instruction within rotations is most effective based on student needs

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	**Characteristic 6: Monitoring of Teaching & Learning -** Teachers *receive regular feedback on how they are doing.*	**Characteristic 8: Learning Environment** – *Student discipline problems are managed well.*
	From: 60.52% To: 75%	**From:** 71% **To: 85%**
2011-12	**Characteristic 6: Monitoring of Teaching & Learning** – *Teachers receive regular feedback on how they are doing.*	**Characteristic 4: Collaboration and Communication** – *The staff works in teams across grade levels to help increase student learning.*
	From: 74% To: 60.52%	**From: 68% To: 65%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
• These goals were selected by the staff based on previous spring Nine Characteristics of Effective Schools survey completed by all staff in 2013. • The perception data indicated that these areas received some of the lowest percentage of staff that agreed mostly and agreed completely combined. • We continue to be confused by the results for these goals for which we focus, because as we carry the goal forward and collaborate to develop strategies for increasing our perception, the data seems to remain flat or decrease. • For several years we focused on increasing Collaboration and Communication, which continued to result in flat data. However this year, spring 2013, 87.88% of respondents agreed mostly or agreed completely combined, which is an increase of 19.88% over the previous year. **<u>Goal #1: Characteristic 6:</u>** • The results for this goal were 72.72% of respondents agreed mostly or completely, not reaching our goal, however achieving an increase of 12.2%. • As we reviewed and analyzed our data this year, we discovered that we all had different ideas about what "*Teachers receiving regular feedback on how they are doing*" meant. Some folks were unclear as to what constituted regular feedback (how often, positive encouragement as feedback, etc.). We also discovered that some felt they received feedback only from principal, however do not get it from parents, colleagues or students, where other staff thought the question only referred to feedback from principal. • The principal wrote teachers an email that included positives that were observed during informal visits to classrooms. Objective notes from the visit were attached. • We believe the new PGE system will lend itself to more evidence based feedback to teachers on a regular basis.

- Twelve teachers volunteered to participate in Learning Walks within classrooms in our building. These teachers reported that they did receive feedback from peers and the principal through this process and that the experience was positive.
- Going forward, we will continue learning walks in our building and will seek other ways to gather feedback from students and parents as well.

Goal #2: Characteristic 8:

- The results for this goal were 81.82% of respondents agreed mostly or completely, not reaching our goal, however an increase of 10.82%.
- In order to improve our perception the actions we took included reviewing and revising our communication slip and training staff on the use of this discipline tool. We provided for a principal designee when the principal was out of the building for whole days. We continued our Bucket Fillers program to encourage positive discipline. The principal provided follow through, support and greater communication back to staff for discipline issues that came to the office.
- Going forward, we have scheduled a principal designee for all known principal absences of one day or greater.
- Continue providing strong communication and collaboration to solve discipline issues. The team may include counselor, psychologist, classroom teachers, classified staff and specialists.

Audubon Elementary 2013 2014 School Year

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	85.9%	94.2%	88.5%	92.8%		96.2%		
2021 -4th	89.1%	93.2%	92.6%	93.1%				91.2%
2022- 3rd		96.8%		95.9%				
2023-2nd	87.5%	88.5%						
2024- 1st	84.3%	85.6%						
2025- K	87.1%	88.2%						

- *K-2 based on BOY 2013 DIBELS assessment data*

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.

Identify content area and group of students	From	To
Reading	**54%** (92/170 students)	**65%** (111/170 students)

As a school we are focusing on Reading as our challenge area. While our goal is based on overall reading achievement, we specifically want to improve student achievement on informational text as a school.

Based on Spring 2013 MSP data for 3rd and 4th grade student results for overall reading:

Grade	Level 3 (%)	Level 4 (%)
3rd	23.9 (22/92 students)	65.2 (60/92 students)
4th	44.9 (35/78 students)	41.0 (32/78 students)

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**Characteristic 6: Monitoring of Teaching & Learning** – *Teachers provide feedback to each other to help improve instructional practices.*	**Characteristic 4: Collaboration and Communication –** *Staff routinely work together to plan what will be taught.*
	From: 75.75% To: 85%	**From: 81.81% To: 91%**
2012-13	**Characteristic 6: Monitoring of Teaching & Learning -** Teachers *receive regular feedback on how they are doing.*	**Characteristic 8: Learning Environment** – *Student discipline problems are managed well.*
	From: 60.52% To: 72.72%	**From: 71.0% To: 81.82%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
Reading: • School focus on informational text • Chanting sight words, movement activities with sight words • Extra practice with phonemic awareness (primary); Phonics Practice w/Words Your Way (intermediate) • Flexible grouping • IA support to assist 1:1 or with small groups • Safety Net push in and pull out • ELL emersion in literacy • Read Naturally for targeted students using parent volunteers • Graphic organizers • Explicit instruction on determining main ideas and supporting evidence • Explicit instruction on literary analysis (themes & compare/contrast) • Whole group to small group instruction • Note taking strategies instruction • Anchor charts on main idea • Strategic differentiation through the RTI process with WONDERS • Reading Journals • Student created questions • Two-column note-taking • Integration with all subject areas • Focus on quality written answers, focusing on complete sentences and using text evidence (including visualization) • Leveled questions • Focus on Author's Purpose/Illustrator's Purpose • National Geographic for kids

- WONDERS assessment tools and resources for pre- and post-assessments and to check progress mid-way
- Building leveled library w/Fountas & Pinnell assessments, to improve reading fluency and comprehension
- OSPI release items embedded in instruction
- Use of mentor texts

Math:

- Place Value with addition and subtraction properties (primary focus)
- Tens frames (primary)
- Tens and ones cubes (primary)
- Math Stations (primary)
- Extend learning via math notebooks with EnVision
- Differentiation – performance grouped rotations
- Sped push in support
- Common formative and summative assessments designed by team
- RTI model for identifying root problems and choosing explicit interventions
- Differentiation using technology (enVision online)
- 1:1 support with IA
- MMF for math facts
- IXL for additional practice or use in centers
- Extension activities and games
- Peer support; peer homework checks
- Math Journals
- Student created word problems
- Math fact mastery
- Use of OSPI release items embedded in instruction
- MSP release items
- SBAC practice items
- Ticket to recess (assessment checks)

Science:

- Writing steps of process as a focus in primary (demonstrate using first, next, etc. with a beginning and ending statement)
- Use proficiency scales
- Emphasis on scientific process and investigative design
- Use of OSPI release items embedded in instruction
- Investigative process for procedural writing
- Use of science journals in all grade levels
- Guest speakers
- Integrate with reading and writing with science (all grades)
- Research skills instruction with multiple sources
- Science Fair participation (required for some grade levels)

- Mock science fair in class
- Hands-on investigations using collaborative groups of students
- Two-column note-taking
- National Geographic for kids
- Foss Web resources
- Science field trips: Bug Safari (primary); Toymaker (various grades); Museum of Flight (5th grade); Tolt River Ecology (5th grade)
- Wiki-projects
- MSP release items

Writing:

- Non-fiction writing and sharing in all grades
- Two-column note-taking in all grades across all subjects
- Sacred writing blocks 4x per week for intermediate grades
- Writing w/evidence to support literary analysis
- CCSS rubrics
- Student/Teacher conferences
- WONDERS for foundations of writing
- Units of Study (Lucy Calkins) for writing workshop
- Integration with science through journaling
- Integration with social studies and reading
- Word Sorts
- National Geographic for kids
- Publishing and sharing work online
- Author's Chair
- Mentor texts
- Peer editing/revising
- Quickwrites

Highlight use of technology to improve student learning:

- Use CD's/DVD's with music
- Sight words flipcharts
- Computer programs: Raz-Kids, Mimiosprout, IXL, Xtramath, BrainPop
- WONDERS online, EnVision online, TCI online, Foss Web, Pebble Go (note-taking)
- Word Processing to publish work and create presentations
- Scholastic News interactive website
- Web-based reading response/discussions
- Student created projects to demonstrate understanding
- Research – internet
- Student netbook use
- Haiku for students and teachers to share and access information
- Co-writer (IEP students)
- One Note for PLC team, grade level team, RTI and Guidance Team notes

- Interactive flipcharts on Activboard
- Activote for assessments and checks for understanding
- Wiki-projects
- Audio and visual systems for peer teaching
- Netbooks in classes daily
- Video cameras and movie maker used by students to enhance projects and record learning
- Skyward used for students to progress monitor and adjust learning

Highlight steps to involve of staff, students, parents, families, and community:

- Carol & Riley the Dog – reading therapy dog
- LINKS community volunteers (reading)
- Bug Safari (science)
- Rick Hartman, Toymaker (science)
- Field Trips
- Materials, both hard copy and online, for parents to use at home
- Weekly or Monthly Newsletters
- Haiku Sites
- Home-School Connection projects
- E-Mail
- Learning Walks within building
- PTSA Outreach
- Parent/Family Nights (math, Share Night, International Night, Author Night, Game Nights, Science Fair)
- Skyward
- IXL at home
- Student Planners
- Volunteer academic assistance (Read Naturally, Art Docent)
- Little Buddies
- Collaboration between Safety Net, Sped, General Ed
- Guidance Team
- PTSA Membership Meetings (Principal and Staff presentations)
- PTSA Board Meetings (Principal attendance, staff representative attendance)
- CIP share at PTSA general membership meetings
- Student work sent home
- Parent-Teacher-Student conferences
- RTI team
- Weekly parent questions to engage and gather feedback
- Parent homework (questions that parents must ask students around grade level work)
- Vertical collaboration and teaming
- 5th grade recognition night parent participation

Lake Washington School District

Continuous Improvement Plan

Franklin

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Ben Franklin Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
90 %						
Math Goal:						
85 %						
Science Goal:						
95 %						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	17%	79%	97%	21%	63%	84%
2012-4th	50%	41%	91 %	31%	52%	84%
2011-3rd	16%	77%	93 %	34%	52%	86%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	23%	70%	93%			
Grade Level Reflections:						
The 4/5 team was able to meet or come close to meeting goals dues to PLC collaboration for planning, assessing, and best practice to identify and respond to student needs. We did this through : • Individual conferences • Small group instruction • Workshop model • Common assessments						

- LASS integration
- Parent involvement in a variety of subject areas
- Regular parent communication regarding student progress

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal:

84 %

Math Goal:

77 %

Writing Goal:

70 %

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	29%	60%	89%	28%	54%	82%
2012-3rd	37%	53%	90%	34%	54%	88%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	37%	44%	81%

Grade Level Reflections:

The 4/5 team was able to meet or come close to meeting goals dues to PLC collaboration for planning, assessing, and best practice to identify and respond to student needs. We did this through :

- Individual conferences
- Small group instruction
- Workshop model
- Common assessments
- LASS integration
- Parent involvement in a variety of subject areas
- Regular parent communication regarding student progress

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal:

85 %

Math Goal:

82 %

Results:

Year	Reading			Math		
	Proficient	Exceeds	Total Proficient	Proficient	Exceeds	Total Proficient

		Proficient			Proficient	
2013-3rd	20%	68%	88%	31%	57%	88%

Grade Level Reflections:

Reading - focus was on comprehension we did a lot of small group/partner work - more talk/discussion to build comprehension of text. Home/school partnership to help parents build comp skills at home - weekly book chats and accountability for reading homework. Focused heavily on comprehension including text evidence and details from the text. Math - using the Math workshop model helped to differentiate our students and provided them with appropriate lessons. We pre-assessed every unit so also had an idea of what students needed and what skill set to focus on. Used more math vocabulary both visible on the walls and using math conversations which included the vocabulary to strengthen their knowledge of how they and others solved equations. We also feel our use of weekly parent newsletters provided our parent community with information about what their students were learning and they were able to use that information to help at home as well.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 86%	1 82%	K 85%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 89%	1 90%	K 88%
2012	1 89%	K 90%	
2011	K 90%		

DIBELS Reflections:

2nd Grade:

The second grade team had a goal of 86% proficiency in fluency. The end of the year results showed 89% proficiency in the area of fluency.
Reasons we surpassed our goal:
-explicit small group instruction
-consistent parent communication of student progress or current reading level, at home help recommendation for parents
-PLC planning around literacy instruction and goals
-PLC planning with outside resources in our building
-Common assessments
-Parent volunteer for small group instruction for enrichment or support
-Monthly progress monitoring for at risk or below standard students
-Made instruction fun and engaging
-Homework was 20 minutes minimum of nightly reading and daily checked in class.

1st Grade:

The first grade team met and exceeded the goal. Strategies used: daily small reading groups, partner reading, Word study collaboration: Fab 5 sight words, Safety Net support, progress monitoring using leveled reading assessments, Headsprout and DIBELS.

Kindergarten:
The Kinder Team was able to meet our goal because we did a great deal of differentiated instruction through small group work and continuous assessments that drove our instruction. Used IA support for small group work.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Successes Special Education and Asian sub groups are meeting AMO in reading and math. White sub-group in meeting AMO in math. (we don't have significant # for SES or ELL however: ELL: (3rd grade: 6 students): 83% at or above standard in reading. 67% at or above standard in math. (4th grade: 4 students): 75% above standard (level 4). 50% at or above standard in writing. 25 % above level in math. (5th grade: 6 students): 100% at or above standard in reading. 50% at or above standard in math. 70% at or above standard in science. **Challenges** All students, white and two or more races not meeting AMO in reading. Two or more races not meeting AMO in Math. ELL and SES not a significant sub group however: ELL: (3rd grade: 6 students): 67% at or above standard in math. (4th grade: 4 students): 50% at or above standard in writing. 25 % above level in math. (5th grade: 6 students): 50% at or above standard in math.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.		
Grades 3-5: Identify content area	From	To
Math grades 4th and 5th	52%	56 %

Met= 59% of our 4th and 5th graders achieved 4 on math.

Describe your school's efforts in this area; address both successes and challenges within your efforts.
4/5 Team collaborate around math on a regular basis
Use data walls and common assessments
Use push-in services and flexible groupings (students see different teachers thought-out the day)

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	**Planning** in grade-levels and across grade-levels: Question 26, 27. Our staff will move from 30% completely agree to 65% completely agree.	**Culture-**Trust and Care: Question 22,29. Currently, 90% of our staff agrees slightly, mostly or completely. We would like this to be 100%.
	From: 30% To:65%	**From:** 90% **To:100%**
2011-12	By May 2012, 90% of staff will "consistently plan with colleagues using the cycle of inquiry" as measured by a staff survey.	By May 2012, 90% of staff will "consistently use standards to create specific standards-based lessons" as measured by a staff survey.
	From: To:	**From: To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
Overall, most of the questions have 90-100% agreement. In these areas, planning and trust, our percent of agreement is in the 80% range. This means 3-4 staff members don't agree at all. We believe that a positive team should be in 100% mostly or completely agreement on trust and care. This year we met as teams and as a whole staff. We read articles about trust. We also made sure the LEAP days reflected vertical and horizontal planning. We did not meet our goals.

Next steps: Over the summer we convened a Leadership Summit. 16 staff members met to revise our decision-making model and leadership model with the purpose of improving culture and making sure all voices are heard in decision-making.

We had a large turn-over of staff. We are going to take the areas in which we scored lower in and survey our current staff. We will then set goals for this year and have our leadership teams create an action plan to meet our goals. The action plan will have input from our entire staff.

School Name and Year:

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To:
2020- 5th	89	88	83	73		92		
2021 -4th	87	85	87	85				83
2022- 3rd		85		87				
2023-2nd	76	88						
2024- 1st	72	81						
2025- K	81	85						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a

continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
4/5 Math	43/75 students (57%) 5th grade at level 4 42/75 students (56%)4th grade at level 4 **85/150 students (57%) in all at level 4**	**91/150 (61%) in all at level 4**

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Rationale: We have purposely chosen to focus our attention on the 4/5 multi-age classrooms and their differentiation instructional practices surrounding math. We have specific interventions in place among PLC teams to monitor student progress and adjust instruction with a focus on enrichment at all levels:
4/5 Teams:
--Collaborate around math on a regular basis (weekly)
--Use data analysis tools (eg. Data walls, DataDashboard, Skyward reporting, teacher-created spreadsheets) and common assessments (teacher-made and district CDSAs)
--Use push-in services and flexible groupings (students see different teachers thought-out the day based on student need)

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Administrator and the school use a system to consider various viewpoints (Q 20 and 23)	Teachers will receive feedback on a regular basis. (42) (specifically, we would like more staff to "completely agree" Currently 55% staff "mostly agree", 22% "completely agree")
	From: 85% To: 90%	**From:** 77% **To:85%**
2012-13	**Planning** in grade-levels and across grade-levels: Question 26, 27. Our staff will move from 30% completely	**Culture-**Trust and Care: Question 22,29. Currently, 90% of our staff agrees slightly, mostly or completely. We would like this

	agree to 65% completely agree.	to be 100%.
	From: **To:**	**From:** **To:**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
• Overall, our grade-levels use an action plan to set goals, create a plan of instruction, assess and reflect. We have also created a systematic SIT (student intervention team) to support teachers and students in helping kids meet standard. We are using our intervention teachers (Safety Net, Special Education, SIT Teachers) for student and teacher support. We are teaching to Common Core State Standards. • Teachers participate in Professional learning communities learning walks to reflect and discuss best practices. • Math: We wrote a grant (LWSF and PTA EZ grant) and have multiple math clubs for both primary and intermediate grades as well as a math coach from Zeno Math. We also got a grant to create a math resource room which houses math games, books and resources that support math instruction. We are using IA time and Safety Net time and Student intervention team to support students in math. • Literacy: Teachers are using Wonders curriculum and a combination of reading and writing workshop to differentiate learning. We are also focusing on professional development in literacy. Teachers are aligning literacy instruction Kindergarten-fifth grade with common assessments and reading features (close reading, comprehension strategies, etc). • Science: We collaborate with UW Bothell and have interns work with our students during science time. We have a school wide science fair and assemblies for science. We work to integrate science, informational text, field trips for authentic learning activities into our instruction.
Highlight use of technology to improve student learning:

Teachers use technology on a regular basis: Wonders online presentations and interactive activities whole group and small groups. Kindergarten, first and second grade teachers are using DreamBox on a daily basis as well as learning basic computer skills (logging on, navigating to websites, typing on Microsoft Word Documents). Kindergarten through fifth grade is using IXL, enVision videos and interactive activities, discussion boards, Haiku, Reading A-Z, Mimo Headsprout, FOSS science online, Discovery Streaming, Netbooks 3:1, Socrative.com, and Activoes.

Staff uses technology to collaborate and share resources using OneNote as well as set and track our CIP goals. Staff also uses Excel spreadsheets to monitor and track student goals throughout the year. Teachers monitor and track PGE goals using Teachscape and input grades on Skyward monthly. Teachers create ActivInspire flipcharts to use daily to enhance student learning as well as assess. Teachers use document cameras daily to model directions and activities for students.

Highlight steps to involve of staff, students, parents, families, and community:
Teachers welcome families at the start of the school year at Curriculum night where teachers inform families about the grade and curriculum. All students and families participate in Student-led conferences in October and January. Parents volunteer regularly in classrooms where they work with students in reading, math, science, writing, social studies, art, and on field trips as well as monthly assemblies. Families are invited to join classroom celebrations (open houses, readers' and writers' celebrations, Readers Theater). Families are informed through weekly class newsletters and updates through Haiku. In newsletters, families are updated on progress made on grade level CIP goals. Families are also invited to a variety of evening events such as, Pizza night, bingo night, International night, math night, science fair, choir concerts, and plays).

Lake Washington School District

Continuous Improvement Plan

Kirk

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Peter Kirk Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal: **90% of students at or above standard.**						
Math Goal: **80% of students at or above standard.**						
Science Goal: **85% of students at or above standard.**						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	23.0	62.1	85.1	37.9	36.8	74.7
2012-4th	48.4	32.3	80.7	35.5	34.4	69.9
2011-3rd	24.1	63.7	87.8	43.4	37.3	80.7
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	32.2	52.9	85.1			
Grade Level Reflections:						
General reflection: • Reading: Grade level scores have decreased over the past five years (from 88.7% in 2010 to 84.1% in 2013). • Mathematics: grade level scores have fluctuated by percentage points over the past four years. • Science: scores trended up for the previous three years. Scores for 2013 dropped from						

93.4% in 2012 to 84.1% in 2013.

The following are identified as factors in student success:

- Smaller class sizes during science instruction.
- Mathematician in Residence, remediation, small group instruction.
- Increased the amount of writing across all subject areas, work with CEL regarding best practices in writing.

Moving forward:

- Straight fourth and fifth grade classes (no splits)
- Continue writing across all subject areas.
- Small group focus in areas of remediation.
- Continued use of writer's workshop model
- Implement new reading curriculum, aligned with CCSS.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: **93% of students at or above standard.**

Math Goal: **88% of students at or above standard.**

Writing Goal: **82% of students at or above standard.**

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	39.6	51.6	91.2	29.2	56.2	85.4
2012-3rd	28.4	59.1	87.5	31.7	50.6	82.3

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	29.5	60.2	89.7

Grade Level Reflections:

General reflections:

- Reading: MSP scores have increased over the past three years, from 85.9% in 2011 to 90.2% in 2013.
- Writing: MSP scores increased 31.4% from 55.4% 2012 to 86.8% 2013 (different cohorts).
- Math: MSP scores have increased, from 78.4% in 2010 to 85.4% in 2013.

The following instructional approaches were identified by staff as contributing factors to student success:

- Differentiated instruction across the curriculum.

- Reading: Novel studies, Accelerated Reader, Book Club, and Targeted Vocabulary Instruction.
- Writing: Writer's workshop, spelling dictation skill building, publishing, integrated writing instruction.
- Mathematics: Teaching to Common Core, supplemental lessons, math sprints, integrated writing in mathematics.

Moving forward:

- Differentiated instruction across the curriculum
- Implementation of new curriculum.
- Continued use of Writer's Workshop and intentional work around spelling and vocabulary.
- Integrated writing instruction.
- Continue to develop and implement lessons that are aligned with CCSS.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: **92% of students at or above standard.**

Math Goal: **92% of students at or above standard.**

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	31.5	63.0	94.5	51.4	29.2	80.6

Grade Level Reflections:

General Reflections:

- Reading: Reading scores have increase over the past three years, from 86.7% in 2011 to 94.5% in 2013.
- Math: Math scores decreased from 87.6% in 2012 to 80.6% in 2013

The following instructional approaches were identified by staff as contributing factors to student success:

- Small group instruction
- Read Naturally
- Mighty Math
- Math homework modified for additional practice

Moving forward:

- Continued small group instruction in reading and math.
- Continued use of Read Naturally and Mighty Math.
- Continued use of modified math for additional practice.

- Implementation of Reading Wonders Curriculum, aligned with CCSS.

School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	88%	85%	88%
School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	86%	86%	83%
2012	89%	86%	
2011	83%		

DIBELS Reflections:

2nd Grade:

Success in 2nd grade is connected to the use of

- Read Naturally
- Scot Foresman reading curriculum
- Small group instruction
- Intervention through Safety Net, small groups
- Individual student goal setting

Moving Forward

- Continue with Read Naturally, Safety Net and Goal Setting Conferences
- Implement Wonders Curriculum

1st Grade:

The following are identified by teachers as instructional practices that contributed to student success:

- Safety Net Support Groups for Tier 2 support
- Read Naturally

Moving forward

- Continued use of strategies from previous year (SN support groups, Naturally)
- Increased use of Wonders leveled readers.
- Implementation of Razkids.com

Kindergarten:

Success in Kindergarten is attributed to the following:

- Use of read Naturally

- Small group instruction
- Safety Net intervention

Moving Forward

- Continue use of Read Naturally and Safety Net intervention
- Earlier implementation of small reading groups
- Increase the number of small reading groups.

School wide Strategies:

- Use of CDSAs to inform instruction and differentiate learning opportunities based on student current levels of performance.
- Leveled instruction groups for reading and math
- Read Naturally
- Mighty Math
- Use of Common Core State Standards in Writing
- Year-long Writing Curriculum Mapping in PLC's and vertical team.
- Use of writing resources to help plan and offer guidance around writing workshop model
- Hands on learning in science
- Use of IXL online math program to extend/enrich learning
- Building wide math challenge
- Zeno Math clubs
- Lunch time writing clubs
- Proved opportunities for students to achieve Level on all assessments.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Reflection Based Upon AMO Results:

- Mathematics:
  - Kirk score of 81.1% fell below the AMO target of 84.0% for ALL students.
  - Kirk score for special education (33.3%) was below the target 0f 54.0% of students meeting or exceeding standard.
  - Kirk scores for white (81.6) fell below the AMO target of 84.8%
- Reading:
  - Kirk's score of 90.4% fell below the AMO target of 91.6% for white students.
  - Kirk's score of 48.1% fell below the AMO target of 62.6% for special education.

Grade-level focus reflections

1st grade: SN, Special Education, Tier 2

- Just over 90% of first grade students were reading at standard by the end of the year.
- The majority of students receiving Safety Net support were at benchmark by the end of the school year.

4th Grade: Students identified as performing at level 1 or 2 on the MSP

- Some of students with IEPs passed the MSP in one or more subject areas.
- Intentional work around bridging the gap between boys and girls in the areas of writing, math and reading due to the discrepancy between the percentage of boys and girls passing the MSP. In the area of Writing 93.5 % of female students met or exceeded standards. 85.7% of male students met or exceeded standard, an increase of 41.6%

5th Grade: Below Standard and Special Education

- Reading: 42.9% of students receiving special education services met or exceeded standard. Of the 12 students who did not meet standard in reading, 8 receive special education services.
- 21.4% of students receiving special education services met or exceeded standard. Of the 21 students who did not meet standard in math, 11 receive special education services.
- Science: 50.0% of students receiving special education passed the science MSP.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
5th Grade:		
Reading	55.3	54%
Math	38.2	32
Science	76.3	46
4th Grade		
Reading	33	51 (exceeded by 11%)
Math	34.4	56 (exceeded by 16%)
Writing	13	60 (exceeded by 35%)
3rd Grade		
Reading	59.1	46
Math	50.6	21

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Reading

- School wide reading month
- Read Naturally
- Reading night

- Reading homework requirement.

Writing

- Increase of writing across the curriculum.
- Building wide focus on writing / writing workshop

Math

- Professional Development in Writing: CEL Writing Workshops
- Subject area focus enrichment through PTSA: Family Math Nights, Monthly Math Challenges, Mighty Math
- Zeno Mathematician in Residence
- Mighty Math

Cross Curricular Focus

- Addition of enrichment and challenge opportunities.
- Parent training
- Additional practice in homework

Challenges:

- Under motivated students.
- Death of a student
- New grade level configuration (split classes)
- Challenging parents / parent support
- Student behavioral challenges
- Time involved in planning and preparing curriculum

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	On the portions of the survey stating **"Staff routinely work together to plan what will be taught,"** from 83% to 92%	**"The staff feels free to express their ideas and opinions with one another"** from 81% to 97%
	From: 83% To: 89.66	**From:** 76% **To: 82.75**
2011-12	On the portions of the survey stating **"Staff routinely work together to plan what will be taught,"** from 72% to 83%	**"The staff feels free to express their ideas and opinions with one another"** from 76% to 81%
	From: 72% To: 83	**From: 76% To: 81**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?

These goals were selected to

- Promote development of cohesive teams
- Provide students with a similar experience across grade levels
- Facilitate the development of behaviors consistent with those found in highly functioning professional learning communities.

Actions to achieve these goals included

- Development and implementation of building norms
- Increase in the amount of time spent working as teams
- Intentional work around developing trust and camaraderie
- Building surveys to measure growth in these areas
- Regularly scheduled team time
- Principal maintained an open door policy

Potential next steps

- Explore strategies for maximizing team time
- Continue grade level focus on common assessments and common planning
- Examine and set goals with whole staff input
- Continue to collaborate within teams.

School Name and Year: Peter Kirk Elementary, 2013 - 2014

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	82	90	83	92		92		
2021 -4th	94	96	81	85				80
2022- 3rd		84		80				
2023-2nd	81	88						
2024- 1st	55	85						
2025- K	34	69						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Reading (% demonstrating L4 Proficiency)		
4th	64%	73%
5th	57%	62%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

- Use of Wonders assessment tools to place students.
- Differentiated reading groups through Wonders Curriculum.
- Use of leveled readers to challenge students currently or above standard.
- Continued use of Read Naturally
- Continue with extended reading homework requirements.
- "Time for Kids" non-fiction reading material to increase access to non-fiction texts.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Teachers somewhat or strongly agree that they receive regular feedback on how they are doing.	Parent and community members agree (somewhat or strongly) that all students in the school are expected to meet high standards.
	From: 62% **To:** 72%	**From:** 54% **To:** 64%
2012-13	Staff routinely work together to plan what will be taught	The staff feels free to express their ideas and opinions with one another.
	From: 83% **To:** 89.6%	**From:** 76% **To:** 81%

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:

Reading

- Implementation of differentiated reading instruction through Wonders curriculum
- Continued use of Read Naturally
- Use of Daily 5 structure in primary
- Novel studies
- Use of "Time for Kids" to support development of skills associated with non-fiction

Math

- Small group remediation
- Mathematician in Residence
- Mighty Math program K-5 to increase fluency with math facts.
- Modify math homework to provide additional practice.

Science

- Focused science instruction during rotating classes (4th and 5th grade)
- Include activities that provide students exposure and experience with the design process, such as Luminaria project.

Writing

- Focus on writing across all subject areas.
- Build upon prior year's work with the writing curriculum, identifying areas within Wonders curriculum that provides instruction around writing process and referencing texts.
- Continued focus on teaching the writing process.
-

Highlight use of technology to improve student learning:

• Data Dashboard is used throughout the year to reflect upon student progress, identify areas for growth, and monitor student progress.
• HAIKU is used throughout the school to communicate in the following ways:
  o Professional development materials and school communication are archived on Haiku
  o Teachers are beginning to integrate HAIKU into instruction. Examples of use range from archiving newsletters to the use of discussion boards and wikis.
  o Parents are beginning to access HAIKU to remain abreast of student work.
• Teachers delve into the online WONDERS resources. Time has been set aside for staff to explore and identify appropriate planning and engagement resources.
• Teachers use the digital resources embedded in EnVision.
• Parents monitor student progress using Parent Access.
• The use of netbooks is evident from first through fifth grade. Students as young as first grade are able to independently log on and access instructional programs. Examples of use include students accessing programs such as RazKids and Accelerated Reader for reading or IXL for mathematics. Other uses include word processing, use of internet, and Power Point presentations.

Highlight steps to involve of staff, students, parents, families, and community:
Staff Involvement • Staff engaged in reflecting on previous year's growth, analysis of interventions and identification of current year intervention. • Routine CIP team meetings including grade level teachers and the principal. • Explore possibility of CIP Leadership team – grade level teacher leaders who trained to facilitate conversations about student learning. Student Involvement • Students across all grade levels are included in goal setting and monitoring. Parent, Family, Community Involvement • Information regarding building and grade level progress occurs through bi-weekly Principal Posts. • Parents are involved in identifying individual student growth goals during Goal Setting Conferences. • Implement parent information nights • Continue partnership with PTSA to offer before and after school programs that enhance, enrich, and extend learning (Zeno Math, Leggo Club, Mathematician in Residence)

Lake Washington School District

Continuous Improvement Plan

Lakeview

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Lakeview Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal: Class of 2020 will increase from 86% to 91% on the spring 2013 administration of the MSP						
Math Goal: Class of 2020 will increase form 74% to 79% on the spring 2013 administration of the MSP						
Science Goal: Class of 2020 will increase score 76% on the spring 2013 administration of the MSP						
Results:						
Year	**Reading**			**Math**		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	32.4	59.2	91.6	30.6	43.1	73.7
2012-4th	41.4	40.0	81.4	22.9	47.1	70
2011-3rd	24.2	59.1	83.3	36.4	37.9	74.3
Year	**Science**					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	36.6	46.5	83.1			
Grade Level Reflections:						
Reading- upward trend; we met our reading CIP goal Math- Fairly static not much jump; We did not meet our math CIP goal by 5%						

Science- Solid score; we exceeded our CIP goal by 7%

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: Class of 2021 will increase from 91% to 93% on the spring administration of the 2013 MSP

Math Goal: Class of 2021 will increase from 60% to 70% on the spring administration of the 2013 MSP

Writing Goal: Class of 2021 will increase score 85% on the spring administration of the 2013 MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	30.4	60.9	91.3	31.9	43.5	75.4
2012-3rd	38.6	52.9	91.5	41.4	38.6	80

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	30.4	56.5	86.9

Grade Level Reflections:

What worked well/contributed to successes:

MATH: Smaller math groups when grouping to accommodate split; one hour math daily (we can boost that); math clubs/Olympiad; MSP prep packets and intentional teaching of these skills from early in the year; addressing/teaching of Lessons Learned from OPSI site;
READING: Reading Detectives; MSP released items; curriculum unit assessments;
WRITING: bi-weekly writing practice prompts focusing on chosen aspects of individual students skill set.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: Class of 2022 will score 85% on the spring administration of the 2013 MSP

Math Goal: Goal not listed in 2012-2013 CIP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	35.3	56.5	91.8	37.6	45.9	83.5

Grade Level Reflections:

Mathematics

Interventions (Level 1-2)	Enrichment (Level 3-4)
• Re-teaching • Small group work • Working with an IA/volunteer • Daily Spiral Review • Problem of the Day • Math groups (flexible grouping) • Math Club • IXL program • Homework and classroom computation practice • Flash cards • One on one conferencing • Students present different ways to solve a problem • Early Work	• Math challenge packets • Flexible math groups • Math club • IXL program • Flash cards • Extra Credit in HW • Math Resource and Extension websites • Math games • Students present different ways to solve a problem • Zeno

Reading

Interventions (Level 1-2)	Enrichment (Level 3-4)
• Small group work • Read Naturally • Early Work • Literature Groups • One on one conferencing • ARE chart • Individual ARE goals • Safety Net	• Extra Credit in HW • ARE Charts • Individual ARE goals • Leveled books • Book reviewer • Literature groups • Book club • Independent reading time

• Re-teaching in small groups • Reading fluency inventory • STAR • Book Reviewer • Nightly Reading Log • Practice test taking • Voice Inside your head/Strategies that Work—sticky notes (Harvey/Goudvis) • Theme Test Checklist	

Writing	
Interventions (Level 1-2)	**Enrichment (Level 3-4)**
• Small group work • Early Work/DOL • Wow word wall • Transition bulletin board/posters • Rubric Awareness/practice • Handy Pages • Weekend review • One on one conferencing • Re-teaching in small groups • Editing/checklists • Student dictionaries • Storybird.com	• Extra Credit in HW • Book reviewer • Journaling • Long-Term projects • DOL • Leveled Spelling • Storybird.com

School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 No Data – virus glitch	1 - 45%-85%	K 70%-80%

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2	1	K
2012	1	K	
2011	K 92		

DIBELS Reflections:
2nd Grade:
87% at/above standard (61/70)

7% below standard (5/70)
6% well below (4/70)

Intervention Strategies for students below standard:
-Read Naturally
-Independent reading with parents
-Parent communication/support
-Small group guided reading/flexible grouping
-Safety Net, ELL
-Community volunteers

Intervention Strategies for students above standard:
-Guided reading groups
-Book reports
-ARE goals

1st Grade:

Strategies: Differentiated small reading groups, Retired teacher volunteering with small groups, parent volunteers working with individual students, Big Buddy help, IA support in the classroom, Sight-word practice, Before school extra reading group, Access to Headsprout at home

Programs: Progress monitoring with DIBELS, Read Naturally, ARE, Safety Net

Kindergarten:

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Upon reflection with the staff, teachers couldn't recall this being a focus. Data is limited due to that. Gender was identified as the subgroup focus. **Successes** Boys and girls and are both actively engaged in lessons. Both genders are performing at a high level. The discrepancies are very little. **Challenges** Girls, overall, are performing at a higher level than boys.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades

3, 4, and 5 in a particular content area.		
Grades 3-5: Identify content area	From	To
This goal is to increase the percentage of students exceeding standard (from 3-4) on the MSP in grades 3,4, and 5 in Reading Comprehension	86.7%	90%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Successes

Nightly reading requirement as homework
Strategies that Work
Intentional comprehension instruction
MSP prep activities that began in January
5th grade went from 85%-90%
School wide and classroom AR challenge
Book fair
Classroom reading challenges

Challenges

Time
Lack of home support for some families
Ability to express their ideas about their reading in written form
Large class size
Adding an ELL program

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2

2012-13	In response to the Nine Characteristics Survey, the mostly agree to completely agree will increase from 80% to 95% in "Staff members will trust one another"	In response to the Nine Characteristics Survey, the mostly agree to completely agree will increase from 92%-100% in family and community involvement.
	From: 80% **To: 95%**	**From:** 92% **To: 100%**
2011-12		
	From: **To:**	**From:** **To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
These areas were selected because they were the lowest on the survey results from the previous year.

Lakeview Elementary 2013-14:

<u>Part 2: Goals for 2013-2014:</u> Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
2020- 5th	91.3%	94%	75.4%	85%	81.9%	85%	87%	92%
2021 -4th	91.8%	91.8%	83.5%	83.5%	30% to 85%		29%	87%
2022- 3rd	63% (First Wonders Assessment - Integration of knowledge and ideas)	86% (MSP 2014)	76% Strand: Number Sense (MSP 2013)	85% Strand: Number Sense (MSP 2014)	To 84% (spring CDSA)		65% (first writing prompt-explanatory) to 85% (spring CDSA)	
2023-2nd	54%	85%	59%	70%	80%		32% to 54%	
2024- 1st	30%	80%	10%	80%			10%-80%	
2025- K	LS 60%	LS 85%	77%	90%	N/A		50% to 75%	

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
4th Grade This goal is to increase the percentage of students exceeding standard (from 3-4) on the MSP in READING COMPREHENSION from 60% scoring a L4 on the 2013 Spring MSP to 67% scoring a L4 on the 2014 Spring MSP.	60% (level 4s)	67% (level 4s)
5th Grade The goal is to increase the percentage of students exceeding standard (3-4) on the 2014 MSP in grade 5 in math operations	43% (level 4s)	50% (level 4s)

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

- Current class success on assessments
- Interventions and extensions
- Challenge homework
- IXL
- Reflex
- Math Olympiad
- Math night
- School-wide monthly math challenge
- Safety net math
- Nightly reading requirements as homework
- Intentional cross-curricular comprehension instruction
- MSP prep activities
- School wide and classroom AR challenges
- Book fair
- Monthly Classroom reading activities with challenges (Book It)
- Classroom challenge/honors options
- 4th grade teaming model were many teachers are assisting in progress for all 4th grade students

Challenges:

- Math fact recall
- Poor listening/behavior
- Kids being called out of math class for extra programs
- Meeting everyone's needs at one time
- Large class size
- Inclusion of ELL program at Lakeview
- Time
- Lack of home support for some families
- Ability to express ideas in written form across all curricula

Perception Goals:		
Year	Perception Goal #1 Community	Perception Goal #2 Staff
2013-14	In response to the Nine Characteristics Survey, we will move from 66% to 80% of parents who mostly/completely agree that "*The school communicates its goals effectively to families and the community.*"	In response to the Nine Characteristics Survey, the sum of "mostly agree" and "completely agree" will increase from 54% to 79% in "**staff feels free to express their ideas and opinions with one another**".
	From: 66% To: 80%	**From: 54% To: 79%**
2012-13	In response to the Nine Characteristics Survey, the mostly agree to completely agree will increase from 80% to 95%in "Staff members will trust one another.".	In response to the Nine Characteristics Survey, the mostly agree to completely agree will increase from 92-100% in family and community involvement .
	From: 80% To: 95 %	**From: 92% To: 100%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
(Fifth) Reading: implementation of Wonders, independent reading programs, citing text evidence, teaching of phonics/fluency, whole class and small group instruction, vocabulary, close reading, and reading comprehension strategies, MSP practice questions, integrative challenge Math: One-one, small group instruction, math fact focus, formative assessments, opportunities for interventions and re-teaching/reassessing, MSP practice questions, home-school connections, school-wide math challenge, integrative challenge Science: formative assessments, journals, investigations, develop understanding of variables and scientific process, small group hands-on learning, full investigative write-ups, MSP practice questions, home-school connections, integrative challenge, science fair, integrative challenge Writing: Wonders genre prompts, one-one, small group instruction, peer revising, Handi-pages, mini-lessons, 6 traits, grammar, journals, writing across the curriculum, integrative challenge (Fourth) A common denominator among the content areas is writing ability. Our PGE focus on writing will help our students achieve proficiency and beyond on state tests. Reading closely is another variable that we account for during instruction. We notice that students struggle to comprehend test questions, so our team spends time deconstructing prompts throughout the content areas and strengthening students' reading skills overall. (Third)

- enVision
- Math challenge packets
- Flexible math groups
- Math club
- IXL program
- Flash cards
- Extra Credit in HW
- Math Resource and Extension websites
- Math games
- Students present different ways to solve a problem
- Xeno
- Reflex
- ixl
- Wonders
- ARE Charts
- Individual ARE goals
- Leveled books
- Independent reading time
- Small group work
- Read Naturally
- Literature Groups
- One on one conferencing
- Safety Net
- Re-teaching in small groups
- Reading fluency inventory
- STAR
- Book Reviewer
- Nightly Reading Log
- Practice test taking
- Voice Inside your head/Strategies that Work—sticky notes (Harvey/Goudvis
- Step Up to Writing
- Handy pages
- Journaling
- Long-Term projects
- Leveled Spelling
- Storybird.com
- Small group work
- Early Work/DOL
- Wow word wall
- Transition bulletin board/posters
- Rubric Awareness/practice
- Handy Pages

- One on one conferencing
- Re-teaching in small groups
- Editing/checklists
- Student dictionaries

(Second)
Reading: Read Naturally, independent reading with parents/aides, differentiation in guided reading groups, using parent and community volunteers, Safety Net, ELL

Math: individual help with parents/volunteers/aides, math packets, timed test daily word problems, reteaching as needed, manipulatives when needed.

Writing: small/individual groups with volunteers/aides, ELL, individual reading goals, student/teacher writing conferences, graphic organizers, editing/revising checklists, peer editing, grammar practice, draft model writing, teacher modeling.

Science: science journals, investigative write-ups, collaborative conversations, teacher modeling.

(First)
First Grade Literacy strategies and programs: Differentiated small reading groups, Retired teacher volunteering with small groups, parent volunteers working with individual students, Big Buddy help, IA support in the classroom, Sight-word practice, Before school extra reading group, Access to Headsprout at home, Progress monitoring with DIBELS, Read Naturally, ARE, Safety Net, Writing dictation, Reading and Writing Homework.
First Grade Math strategies and programs: Differentiated small math groups, Zeno Math Clubs and Math Challenge Board. IXL, Challenge math packets, Math Homework.

Highlight use of technology to improve student learning:
Math: envision, Reflex, IXL, and other math based programs such as BrainPop, MathFactCafe.com, Excel Reading: Wonders, Wikis, PPT, AR Science: Wikis, PPT

Writing: integrated into above programs AR, Wonders online-presentations and games, Reflex, IXL, Envision online, scientific research and resources, word processing ELA: Wonders, ARE, pebblego.com Science: FOSS website, Pebblego.com, science websites for research Parent communication/email. Headsprout, United Streaming, Activ-Board flip charts, etc.
Highlight steps to involve of staff, students, parents, families, and community:
We are utilizing Haiku to keep parents informed (text/photos) We are using parents to work in "writer groups" IAs work in small groups in content areas Encourage parents to participate in school events, such as math night Extra conferences/coaching with parents for support at home Frequent email communication with updates/news about what students are learning Newsletters and parent e-mails Haiku Content area parent letters Integrative challenge Homework Volunteers Links volunteers Haiku parent volunteers Family Game Night Curriculum Night, school barbeque Math and after school enrichment clubs Scholarships for students to participate in after school enrichment clubs, field trips: library, city hall, KPC, Seattle Children's Theatre

Lake Washington School District

Continuous Improvement Plan

Rose Hill El.

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

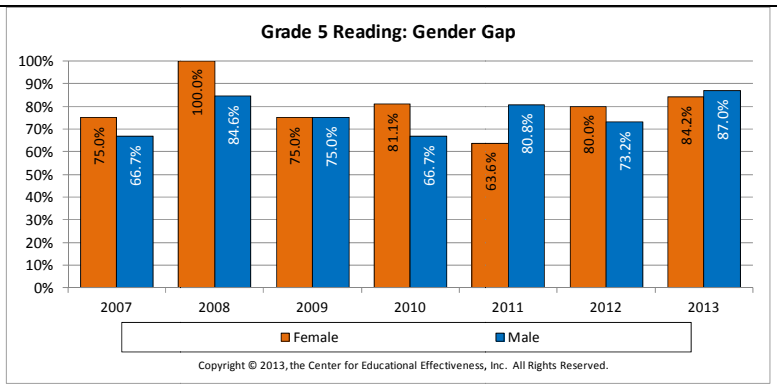
Rose Hill Elementary School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

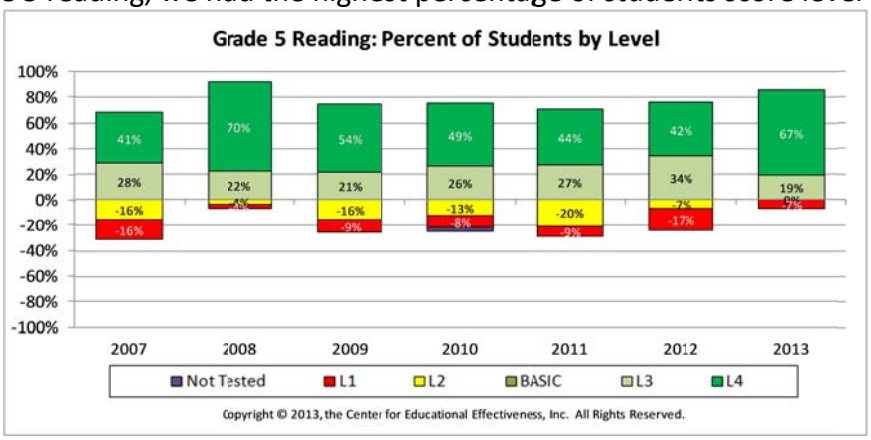
Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
From 68.2% to 85% proficient as measured by the MSP, spring 2013.						
Math Goal:						
From 65.9% to 75 % proficient as measured by the MSP, spring 2013.						
Science Goal:						
Goal of 69% proficient as measured by the MSP, spring 2013.						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	19%	67%	85.7	29%	43%	71.4%
2012-4th	39%	30%	68.2%	43%	25%	65.9%
2011-3rd	26%	56%	82.0%	39%	31%	69.4%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	29%	41%	69%			
Grade Level Reflections:						
Successes: • The gender gap at standard in grade 5 reading decreased from 7% to fewer than 3%. In grade 5 math the gender gap at standard decreased to 4% from 8%.						



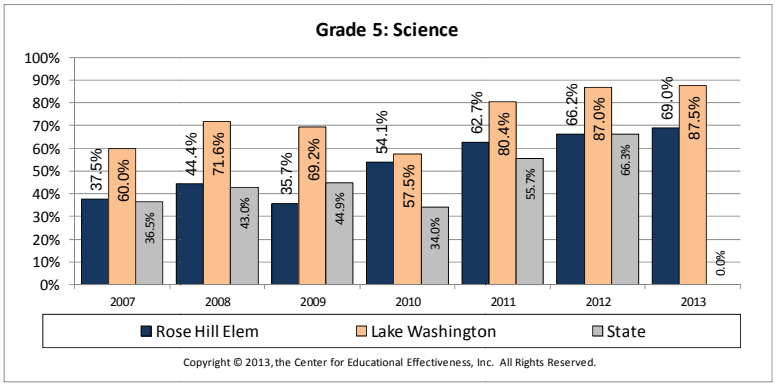
- In grade 5 reading, we had the highest percentage of students score level 4 since 2008.



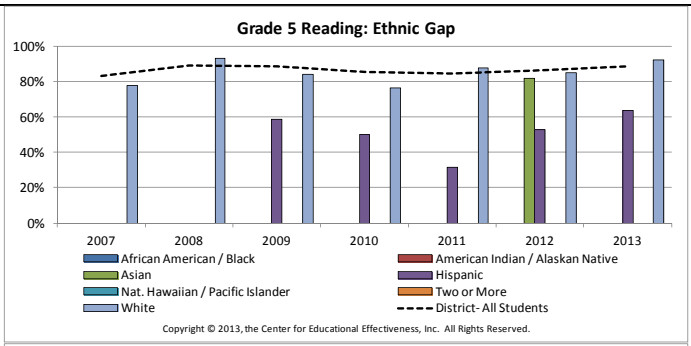
- The cohort reading scores increased from 68.2% to almost 86%.

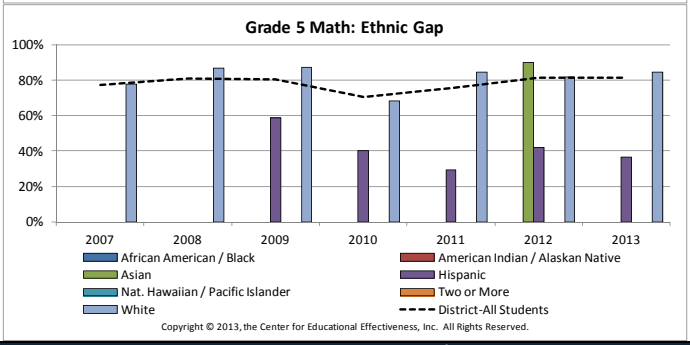
Challenges:

- Even though we met our goal in science we'd like to close the gap between the district achievement level and Rose Hill's. LWSD= 87.5%, RHE= 69%



- Achievement gap between white/Asian and Hispanic continues to be present in our data by 20+% in reading and 40+% in mathematics.





Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal:

From 68.4% to 72% proficient as measured by the MSP, spring 2013.

Math Goal:

From 59.6% to 63% proficient as measured by the MSP, spring 2013.

Writing Goal:

Goal of 50% proficient as measured by the MSP, spring 2013.

Results:

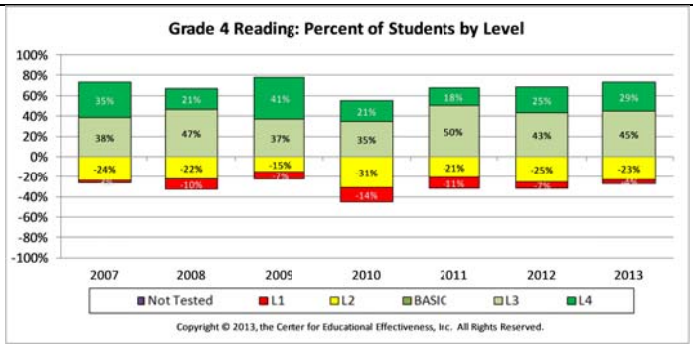
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	45%	29%	73.2%	25%	38%	62.5%
2012-3rd	39%	30%	68.4%	33%	26%	59.6%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	21%	20%	41%

Grade Level Reflections:

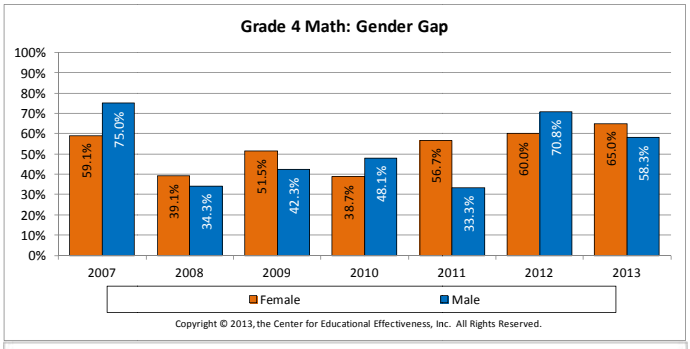
Successes:

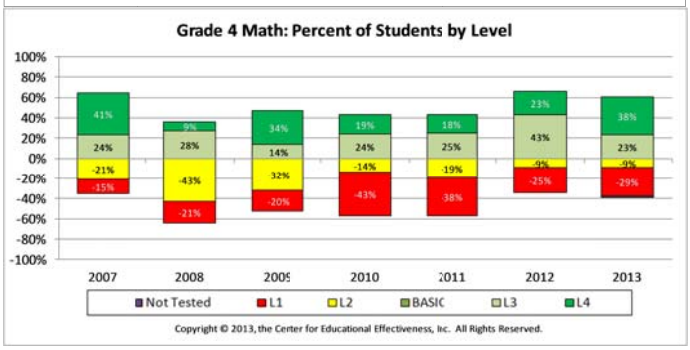
- 73.2% of students were at standard in reading.
- 37.5% of our students scored a level 4 in math.
- 35.7% of our SPED students were at standard in reading.
- There is not a significant discrepancy in meeting standard in math between our low income students and the whole group (65.2% and 62.5% respectively).



Challenges:

- There is a large discrepancy between boys and girls scoring a level 4 in math. 55% of girls scored a level 4, whereas only 27.8% of boys did the same.
- Only 52.9% of Hispanic students were at standard in math and reading.
- A low percentage of our students passed writing.
- A large percentage of our students scored a level 1 in math.





Class of 2022- current 4th graders
2012-2013 SMART Goals:
Reading Goal:

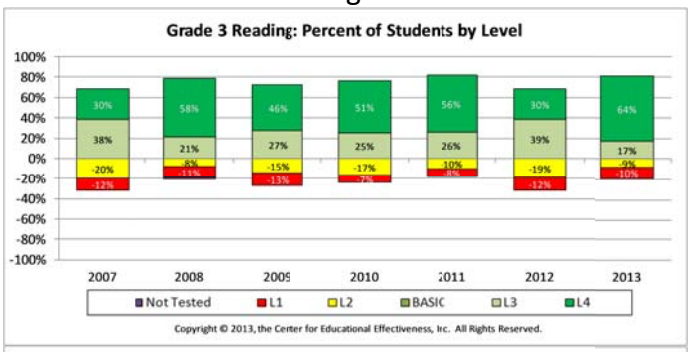
70% proficient as measured by the MSP, spring 2013.						
Math Goal:						
70% proficient as measured by the MSP, spring 2013.						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	17%	64%	81%	36%	43%	79.3%

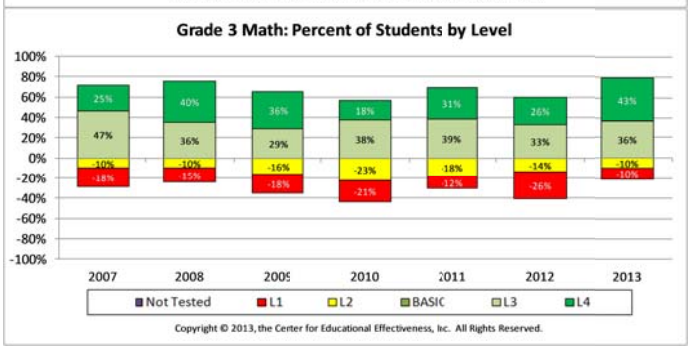
Grade Level Reflections:

Successes

READING:

- 37/58 or 63.8% of all 3rd graders scored a level 4 on the spring 2013 MSP.
- 17.2% level 3
- FEMALE: 74.2% Level 4 on Reading, 93.5% made standard or better in reading.
- 83.9% of females made standard or above in math
- 40.4% of females scored a level 4
- MALES: MALE: 51.9% scored level 4 in Reading, 66.7% made standard or better in reading.
- 71.4% of males made standard in math
- Caucasian 85.7% met standard in reading and 89.3% met standard in math

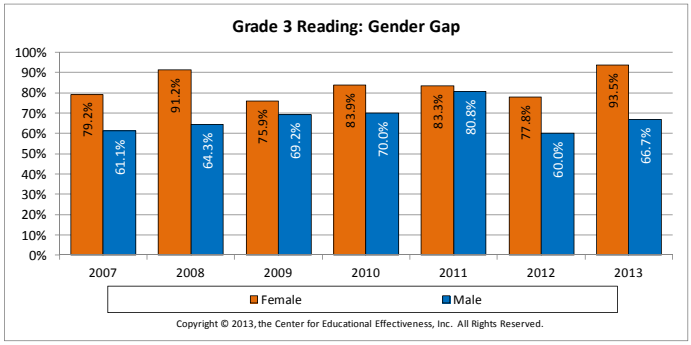


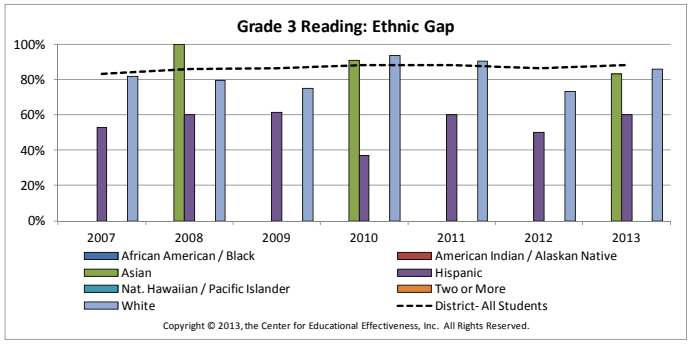


Challenges

- Gender Gap : Females tended to score better on MSP rather than Males –
- FEMALE: 74.2% Level 4 on Reading 93.5% made standard or better in reading.
- 40.4% of females scored a level 4

- 83.9% of females made standard or above in math
- 16.9% of females did not make standard in math
- MALE: 51.9% scored level 4 in Reading 66.7% made standard or better in reading. 1/3 of all 3rd grade males did not make standard in reading.
- Achievement gap present between Hispanic and White/Asian students.





School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2- from 65% to 75%	1- from 47% to 70%	K-from 70% to 85%

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2- 77%	1-71%	K- 88%
2012	1-85%	K-84%	
2011	K-90%		

DIBELS Reflections:

2nd Grade:

The second grade curriculum allowed us to meet the reading needs of a wide range of second grade students. Despite the large range of abilities within each reading group, we were able to tailor instruction to their reading levels to facilitate the most growth within each group.

Successes

The sub-groups we targeted were the students who began the 2012-2013 school year at the Intensive and Strategic levels as tested in DIBELS. We were able to move from 10% kids at the Intensive level to 6% Intensive at the end of the year. We even had students move all the way from Intensive to Benchmark. We improved our percentage of students at benchmark from 65% coming out of first grade to 75% at benchmark at the end of second grade.

Challenges

A major challenge in closing the achievement gap was the huge range in students' ability levels within these sub-groups. Some students were only reading at the Kindergarten level, while others were very close to Benchmark. Another challenge was the high number of students in each reading group due to the limited number of staff available. Additionally, regular attendance posed a challenge to many of the students in these sub-groups.

1st Grade:

We continue to target and modify instruction for the groups that did not meet our goal of 70%. We are pleased that we met our goal but would still like to increase the amount of students who are at benchmark in reading.

Successes

- We successfully surpassed our goal of 70%.
- 74% of Female students scored at benchmark
- 89% of Asian students scored at benchmark
- 100% of Multi-ethnic scored at benchmark
- 73% of white students scored at benchmark

Challenges

- 68% of Males scored benchmark
- 58% of Hispanic students at benchmark
- 25% of SPED students scored at benchmark
- 60% of ELL students scored at benchmark

Kindergarten:

In reading, we increased our overall score from 70% to 85%. We did this with targeting our intensive and strategic students. We BURST them daily and tested them every nine days. These results helped us know what to focus on in the classroom. Also, the lessons in BURST provided us with appropriate material that allowed each student to succeed at their level. At the beginning of the school year we identified students for our Kindergarten Intensive Safety Net (KISN) class and 100% of those students were at Benchmark by the end of the year.

Successes

- Small Group
- Double-Dosing

- BURST

Challenges

- Home-School Connection with ELL families
- We had a few students that did not make BENCHMARK at EOY DIBELS. We believe that t being late to school and/or missing school numerous times contributed to their performance on EOY. We have continued our communication with our families throughout the year letting them know how important it is to be at school. Also, we helped these students at school by double-dosing these students on the skills they are lacking.
- **Some of these students attended summer school and had perfect attendance. They made significant gains on the weekly BURST assessments.*

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

At Rose Hill we progress monitor groups of students identified in the achievement gap. These populations include: Safety Net, ELL, SPED, and Ethnicity groups.

<u>Safety Net</u>

Successes

- Five additional students in grades 1 and 2 will be at Benchmark by the end of the year according to DIBELS
- 3 addition students achieved benchmark on EOY DIBELS in first grade
- 5 additional students in grades 3-5 will earn a 3 on the 2013 MSP.
- We had 9 out of 15 fourth and fifth graders read Benchmark on the MSP
- Several kids moved from a 1 to a 2 on the MSP

Challenges
Having different people assess the students (SN teacher, classroom teacher etc. and sometimes even a different SN teacher) may have negatively impacted some DIBELS results.

AMO Data

	Reading			Math			Reading	Math
Student Group	**Proficiency**	**Target**	**Met Target**	**Proficiency**	**Target**	**Met Target**	**Met 95% Participation Target**	**Met 95% Participation Target**
All	79.9	78.6	On/Above	71.1	66.5	On/Above	On/Above	On/Above
American Indian			No Students			No Students	No Students	No Students
Asian	85.0	81.5	On/Above	85.0	72.2	On/Above	On/Above	On/Above
Pacific Islander			No Students			No Students	No Students	No Students
Black			N<Required			N<Required	N<Required	N<Required
Hispanic	57.1	55.6	On/Above	48.6	41.7	On/Above	On/Above	On/Above
White	88.2	87.4	On/Above	78.9	74.9	On/Above	On/Above	On/Above
Two or More Races			N<Required			N<Required	N<Required	N<Required
Limited English	28.0	22.2	On/Above	24.0	22.2	On/Above	On/Above	On/Above
Special Education	36.7	40.0	Below	23.3	30.0	Below	On/Above	On/Above
Low Income	65.0	63.8	On/Above	58.3	49.6	On/Above	On/Above	On/Above

AMO data is positive, but we need to continue to reflect upon our service model for special education students.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
4th grade:	Math-25.4% →	28.6%
	Reading-23.6% →	30%
5th grade:	Math -24% →	27%
	Reading -30% →	40%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Rose Hill Elementary has an enrichment block of time built in to our daily schedule to allow for differentiation; providing remediated support as well as extension learning for students at or above standard. Students that need additional challenge are in the classroom 45 minutes a day with the classroom teacher in order to increase the rigor and extend learning related to recently learned content and concepts.

4th grade:
Reading:
Efforts/Successes:
We did small group instruction based on ability. This included challenging our at-level readers instructing them in reading material that was above level but within reach.
We used the STAR reading test to gain a sense of their ability and required that they read within their ZPD.

Challenges:
One teacher was piloting varying reading curricula which affected consistency and scope.
Short on time due to curricular demands.

Math:
Efforts/Successes:
We utilized IXL during our intervention block.
Our school has a focus on math through our monthly math challenge.
The fourth grade team collaborated to share successful teaching strategies.

Challenges:
Not proficient student-teacher struggled with curriculum
Short on time due to curricular demands

5th grade:
Math:
We succeeded with almost 43% at level 4. This success was due in part: to having students set personal goals, higher level thinking activities during enrichment block, and the utilization of IXL.

Reading:
We succeeded with almost 67% at level 4. This success was due in part to: having all students participates in the Accelerated Reader Program, carefully chosen novels used during literature circles to promote high levels of student engagement in small group work, and rich class discussions.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Change perception of "All students are consistently challenged by rigorous curriculum."	Change perception of "I believe that all students can learn complex concepts."
	From: 90% To: 95%	**From:** 69% **To: 75%**
2011-12	All students are consistently challenged by a rigorous curriculum in math.	The staff works in teams across grade levels to help increase student learning in math based on classroom assessment information.
	From: 93% To: 95%	**From: 85% To: 90%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
2012-13- Goals were selected based on perception data from the Nine Characteristics Survey. Our Advisory team facilitated on-going discussions with constituents on how we define rigor and complex concepts. During LEAP time we read chapters from the book The Mindsets to unpack what it means when we believe children have a fixed intelligence. Our next steps are to continue to push students to the next level and never make assumptions about what one can and cannot learn if given the proper supports including: engaging instruction, differentiation, goal setting, and support from the classroom teacher. 2011-12- Goals were selected based on Math test data and perception data. Goal #1- Quick checks and End of Topic tests, used on-line grade book to better analyze data, Leveled Enrichment Block groups, differentiated homework, re-teaching in small groups, parent tutoring, FASST Math. Goal #2- Teacher teaming including grade level teams, grade level below and above teams, Better Schools' teachers/Scholars Club teachers during LEAP time teams, flexible groups during Enrichment Block, Safety Net pull out groups, Scholars Club, parent tutors.

School Name and Year: Rose Hill Elementary 2013-14

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	73.2%	80%	62.%	68%		75%		

2021 -4th	81%	82%	79.3%	80%			70%
2022- 3rd		66%		64%			
2023-2nd	71%	82%					
2024- 1st	60%	76%					
2025- K	49%	95%					

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
3rd grade math (report card data/MSP)	57%	65%
4th grade math (MSP data)	41%	44%
5th grade math (MSP data)	43%	50%
5th grade reading (MSP data)	30%	39%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Challenge opportunities are provided during a specific 40 minute block of time during our instructional day called Enrichment. During this time students are given extended learning opportunities that often go beyond core instruction. Students in 3rd, 4th, 5th grade have access to IXL and AR so they can work with material above their respective grade level. Additionally, teachers extend core instruction by adding rigorous learning activities that involve higher order thinking skills of analyzing and synthesizing. Data walls tracking student performance in math and reading provide limitless challenge to students seeking recognition for their efforts.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Change perception of "Teachers provide	Change perception of "Teachers receive

	feedback to each other to help improve instructional practices."	regular feedback on how they are doing."
	From: 62% To: 84%	**From: 77% To: 90%**
2012-13	Change perception of "All students are consistently challenged by rigorous curriculum."	I believe that all students can learn complex concepts.
	From: 90% To: 95%	**From: 69% To: 75%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
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. Using the Data Team structure and process, teachers engage in cycles of inquiry focusing on priority standards. Heavily invested teachers identify high leverage instructional strategies to implement that will maximize student achievement. This year each grade level team has a Data Team leader that ensures 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. Additionally this year we have: Changed our schedule to increase instructional time for students; focus on uninterrupted literacy blocks in the primary grades, and afternoon sessions for intermediate. 90-90-90 strategies continue to be a building focus especially on increasing non-fiction writing opportunities for students. The new CCSS and Wonders curriculum provide greater access to non-fiction text and an increased demand on writing. Created a strategic delivery of Safety Net services; groups of appropriate size, flexible learning groups, 40 minutes session, progress monitoring. Reading: • Implementation of new literacy curriculum aligned to the CCSS • Emphasize importance of completing books at each students' level through AR • Incorporating the instruction shift of reading to write • Practice released MSP questions for intermediate students

- Practice problems found in the Show What You Know texts
- Use Wonders to teach reading strategies

Math:

- Use IXL skills and math homework to reinforce classroom lessons
- Practice released MSP problems
- Practice problems found in the Show What You Know text
- Use the Envision curriculum to teach concepts
- Use Envision's Problem of Day to teach problem solving strategies
- Complete a Data Team cycle with a focus on basic multiplication fact mastery

Writing:

- Argument writing as outlined in the CCSS
- Teach the writing process through targeted mini-lessons
- Confer regularly with students
- Use CDSAs for MSP practice
- Evaluate MSP anchor papers

Highlight use of technology to improve student learning:

- IXL; goal of increasing usage and access for all students including those with barriers to technology
- Accelerated Reader
- Envision flipcharts
- ActivStudio
- Accelerated Reader
- Headsprout

- Netbooks
- Starfall
- Haiku Dropbox
- Type to Learn
- Use of Power Point, Word, and other programs to engage students in the learning process using technology
- Offering low income families district computers at a reduced rate

Highlight steps to involve of staff, students, parents, families, and community:
New additions to our family engagement plan include: • Additional open house for students being served in our Safety Net program. • Library Nights for Safety Net students and their families to emphasize the importance of literacy. • Parent classes for parents struggling with homework issues due to student motivation. • Latino Parent Program; 7 week session on positive discipline strategies and ways to get more involved in school. **Ongoing efforts**: • Provide families with a weekly recap which highlights skills learned throughout the week and IXL skills to practice at home • Participate in Data Team cycles that involve other grade level teams as well as Safety Net teachers • Communicate with Safety Net teachers to align their instruction with current skills being taught in grade level classrooms. • Communication through newsletters, website, School Messenger, Haiku • 100% in IEP Meetings • Evening events to support literacy and mathematics • Invite families for celebrations and evening performances highlighting student talent in the arts • Curriculum Night & Safety Net Open House • Library Nights at Redmond Library; 5 times per year • Reading with Rover, program supports 2nd grade students • PTSA sponsored events including: school-wide BBQ, Bingo, and the Reflections Arts Project/Competition • Science Fair • Multicultural Night

Lake Washington School District

Continuous Improvement Plan

Rush

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Ben Rush Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Ben Rush Mission

Accept where students are, then inspire, engage, and challenge them to reach personal success

At Ben Rush we believe that…

- Every student can achieve and we work hard to ensure success for every student.
- Public education is a keystone of our society.
- Learning is a lifelong endeavor.
- Individuals must challenge themselves intellectually in order to remain productive.
- All children can learn and become successful given appropriate time and resources.
- Public schools should provide opportunities for all learners.

Part 1: 2012-2013 Reflection Goals:

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders
2012-2013 SMART Goals
Reading Goal: 86 % to 87%
Math Goal: 74% to 77%
Science Goal: 87% : Students will improve their understanding and retention of science concepts

(Domains of Science) by additional instructional based on spiral assessments and review; and improved integration of science concepts into special services. Also, an instructional emphasis will be made on key concepts / vocabulary with students will improving their understanding of science as measured by a 20% reduction of students at-risk (dashboard yellow status) and as reflected by being at-standard on their 2012-2013 year-end science report card grades.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	16.1	74.2	90.3	14.5	75.8	90.3
2012-4th	46.9	43.8	90.7	36.0	44.0	80.0
2011-3rd	30.2	58.7	88.9	45.5	18.2	63.7

Year	Science		
	Proficient	Exceeds Proficient	Total Proficient
2013-5th	12.9	83.9	96.8

Grade Level Reflections:

Our 5th graders did exceptionally well in all areas. We are most proud of the consistent growth over time in the area of math. Many of our students participated in the science fair over the course of their time at Rush, that along with strong science project throughout the year provided for a very high score. Based on the prior two years of MSP data, we worked on improving understanding and retention of science concepts AND we need to provide additional intervention for struggling students (see MSP Science scores for those receiving ELL, safety net, or special education services) doing so improved our overall score.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: 92%

Math Goal: 70%

Writing Goal: 88%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	45.7	45.7	91.4	27.1	55.7	82.9
2012-3rd	44	44	88	36	44	80

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	47.1	25.7	72.8

Grade Level Reflections:
Grade Level Reflections: Our students showed growth in both reading and math on the state test. When looking at individual students, especially those at levels one and two, we saw dramatic growth. For example, many students who were at a two in reading at third grade moved up to a three or four in fourth grade. Those students who were at a two in third grade and remained at a two in fourth grade still showed growth in both reading and math. Unfortunately we did not achieve our writing goal, but we still saw growth in individual students.

Class of 2022- current 4th graders						
2012-2013 SMART Goals:						
Reading Goal: 93%						
Math Goal: 70%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	40.6	47.8	88.4	42.9	31.4	74.3

Grade Level Reflections:
In math our students showed their strengths in number sense and computation. However, they struggled with problem solving and word problems. In literacy our students could show success with reading skills when given appropriate support. Their writing skills were blossoming, but could have developed much more had more effort been put forth by the students individually. Overall the students performed well, especially considering there were many behavior and motivation challenges.

School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2	1	K

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 81%	1 87.5	K 91%
2012	1	K	
2011	K		

DIBELS Reflections:
2nd Grade:
Current 3rd graders had an EOY DIBELS score of 81% at standard. When looking at individual students we saw continued growth at levels 1 and 2. For example some students who were well below benchmark

increased their fluency but did not reach benchmark at the end of the year. Those students who were at benchmark at the beginning of the year increased well above benchmark in fluency growth.

1st Grade:

Science: We are worked with our ELL teacher to integrate the first grade science vocabulary into pull-out ELL services. We believed this helped increase the scores of at-risk science students. This is the main area of growth we identified for our 1st grade group in the area of science.

Reading: We are happy with the growth our first graders made in the area of reading, but feel there is still room for every student to grow. However, we are most concerned about our lowest performing students as the new CCSS are beyond their level and they are at the highest risk of being left behind, since many of them will not qualify for the support necessary to meet standards with our current qualifying system. Those are the students who are performing in the YELLOW area as outlined the the DIBELS data. The students in the RED receive safety net services, and will continue to make growth until they reach the goal line. The students who are at or above goal, we expect to maintain, and if possible, grow even further with the additional resources we provide (leveled reading groups, at-home online reading activities, and at home reading goals).

Math: We feel like the new enVision curriculum has made the most impact on our increased scores. We also did some math grouping that helped meet students at their level and guide them to increasing their own personal growth.

Kindergarten:

The 2013-2014 Kindergarteners had a beginning of year DIBELS score of 76% at standard, 11% below standard and 13% well below standard. Our goal is for the student to score on their end of year DIBELS 90% at standard, 8% strategic and 2% intensive.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes:

All sub groups met proficiency in Reading with a target of 89.2 and 90.4 meeting proficiency.
All group target for Math was 79.3 and 83.2 were proficient

Challenges:

White students and Special Education students did not meet the target in Math
White student target was 81.8 and 81.0 met proficiency
Special Education student target was 50.9 and 30.4 met proficiency

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.		
Grades 3-5: Identify content area	From	To
Measurement: use measurement tools appropriate to the situation Geometric Sense: to know attributes of shapes and use formulas when appropriate Probability & Statistics: read and create graphs and interpret data	3rd 82.1 4th 78.1 5th 94.0	84.0 82.0 95.0

Describe your school's efforts in this area; address both successes and challenges within your efforts.
We implemented enrichment strands from IXL, problem solving strategies, and enVision enrichment homework.
IXL Data:
Total time spent **4,742 hrs. 20 min**
Total problems attempted **707,605**
Total skills practiced **1,427**
Total medals earned **13,411**
Students practicing **93%**

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	**# 2 Standards/Expectations** I believe all students can learn complex concepts from 89% to 92%	**# 2 Standards/Expectations** All students are consistently challenged by a rigorous curriculum
	From: 89% To: 92%	**From:** 89% **To: 92%s**
2011-12	• Ben Rush will have a clear sense of purpose, a clear direction, understanding what we are trying to achieve with staff commitment, and an emphasizes student learning	• To have staff 'mostly or completely' in agreement that the curriculum is aligned to state standard and staff has a good understanding of the standards and that instruction builds on what students already know, and the staff uses data for planning.
	From: 85% To: 88%	**From: 88% To:92%**

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
These goals were selected because they were our lowest scores and they matched in terms of believing students can perform at high levels and providing challenging curriculum.

School Name and Year: Ben Rush Elementary 2013-2014

<u>Part 2: Goals for 2013-2014:</u>

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2021- 5th	89%	91%	82.9%	85%		90%		
2022 -4th	88.4%	90%	74.3%	80%				80%
2023- 3rd		85%		78%				
2024-2nd	87.5%	89%						
2025- 1st								
2026- K								

<u>Class of 2023- current 3rd graders</u>
2013-2014 SMART Goals:
Reading Goal: 85%
Our goal is to focus on analyzing text in both literature and informational text. Students will learn "Close Reading" strategies in order to increase comprehension.
Math Goal: 78%
Our goal is to focus on Measurement/Geometric Sense/Probability & Statistics.

Students will learn attributes of shapes and use formulas when necessary; read and create graphs and interpret data.

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To

• <u>Vocabulary</u>
  ○ We will utilize the vocabulary strategies in Wonders, including the process "Define-Example-Ask."
  ○ We will implement this same skill across all academic areas.
  ○ MEASUREMENT: Teachers will track CIP goal with Wonders weekly and unit tests.
 	
• <u>Comprehension</u>
  ○ We will use the "cite text evidence" strategy as part of the overall emphasis on close reading.
  ○ We will implement this same skill across all academic areas.
  ○ MEASUREMENT: We will track reading CIP with Wonders weekly and unit tests and responses to comprehension questions in journals.
 	
• <u>Informational/Expository Writing</u>
  ○ Students will build a foundation for informational writing by learning to develop main ideas and provide supporting details related to those ideas.
  ○ We will implement this same skill across all academic areas.
  ○ MEASUREMENT: Teachers will measure student progress with classroom assessments, writing samples and district CDSA, and 4th grade MSP scores in the spring.		

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed. Focus: English Language Arts (Common Core)		

Three teams consisting of Comprehension, Vocabulary, and Expository Writing
Reasoning: With the adoption of the new literacy program and Common Core, it makes sense to focus on this one subject. In particular we will focus on aligning goals to the Common Core State Standards by:

1. Setting up teams in August
2. Setting the three goals early
3. Setting up staff development
    a. Nichole – present ELL vocabulary strategies
4. Providing time for grade levels to meet and discuss CIP goals
   10/2/13, 10/18/13,10/30/13,11/20/13,1/15/14,3/14/14,5/23/14,6/11/14
5. Providing time for cross-grade level (differing groupings) conversation
    a. K-2, 3-5 discussions (in pod)
    b. K,2,4 and 1,3,5 discussions (in pod)
    c. Providing plenty of time for teachers to discuss progress and share resources across grade levels
    d. Meeting with "Neighboring" grade levels to discuss and share student progress and needs, i.e. 1-2, 2-3, 4-5 etc.
6. Filling out the "check-ins" (progress reports) three times a year by grade level on progress of CIP goals.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**I know the research basis for the instructional strategies being used.**	**Professional development activities are consistent with school goals.**
	From: 2.85 weighted score **To: 3.5 weighted score**	**From:** 2.97 **To: 3.5**
2012-13	**# 2 Standards/Expectations** I believe all students can learn complex concepts from 89% to 92%	**# 2 Standards/Expectations** All students are consistently challenged by a rigorous curriculum
	From: 89% To: 92%	**From: 89% To: 92%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
LITERACY Grade level discussion based upon the information available (MSP data, End of Year Strengths and Weaknesses, DIBELS data, end of unit tests, writing samples and then the CIP Planning Teams divided into goal teams to determine what they felt was a building-wide need. – In order to build continuity, and a strong foundation for our students in writing, each grade level at Rush will focus on teaching

expository writing in order to increase scores to 60% or higher proficiency on the MSP (in the area of Purpose to Explain).

MATH
K-5 teachers will create grade level math plans that include strategies/action steps in order for students to use measurement tools in appropriate situations; learn attributes of shapes and use formulas when necessary; read and create graphs and interpret data.

SCIENCE
Students will improve their understanding and retention of science concepts (Domains of Science) by additional instructional based on spiral assessments and review; and improved integration of science concepts into special services. Also, an instructional emphasis will be made on key concepts / vocabulary with students will improving their understanding of science as measured by a 20% reduction of students at-risk (dashboard yellow status) and as reflected by being at-standard on their 2013-2014 year-end science report card grades.

Highlight use of technology to improve student learning:

The Technology component of the CIP is constructed after teams determine their specific goals/focus areas, expected results and measurement tools. This now is primarily the responsibility of classroom teachers in conjunction with the principal. In 2013-14, this will follow the district's IT^2 technology plan. Additionally, members of the CIP Planning Team will assist in staff development to support the technology component of the new Wonders curriculum by either conduct staff training at LEAP afternoons or make arrangements for other support.

Additionally netbooks will be regularly integrated into the curriculum, science, reading, writing. Students will also use netbooks in our Robotics Club to learn programing. Also they will be used for various projects. Student use netbooks to practice math facts using IXL.

Highlight steps to involve of staff, students, parents, families, and community:

We plan to share parts of our plan with the entire Rush community. We are proud of our accomplishments and we have several of our PTA after school programs that support our goals, e.g. Robotics Club, IXL, Homework Club, Foreign languages, After school art, Math Club, Young Authors, etc. We want them to know how they support our goals.

Lake Washington School District

Continuous Improvement Plan

Twain

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Mark Twain Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders

2012-2013 SMART Goals

Reading Goal: Our reading goal is to move from 83% of our students being proficient or higher to 88% on the 2012-2013 MSP

Math Goal: Our math goal is to move from 83% of our students being proficient or higher to 85% on the 2012-2013 MSP

Science Goal: Our science goal is to have 80% of 5th graders being proficient or higher on the 2012-13 MSP.

Results: Spring 2013 MSP

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	22.4%	68%	90.4%	39%	45%%	84%
2012-4th	30.2%	63.5%	93.7%	25%	68.8%	93.8%
2011-3rd	35.4%	47.7%	83.1%	41.5%	35.4%	76.9

Year	Science		
	Proficient	Exceeds Proficient	Total Proficient
2013-5th	34%	53%	87%

Grade Level Reflections:

Reading Reflections:

- Exceeded goal of 88% to 90.4%, which was a proficiency increase of 5.1%. Contributing factors were- Safety Net, Collaborate on Reading Instruction, Re-write instructional plans to implement new standards, PD for better understanding of CCSS in Literacy, required novel reading for homework, novels studies with comprehension activities to increase understanding.

Math Reflections:

- Scores decreased from 83% to 84%, which was an increase of 1% but was just shy of our goal of 85% of student being proficient. Contributing factors were- Identifying and qualifying 9 students for Special Education/504 during the fifth grade year. The starting percentage goal of 83% came from the fifth grade math placement test given in Sept. of 2012. Potential gender achievement disparity, 55.9% were males, 44.1% were females.

Science Reflections:

- Exceeded goal of 80% proficiency to 83.6%, which is an increase of 3.6%. Contributing factors were-- Science notebooks, integration with informational text, Collaborate on Science instruction. Proficiency would have been higher if resource allocations would have been equitable among all teachers in fifth grade.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: Our reading goal is to move from 81% of our students being proficient or higher to 90% on the 2012-2013 MSP

Math Goal: Our math goal is to move from 73% of our students being proficient or higher to 85% on the 2012-2013 MSP

Writing Goal: Our writing goal is to have 80% of our students being proficient or higher on the 2012-2013 MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	30.4%	59.8%	90.2%	22.3%	66.0%	88.3%
2012-3rd	44.3%	42.5%	86.8%	35.8%	39.6%	75.5%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	31.4%	47.1%	78.4%

Grade Level Reflections:

Reading:

While scores at proficient level went from 44.3% to 30.4%, the number of students that exceeded proficiency went from 42.5% to 59.8%. This clearly shows that our teaching programs provided enrichment for our higher level students. In addition, this demonstrates that we reduced the number of students that did not meet proficiency by almost 4%.
Students increased overall proficiency from 86.8% to 90.2%.

Key to Success - 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
    - DEAR
    - Conferring with readers.
    - Monitoring progress using running records and Oral Reading Passages
    - Word work.

Math:

While our proficient learner's scores went from 39.6% to 22.3%, the number of students exceeding proficiency increased from 39.6% to 66%. Total proficiency rose from 75.5% to 88.3%. This shows, again, that our program is meeting the needs of our above-level learners. In addition, we increased the number of students meeting standard by about 14%.

Key to Math - Continue using the new 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
    - 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
- Analysis of district and classroom assessment data (CDSA's, CBM's).
- Use of OSPI MSP resources to target learning.
- Professional Development through the EIM program.

Writing:

Key to Writing - 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 as help drive instruction.

- Present the MSP checklist as we teach each writing genre.
- Utilize OSPI exemplar and anchor papers in modeling for the students.
- Teach with modeling, metacognition, and peer editing.
- Present mentor texts.
- Teach techniques for elaboration.
- 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

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: Our Reading goal is to have 86% of our students being proficient or higher to 85% on the 2012-2013 MSP

Math Goal: Our writing goal is to have 80% of our students being proficient or higher to 85% on the 2012-2013 MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	43.3%	34%	77.3%	39.2%	28.9%	68%

Grade Level Reflections:

We reviewed the scores of the 2012-13 MSP results, noting that the low income students scored significantly lower in the math portion of the MSP. Low income third graders also scored lower in the reading portion of the assessment

Math:

- The main focus of our 2012-13 CIP work in math was **number sense.** As a team, we instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we used: 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.

The following strategies were used with all third grade students:

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 provided 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.

Reflections:

- Given the discrepancy between math scores of low income students and the third grade cohort, we plan to focus on forging stronger home-school connections with our low income families. Our ideas:
- We can facilitate home-school connections by improving communication between families and teachers. Haiku access is a start.
- Explore opportunities for optimizing supplemental support for low income students, including tutoring and continuing to provide small group instruction. Our I.A. allocated time might be used to this end.

Reading:

- The main focus of our 2012-13 CIP work in math was **comprehension.** As a team, we established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic DIBELS measures of fluency; re-reading strategies, partner reading and vocabulary work using dictionaries and thesauruses.

The following strategies were used with all third grade students:

Home-School Connections:

- Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills:
- Assigned daily reading
- Spelling words and weekly tests

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

Reflections:

- Given the discrepancy between reading scores of low income students and the third grade cohort, we plan to focus on forging stronger home-school connections with our low income families. Our ideas:
- We can facilitate home-school connections by improving communication between families and teachers. Haiku access might enable teachers to more effectively convey reading goals to families. Family access to Wonders will also support home-school connections.
- Explore opportunities for optimizing supplemental support for low income students. Our I.A. allocated time might be used to this end. Julie's work with intensive readers will also support some of our low income students.
- Wonders leveled readers can be used to provide at-home reading practice at students' specific reading levels.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2nd – from 91% to 94%	1st – from 61% to 80%	Kindy – From 67% to 80%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2nd Grade – 87%	1- 76%	K – 79%
2012	1st Grade - 90%	K - 82%	
2011	Kindy - 89%		

DIBELS Reflections:

2nd Grade:

- We did not meet our goal of number of students at or above standard in DIBELS oral reading fluency. Throughout the year, we had several students in the second grade who qualified for special educations services mid-year. One of these students began the year at 12 wpm and ended the year with 52 wpm. While not at standard, this is a huge gain. Another student began the year reading 6 words per minute and finished at 26 words per minute. It seemed that the new reading passages were not as interesting and included difficult words. The prior passages were more interesting and appropriate for second graders. Our large class sizes (27 and 28 students) made it difficult to instruct small groups as often as we would have liked to.

1st Grade:

- In analyzing the data, we found the male and female groups both were close to the grade level results. More SPED students were at the approaching level compared the class as a whole. DIBELS test results were not reflective of their report card grades. Our measurement standards for DIBELS are not as high as our district standards. Students may have met the goal for DIBELS but are falling short of the district expectations.

Kindergarten:

School Wide End of Year DIBELS Results

- DIBELS Reflections – We were able to meet our goals in getting 79% of our students to standard in DIBELS with strategic interventions and support from ELL, Safety Net, Resource Room and parent volunteers. However specific groups of kindergarten students were unable to meet benchmark standard. We had a lower group of students in the 2012-2013 school year overall so our goal of 79% at standard was lower than in years past.

Sub – Group Analysis -

- Successes – While our ELL, students on IEP's for academics, and unqualified high needs students did not attain benchmark standard, they did make progress. Support from ELL IA's, Safety Net (IA's used not tied to district safety net), and parent small group support all made an impact in the progress students made.
- Challenges – ELL, IEP students and unqualified students were not at standard. We found it very frustrating to have so many students last year who either did not qualify at all for academic support or the process was extremely slow to get them qualified for support.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (E.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

5th Grade:

Science 2013:

- 56/64 5th grade students were proficient or better on the 2013 MSP in science.
- 32/38 or 84% of boys were proficient or higher.
- 24/26 or 92% of girls were proficient or higher.
- 1/5 or 20% of ELL students were proficient or higher – language barriers, navigating informational text were likely contributors.
- 3/7 or 43% of low income students were proficient or higher.

Math 2013:

- 54/64 or 84% of 5th grade students were proficient or better on the 2013 MSP in math.
- 31/38 or 82% of boys were proficient or higher.
- 23/26 or 88% of girls were proficient or higher.
- Again, 1/5 or 20% of ELL students were proficient or higher – language barriers, and vocabulary, and informational text were possible contributors.
- 4/7 or 57% of low income students were proficient or higher.

Reading 2013:

- 58/64 or 91% of 5th grade students were proficient or better on the 2013 MSP in reading.
- 34/38 or 90% of boys were proficient or higher.
- 24/26 or 88% of girls were proficient or higher.
- 3/5 or 60% of ELL students were proficient or higher.
- 5/7 or 71% of low-income were proficient or higher.

Our students continue to grow and perform at district average or above across all of the tested content areas. Our concern is our ELL population and low income in science and math continue to fall behind and we need to look at strategies and interventions to support their academic growth.

4th Grade:

Reading 2013:

- The average for males (88%) is below the average for girls (94%).
- 80% of our Low-income students were proficient or higher
- The average for Asian students (84%) was below the district average (90%).

Math 2012:

- The average for males (84%) is below the average for girls (92%).
- The school average for Asian students (84%) is below the average for the district (88%)

Concerns:

- Our Asian population continues to score lower than the district population. What is contributing to this trend? How can we reverse it?
- Twain boys scored lower in reading and math than girls. How do we better target the needs of our boy readers and writers?

3rd Grade:

- Low income students comprised 26% of the 2012-13 third grade population.

Reading:

- 53.8% of low income students were at standard
- Reading scores for all Twain 3rd graders: 77.3% (*Our 2012-13 goal for reading comprehension was 75% at standard).*

Math:

- 32% of low income students were at standard
- Math scores for all Twain 3rd graders: 68%

2nd Grade:

- We appreciated Safety Net services for our struggling readers and our Instructional Assistant who helped to practice and promote fluency with our readers. As a grade level team, we feel that our end of year data is an accurate portrayal of what we saw on a daily basis with our readers. Our beginning of the year strong readers continued to be strong readers, while working on vocabulary skills, root words, context clues, and reading with expression. Strong readers were exposed to our Scott Foresman reading program, leveled readers, Time for Kids, and generally exceeded standard on our daily reading homework requirements. Parent volunteers read with our high groups each week, helping students to apply reading strategies to their complex text. Our struggling readers were exposed to the Scott Foresman curriculum with several lessons throughout the year taught to them in a small group setting. These students read in small guided reading books with the "easy" leveled readers. Reading strategies were explicitly taught and thought processes modeled out loud by teacher. Our struggling readers read daily with parent volunteers and worked with Gail Hanson on the Read Naturally program to increase fluency and comprehension. All of our students demonstrated growth over the course of the year, and the DIBELS data that we collected is a reflection of this.

- The girls in 2nd grade outperformed the boys on the EOY DIBELS scores as listed below
    - 41/45 or 93% of the girls in 2nd grade are at or above benchmark on the EOY DIBLES
    - 3/45 or 7% of the girls in 2nd grade are below benchmark on the EOY DIBLES
    - 45/ 57 or 82% of the boys in 2nd grade are at or above benchmark on the EOY DIBLES
    - 5/57 or 9% of the boys in 2nd grade are below benchmark on the EOY DIBLES
    - 5/57 or 9% of the boys in 2nd grade are well below benchmark on the EOY DIBLES
- Students who have been in district schools/programs for greater than 3 years performed overall better than students who attended for fewer years
    - 89% of 2nd graders were at or above benchmark on EOY DIBELS vs. 86% who have

been in the district for 2-3 years
    - Both categories had 7% of students below bench mark.
    - Fewer students were well below benchmark the longer they had been in district program, 4% vs. 7%
- The performance of our low-income students on EOY DIBELS remains a concern. Low income students represent about 18% of our total 2nd grade population.
    - 12/18 or 66% of 2nd grader are at or above benchmark on the EOY DIBLES
    - 2/18 or 11% of 2nd grader are below benchmark on the EOY DIBLES
    - 4/18 or 22% of 2nd grader are well below benchmark on the EOY DIBLES
- Special Education Performance
    - 5/8 or 62% were at or above benchmark
    - 3/8 or 38% were well below benchmark

Concerns: How are we best able to serve are underperforming students (ELL, Low-income, and SPED). These sub-groups represent about ¼ of the 2nd grade population and without intervention and support the performance gap will only widen.

1st Grade:

The data for students who were first graders for 2012-2013 showed the following results:

Reading DIBELS:	**Males**	**Rpt Card**	**Females**	**Rpt Card**
	12% above		11% above	
76% at standard	76%	56% at	74%	42 % at
10% approaching	12	18 approaching	8	18 approaching
12% not at standard	10	17 not	15	17% not
2% not tested.	2		3	

Subgroups

Asian
- 88% at standard
- 0% approaching
- 6 not at standard

Hispanic
- 86% at standard
- 14% approaching

Special Ed
- 67% at standard
- 33% approaching

Kindergarten:

Successes – While our ELL, students on IEP's for academics, and unqualified high needs students did not attain benchmark standard, they did make progress. Support from ELL IA's, Safety Net (IA's used not tied to district safety net), and parent small group support all made an impact in the progress students made.

- The girls in Kindergarten outperformed the boys on the EOY DIBELS scores as listed below
    - 28/33 or 85% of the girls in 2nd grade are at or above benchmark on the EOY DIBLES
    - 5/33 or 15% of the girls in 2nd grade are below or well below benchmark on the EOY

DIBLES

- 38/ 49 or 78% of the boys in 2nd grade are at or above benchmark on the EOY DIBLES
- 11/49 or 22% of the boys in 2nd grade are below or well benchmark on the EOY DIBLES

Challenges – ELL, IEP students and unqualified students were not at standard. We found it very frustrating to have so many students last year who either did not qualify at all for academic support or the process was extremely slow to get them qualified for support.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Reading 3rd Grade	42.5%	50%
Reading 4th Grade	63.5%	66.5%
Reading 5th Grade	56.4%	62%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

- We spent the second half of the year focusing on literacy in part because we had a new curriculum coming on board this year. This included starting to break down the new common core standards and developing strategies for teaching and learning. Grade level and vertical teams spent time on LEAP Wednesday discussing the standards but more importantly effective strategies they have used. These strategies included:
- Having students break down proficiency scales into student friendly language in 5th grade.
- Expanding on the writing process to included idea generation, scaffolding of ideas, pre-write and editing. The new biggest learning that continues to occur is that good writing takes time and needs to be planned. We are used to focuses on actual writing over the course of a couple of days but in reality it is over the course of weeks.
- We looked at ways to introduce and use cold reads and close reading into our instruction.
- We allocated IA time to grade levels to work with students in small groups. Grade level teams determine the best use of the IA support.
- We continue to expose our students to different forms of reading, with much more emphasis on informational text.

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1	Perception Goal #2
2012-13	The staff works in teams across grade levels to help increase student learning.	Teachers provide feedback to each other to help improve instructional practice.
	From: 84% To: 78%	**From:** 77% **To: 56%**
2011-12	Increase the percentage of staff who believe, "teachers provide feedback to each other to help improve instructional practices"	Increase the percentage of staff who believe, "the staff feels free to express their ideas and options with one another"
	From: 68% To: 80%	**From: 83% To: 90%**
2010- 11	Increase the percentage of staff who believes, "All students challenged by a	Increase the percentage of staff who believe "The School works with community

	rigorous curriculum" as measured by the Staff Nine Characteristic Survey.	organizations to support its students", as measured by the Staff Nine Characteristic Survey.
	From: To:	From: To:

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
• The Nine Characteristics Survey given in the spring was used to identify areas of focus need. • The actions to accomplish these goals were processed by one of the Twain Work Teams (CIP/Leadership, Assessment, Culture/Community, Communication and Safety). The goal of the work teams 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. AS the process evolves, the work 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. **Reflection:** • We did not achieve our goals in a number of instances we actually performed worse than in previous years. I believe there are a couple of reasons for this. • With it being my first year in the building it was spent developing relationships, understanding who the leaders were, understanding systems, and creating trust. • Accounting for change is not reflective in the Nine Characteristic Survey. My personality and leadership style although similar to my predecessor it is different and was reflective on staff responses. • To address some of the concerns and issues that were brought up through the year we developed new Operating Principals and Decision Making Model. Both will help in the daily operations but also involve more staff. • Moving forward, we will take these results to our CIP/BLT team to review and determine next steps.

School Name and Year: Mark Twain Elementary

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	90%	93%	88%	91%		85%		
2021 -4th	77%	85%	68%	80%				70%
2022- 3rd		70%		73%				
2023-2nd	81%	86%						
2024- 1st	58%	76%						
2025- K	87%	87%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.

Identify content area and group of students	From	To
Reading 3rd Grade	42.5%	50%
Reading 4th Grade	63.5%	66.5%
Reading 5th Grade	90%	93%

- Since reading is integrated across all content areas and a life-long skill we will continue to set our Challenge goal in this area. It does not reflect a change in developing a positive math disposition but a reflection of skills needed to be successful across subjects, especially with the new common core standards and curriculum.
- In 3rd and 4th grade we will continue with our goal from last year. 5th grade achieved their challenge goal and has set a new benchmark to work towards.
- We looked at ways to introduce and use cold reads and close reading into our instruction.
- We allocated IA time to grade levels to work with students in small groups. Grade level teams determine the best use of the IA support.
- We continue to expose our students to different forms of reading, with much more emphasis on informational text.
- The new Wonders curriculum has leveled readers built into the curriculum which will allow us to meet student needs but also provide the necessary challenge for our current level 3 students.
- We have altered our Safety net support in reading to focus more on the intensive students and less on strategic. Students who are strategic are receiving support before schools starts so they are able to remain in their general education classroom.

- Continuing on-going communication between the school and home.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	The staff works in teams across grade levels to help increase student learning	Teachers provide feedback to each other to help improve instructional practice
	From: 78% To: 85%	**From:** 56% **To:70%**
2012-13	The staff works in teams across grade levels to help increase student learning	Teachers provide feedback to each other to help improve instructional practice
	From: 84% To: 78%	**From: 77% To: 56%**

School Process Summary

Highlight strategies to meet goals in reading, math, science and writing:

School Wide:

- Continue to promote a positive math disposition through math club, math night, and our monthly math challenge which is supported by our PTSA as well as create opportunities for grade levels to meet (time), collaborate to plan and discuss student work in addition to the listed strategies within content areas listed below.

Reading:

- Safety Net
- Collaborate on Reading Instruction
- Instructional plans to implement new standards
- Utilization of cold and pre-reads
- Leveled readers

Math:

- Safety Net
- Collaborate on Math Instruction
- Creation of math notebooks
- Differentiate instruction
- IXL
- Target sheets and start to familiarize ourselves with the CCSS in math.
- Math games and manipulative
- Math Buddies
- Math Homework
- ActivStudio Calendars and Daily Number Work
- Math websites
- Grade level planning

Science:

- Science notebooks
- integration with informational text
- Collaborate on Science instruction
- Grade level planning

Writing:

- Team planning for Expository, Argumentative and Persuasive writing lessons and shared

prompts,
- Grade level planning

Grade Level Specific Strategies

5th Grade

Reading Strategies:

- 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

Math Strategies:

- Continue using the new 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

Writing Strategies:

- Implementation of the new Wonders Curriculum
- 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
- Units of Study which are interconnected across the content areas.
- Writing Homework.

Science Strategies:

- 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.

4th Grade

Reading Strategies:

- 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.

Math Strategies:

- Continue using the new 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
    - 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
- Analysis of district and classroom assessment data (CDSA's, CBM's).
- Use of OSPI MSP resources to target learning.
- Professional Development through the EIM program.

Writing Strategies:

At this time, we don't have MSP data from previous years to compare to current data.

- 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 as help drive instruction.
- Present the MSP checklist as we teach each writing genre.
- Utilize OSPI exemplar and anchor papers in modeling for the students.
- Teach with modeling, metacognition, and peer editing.
- Present mentor texts.
- Teach techniques for elaboration.
- 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

3rd Grade

Reading Strategies:

- 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 McGraw Hill 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

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.

2nd Grade

Reading Strategies:

- Students who already know the content will read
  - challenging books
  - complete literature activities

- Students who don't know the content:
  - Safety net, small groups, phonics readers
  - work with IA's and volunteers

Math Strategies:

- Students who already know the content will use
  - IXL for challenging math concepts, play math enrichment games
  - create posters showing concepts, teach others
  - work on multiplication facts and flash cards

1st Grade

Reading Strategies:

- Targeted use of Leveled readers for differentiated instruction
- Desk Book Holders for Book Shopping to support Independent reading

- Whole group/Small group instruction
- Close reading, rhyming, poetry, high frequency word practice
- Partner reading
- Reading to write

Kindergarten:

Writing

- Content: When given a writing prompt, students will improve on adding detail to their writing.
- Example: If a student gives one detail now (fall) they will be able to give more than one by spring.
- Some student will be going from scribing to writing one simple sentence.

Reading

- Increase student fluency in letter naming and in initial, medial and ending sounds.
- Increase fluency in blending sounds.
- Increase fluency in sight words.

Math

- Number recognition (to number 30)
- Number writing (Read and write to 30)
- Number counting (to 100)

Strategies:

- Use Wonders' Writing Curriculum/ In class
- Monthly Homework
- Small Parent Groups
- IA support
- DIBELS
- Teacher Small Groups
- enVision Curriculum
- Providing examples

Highlight use of technology to improve student learning:

School Wide integration of Technology

- Active Inspire
- Publishing
- Movie Maker
- Haiku,
- IXL,
- Wonders online,
- EnVision online.
- Family access for each of these is included.
- Type to Learn, classroom created flipcharts and Power Point.
- Use of Wonders interactive activities and digital resources designed for all grades.
- Target use of phonemic awareness and phonics activities for below standard students.

- Headsprout for strategic and intensive students.
- Research Resources for K-2: Pebble Go
- Reading Websites:
    - Starfall, Science-Foss Web
- Netbooks integrated into daily instruction:
    - Reading and Writing/word documents and power point, Smart Board, Document Camera, and microphone.
- Starfall
- Abcya.com

Highlight steps to involve of staff, students, parents, families, and community:

- Close working relationships with Safety Net, ELL, and Special Ed.
- Use of Instructional Assistant to teach small groups of strategic students and 1 on 1.
- Reading with Big Buddies
- Take Home Readers
- Parent Volunteers
- Community Volunteer: Listens to students read Just Right Books
- Parent Volunteers
- Vertical Meetings
- PTSA sponsored events
- Accessing PTSA grants to help support math club, before/afterschool academic support
- Presenting CIP at the PTSA board meetings
- Weekly parent communication via newsletter, emails, Haiku
- Class Meetings
- Behavior and Homework Contracts
- Student centered goal setting conferences.

Lake Washington School District

Continuous Improvement Plan

Kirkland

2013-2014

Kirkland Middle School
Continuous Improvement Plan
2013-2014

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders
2012-2013 SMART Goals
Reading Goal: Move students from 89% proficient to 91% proficient non-cohort.
Math Goal: Focus strand- Number and Alg. Sense move from 78.5 to 80% cohort, Alg. EOC 81% to 83% non-cohort, Geo. EOC maintain 100% no-cohort.
Science Goal: Move students from 87% proficient to 90% no-cohort.

Results:

Year	MSP Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	22%	64%	86%	26%	57%	83%
2012-7th	26%	63%	89%	29%	54%	83%
2011-6th	49%	37%	86%	41%	39%	80%
Year	MSP Science			Algebra EOC I / II		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	39%	49%	89%	44% / 4%	44% / 96%	87% / 100%
2012-7th						
2010-5th Sci	41%	11%	52%			

Grade Level Reflections:

LA: A focus group that of Level 2 students targeted specific reading skills and met once a week during Panther Time worked well to identify students and target needed skills. As a team, we feel the Panther Time at the end of the day allowed us additional conferencing time with all students regarding reading and writing. As an intact cohort the class of 2017 continued to demonstrate strong literacy skills.

Math: Class of 2017 maintained 83% passing as both 7th and 8th graders on the MSP. The number of students exceeding standard increased each year in this cohort. Students improved in the area of Number Sense/Algebraic Sense with 86.1% proficient in that strand, which was our focus for the year. Eighty-seven percent of all CMP 8th graders (currently 9th) passed the Algebra EOC while 100% of 8th grade Geometry students passed the Geometry EOC. All goals from the 2012-2013 CIP were met or exceeded for the class of 2017.

Science: While our 8th graders did not meet the goal of 90% at standard or above, we did come very close with an 89% proficient. We were very successful in moving many students from level 2 to 3 and from level 3 to 4 on the MSP. Our focus on conclusion writing for all students in grades 6th through 8th resulted in an improvement in the number of students meeting or exceeding standard in the inquiry strand on the MSP.

Class of 2018- current 8th graders

2012-2013 SMART Goals:

Reading Goal: Move students from 84% proficient to 86%

Math Goal: Focus- Geo., Measurement and Statistics. Move students from 83% to 84% proficient no-cohort.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	21%	60%	81%	22%	64%	86%
2012-6th	39%	45%	84%	38%	42%	80%
2011-5th	25%	57%	82%	47%	24%	71%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	41%	47%	88%	25%	75%	100%

Grade Level Reflections:

LA: While overall levels of proficiency dropped in Reading, the number of student moving from Proficient to Exceeding Proficient increased by 15%. And literacy strand improvements reflected our team focus on creating units of direct reading instruction and assessment. The Comprehension strand showed a 6% gain and the Analysis strand an 8% gain.

In January of 2013, 7th grade teachers identified students who we felt were at risk of not demonstrating Proficiency in Writing. Of the 24 students who attended writing support class 19 were Proficient on the MSP.
Math: Class of 2018 MSP passage increased from 80% in sixth grade to 86% as 7th graders. The number of students exceeding standard increased each year in this cohort. The largest increase in exceeding standard took place during the 7th grade year by 22%. Students improved in the area of Geometric Sense/Measurement and Probability/Statistics with 84.1% proficient in both strands, which were our focus for the year. All students in Algebra as seventh graders passed the Algebra EOC. All goals from the 2012-2013 CIP were met or exceeded for the class of 2018.

Science: Our focus on conclusion writing for all students in grades 6th through 8th resulted in an improvement in the number of students meeting or exceeding standard in the inquiry strand on the MSP. The science team gathered data three times over the year using specific lab reports that were identified at the start of the year. We used results from those assessments to identify students who needed extra support and provided additional instruction for those students. Based on our conclusion writing assessments it was found that 78% of the 7th grade class was at standard or above by spring of 2013.

Class of 2019- current 7th graders

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th	29%	52%	81%	34%	44%	78%
2012-5th	31%	55%	86%	41%	39%	80%
2011-4th	42%	44%	86%	34%	44%	78%
Year						
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th						
2012-5th						
2011-4th						

Grade Level Reflections:

LA: Through regular discussion of student needs, our team was able to differentiate lessons, add technology, and add interventions and extensions needed. For the first year of 6th grade in the middle school environment, we noticed that students were very motivated to do well and rose to the high rigor that we set. By the end of the year, this group, as a whole, appeared to be very enthusiastic readers who likely developed a habit of reading for enjoyment that will stay with them.

Math: Since the class of 2019 were just joining the middle school, no goals were set as we would use the 2012-2013 as our baseline. As we analyze the growth from 4th to 5th to 6th grades, the MSP passing rate seems to have been fairly consistent, as well as the number of students exceeding standard. Now

we can move forward and use 78% as our baseline for setting goals for the 2013-2014 school year.

Science: Our focus on conclusion writing for all students in grades 6th through 8th resulted in an improvement in the number of students meeting or exceeding standard in the inquiry strand on the MSP. The science team gathered data three times over the year using specific lab reports that were identified at the start of the year. We used results from those assessments to identify students who needed extra support and provided additional instruction for those students. Based on our conclusion writing assessments it was found that 79% of the 6th grade class was at standard or above by spring of 2013.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

LA Successes: 6th Grade: For our ELL and Special Education students, we worked closely with the special ed instructors to make sure students were receiving additional support that was relevant to classroom success. Things that we found worked well were: books on tape; textbook at home and ability to listen to online textbook; additional vocabulary support; extensive parent communication that allowed students to preview the material at home before introducing in class; before school interventions, support and extensions; test re-takes and analysis). We were able to get an interpreter for a parent meeting.

LA: 7th Grade: With a focus on increased vocabulary instruction we worked to put together lessons that would pre – teach content specific vocabulary and require use of vocabulary throughout the units. This was a benefit not only to our ELL and Special Educations students, but all struggling students. It helped direct the leveled assessments as particular care was given to the Level 2 instruction and assessment.

LA: 8th Grade: Successes: 6 of 9 students improved MSP score from previous year. On average we both had more success with our female than male identified students.

LA-Challenges

6th Grade: Because this was a transition year to the middle school setting, it took longer for us to connect families to resources and to find time within the daily schedule to meet with students and parents. We were also trying to navigate a new special education system which made it challenging to get support for students at times.

7th Grade: A sub group we did not provide for was boys who do not live in literacy rich environments. Our analysis of our MSP results showed us that we did not address the needs of these boys and foster their literacy skills. We believe that earlier direct intervention would have benefitted students tremendously.

8th Grade: Communication with home/ support from home still proved to be a huge gap for students in improving reading stamina/practice.

Math Successes

- We moved three out of eight 6th grade Safety Net students from 2's to 3's.
- We moved three out of eight 7th grade Safety Net students from 2's to 3's.
- We moved three out of nine 8th grade Safety Net students from 2's to 3's.
- Both Algebra and Geometry EOC's were very successful. KiMS sent only 16 freshman students to high schools not passing the Algebra EOC and 47 freshman students to the high schools that passed both the Algebra EOC and Geometry EOC.
- At each grade level, the number of students exceeding standard increased on the MSP.
- Eight out of eleven identified 7th graders in 2012-2013 passed the MSP after receiving 2's in 6th grade.
- Three out of seven identified 8th graders in 2012-2013 passed the MSP after receiving 2's in 7th grade.

Math Challenges

- Attendance issues hindered our abilities to work with some students.
- Curriculums are needed for Safety Net classes; challenging to follow grade level curriculums.
- Challenging to fit curriculums in during the allotted time…especially when some groups of students have to prepare for MSP and EOC testing.

Science: Successes

6th grade – Students on IEP's received IA support in the classroom to assist with reading and comprehending the text as well as analyzing results from investigations and writing formal labs. Out of 7 students on IEP's, 3 students showed at least a 1 point increase in their conclusion writing (43% showed improvement) scored using standards based assessment system.

7th grade – Students on IEP's received modified assignments and differentiated instruction to assist with analyzing results, writing formal labs and maintaining a science journal. Out of 12 students on IEP's, 7 students showed at least a 1 point increase in their conclusion writing (58% showed improvement) scored using standards based assessment system.

8th grade – We focused on students from historically low achieving students to attempt to raise their achievement. We were able to provide extra instruction a few days per week during panther time. Out of the 14 students that were specifically targeted 9 of them passed the MSP. All of the 14 students improved their conclusion writing score by one-half level or above when scored using a standards based assessment system.

Science Challenges

6th grade – When IA support was not available it was extremely difficult to provide the necessary one-on-one time with special students and struggling readers/writers to make it possible for them to participate fully in the instruction.

7th grade – The broad range of skills and abilities within the special ed population made it

challenging to devise modified assignments that worked for all students. Multiple types of modifications were needed and there was not time to create several assignments for each lesson

8th grade – For several students, lack of regular attendance and engagement had a huge influence on our ability to make a difference in their knowledge base and success in class and on the MSP.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To

Describe your school's efforts in this area; address both successes and challenges within your efforts.

LA- 6th Grade Reading: Of our 20 students that we had identified to move from standard to exceeding standard, 16 met this goal. We worked on various reading strategies, especially in frontloading and note-taking (SQ3R; KWL; and Cornell Notes). The curriculum of literary devices, along with two whole class novel studies and literature circles allowed us to focus on vocabulary and differentiate by reading level. We emphasized informational text strategies (non-fiction text features, summarization, and inference.) Tracking independent reading allowed us to monitor student progress and keep students motivated to read regularly. Book talks, book reviews, and focus on expanding genres allowed students more avenues to discuss and find new books to read.

LA- 7th Grade Reading: 29 of 35 students identified at the beginning of the year moved from Proficient to Exceeds Proficient. We believe we achieved this through offering more diverse choice in Literature and focusing on adding additional rigor to our LA curriculum.

LA- 8th Grade: 4 of 11 identified students identified at the beginning of the year moved from Proficient to Exceeds Proficient**.**

Science: 6th – Research topics were available to students in order to extend their thinking and to meet more complex scientific requirements. These were choice activities and were not assigned to the group as a whole but were used for students who processed more quickly, did not need additional instruction and had time to delve into additional topics.

7th grade – Used an advanced rubric to allow challenge for students who had already mastered grade-level conclusion writing.

8th – Students were given opportunities to demonstrate learning in open-ended formats, employing student choice in the projects and allowing students to develop their own rubrics and standards.

Math Content Area	**From**	**To**
Math 8th grade…Trend	50%	55%
Math 8th grade…Cohort	53%	55%
Math 7th grade…Trend	53%	55%
Math 6th grade…Trend	40.5%	43%
Algebra EOC 7th grade…Trend	80%	90%
Algebra EOC 8th grade…Trend	36%	40%
Geometry 8th grade…Trend	100%	100%

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	#5 90% Completely/Mostly Agree	#7 84% Completely/Mostly Agree
2011-12	#5 84% Completely/Mostly Agree	#7 79% Completely/Mostly Agree

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?

After looking at the 2011-12 9 Characteristics Data we took the staff through a protocol and selected the following 3 characteristics to focus on for the 2012-13 school year. We selected 3 characteristics that connected to our overall school/district goals. Teacher perception data improved in all three areas. We hope to collect parent and student data Mid-year this year.

Characteristic 5: *Alignment to Standards-**School work is meaningful to students**.* 2013- 91% Completely/Mostly Agree a significant increase from 73% in 2012. Learning Targets are posted in each classroom, and tied directly to content standards. Attempts were made to include more student voice and choice in assignments and demonstration of knowledge. Incorporating real world situation into assignments.

Characteristic 7: *Professional Development*-**Professional activities are consistent with school goals**. 2013- 81% Completely/Mostly Agree, a 2% dip from the previous year. Team/Teacher Leaders helped plan and implement P.D. throughout the year. This included planning for reconfiguration and preparing/presenting proposal for new extended learning time (double days).

Characteristic 8: *Learning Environment*- **Students respect those that are different from them**: 2013 -84% Mostly/Completely Agree and Student work is meaningful: Our Peer Mentors and Olweus class meetings went a long way in helping us exceed our goal of 80% in this area. We decided as a staff to increase the student personalization time (Panther Time) from 20 to 30 minutes 4 days a week at the end of the day in 2012-13. Activities included- Intervention and Extensions in LA/SS/Math and Science, Anti-Bullying Olweus Instruction, Rachel's Challenge, Special Education Check-ins, Reading, Study Skills, Mentoring, Team/Culture Building, and Assemblies.

School Name and Year: Kirkland Middle School 2013-14

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)						
"Class of"	Reading		Science		Writing	
	From:	To:	From:	To:	From: 88	To: 90
2018- 8th	81	83	89% MSP 55% Systems Benchmark Test	90% MSP 75% Systems Final Test		
2019-7th	81	84	74% Systems Benchmark Test	82% Systems Final Test	Non Cohort: 88	Non Cohort 90
2020- 6th	87	92	7% Systems Benchmark Test	40% Systems Final Test		
"Class of"	MSP Math		Algebra EOC		Geometry EOC	
2018- 8th	85.7	87	100	100		100
2019-7th	78.3	80		100		
2020-6th	77	83				

Math: Current 6th graders who did not meet standards in 5th grade whom we believe we can move to standard on the spring 2013 MSP Math section:

Jason Ambler (395)
Sasha Conner (387)
Devyn Desmond (391)
Yuma Yoshikawa (383)
Kathryn Reid (379)
Kobe Westre (379)
Morrigan Kalet (391)
Abigail Biggs (395)
Jack Records (379)

Current 7th graders who did not meet standards in 6th grade whom we believe we can move to standard on the spring 2013 MSP Math section:

Hudson Jones (394)
Leigha Bailey (390)
Ava Polchin (386)
Pete Stark (394)
Malia Lakman (394)
Andreana Margaritis (390)
Daniel Piper (394)
Isabel Neumann (370)
Jonathan Vizcarra (394)
Ryan Scott (390)

Current 8th graders who did not meet standards in 7th grade whom we believe we can move to standard on the spring 2013 MSP Math section:

Alyna Barron (391)
Chiarra Andonian (396)
Kalvin Hollenbeck (375)
Richard Rekda (396)
Wesly Snider (381)
Darian Yates (396)

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Science 6-8th Grade Level 3 students	8TH From: Currently there are 85 level 3 students 7TH From: Currently there are 121 level 3 students 6th From: Currently there are ten level 3 students	By the end of the year 55 of these students will be at level 4 By the end of the year 60 of these students will be at level 4 By the end of the year 4 of these students will be at level 4
Math: 2018 – 8th MSP 2019 – 7th MSP 2020 – 6th MSP Algebra EOC 7th graders Algebra EOC 8th graders Geometry EOC 8th graders	 63.8 43.9 40.4 75 96	 65 46 45 85 80 100
8th Grade Reading 7th Grade Reading 6th Grade Reading	60 52 60	67 55 66

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Science: We designed a benchmark systems assessment, with a common scoring rubric, to be given at the beginning of the year. All KiMS students 6th-8th took the test in the first couple weeks of school. We scored this assessment and used the data to establish goals and identify the needs of particular groups and/or individual students. In addition we will use teacher-created leveled classroom assessments and the district CDSA's to gather data. We will "pull-out" the scores from the systems questions on these tests to use as evidence of growth and for reporting purposes. All of our evidence will come from leveled assessments which will be scored using a standards based grading system and scoring rubric that will be consistent for all students.

Math

- School-wide MSP and EOC packets to prepare for state testing
- Offer more challenge opportunities
- Math enrichment during Panther Time
- Common assessments in content areas
- Team collaboration based on common assessment results and analysis
- Using best practices for instruction
- Allowing additional progress through monitored websites (IXL)
- Encouragement to join academic clubs (Math Olympiad)

8th Grade: Reading

- Students who met standard on the MSP in Reading and Writing in 7th grade and have shown desire for additional rigor, will be offered the opportunity to participate in National History Day. This extension will take place during Panther Time.
- The 8th grade team will be developing Level 4 opportunities on all major assessments and assignment using proficiency scales and CCSS aligned instruction.

Identified 8th Grade Students:

Curry	Harding	Russell
Sydney Wickman	Sean Benson	Brayden Boyes
Cassy Froton	Keelyn Johnson	Kayla Brodie
Jake Hanna	Shuma Katori	Josh Goddard
Alex Repass	Trace Orler	Hailey Hopkins
Chloe Wozniak	Keisha Walford	Emma Lux
		Ashlyn Schoen

7th Grade:

- Students who met standard on the MSP in Reading and Writing in 7th grade and have shown desire for additional rigor, will be offered the opportunity to participate in National History Day. This extension will take place during Panther Time.
- Design of assessments will focus on ensuring quality Level 4 opportunities in both LA and SS.
- Monitoring of independent reading to ensure appropriate level of book to maintain rigor.
- Additional novel choices offered targeting higher level readers.

Erickson	Jones	Luci
Patrick Walmsley	Trenton Peel	Kolby Arimoto
Elliott Ball	Adyson Hughes	Hunter Brown
Emily Stoneman	Finnegan Booth	Jack Rosen
Nyia McCoy	Margaritis Andreanna	Isabella Moore
Zaden Ramos	Joseph Ryan	
Timmy Smith		

6th Grade:

- Students who met standard on the MSP in Reading and Writing in 7th grade and have shown desire for additional rigor, will be offered the opportunity to participate in National History Day. This extension will take place during Panther Time.
- All student will participate in goal setting and goal tracking through Reading Logs and Journals
- Curriculum and lessons will be developed focusing on higher level thinking and questioning skills to increase rigor across LA/SS curriculum.

Antal	Ivy	Ward
Megan Jannsens Alexandra (Sasha) Chudin Malia Berbano Jack Nuebel	Abigail Biggs John Burkhalter Christopher Jacques Julia Lotzkar	Tara Afsharirad Cameron Cheyne Sydney Dooley Madison Lewis Jaeden Wojtacha

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Characteristic # 8 Learning Environment- Students respect those that are different from them.	Characteristic #2 High standards and expectations -All students are consistently challenged by rigorous curriculum
	From: 84% To: 89%	From: 78% To: 83%
2012-13	Characteristic #5: Alignment to Standards- School work is meaningful to students.	Characteristic #7 Professional Development- Professional activities are consistent with school goals.
	From: 84% Completely/Mostly Agree **To**: 90% Completely/Mostly Agree	**From:** 79% Completely/Mostly Agree **To:** 84% Completely/Mostly Agree

School Process Summary

Highlight strategies to meet goals in reading, math, science and writing:

Science:

We designed a benchmark systems assessment, with a common scoring rubric, to be given at the beginning of the year. All KiMS students 6th-8th took the test in the first couple weeks of school. We scored this assessment and used the data to establish goals and identify the needs of particular groups and/or individual students. In addition we will use teacher-created leveled classroom assessments and the district CDSA's to gather data. We will "pull-out" the scores from the systems questions on these tests to use as evidence of growth and for reporting purposes. All of our evidence will come from leveled assessments which will be scored using a standards based grading system and scoring rubric that will be consistent for all students.

Math:

- Test-taking strategies
- Computer training for all students so that they are familiar with the functions for the online testing
- School wide review packets for MSP and EOC
- Identification of students whom we believe we can move from a 2 to proficient
- Common assessments in content areas
- Spiral-based review

8th Reading:

- Students below standard on the 7th grade MSP in Reading and Writing will participate in Panther Time Interventions. During this time students will have individualized instruction in reading skills and periodic measure, using easyCBM to monitor and adjust for growth.
- The 8th grade LA curriculum will focus on developing and practicing close reading strategies.
- Students will participate in independent reading conferences with LA teachers.
- Summarization practice in outside & class novels will be required. Students will receive instruction and feedback on summarization.

Reading and Writing 7th Grade:

- Students below standard on the 7th grade MSP in Reading and Writing will participate in Panther Time Interventions. During this time students will have individualized instruction in reading skills and periodic measure, using easyCBM to monitor and adjust for growth.
- Students will participate in independent reading conferences with LA teachers.
- Students will participate in units providing instruction in commonly confused words and academic vocabulary.
- Student progress on district reading CDSA's and reading skills units will be kept in Google Docs and monitored throughout the year. Curriculum will be adjusted in response to student needs.
- Assessments will be developed focusing on reading skills rather than content. Students will participate in self – assessment and goal setting.

Reading 6th Grade:

- All student will participate in goal setting and goal tracking through Reading Logs and Journals
- Instruction will be given in ELA academic vocabulary (literary terms, nonfiction text features, reading skills/strategies)
- Students will be required to make connections - text-text, text-self, text-world, text-media

  Reading responses will be both written and verbal

Highlight use of technology to improve student learning:

Science

- Use of on-line data bases for research on systems
- Computer programs for generating student produced projects
- Using on-line simulations
- Use of digital media for instructional enhancement

Math

- Calculator training
- Website/IXL site license: requiring work shown on paper then transferred to computer
- Haiku quizzes
- Links for tutorials, math games, research, definitions, examples

Reading:

- Easycbm.com comprehension tests/measures will provide students practice with online test – taking and give teachers information regarding students' growth in reading throughout the year.
- Inclusion of audio/video in reading analysis will provide students' opportunities to practice critical thinking skills that will be required on the SBAC testing in 2015.
- Monthly Wiki projects to promote reading and extend thinking of independent requirements; book talk presentations (Prezi, Video, Podcast, etc.)
- Netbooks will be used with all students to access online text books, informational texts (newspapers/magazines), audio books, and Haiku Assessments.

Writing:

- Students will have the opportunity to use turnitin.com, MyAccess.com and Writing Coach to share, edit, revise and submit writing.
  Students will conduct research using LWSD online databases and use research to effectively support writing.

Highlight steps to involve of staff, students, parents, families, and community:

- Haiku
- Standards Score
- E-mail
- Positive Postcards
- Panthergram (PTSA Newsletter)

ELA--Staff, students, parents, families, and community will have opportunities to be involved in reading goals through use of email, Haiku, Standard Score and the Panthergram. Across the LA/SS department and school, teachers are sharing Haiku sites to keep informed of expectations and gauge appropriate levels of rigor.

Lake Washington School District

Continuous Improvement Plan

Rose Hill MS

2013-2014

Continuous Improvement Process Plan
Middle School CIP 2013-2014

Rose Hill Middle School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders						
2012-2013 SMART Goals						
Reading Goal: From 80.8% meeting standard on 2012 MSP to 83.8% meeting standard on 2013 MSP.						
Math Goal: From 65.5% meeting standard on 2012 MSP to 70% meeting standard on 2013 MSP.						
Science Goal: From 57% meeting standard on 5th grade MSP to 62% meeting standard on 2013 MSP.						
Results:						
Year	Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	28.9%	45.2%	74.1%	26.5%	35.5%	62%
2012-7th						
2011-6th						
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th				43.1%	10.8%	53.9%
2012-7th	52%	31%	83%	20.9%	79.1%	100%
2011-4th						
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-8th	47.6%	31.3%	78.9%			
2010-5th	39%	17%	56%			
Grade Level Reflections:						
Math The MSP goal was not met. We felt a bit surprised by some of the particular students who did not meet standard. It will be interesting for us to see what will happen when we focus more on the 8th grade standards rather than incorporating the Algebra standards into these classes now that we are						

switching to the Common Core State Standards. Many students felt they did well on the test after they took it and yet they did not pass. It would be good to know if they checked their work carefully to avoid small calculation errors. We are happy that our Geometry EOC grades remained in the near 100% range.

LA/SS We are on track with Common Core Standards due to the fact that students are scoring higher in nonfiction than in literary texts. All MSP goals were not met at all three grade levels for reading. Scores were down across the district and state so we are wondering about contributing factors around this. In 8th grade, the drop of scores is perplexing as similar efforts made towards improving reading and writing skills were used as in 7th grade, but scores dropped. We are wondering about the correlation between this drop and the drop in scores. Is this a cohort issue or are their other issues?

Science
In 2013 on the Science MSP, 78.9% of the 8th graders met or exceeded proficiency. This goal was exceeded by 16.9%!! Students that did not apply themselves in class or in completing homework surprised us with high percentages of passage on the 8th grade MSP in 2013. We believe that matching skill practice to MSP questions, hitting the inquiry-based process hard, and analyzing MSP released items with students and comparing responses that met standards to those that did not were major contributions to these students' successes. We will look for new ways and continue to collaborate with all grade level teachers to reinforce the skills that were used to succeed on the MSP.

Class of 2018- current 8th graders

2012-2013 SMART Goals:

Reading Goal: : From 78% meeting standard on 2012 MSP to 85% meeting standard on 2013 MSP.

Math Goal: From 73% meeting standard on 2012 MSP to 75% meeting standard on 2013 MSP.

Writing Goal: From 78% meeting standard on MSP (in 2010) to 80% meeting standard on 2013 MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	23.1%	53.3%	76.4%	21.5%	54.9%	76.4%
2012-6th						
2011-5th						
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	58.4%	23.9%	82.2%	33.3%	65%	98.3%

Grade Level Reflections:

Math- The 7th grade MSP goal was exceeded. We had a focus on geometry throughout the year. We had more students than ever in Algebra classes in their 7th grade year. Collaboration around the geometry strand to include problems of the week throughout the year. Around 30% of the Safety Net students in Bridges to Algebra improved to meet standard and many of the IEP students in the co-taught math class met standard. We are happy that our Algebra EOC grades remained in the near 100% range, one student did not meet standard taking this test as a 7th grader.

LA/SS –The 7th Grade Writing MSP goal was exceeded. We started with the basic structure of paragraphs and broke each paragraph of an essay down to easy and more manageable parts. We also practiced this three times throughout the school year. We did not use Step Up to Writing and minimally used Write Source as resources to teach writing. We are on track with Common Core Standards due to the fact that students are scoring higher in nonfiction than in literary texts.

Class of 2019- current 7th graders

2012-2013 SMART Goals:

Reading Goal: : From 84% meeting standard on 2012 MSP to 86% meeting standard on 2013 MSP.

Math Goal: From 79% meeting standard on 2012 MSP to 82% meeting standard on 2013 MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th	37.2%	42.2%	79.6%	30.3%	40.5%	70.8%
2012-5th						
2011-4th						

Year	Science			Writing		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th						
2012-5th						
2011-4th						

Grade Level Reflections:

Math- The 6th grade MSP goal was not met. There is concern that in the elementary school model more time was devoted to math than only 1 hour per day. In the Safety Net/IEP push in class there were no higher level functioning students that were good role models. The IEP push in class was also a very large class and it was difficult to give each student the attention that they needed.

LA/SS -We are on track with Common Core State Standards due to the fact that students are scoring higher in nonfiction than in literary texts. We are also wondering how the 5th grade data is disseminated and reported to different schools. Sixth graders are in a new testing environment from the elementary and that might contribute to their scoring. The structure of the elementary classroom allows for more direct reading instruction than in the middle school. Our building has had less of a focus than in the past of teaching reading at all content areas and we are hoping to improve in this area, especially with the implementation of the Common Core State Standards.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

We continue to seek to improve our practice in order to meet the needs of our Special Education Students.

Successes

Math- We implemented co-taught push-in math classes at all three grade levels exposing many students with math IEP goals to the grade level appropriate curriculum for the first time. Several of these students saw an increase in their scale scores, some advancing from one level to the next and one student that moved from level 1 to level 3. When we look at our AMO data from 2011-2012 the target in math for our special education students was 19% and only 12.5% were proficient, showing a 6.5% discrepancy. When we look at our AMO data for the 2012-2013 school year, the target in math for our special education students was 26.4% and 25.6% were proficient, showing only a 0.8% discrepancy in meeting this target.

LA/SS MSP- We implemented co-taught push-in language arts classes at all three grade levels exposing many students with reading and writing IEP goals to the grade level appropriate curriculum for the first time. Scores in reading and writing increased for SpEd students as well as from Level 3 students to Level 4. This suggests that while the Push-In model still has its challenges, it is also having positive effects on both below standard and above standard students. Many Special Ed students either passed the MSP in reading or writing OR made significant gains from their previous scores (remaining in Level 2). When we look at our AMO data from 2011-2012 the target in reading for our special education students was 38.2% and only 22.9% were proficient, showing a 15.3% discrepancy. When we look at our AMO data for the 2012-2013 school year, the target in reading for our special education students was 43.8% and 34.4% were proficient, showing a 9.4% discrepancy in meeting this target.

As noted by our AMO data, we are getting closer to achieving our target percentage scores in both math and reading for our special education students.

We did see some individual successes as a result of the push-in model. Socially, SPED students appeared to be more accepted and integrated into the school community. We also noticed second quarter that student missing work and ability to keep up with curriculum pacing also improved.

Challenges

Science and social studies are two areas where special education students continue to struggle. We can continue to provide supports both in and out of the classroom and will reflect upon, collaborate on, and implement any new ideas that will support these students.

When looking at students with IEPS, here are some results. In 6th Grade 4 out of 12 passed Math and 8 out of 12 passed reading. This group was not part of the push in data. 7th graders 9 out of 33 passed math and 12 out of 33 passed reading. These students did participate in the push in model. 8th graders 10 out of 29 passed math and 10 out of 29 passed reading. These students also participated in the push in model. The scores for the 7th and 8th graders dramatically dropped, which we feel can be attributed to the implementation of the push-in model.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To
Math	44%	55%
Reading	55%	58%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

43% of students in grades 6-8 achieved a Level 4 on the Spring 2013 MSP Math Assessment.

46.5% of students in grades 6-8 achieved a Level 4 on the Spring 2013 MSP Reading Assessment.

We are disappointed with the results here and are continuing to seek ways to challenge students. This was our first year implementing school-wide push-in classes for special education students. While we saw gains in their (special education students) scores, we did not meet our goal for increasing the number of students at a level 4. We wonder if this has to do with the changing dynamics of the classrooms and the degree of difference between levels, a new occurrence this year. There is also some question to the validity of the starting percentage number as data dashboard includes Stella Schola scores within Rose Hill Middle School scores.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	The staff will regularly collaborate together to plan what will be taught, and provide feedback, access resources and support to improve professional practice as measured by 9 Characteristics Survey questions 27 and 44, increasing responses of agree completely/agree mostly from 96% to 100% for question 27 (growth of 19% from Spring 2011) and increasing responses of agree completely/agree mostly from 96% to 100% for question 44 (growth of 13% from Spring 2011). We are keeping this goal from last year because of the growth made and the addition of 12 new staff members.	The staff will work to involve parents as volunteers at school as measured by the 9 Characteristics Survey question 65 increasing responses of agree completely and agree mostly from 31% to 50% by the end of the 2012.2013 school year.
2011-12	The staff will regularly collaborate together to plan what will be taught, and provide feedback, access resources and support to improve professional practice as measured by 9 Characteristics Survey, increasing from 80% to 85%	School staff will send intentional, proactive, and positive messages from RHJH in an effort to continue positive messaging taking place in the community

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
Goal #1: As a staff we created the collaboration goal based on the results of the Nine Characteristics Survey. Though we saw growth in this area from the previous year we wanted it to remain an area of focus since we had 9 new staff members joining us at Rose Hill since we were transitioning to middle

schools. In addition, as we transitioned to middle school we felt there would be an opportunity to expand our repertoire of teaching skills, specifically, classroom management and instructional strategies that are effective with younger middle level learners. A significant factor in improved collaboration was the allocation of time for departments to plan collaboratively, having common goals and assessments. We did not meet our goal of 100%. Our sample size did increase from 29 to 37 and though we are not at 100%, the data shows that there are still 3-4 people that are not feeling we are achieving these goals. Teachers used their planning time to observe other classroom teachers twice per year. These observations included a pre-observation conference and post observation conference. Teachers in all CORE content areas regularly checked in with teachers of the same grade level to common plan activities for the week via in person communication and email. In addition, in place of an "informational" staff meeting, we had "hosted" staff meetings in which a teacher would host the staff in his/her classroom and share/demonstrate an instructional strategy he/she was using in class. In March we had a "Lesson Fair" where every teacher spent 20 minutes sharing with colleagues an instructional strategy.
Our next step as a school is to implement weekly collaboration time in content area teams for common planning, assessment building and assessment review.

Goal #2:
This goal was selected because as we moved to the middle school we thought it would be a great opportunity for us to reach out to parent volunteers and have parents more of a part of our day to day work. While anecdotally we saw more intentional reach out to parents for volunteers, it was mostly done in a particular department and with the addition of 9 elementary school teachers to our staff; their experience with parent volunteers has been much greater than what they have experienced since joining the middle school environment. Our next steps are to continue to reach out to parents.

Rose Hill Middle School 2013.2014

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)						
"Class of"	Reading		Science		Writing	
	From:	To:	From:	To:	From:	To
2018- 8th	76.4%	80%	76.8% (in 5th grade)	80%		
2019-7th	79.6%	84.6%			74.7% (in 4th grade)	76.7%
2020- 6th	86%	86%				
"Class of"	MSP Math		Algebra EOC		Geometry EOC	
2018- 8th	76.4%	78%	N/A	90% enrolled in Algebra	N/A	100%
2019-7th	70.2%	72%	N/A	90% enrolled in Algebra		
2020-6th	77.7%	80%				

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Reading	52.2%	53.5%
Math	48.4%	51%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

We continue to use and create challenge and honors opportunities on summative assessments and are continuing to add these on formative assessments throughout our units. We have teachers who are also participating in a book club on differentiation in order to share strategies and team with elementary teachers to align our differentiation efforts. This is a growth area for us, as we balance a diverse class with students needing extra support and needing more challenge.

In math we give challenge homework assignments, "Challenge problems in a jar" and bonus problems on assessments. We will also be using leveled assessments giving students the opportunity to demonstrate a 4 on proficiency scales. This year we will be pushing students through our "perseverance" problems and talking about their problem solving in more detail with peers.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	The staff will work to involve parents as volunteers at school as measured by the 9 Characteristics Survey question 65 increasing responses of agree completely and agree mostly from 13% to 25% by the end of the 2013.2014 school year.	Staff will communicate and demonstrate/implement our mission and vision statements as measured by a staff average of a 3 on the final self-assessment rubric.
	From: 13% To: 25%	**From:** baseline **To: 3**
2012-13	The staff will regularly collaborate together to plan what will be taught, and provide feedback, access resources and support to improve professional practice as measured by 9 Characteristics Survey questions 27 and 44, increasing responses of agree completely/agree mostly from 96% to 100% for question 27 (growth of 19% from Spring 2011) and increasing responses of agree completely/agree mostly from 96% to 100% for question 44 (growth of 13% from Spring 2011). We are keeping this goal from last year because of the growth made and the addition of 12 new staff members.	The staff will work to involve parents as volunteers at school as measured by the 9 Characteristics Survey question 65 increasing responses of agree completely and agree mostly from 31% to 50% by the end of the 2012.2013 school year.
	From: 96% To:100%	**From: 31% To: 50%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
In addition to our professional development on Wednesday afternoons, every Friday teachers have between 40 minutes and an hour to collaborate in grade level, content specific teams to plan instruction, create common assessments, evaluate student work, etc. These practices will improve instruction and provide more information about student learning. Reading and Writing: We looked at MSP scores and made predictions based on knowledge of students about how we think they will perform. We also considered that 6th grade has a new curriculum and that 6th grade students are coming into a new testing environment and school. Overall our scores in reading dropped and we want to continue to work towards improving those, particularly in the area of informational text and analysis. We would initiate a school-wide effort towards a common reading initiative for all strands of reading much like we have done in the past. We would like to create common language and strategies to be reinforced in all disciplines which could be communicated and reinforced when communicating with parents and our community. We will collaborate with team members around effective research-based instructional strategies, participating in book clubs on differentiation, set up/request district trainings, trainings and continued work aligning curriculum to CCSS's. Our department has shifted to all

grade levels using the Cornell style notes for reading and writing. We hope to see this strategy support student learning and writing.

Math:

We will teach a hybrid of common core and prior standards to meet the requirements of this year's MSP and use formative and summative assessment and common assessments between grade levels. Pride time tutoring, discussion boards on Haiku for answering questions – student to student, Perseverance problems for Safety Net kids, and Cognitive Tutor software for Safety Net kids. We are collaborating so that our Safety Net kids are supported effectively with appropriate reinforcement of concepts in their Gen. Ed. Class.

Science:

As a department, we agree that the greatest impact we have made and can continue to make towards reaching our goals is to make a cohesive and concerted effort to format instruction, vocabulary, content and practice to reflect the format of the MSP test; to have students evaluate their own and others' work against the MSP rubrics; and to emphasize the Scientific and Inquiry-Based Methods which reinforce scientific reasoning and communication skills. Students will practice the MSP released items at all grade levels; using more MSP vocabulary; and formatting instruction so that it's assessed similarly to how MSP is assessed. Students will score the MSP released items and understand scoring methods.

Highlight use of technology to improve student learning:

We are now in our third year of full school implementation of sMAS and the majority of staff has extensive experience integrating technology in their daily instruction to enhance learning when the technology and infrastructure cooperates. Teachers continually learn from one another on how to best use netbooks and have made significant growth over the last 5 years as they have been the learners and leaders for the distict-wide rollout. Teachers use a variety of programs to improve student learning such as: Socrative**,** Turnitin.com**,** My Access (7th & 8th grade)**,** YouTube**,** United Streaming**,** TCI**,** Classzone, ActivStudio and ActiVotes, Discovery Education, IXL, Learn 360°, and Cognitive Tutor. Many content areas have access to online textbooks. There is a Smart Music Program that records and gives student feedback and grade. Students learn and practice computer programming in conjunction with robots and use their netbooks (Excel) to track & record cardio data for fitness. Students create presentations using multiple programs, expanding their technology skills and troubleshooting such as PowerPoints, Flip charts, Excel with data units, Animoto and Photoshop to name a few. With the use of technology teachers, using several of the programs listed above, teachers can give formative and summative assessments as well as provide feedback to students quickly.

Teachers use Haiku as a tool to communicate with students and assess student learning and is updated regularly (quizzes, communication, documents, calendars, organization). StandardsScore is used to communicate student progress to students and their parents in a course.

Netbooks allow us to implement accommodations and modifications to assignments. We utilize technology to monitor student grades, complete assignments, CoWriter, Snap and Read, Inspiration, and to access books on tape. Students are able to utilize Haiku to keep up with classes and online CBM assessments allow us to individually track student IEP goal progress. We also complete IEPs using IEP

online.

In addition, a significant amount of collaboration and communication is done primarily through email. Modifications are documented and saved through electronic means, students also use their netbooks to access audiobooks and alternative assignments.

Highlight steps to involve of staff, students, parents, families, and community:
We believe parent involvement is important to the success of students. We struggle with how to involve parents in a way that is meaningful for all and continue to seek new ideas and avenues for parent involvement. Increasing parent involvement is one of our perception goals this year. We have started to invite parents to volunteer with us weekly on Fridays to help with school wide assemblies and class meetings. This enables parents to get in the school and see what we are doing with students in order to support their academic and social success. Teachers send out emails to parents when Standard Score is up to date, on class happenings and with advice on Haiku usage and other helpful sites. Our ELL staff intentionally communicates with staff, parents, and students regarding student assistance, accommodations, modifications, techniques and strategies for ELL students. Our science department plans to take the first step towards conducting an RHMS Science Fair within the next few years by completing information gathering. • Check with other Middle Schools and gather the following information: Does your school have a Science Fair? If not, why not? If yes, how often? Have you had them in the past? What have been the challenges and benefits to having Science Fairs? What is the level of participation by students, staff, and parents? In addition, we will be more intentional about recognizing parent volunteers and making all staff aware of parent involvement. Another key piece is that many of our parents work. This does not mean they cannot volunteer, but they may be able to volunteer in ways we are not accessing at this point.

Lake Washington School District

Continuous Improvement Plan

Lake Washington

2013-2014

LWSD Continuous Improvement Process
High School CIP 2013-2014

Lake Washington High School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Goals: Due to DSS by October 11, 2013

A. Data Summary, Look-back, Reflection and Analysis

Class of 2013
Washington State On Time Graduation Percentage:
97%
Department Level Reflections:
97% of our seniors graduated by August. 58% went onto four year colleges, 24% are attending two year colleges and 18% are pursuing some other post-secondary plans.

Class of 2014 – Current 12th graders					
2012-2013 Goals:					
	On Track Literacy	**On Track Math**	**On Track Science**	**On Track Grad Req's**	**On Track Credits**
Number:	**251**	**197**	**211**		
Percent:	**74%**	**68%**	**66%**	**95%**	**95%**
Results:					
	On Track Literacy	**On Track Math**	**On Track Science**	**On Track Grad Req's**	**On Track Credits**
Number:	**243**	**190**	**217**	**256**	**282**
Percent:	**72%**	**56%**	**65%**	**72**	**81%**
Grade Level Reflections:					
Grade differences on literacy,math, and science grades was the reason for the decline. Not sure					

what grades entail so it is hard to have a strong reflection especially for literacy. Grades clearly don't align to testing data. A student can pass a state assessment and not pass a class. We did not reach goals for grad requirements but made progress on credits. Changing the terms from last year's CIP from reading to literacy makes it difficult to know what data to include. State testing data or grade data.

Class of 2015- current 11th graders
2012-2013 SMART Goals
Reading HSPE: Increase from 92% to 95%
Writing HSPE: Increase from 94% to 97%
Algebra EOC: Increase from 91% to 95%
Geometry EOC: increase from 84% to 90%
Biology EOC: Increase from 79% to 85%

Results:

Year	Reading HSPE			Writing HSPE		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	17.2%	77.7%	95%	21.9%	73.4%	95.6%
2012-9th						
2011-8th						
Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	146	119	265/ 83%	76	159	235/76%
2012-9th	163	102	265	27	111	138/61%
2011-8th	2	9	11	5	11	16
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-10th	32% 101	52% /166	82.8% 267			
2012-9th						
2011-8th						

Grade Level Reflections:

We met our goals in reading and continued to demonstrate improvement in all other areas.

Class of 2016- current 10th graders

2012-2013 SMART Goals

Algebra EOC: From 91% to 95%

Geometry EOC: From 84% to 90%

Biology EOC: From 79- 85%

Results:

Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-9th	160	99	259	27	107	134
2012-8th	5	5	10	1	12	13
2011-7th						
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-9th	14	66	80			
2012-8th						
2011-7th						

Grade Level Reflections:

We did not set SMART goals for 9th graders last year. We have more 9th grade students enrolled in Geometry than we did last year. 87.8% of students passed the EOC1 of those who took it. 88.1% of our students passed EOC2. 81.8% of students passed the Biology EOC

Class of 2017- current 9th graders

No Goals set for current 9th graders at the High School						
Results:						
Year	Reading MSP			Algebra EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	77	184	261=72%	113	119	232
2012-7th	25	4	29	4	14	18
Year	Writing MSP			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	146	117	263= 73%	3	58	61
2012-7th	11	18	29			
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2011-8th	148=45 %	125= 38%	273=76%			

Grade Level Reflections:

Students are taking higher level math at the middle level which will impact our overall scores. Students experience difficulty in reading and writing but demonstrate improvement overall.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes

We have been focusing on our Hispanic population for several years. Hispanic students make up 9.2% of our school population. This year in reading our Hispanic students demonstrated growth with 76% passing the HSPE compared to 69% the previous year. Additionally in writing, 80% of our Hispanic students passed the HSPE compared to 74% the previous year.

Challenges- Our Hispanic students continue to face challenges in math. 60% of Hispanic students have passed the Algebra EOC and 75% have passed the Geometry EOC. This is significantly behind our white students.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.		
Identify content area	From	To
Our challenge goal was to raise Hispanic reading achievement	65%	70%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

We exceed our goal for our Hispanic students. We are continuing to focus on engagement of our Hispanic students through awareness and engagement strategies. Our struggles are with math and keeping them engaged.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Staff Routinely work together	Staff works in teams across grade levels to improve student achievement
	From: 83% To: 90%	**From:** 44% mostly agree **To: 65% mostly agree**
2011-12	(Goal written here)	(Goal written here)
	From: To:	**From: To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
Goal 1: More faculty agrees completely with this goal than in other years. (19.4% from 1.7% previous year) 90% of faculty agrees to some degree. Goal 2: More faculty agrees completely than the previous year. (22% from 15%) 70% of faculty agree completely or mostly to this statement. We aligned LEAP time to have more content team meeting times to align to common core and develop leveled assessments. We have assigned content leaders to facilitate this work. We also provided release time to content teams when requested. We are continuing this work with more focused outcomes.

School Name and Year: Lake Washington High School 2013-2014

Part 2: Goals **for** 2013-**14:** Due to DSS by November 15, 2013
Performance Goals:

Class of 2014 – Current 12th graders														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number:	311	340	311	340	308	340	258	340	182	340	266	340		340
Percent:	**95**	**96**	**95**	**96**	**88**	**96**	**76**	**96**	**75**	**96**	**75**	**96**		**96**

Class of 2015 – Current 11th graders														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number:	291	334	294	337	296	323	266	323			247	289		
Percent:	**97**	**98**	**98**	**99**	**87**	**95**	**84**	**95**	**100**	**100**	**72**	**85**		

Class of 2016 & 2017 – Current 10th and 9th graders						
	Reading HSPE		Biology EOC		Writing HSPE	
	From:	To:	From:	To:	From:	To
Class of 2016 Current 10th graders	95.5	97	81.8	90	94.1	97
Class of 2017 Current 9th Graders				90 % (99/111 N)		
	Algebra EOC		Geometry EOC			
Class of 2016 Current 10th graders	5 (N)	5 (N)	182 (N)	163 (N)		
Class of 2017 Current 9th Graders	112 (N)	100 (N)	147 (N)	132 (N)		

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Hispanic students in reading	79%	87.5%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

We are continuing to look at strategies to engage our Hispanic students and utilize supports. We have begun data teams at the freshman and sophomore English classes. In addition we have used staffing to provide a support class to assist in reading and writing for all struggling students based on past assessments.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Staff works in teams across grade levels to improve student achievement	Staff routinely work together to plan what is taught
	From: 65% To: 85%	**From:** 48% **To:** 80%
2012-13	Staff Routinely work together	Staff works in teams across grade levels to improve student achievement
	From: 83% To: 90%	**From:** 44% mostly agree **To:** 65% mostly agree

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
We are using the data team protocol for English 9 and English 10 and Geometry. We anticipate by having focused conversations regarding student achievement, scores will improve. We have identified a school wide strategy around Informational text and citing evidence. This aligns to common core expectations.

Highlight use of technology to improve student learning:
Most staff is active with Haiku pages. Staff has used technology to access resource materials and provide consistent information to students. In addition, staff has increased their use of discussion boards, use of poll, and assessments within Haiku. Through the use of Haiku, students are taking more personal responsibility and continuing to learn beyond the classroom.
Highlight steps to involve of staff, students, parents, families, and community:
Counselors use teacher Haiku sites to work with struggling students. There is an increase use of parent messenger to keep parents informed. Our culminating project is tracked through standard score to provide parents with up to date information. We use “good news” postcards to communicate with parents the good things students are doing in classrooms. Our PTSA has funded emergency backpacks for every classroom. Our MAS facilitators send out weekly tech tips to staff to further staff technology use. We have implemented a Wednesday tutorial after early release to provide more assistance to students. This is staffed with substitutes.

Lake Washington School District

Continuous Improvement Plan

Emerson K-12

2013-2014

Continuous Improvement Process Plan
Emerson K-12 CIP 2013-2014

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year's SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 12, 2013

A. Data Summary, Reflection, and Analysis:

Elementary Kindergarten-Grade 2

2012-2013 SMART Goals		
Reading	**Math**	**Writing**
From 72% to 95% of K-2 sudents will participate in DIBELS testing.	**NA**	**NA**

Results:	
2012-2013	
Participate/ Total Eligible	21/22 95%

Elementary Grade 3-Grade 5

2012-2013 SMART Goals:			
Reading	**Science**	**Math**	**Writing**
From 77% to 95% of students will participate in MSP testing. **Of those who test, 85% will earn scores of 3 or 4.**	**From 72% to 95% of students will participate in MSP testing.** **Of those who test, from 46% passing to 75% passing.**	**From 69% to 95% of students will participate in MSP testing.** **Of those who test, from 59% passing to 65% passing.**	**From 75% to 80% of students will participate in MSP testing.** **Of those who test, from 94% passing to 94% passing.**

Results:				
2012-2013	Reading	Math	Science	Writing
Participate/ Total Eligible	24/40 69%	22/39 53%	7/15 47%	4/10 40%
Passed/ Tested	22/24 82%	17/22 70%	5/7 71%	2/4 50%

Middle School Grade 6-Grade 8

2012-2013 Smart Goals			
Reading	**Math**	**Writing**	**Science**
From 76% to 80% of students will participate in MSP testing. **Of those who test, from 83% passing to 85% passing.**	**From 72% to 95% of students will participate in MSP testing.** **Of those who test, from 46% passing to 75% passing.**	**From 69% to 95% of students will participate in MSP testing.** **Of those who test, from 59% passing to 65% passing.**	**From 75% to 80% of students will participate in MSP testing.** **Of those who test, from 94% passing to 94% passing.**

Results:				
2012-2013	Reading	Math	Science	Writing
Participate/Total Eligible	43/52 83%	42/54 78%	18/24 75%	13/15 87%
Pass/Total Tested	37/43 86%	29/42 69%	14/18 78%	13/13 100%

High School Grade 9-Grade 12

Class of 2013		
Year	On Time Graduation percentage of entire class	On Time Graduation for students working toward a LWSD diploma
2013	**On-Time Graduation percentage of the entire class.**	**On time Graduation for students working toward a LWSD diploma.**
	From 19% to 30%	**From 91% to 95%**
Results:	**23% (4 of 17) at end of year** **18% (4 of 22) at start of year**	**100% at end of year** **50% 4 of 8 at start of year**

Class of 2014- current 12th graders

Year 2013-2014	12th grade students working toward LWSD diploma/Total 12th graders enrolled	LWSD diploma candidates on track for June graduation.
	6/15	Reading HSPE: 6/6
		Writing HSPE: 6/6
		Math EOC: 6/6
		Level 5 Essays: 3/6
		Math QSR: 6/6
		Science FLR: 6/6
		Total Credits: 6/6

2012-2013 Smart Goals			
Reading	**Math**	**Writing**	**Science**
From 100% to 100% of students will participate in HSPE testing. **Of those who participate, from 88% passing to 90% passing.**	**Algebra: From 84% to 75% of students will participate in EOC testing.** **Of those who participate, from 52% passing to 80% passing.** **Geometry: From 100% to 75% of students will participate in EOC testing.** **Of those who participate, from 33% passing to 80% passing.**	**From 100% to 100% will participate in HSPE testing.** **Of those who participate, from 100% passing to 100% passing.**	**From 42% to 60% of students will participate in EOC testing.** **Of those who participate, from 75% passing to 80% passing.**

Results:				
2012-2013	Reading	Math	Science	Writing
Participate/Total Eligible	8/9 89%	Algebra = 6/8 75% Geometry= 18/18 100%	Biology 8/12 67%	8/9 89%
Pass/Total Tested	8/8 100%	Algebra = 4/6 67% Geometry = 16/18 89%	5/8 63%	8/8 100%

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	• **Written Student Learning Plan (WSLP) advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home.** • **PR campaign to get all eligible students to participate in assessments (DIBELS, MSP, HSPE).** • **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.**
Math:	• **WSLP advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home.** • **Math Enrichment offered after school in Math Lab.** • **PR campaign to get all eligible students to participate in assessments (MSP, EOC).** **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.**
Writing:	• **WSLP advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home.** • **PR campaign to get all eligible students to participate in assessments (MSP, HSPE).** • **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.**
Science:	• **WSLP advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home.** • **PR campaign to get all eligible students to participate in assessments (MSP, HSPE, EOC).** • **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.**

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
Celebrations: Those that test continue to do fairly well, especially at middle school. Professional Development for parents to really understand Power Standards is going well. Concerns: High school scores on the Biology EOC exam are lower than expected. The students who did not meet standard scored in the high level 2 range (390s), but just missed passing. This will be a focus for the 2013-2014 school year.

B. Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012-13	**11% of staff "don't agree at all" with the school's primary emphasis is improving student learning to 100% of staff agree "mostly" or "completely"**	**22% of staff "agree slightly" that teachers use effective strategies to help low-performing students meet high academic standards to 100% of staff agree "mostly" or "completely"**
2011	NA	NA

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
As a school, it is important that all staff members believe that our mission and actions match our goal to improve student learning. This is our primary goal – secondarily, goal 2 is related because in order to focus on our primary goal of improving student learning, it is critical that teachers are using effective strategies to help low performing students.

Part 2: Goals for 2013-14: Due to DSS by November 15, 2013

A. Performance Goals – Statements (Current year's work)

Elementary Grade Kindergarten-Grade 2

2013-2014 SMART Goals:			
Reading	**Science**	**Math**	**Writing**
From 95% to 100% of K-2 students will participate in DIBELS Testing	**NA**	**NA**	**NA**

Elementary Grade 3-Grade 5

2013-2014 SMART Goals:			
Reading	**Science**	**Math**	**Writing**
From 69%-80% of students will participate in MSP testing. **Of those who participate 85% will earn scores of 3 or 4.**	**From 47% to 80% will participate in MSP testing.** **Of those who participate 85% will earn scores of 3 or 4.**	**From 53% to 80% will participate in MSP testing.** **Of those who participate 85% will earn scores of 3 or 4.**	**From 40% to 80% will participate in MSP testing.** **Of those who participate 75% will earn scores of 3 or 4.**

Middle School Grade 6-Grade 8

2013-2014 SMART Goals:			
Reading	**Science**	**Math**	**Writing**
From 83%-90% of students will participate in MSP testing. **Of those who participate 90% will earn scores of 3 or 4.**	**From 75%-85% of students will participate in MSP testing.** **Of those who participate 85% will earn scores of 3 or 4**	**From 78%-85% of students will participate in MSP testing.** **Of those who participate 75% will earn scores of 3 or 4**	**From 87%-95% of students will participate in MSP testing.** **Of those who participate 100% will earn scores of 3 or 4**

High School Grade 9-12

Class of 2014	
On-Time Graduation percentage of the entire class.	On time Graduation for students working toward a LWSD diploma.
30% to 40%	From 95% to 100%

High School Grades 9-12

2013-2014 SMART Goals:			
Reading	Science	Math *	Writing
From 89%-100% of students will participate in MSP testing. Of those who participate 100% will earn scores of 3 or 4.	From 67%-80% of students will participate in MSP testing. Of those who participate 90% will earn scores of 3 or 4.	Alg EOC From 75%-85% of students will participate in MSP testing. Of those who participate 75% will earn scores of 3 or 4. Geo EOC From 100% of students will participate in MSP testing. Of those who participate 90% will earn scores of 3 or 4.	From 89%-100% of students will participate in MSP testing. Of those who participate 100% will earn scores of 3 or 4

- **Note that the small cohort numbers, the number of students enrolled in specific math classes each, and the number students working toward a LWSD diploma each year varies thus significantly impacting our results and annual goal setting. In 2011-2012, for example, we didn't offer Geometry and only 3 kids tested in that area.**

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2013-2014	#Q46: 87.5% of staff agree slightly or mostly with Assessment results are used to determine professional activities	**#Q47: 75% of staff agree slightly or mostly that "Staff members get help in the areas they need to improve."**

Change to 100% mostly/completely agree **Change to 100% mostly/completely agree**

Process Summary
Highlight building-wide strategies to meet goals in reading, math, science and writing: • Working to create a school-wide culture that supports the importance of standards and assessment both in school and home instruction. • Utilizing enrichment programing (field trips, guest speakers, activities) that support content and grade level goals. • Develop Parent Professional Development opportunities surrounding standards and assessment strategies.
Highlight use of technology to improve student learning:
• K-12 use of netbooks to enhance classroom activities and instruction. • Incorporating netbooks into all academic classes. • Developing usage of netbooks as a research and presentation tool. • Developing usage of Haiku as an instructional and organizational tool.
Highlight steps to involve of staff, students, parents, families, and community:
• Monthly Learning Plan meetings with all parents & individual students. • Monthly newsletter. • Weekly calendar updates. • Utilizing classroom and field trip volunteers. • Use of Standard Score, Haiku, and email to communicate with students and parents. • Monthly Parent Board meetings.
Highlight process for progress monitoring, describing what assessments you will use throughout the year:
• Use of Standard Score & email. • Implementation and use of Haiku. • Monthly Learning Plan meetings. • Newsletter & calendar updates.
Highlight strategies to address the PLC questions #3 and #4:
• Utilizing MSP & EOC data as well as LWSD Power Standard to plan and support instruction. • Provide "lab" time for students who need extra help in core content areas.

- Monthly Learning Plan meetings.
- Allowing for higher-level options for students who already grasp the core concepts/possess the targeted skills.
- Develop lessons and units that can be approached at multiple levels and adjusting individual expectations accordingly.

Lake Washington School District

Continuous Improvement Plan

Emerson HS

2013-2014

Continuous Improvement Process Plan
Emerson High School CIP 2013-2014

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year's SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2012-2013 Goals:

A. Data Summary, Look-back, Reflection and Analysis

2013 Graduates			
Year	Students who graduated on-time	Students who graduated late (were expected to graduate 2010-2012).	Students who graduated early.
Total Graduates	7	12	1

2014 Seniors			
Year	On-track students. June 2014 expected graduation*	Extended students. June 2014 expected graduation**	Advanced students. Expected graduation BEFORE June 2014.*
Total	14	13	1

*On-track = 5.5 Credits at end of 9th grade; 11.0 Credits at end of 10th grade; 16.0 Credits at the end of 11th Grade. Extended Graduation goal for students who enrolled with fewer than "on-track" benchmark measures. Early Graduation goal for student who enrolled with more than "on-track" benchmark. Measures

** Includes members of the 2010-2012 classes who are expected to finish in fall 2013/spring 2014.

2012-2013	
Reading	**Students who participate in HSPE testing will earn a passing score – from 83% to 90%.** **Students enrolled in English will complete summative assessments and earn credit.** • **EXTENDED: From 64% to 75%** • **ON-TRACK: From 93% to 95%** • **ADVANCED: From 98% to 98%**
Math	**Students enrolled in math will complete summative assessments and earn credit.** • **EXTENDED: From 69% to 75%.** • **ON-TRACK: From 89% to 95%.** • **ADVANCED: From 100% to 100%.** **Students will meet the state math testing requirement, based on the requirements of their grad year.** • **EXTENDED: From 54% to 70%** • **ON-TRACK: From 71% to 85%** • **ADVANCED: From 86% to 100%** **Students enrolled for at least 2 of 3 testing windows will meet the Level 5 Problem-Solving and Reasoning graduation requirement.** • **EXTENDED: From 51% to 60%** • **ON-TRACK: From 82% to 85%** • **ADVANCED: From 100% to 100%**
Writing	**Students who participate in HSPE testing will earn a passing score – from 87% to 90%.** **Students enrolled in English will complete summative assessments and earn credit.** • **EXTENDED: From 64% to 75%** • **ON-TRACK: From 93% to 95%** • **ADVANCED: From 98% to 98%**
Science	**Students enrolled in science classes will complete summative assessments & earn credit.** • **EXTENDED: From 74% to 79%** • **ON-TRACK: From 96% to 99%** • **ADVANCED: From 82% to 87%** **Biology students who take the EOC will earn a passing score.**

		• EXTENDED: From NA to 80% • ON-TRACK: From 100% to 100% • ADVANCED: From 100% to 100%
Social Studies		**Students enrolled in social studies classes will complete summative assessments and earn credit.** • **EXTENDED: From 64% to 70%** • **ON-TRACK: From 77% to 80%** • **ADVANCED: From 94% to 100%** **Students enrolled in social studies classes will attempt a CBA.** **All Students: From 70% to 80%.**
Art		**Students enrolled in art classes will complete the summative assessment & earn credit.** **All Students: From 76% to 80%**
Career Planning & Life Management		**Seniors who begin their CP will complete it by the end of the year – From 77% to 85%.** **Students will have a Career Cruising account – From 100% to 100%.** **Juniors will have one MOS certification by the end of the year – From NA to 70%.** **Juniors will have two MOS certifications by the end of the year – From NA to 50%.** **Juniors will have a Food Handlers Permit or CPR Certification – From NA to 40%.**

RESULTS		
Reading		**HSPE Reading = 79% (includes 10th, 11th, and 12th graders)** **Passed English Summatives:** **Extended = 63%** **On-track = 69%** **Advanced = 61%**
Math		**Algebra EOC = 49% (includes 10th, 11th, 12th graders)** **Geometry EOC = 40% (includes 10th, 11th, and 12th graders)**

		Passed Math Summatives: **Extended = 54%** **On-track = 100%** **Advanced = 83%**
Writing		**HSPE Writing = 95% (includes 10th, 11th & 12th graders)** **Passed English Summatives:** **Extended = 63%** **On-track = 69%** **Advanced = 61%**
Science		**Biology EOC = 70% (includes 9th, 10th, & 11th graders)** **Passed Science Summatives** **Extended = 52%** **On-track = 75%** **Advanced = NA**
Social Studies		**Passed Social Studies Summatives** **Extended =68%** **On-track =67%** **Advanced = 75%** **Attempt CBAs = 70%**
Art		**Passed Art Summatives:** **Extended =73%** **On-track = 83%** **Advanced = NA**
Career Planning & Life Management		**Passed CTE Summatives:** **Extended =77%** **On-track =56%** **Advanced = 88%**

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student success in each of the following areas:	
Reading:	• **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.** • **Use of common academic vocabulary with students.**

Math:	• **Graphing & data analysis in all content areas – deliberate inclusions in how to use it & what makes it good.** • **Use of common academic vocabulary with students.** • **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.**
Writing:	• **Literacy/academic writing across content areas.** • **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.** • **Level 5 Boot Camp during state testing for students not participating in assessments.**
Science:	• **Graphing & data analysis in all content areas – deliberate inclusions in how to use it & what makes it good.** • **All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.** • **Use of common academic vocabulary with students.**
Credits:	• **Summative Workshop – intensive support for students not passing classes (8x per year).** • **Student access to Independent and Learning Center class for credit retrieval and acceleration.**
Graduation Requirements	• **Include L5 option for Summative Assessments in appropriate content areas each session (mandatory for students not proficient in L5 requirements to attempt).** • **Level 5 Boot Camp during state testing for students not participating in assessments.**

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
Celebrations – All of our seniors who still needed to pass one or more of the state exams/alternatives met the standards. 100% of our true sophomores passed the writing HSPE. Concerns – The completion rate of summatives for our "on-track" kids were lower than our kids who are already on an "extended" path to graduation. It is difficult for us to identify clear patterns due to

significant student attrition and lack of cohort data.

B. Perception Data Summary Reflection and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012-13	**Standardize LP meetings so that students are engaged in strategizing how to achieve high standards (9CSQ13).**	**Include parent/trusted adult in LP conferences to increase engagement in student success (9CSQ65).**
2011	See above	See above

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
As students move through our system it is important that their LP experiences are similar regardless of who the teachers are. It is also important to be more active in recruiting parents to be part of the LP meetings because when they're more actively involved, students do better.

<u>Part 2: Goals for 2013-14:</u>

A. Performance Goals – statements (Current year's work)

RESULTS		
Reading		**2013-14 Reading HSPE goal: 85% of kids who participate pass**

		Students enrolled in English will complete summative assessments and earn credit. • **EXTENDED: From 63% to 75%** • **ON-TRACK: From 69% to 80 %** • **ADVANCED: From 61% to 80%**
Math		**Students enrolled in math will complete summative assessments and earn credit.** • **EXTENDED: From 71.5% to 75%.** • **ON-TRACK: From 87.5% to 90%.** • **ADVANCED: From 85.4% to 90%.** **Students will meet the state math testing requirement, based on the requirements of their grad year.** • **EXTENDED: From 85.7% to 90%** • **ON-TRACK: From 100% to 90%** • **ADVANCED: Keep 100% at 100%**
Writing		**2013-14 Writing HSPE goal: 95% of kids who participate pass** **Students enrolled in English will complete summative assessments and earn credit.** • **EXTENDED: From 63% to 75%** • **ON-TRACK: From 69% to 80 %** • **ADVANCED: From 61% to 80%**
Science		**Students enrolled in science classes will complete summative assessments & earn credit.** • **EXTENDED: From 52% to 75%** • **ON-TRACK: From 75% to 85%** • **ADVANCED: From 82% to 87%** **Biology students who take the EOC will earn a passing score.** • **EXTENDED: From 70% to 80%** • **ON-TRACK: From 70% to 90%** • **ADVANCED: From 70% to 100%**
Social Studies		**Students enrolled in social studies classes will complete summative assessments & earn credit.** • **EXTENDED: From 64% to 70%** • **ON-TRACK: From 77% to 80%** • **ADVANCED: From 94% to 100%** **Students enrolled in social studies classes will attempt a CBA.** • **ALL: From 70% to 80%**
Art		**Students enrolled in art classes will complete summative assessments & earn credit.**

		• **EXTENDED: From 80% to 85%** • **ON-TRACK: From 80% to 85%** • **ADVANCED: From 80% to 85%**
Career Planning & Life Management		• **From 80% to 85% of Seniors who start their CP will present & complete their project by the end of the year** • **75% of Freshman & Sophomores will attempt one MOS Certification by the end of the year – From NA to 75%** • **30% of all Juniors will have one MOS Certification – From NA to 30%**

Year	Goal Area #1	Goal Area #2	Goal Area #3
2013-2014	All students are expected to achieve high standards (Q12). From weighted score of 3.5 to weighted score of 3.75	Staff routinely work together to plan what will be taught (Q27) from a weighted score of 2.92 to a weighted score of 3.75.	Teachers provide feedback to each other to help improve instructional practices (Q44) from a weighted score of 3.25 to a weighted score of 3.75

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science, writing, graduation requirements, credits, and on-time graduation:
• Promoting school-wide culture of academic importance. • Utilizing enrichment programing (field trips, guest speakers) that support content area goals. • Writing across the curriculum – writing instruction and assignments are utilized in all courses. • Learning Plan meetings 8 times per year. • CORE class 4 days per week.
Highlight use of technology to improve student learning:
• Use of netbooks in most classes. • Developing students' abilities to be savvy assessors of source information. • Developing using of technology as a research and presentation tool. • 11th grade CORE curriculum includes MOS Certification options for all students.
Highlight steps to involve of staff, students, parents, families, and community in the CIP process:
• Session Newsletter. • Parent participation in Learning Plan Meetings. • Utilizing enrichment programing (field trips, speakers) that support CIP goals.
Highlight process for progress monitoring, describing what assessments you will use throughout the year:
• Haiku.

• Standard Score & email. • Newsletter. • Learning Plan meetings. • Summative assessments.
Highlight strategies to address the PLC questions #3 and #4:
• Utilizing HSPE & EOC data as well as Power Standards and Common Core to plan curriculum. • Summative Workshop each session. • Learning Plan meetings. • Allowing for higher-level options for students who already grasp the core concepts/possess the targeted skills. • Developing curriculum projects and activities that can be approached at multiple levels and adjusting individual expectations accordingly (based on abilities and prior knowledge).

Lake Washington School District

Continuous Improvement Plan

Northstar

2013-2014

Continuous Improvement Process Plan
Middle School CIP 2013-2014

Northstar Middle School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders						
2012-2013 SMART Goals						
Reading Goal:						
From 29/30 to 29/30 passing 8th grade MSP.						
Math Goal:						
From 27/30 to 28/30 passing 8th grade MSP.						
Writing Goal:						
NA						
Results:						
Year	Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	2	28	30/30	8	21	29/30
2012-7th	3	26	29/30	9	19	28/30
2011-6th	5	20	25/30	12	13	25/30
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th				7	2	9/11
2012-7th	12	17	29/30	3	15	18/18
2011-6th						

Grade Level Reflections:
Current 9th students have shown consistent growth in all areas.

Class of 2018- current 8th graders
2012-2013 SMART Goals:
Reading Goal:
From 28/30 to 28/30 passing 7th grade MSP.
Math Goal:
From 28/30 to 28/30 passing 7th grade MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	4	24	28/30	6	22	28/30
2012-6th	9	19	28/30	14	14	28/30
2011-5th	7	19	26/30	14	10	24/30
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	9	19	28/30	7	9	16/16

Grade Level Reflections:
Overall, goals were met. In addition, more students have moved from level 3 to level 4 in reading and in math.

Class of 2019- current 7th graders

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th	9	19	28/30	9	18	27/30
2012-5th	5	21	26/30	9	17	26/30
2011-4th	9	16	25/30	10	14	24/30
Year	Science			Writing		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th						
2012-5th	3	24	27/30			
2011-4th				10	12	22/30

Grade Level Reflections:
Last year's data reflect that two more students are proficient in reading (a 7% increase), and one more student (a 3% increase) achieved proficiency in math. In comparison with 5th grade data, our overall proficiency goals were met.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Successes: **Our focus on developing critical thinking and analysis achieved considerable success:** **Current 7th graders: 93% achieved proficiency in critical thinking** **90% achieved proficiency in analysis** **Current 8th graders: 100% achieved proficiency in critical thinking** **97% achieved proficiency in analysis** **Challenges:** Not all students that were offered Targeted Assistance participated in the program. 11 students were identified as needing this program, but 7 actually attended. The TA class was taught before school for half of the year.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.		
Identify content area	From	To
Math Grades 6-8	57%	75%
Describe your school's efforts in this area; address both successes and challenges within your efforts. 71% of all Northstar students last year achieved Level 4 in mathematics. While we didn't achieve our Challenge Goal, we did achieve a 14% growth in students exceeding the standard.		

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	(Goal written here) NA	(Goal written here) NA
	From: **To:**	**From:** **To:**
2011-12	(Goal written here) NA	(Goal written here) NA
	From: **To:**	**From:** **To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
There were no existing perception goals for Northstar last school year.

Northstar Middle School 2013-2014:

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)						
"Class of"	Reading		Science		Writing	
	From:	To:	From:	To:	From:	To
2018- 8th	28/30	28/30	27/30	27/30		
2019-7th	28/30	28/30			22/30 (4th grade scores)	27/30
2020- 6th	26/30	28/30				
"Class of"	MSP Math		Algebra EOC		Geometry EOC	
2018- 8th	28/30	28/30	16/16	10 /13	NA (All 7th graders in CMP7 or Alg)	14 /16
2019-7th	27/30	27/30	NA (all 6th graders take CMP6)	16/18		

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Developing clear and logically supported writing will be the focus for Northstar this year. As the MSP data will only be available for assessing our success with the 7th grade cohort, our Challenge goal will reflect only that group (even though all grades will be receiving instruction). CHALLENGE GOAL: 7th graders meeting or exceeding standard in writing.	22/30	27/30
Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.		

As noted our Challenge Goals and our Perception Goals, the staff will collaborate in developing curriculum, rubrics and instructional strategies that address evident need in the area of writing.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Q27: Staff will address opportunities to work together by developing and sharing curriculum and strategies for promoting writing skills in our students.	**Q31 – Q33: Staff will develop curriculum and rubrics that reflect standards and align instruction to these goals.**
	From: 80% agree mostly/completely **To: 100% agree mostly/completely**	**From:** 60% agree mostly/completely **To: 100% agree mostly/completely**
2012-13	NA	NA
	From: NA To: NA	**From: NA To: NA**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
• Promoting school-wide culture of academic excellence • Utilizing enrichment programing (field trips, guest speakers, activities) that support content area goals. (author visits, scientists presenting on relevant topics, etc). • School-wide reading time each day and analysis/theme-based papers on books read. • Writing across the curriculum – writing instruction and assignments are utilized in all academic courses as well as in art.
Highlight use of technology to improve student learning:
• 1 to 1 use of netbooks.

• Incorporating netbooks into all academic classes (goal: technology integration is fluid and authentic). • Developing students' abilities to be savvy assessors of source information. • Developing usage of netbooks as a research and presentation tool.
Highlight steps to involve of staff, students, parents, families, and community:
• Presentations to parent group at regular monthly meetings. • Student newspaper published to parent community • Utilizing enrichment programing (field trips, guest speakers, activities) that support content area goals. • Use of Standard Score, email, and Haiku. • Regularly scheduled conferences with parents before each semester and upon exiting. • Additional meetings with parents as necessary.

Lake Washington School District

Continuous Improvement Plan

Stella Schola

2013-2014

Continuous Improvement Process Plan
Middle School CIP 2013-2014

Stella Schola Middle School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals:

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders						
2012-2013 SMART Goals						
Reading Goal: From 96.7% of students meeting standard on the 2012 MSP to 100% meeting standard on the 2013 MSP.						
Math Goal: From 86.7% of students meeting standard on the 2012 MSP to 90% meeting standard on the 2013 MSP.						
Science Goal: From 76% of students meeting standard on the 2010 MSP as 5th graders to 90% meeting standard on the 2013 MSP as 8th graders.						
Results:						
Year	Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	13.3%	83.3%	96.7%	26.7%	60%	86.7%
2012-7th	16.7%	80%	96.7%	60%	26.7%	86.7%
2011-6th	36.7%	50%	86.7%	63.3%	20%	83.3%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th				26.7%	60%	86.7%
2012-7th	63.3%	26.7%	90%	NA	NA	NA
2011-6th						
Year	MSP Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-8th	40%	53.3%	93.3%			

Grade Level Reflections:

The goals that have been met are the science goal since students went from a 76% proficiency rate in the 5th grade to a 93.3% proficiency rate in the 8th grade. I spent a lot more time teaching systems and transfer of energy and I sought out opportunities to point out where systems and energy transfer came into play. The success that is the most gratifying was moving 3 students (Thea, Breanna, and Alyssa) from a level 2 to a level 3 in math, and improving overall student understanding of systems in science. In reading, the SMART goal was not met as the students remained at a 96.7% passing rate. In math, the MSP scores remained at 86.6% passing, so the SMART goal of moving the class to a 93% was not met. Two of the students who didn't pass were new to the school (Sela, Libby), one of which came from a remedial math class at her previous school. Another student struggled in all subjects throughout the school year despite appointments after school for extra help (Melinda), and the fourth student who did not pass believes she is not good at math, which is being reinforced at home (Aimee). Some students (Thea Breanna, Alyssa, for example) did progress in math, but others (such as Melinda) remained at the level 2 (382). I was proud of the gains in performance were Steven, Kevin, and Isabel. Steven (on 504) works and processes very slowly so I was not sure if his intelligence could be captured on the MSP, but it was. Kevin is full of self-analysis and self-doubt, so he often becomes a self-fulfilling prophecy; however, the work we did on his positive attitude paid off. Isabel was missing many assignments, struggled in all areas, and her home life reinforced her self-degradation, so I did not think she would pass, but she did. I feel badly that I was not able to move Melinda forward from a level 2 to a level 3 in math or reading or in science, although she did progress in reading by attaining a 391. I know Melida got lots of help at home, so I wonder if maybe she really did not understand and the help at home was masking her real understanding.

Class of 2018- current 8th graders

2012-2013 SMART Goals:

Reading Goal: From 96.7% of students meeting standard on the 2012 MSP to 100% meeting standard on the 2013 MSP.

Math Goal: From 90% of students meeting standard on the 2012 MSP to 93.3% meeting standard on the 2013 MSP.

Writing Goal: From 96.7% of students meeting standard on the 2010 MSP to 100% meeting standard on the 2013 MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	6.7%	90%	96.7%	33.3%	56.7%	90%
2012-6th	30%	66.7%	96.7%	53%	37%	90%
2011-5th	30%	66.7%	96.7%	43%	39%	82%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	40%	46.7%	86.7%	NA	NA	NA

Grade Level Reflections:

Successful aspects of MSP SMART goals regarding Reading, are that students who "Exceed Proficiency" improved from 66.7% in fifth and sixth grade to 90% exceeding proficiency in seventh grade. In math, students who "Exceed Proficient" increased from 37% and 39% in fifth and sixth grade respectively, to 90% in seventh grade. A possible reason for the writing goal of achieving 100% passing scores not being met is because of a concerted focus to improve math and reading scores. The passing rate for MSP Writing scores in seventh grade for 2012 was 96.7%, which means that only one student did not pass, which is statistically a very successful rate. The passing rate for Writing for 2013 was 86.7% and a reason why scores didn't improve for the 2012-2013 school year is because two of the students who did not pass were new to our school, and a third student is Autistic and is on an IEP. In most cases, the students who do not pass will vary from year to year. This year, there are several students who are low in certain academic areas and are on my radar for skill development in order to improve math, reading and writing skills and eventually test scores.

Class of 2019- current 7th graders

2012-2013 SMART Goals:

Reading Goal: From 96.7% of students meeting standard on the 2012 MSP to 100% meeting standard on the 2013 MSP.

Math Goal: From 93.3% of students meeting standard on the 2012 MSP to 96.7% meeting standard on the 2013 MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th	36.7%	60%	96.7%	50%	43%	93.3%
2012-5th	13.7%	83%	96.7%	23.3%	70%	93.3%
2011-4th	44%	41%	85%	33.3%	60%	93.3%
Year	Science			Writing		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th						
2012-5th	16.7%	80%	96.7%			
2011-4th				37%	48%	85%

Grade Level Reflections:

I am proud that the students maintained their scores and although some students did not pass I was happy to see that many of the students I was concerned about did pass. The goals had not been met this year because one student did not pass the reading exam and two did not pass the math. The student who did not pass the reading and math exam missed a lot of school last year and did not make up his work so he did not get the practice that he needed for either of the subjects. The other student who did not pass math suffers from text anxiety and tends to freeze or rush through his work in order to finish. This year the student of concern (Alan) did not meet standard and he has been on my radar. I suggested

to his parents that he meet with me on a regular basis afterschool as well as encouraged them to get a tutor. Unfortunately those things did not happen last year. I do think that since entering 7th grade I have seen a change in him. He seems more interested in school and in doing well. Last year he was more interested in "playing" after school. Typically as the 6th grade teacher, my job is to make sure that students from all over the district come together and are able to meet standard. I feel like this year I did well. I'd like to see more students move on to level 4 in the future and I will continue to review my practice and add in challenge questions to help move those students in that direction.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes

Students that surprised us with performance improvements are Ian and Nolan in the seventh grade because both passed all of their MSP tests. Ian's score were surprising because he struggles with other issues outside of his control, but his determination and perseverance propels him forward. On the other hand, Nolan has the intelligence to succeed but lacks the drive and positive attitude to do so. We can help these students keep up their good work by continuing to work with them after school and encouraging their success. Students that surprised us in the current eighth grade with gains in performance were Steven, Kevin, and Isabel. Steven (on 504) works and processes very slowly so I was not sure if his intelligence could be captured on the MSP, but it was. Kevin is full of self-analysis and self-doubt, so he often becomes a self-fulfilling prophecy; however, the work we did on his positive attitude paid off. Isabel was missing many assignments, struggled in all areas, and her home life reinforced her self-degradation, so I did not think she would pass, but she did.

Challenges

Students of concern in the current 7th grade are Alan, Nolan, Ben, Dean, Josh, and Ian. It is interesting to note that students of concern are all boys. So far I have conferenced with parents of three of these students regarding concerns in math, and have had numerous appointments after school, and have given a diagnostic test to analyze skill deficiencies. In the current 8th grade, students of concern are Evan, Serena, William, Wil, Jem, Masashi, Lauren, Emma, Cody, Ryan, Hannah, Emerie and John. To support these students, I have retaught skills several times to the class and in small groups, met with students after school, conferenced with parents, and developed additional curriculum to practice skills.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.		
Identify content area	From	To
Math Reading	45% 77%	50% 80%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Actual:
Reading: 77.7% of students achieved a level 4
Math: 53.3% of students achieved a level 4

In math, we worked on improving students' "math-atude" by working with parents on their use of language connecting genetic ability and math. We rearranged math curriculum to better fit student brain development. In reading, we created lessons focused on critical reading skills and inference. In writing, we worked on organization and conventions.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Curriculum and instruction are aligned with state standards. Our school's curriculum follows a historical continuum, therefore, not all curricular units align perfectly with state standards at each grade level, but by the end of eighth grade all standards will have been met.	Professional development is focused in areas of most need. For professional development, teachers will make time to observe each other once per semester for the purpose of improving our craft.
	From: 75% To: 100%	**From:** 75% **To: 100%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
We chose goal #1 because our school's curriculum follows a historical continuum and not all curricular units align perfectly with state standards at each grade level, but by the end of eighth grade, all standards will be met. We selected goal #2 because we recognize that we can improve our own teaching by obtaining feedback from our colleagues and observing varied ways of delivering lessons. Actions taken to achieve goal #1 were to communicate the curricula at parent nights, conferences, and to students directly. Goal #2 fell by the wayside because we were busy packing boxes for our move to the new school.

Stella Schola 2013-2014:

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)								
"Class of"	Reading		Science		Writing		Math	
	From:	To:	From:	To:	From:	To:	From:	To:
2018- 8th	97%	100%	93.3% (in 5th grade)	96%			90%	93%
2019-7th	94%	96%			87% (in 4th grade)	96%	90%	93%
2020- 6th	97%	100%					90%	93%

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Math	53.3%	65%
Reading	77.7%	85%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

In math, our school is promoting logical thinking skills and persevering on their own to solve complex story problems and basic arithmetic calculations without the use of a calculator. Math vocabulary will be specifically taught and emphasized.

In reading, our school will provide direct instruction on how to cite textual evidence to support student analysis as well as opportunities for guided and independent practice.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	TBD, based on survey results- coming on November 15, 2013	Professional development is focused in areas of most need. For professional development, teachers will make time to observe each other once per semester for the purpose of improving our craft.
	From: TBD To: TBD	**From: 75% To: 100%**
2012-13	Curriculum and instruction are aligned with state standards. Our school's curriculum follows a historical continuum, therefore, not all curricular units align perfectly with state standards at each grade level, but by the end of eighth grade all standards will have been met.	Professional development is focused in areas of most need. For professional development, teachers will make time to observe each other once per semester for the purpose of improving our craft.
	From: 75% To: 100%	**From: 75% To: 100%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
We will accomplish our reading goals by using read-aloud strategies guided by the teacher in class. Specifically designing group activities will foster student discussions of literary text, with an emphasis on note taking skills and inferential conclusions. MSP, individual student assessments, standards-based project assessments, teacher observations, and various in-class assessments are used systematically to guide our teaching. We will teach and provide problem solving strategies and opportunities for the purpose of improving logical thinking across the curriculum. We will promote a good "math-a-tude" (math attitude) and integrate mathematics into other subject areas so students can see the value of their math learning. MSP, individual student assessments, standards-based project assessments, teacher observations, and various in class assessments are used systematically to guide our teaching. Students are given opportunities to respond to writing prompts using the writing process after completing research. Position papers, compare/contrast essays, expository/persuasive, and report writing are also a part of the curriculum. Teachers give timely and specific feedback to help students continuously improve their skills. MSP, individual student assessments, standards-based

project assessments, teacher observations, and various in class assessments are used systematically to guide our teaching. Science lessons target basic science knowledge and inquiry method/skills, with ample opportunities for hands-on lab work and use of the scientific method. MSP, individual student assessments, standards-based project assessments, teacher observations, and various in class assessments are used systematically to guide our teaching.
Highlight use of technology to improve student learning:
We are committed to consistently use the learning management system, Haiku. Specifically designed activities are incorporated to foster student interactive writing on discussion boards, and consistent use of netbooks.
Highlight steps to involve of staff, students, parents, families, and community:
School-wide survey data is used to improve instruction, communication and relationships. Parents are invited to participate in the classroom by assisting, driving on field trips, observing and/or guest speaking as well as being invited to participate in student presentations. Additionally, we highlight the positive aspects of public schools by inviting legislators to participate as co-teachers in specifically designed lessons. Honor Society community outreach promotes civil responsibilities and service.

Lake Washington School District

Continuous Improvement Plan

Renaissance

2013-2014

Continuous Improvement Process Plan
Middle School CIP 2013-2014

Renaissance School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders						
2012-2013 SMART Goals						
Reading Goal: 97%						
Math Goal: 97%						
Writing Goal: 97%						
Results: Reading MSPE						
Year	Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	23% (7)	67% (21)	90% (28)	32% (10)	55% (17)	87% (27)
2012-7th	13% (4)	81% (25)	94% (29)	30% (9)	60% (18)	90% (27)
2011-6th	26%	71%	97%	32%	52%	84%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th				30% (8)	48% (13)	78% (21)
2012-7th	50%(16)	38% (12)	88% (28)	N/A	N/A	N/A
2011-6th						
Grade Level Reflections:						
Given our small school size, one student's result can dramatically alter our percentage results. We need to take this into consideration when setting goals. For instance, one of our higher achieving students went home sick after beginning her MSP test. The fact that she was not						

able to complete the test and have her exam assessed (would have received a "three" or "four") can dramatically affect our results. In 8th grade, one student missed the standard by one question. One of our "Level 1" students was diagnosed this summer with dyslexia, which would be a contributing factor to that student's score. It is worthwhile to note that all of our 8th graders who have 504 plans met standard in reading.

Class of 2018- current 8th graders

2012-2013 SMART Goals:

Reading Goal: Smart Goals were not created because of transitioning to middle school.

Math Goal: Smart Goals were not created because of transitioning to middle school.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	25%	64%	89%	29%	57%	86%
2012-6th	32%	57%	89%	45%	41%	86%
2011-5th	32%	64%	96%	40%	46%	86%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	21% (6)	50% (14)	71% (20)	N/A	N/A	N/A

Grade Level Reflections:

Of the students in 7th grade not meeting standard in writing, one student did not take the test; the other four students qualify in writing for special education. These four students scored in the level one band. In math, there were no level one students. This class had 13 students who qualify for Special Education and four students who were on 504 plans.

Class of 2019- current 7th graders						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th	31% (9)	62% (18)	93% (27)	34% (10)	49% (14)	83% (24)
2012-5th	19%	71%	90%	39%	54%	93%
2011-4th	43%	54%	97%	33%	54%	87%
Year	Science			Writing		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th						
2012-5th	23%	74%	97%			
2011-4th				40%	50%	90%

Grade Level Reflections:

Most students in this class are strong readers.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Sub-group: Special Education
Successes: We developed after school intervention for students who were struggling and saw our students improve, particularly on the MSP. This required a good deal of collaboration on the part of the teachers, as well as with parents and students.

Challenges: Some students who really needed the after school intervention did not attend unless we sent weekly reminders to parents. Renaissance has a high percentage (27%) of special education and 504 students.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To
Reading Grades 6-8	87%	93%

Perception Data Summary, Reflection, and Analysis				
Year	Perception Goal #1		Perception Goal #2	
2012-13	N/A		N/A	
	From:	**To:**	**From:**	**To:**
2011-12	N/A		N/A	
	From:	**To:**	**From:**	**To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
With only 4.4 staff members, we believe that in addition to a small sample size, it could be easy to determine staff responses. Because we are a small school, Renaissance staff has weekly conversations relating to areas of the Nine Characteristics survey.

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)						
"Class of"	Reading		Science		Writing	
	From:	To:	From:	To:	From:	To
2018- 8th	89%	93%	N/A	92%		
2019-7th	93%	96%			N/A	92%
2020- 6th	N/A	96%				
"Class of"	MSP Math		Algebra EOC		Geometry EOC	
2018- 8th	86%	90%	N/A	N/A	N/A	
2019-7th	83%	88%	N/A	N/A		

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Reading: Grades 6-8 Moving students from level 3 to level 4.	79.8% at level 4	84% at level 4

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.
Renaissance is focusing as a school on reading. As a school, every student is involved in a "novel study" during Guild (Homeroom) In addition, reading is supported across the curriculum through the use of current events analysis, use of proficiency scales, Haiku quick comprehension checks, direct teaching of critical thinking skills, reading of primary and secondary sources, reading informational text, note taking, annotated reading notes, character analyses and adaptation analyses.

Perception Goals:				
Year	Perception Goal #1		Perception Goal #2	
2013-14	N/A		N/A	
	From:	**To:**	**From:**	**To:**
2012-13	N/A		N/A	
	From:	**To:**	**From:**	**To:**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
This year, Renaissance implemented STAT time (Student Teacher Academic Time) to academically support students. In addition, all of our teachers use visualization for reading strategies; graphic organizers; student led conferences; critical thinking skill instruction; small group instruction; leveled groups; Socratic Seminars; and comprehension monitoring techniques.
Highlight use of technology to improve student learning:
As a school Renaissance staff use Haiku for discussion boards, formative assessments, wiki projects, and posted power points from class notes. Renaissance also utilizes online textbook features such as audio books.
Highlight steps to involve of staff, students, parents, families, and community:
From the beginning of every school year, Renaissance involves their parents and believes parent involvement will benefit students. At the start of the year, Renaissance students and staff (and parent volunteers) attend camp. Additional, Renaissance utilizes student-led conferences, hosts a curriculum night, science night, astronomy night, fieldtrips, performing arts night, math night, Math Olympiad, yearbook production, a parent Haiku workshop, talent show, school dances, and student performances. Renaissance school information is communicated to parents via an e-bulletin. The e-bulletin helps keep parents informed, involved and knowledgeable of essential information as well as school activities and events.

Lake Washington School District

Continuous Improvement Plan

STEM

2013-2014

LWSD Continuous Improvement Process
High School CIP 2013-2014

STEM High School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Goals: Due to DSS by October 11, 2013

A. Data Summary, Look-back, Reflection and Analysis

Class of 2013
Washington State On Time Graduation Percentage:
Our first graduating class in not until 2015
Department Level Reflections:
n/a

Class of 2014 – Current 12th graders					
2012-2013 Goals:					
	On Track Literacy	**On Track Math**	**On Track Science**	**On Track Grad Req's**	**On Track Credits**
Number:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Percent:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Results:					
	On Track Literacy	**On Track Math**	**On Track Science**	**On Track Grad Req's**	**On Track Credits**
Number:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Percent:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Grade Level Reflections:					
n/a					

Class of 2015- current 11th graders

2012-2013 SMART Goals

Reading HSPE: From 53% proficient to 80%

Writing HSPE: *n/a*

Algebra EOC: From 93% proficient to 98%

Geometry EOC: From 85% proficient to 90%

Biology EOC: From 13% proficient to 90%

Results:

Year	Reading HSPE			Writing HSPE		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	15%	83%	98%	31%	66%	97%
2012-9th			53%			
2011-8th						
Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	27%	69%	96%	15%	80%	95%
2012-9th			93%			85%
2011-8th						
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-10th	8%	83%	91%			
2012-9th			13%			
2011-8th						

Grade Level Reflections:

Science:

- The goal for the Class of 2015 was met for the Biology EOC (exceeds 90%). Three students did not meet standard on the Biology EOC. Nine students have not taken the Biology EOC or have no data on record.

Math:

- The goal for the Class of 2015 was not met for the Algebra EOC. However, only one student did not meet standard on the Algebra EOC. Four students have not taken the Algebra EOC or have no data on record.
- The goal for the Class of 2015 was met for the Geometry EOC (exceeds 90%). Four students did not meet standard on the Geometry EOC. Three students have not taken the Geometry EOC or have no data on record.

Language Arts:

- We exceeded the goal for Reading HSPE by focusing on literary analysis proficiency, advancing vocabulary, and reading informational text.

Class of 2016- current 10th graders
2012-2013 SMART Goals
Algebra EOC: From 87% proficient to 93%
Geometry EOC: From 57% proficient to 83%
Biology EOC: *n/a*

Results:

Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-9th	14%	82%	96%	11%	86%	97%
2012-8th			87%			57%
2011-7th						
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-9th		0.6%	0.6%			
2012-8th						
2011-7th						

Grade Level Reflections:

Science:

- Only one student has taken the Biology EOC from the Class of 2016 and met proficiency requirements.
- All other Class of 2016 students have not yet taken the Biology EOC.

Math:

- The goal for the Class of 2016 was met for the Algebra EOC. Two students did not meet standard on the Algebra EOC. Five students have not taken the Algebra EOC or have no data on record.
- The goal for the Class of 2016 was met for the Geometry EOC (exceeds 83%). One student did not meet standard on the Geometry EOC. Three students have not taken the Geometry EOC or have no data on record.

Class of 2017- current 9th graders						
No Goals set for current 9th graders at the High School						
Results:						
Year	Reading MSP			Algebra EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	16%	73%	89%	21%	63%	84%
2012-7th						
Year	Writing MSP			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th				3%	43%	46%
2012-7th	34%	50%	84%			
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2011-8th	30%	61%	91%			

Grade Level Reflections:

Science:

- Eleven students from the Class of 2017 have no data on record for the Science MSP.
- Four students are classified "at risk" and scored below 400 on the Science MSP.
- All other Class of 2017 students met the Science MSP proficiency requirements.

Math:

- The percentage of the freshmen entering STEM who have met standard on the Algebra and Geometry EOC's is slightly lower than last year. Also, more of this year's freshmen scored proficient vs. exceeds proficient as compared to last year's freshmen class.
- Many of our freshmen are currently in Geometry and will take the test this year.

Language Arts:

- Eight students from the Class of 2017 are below proficiency in two critical strands, reading comprehension and reading informational text according to their Reading and Writing MSP scores.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Successes • In the first year of STEM, we focused on the entire student population. We worked to establish a benchmark to evaluate future progress. **Challenges** • All the students were new last year. We had some prior data to work with, but we did not personal know the students' strengths or weaknesses at the beginning of the year.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To
Class of 2015 Algebra EOC Class of 2015 Biology EOC Class of 2016 Geometry EOC *Note:* Staff has reviewed student performance indicators in Data Dashboard and via current course work this Fall 2012. Challenge goal decisions are based on current student work that is compared with EOC requirements.	93% 13% 57%	100% 100% 90%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Biology EOC Challenge Goal:

- We did not reach our challenge goal in part because we had nine students not take the assessment
- Offering Advanced Placement course in Biology
- Diagraming and conceptual mapping were useful strategies to help students exceed standard.
- A variety of teaching strategies were used, from teacher led class discussions to working in small groups and student presentations.
- In getting students to exceed standard with the Biology EOC, students worked in small groups to complete a Biology EOC review packet and the instructor reviewed each topic with an in-class tutorial using the ActivBoard.

Algebra EOC Challenge Goal:

- We made progress toward our goal in Algebra.
- A challenge was the teachers did not have a complete list of students early in the year that still needed to meet standard on the Algebra EOC.
- We provided review materials to prepare students who were not enrolled in the course for which they were taking the exam.

Geometry EOC Challenge Goal:

- We exceeded our challenge goal in Geometry.
- We provided review materials to prepare students needing to pass the assessments who were not enrolled in the course.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	No data. Staff will take the 9 Characteristics Survey this Spring 2013 and then add a goal here for the upcoming year.	(Goal written here)
	From: *n/a* **To:** *n/a*	**From:** **To:**
2011-12	(Goal written here)	(Goal written here)
	From: **To:**	**From:** **To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
n/a

<u>Part 2: Goals for 2013-14:</u> Due to DSS by November 15, 2013

Performance Goals:

Class of 2014 – Current 12th graders														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Percent:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*

Class of 2015 – Current 11th graders														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number:	126	127	124	126	121	124	118	122	122	127	102	115		
Percent:	98%	99%	97%	98%	94%	97%	91%	95%	93%	99%	80%	90%		

Class of 2016 & 2017 – Current 10th and 9th graders						
	Reading HSPE		Biology EOC		Writing HSPE	
	From:	To:	From:	To:	From:	To
Class of 2016 Current 10th graders	0%	80%	0.6%	92%	0%	80%
Class of 2017 Current 9th Graders				n/a		
	Algebra EOC		Geometry EOC			
Class of 2016 Current 10th graders	96%	98%	97%	98%		
Class of 2017 Current 9th Graders	83%	92%	46%	92%		

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Biology EOC Class of 2015 (11th) Biology EOC Class of 2016 (10th) Geometry EOC Class of 2017 (9th)	91% 1% 46%	100% 100% 97%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

The Biology EOC is heavily focused on assessing students' ability to work with the scientific method. To improve the students' mastery of this topic, we will:

- Focus on scientific method processes and inquiry-based learning in all regular education

science courses
- Offer Advanced Placement courses in Biology, Environmental Science, and Chemistry
- Offer STEM Lab Concentrations in Forensic Psychology and Environmental Engineering

Most of our freshmen are taking Geometry for the first time. In order to solidify their understanding of the material tested on the Geometry EOC, we will:
- Focus our Geometry curriculum on Washington State and Common Core Math Standards
- Connect the geometry standards with the curriculum in other courses such as physics and computer science

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Q8. The staff shares a common understanding of what the school wants to achieve.	Q44. Teachers provide feedback to each other to help improve instructional practices.
	From: 94% **To:** 100%	**From:** 78% **To:** 100%
2012-13	n/a	
	From: **To:**	**From:** **To:**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
• Focus on scientific method processes and inquiry-based learning in all regular education science courses. • Emphasis on science practices such as data collection and analysis and experimental design. • Teaching the Common Core State Standards. • Giving review materials for Algebra and Geometry EOCs to students who still need to pass but are not currently enrolled in these classes; facilitating study groups, tutorials, and faculty office hours. • Preparing students for the HPSE in writing and reading by focusing on students that were below standard in reading comprehension and reading informational text based on their MSP scores. • Focusing on strategies for all student levels: 1 - 4 using DuFour's *Learning by Doing* and PLC conference/trainings. • Preparing students for Level 5 QSR requirements.

- Reading primary source documents and reading informational texts
- Reading, analyzing, and evaluating complex texts
- Writing and composing analytical and persuasive essays
- Trainings (for faculty): Writing for Science, PLC, PBL, Common Core, AP trainings
- Meetings: principal and counselor will conduct individual student/parent grad meetings during the 11th grade year

Highlight use of technology to improve student learning:

- Digital explorations from both online sources and computer programs
- Teaching 21st Century Skills – specifically online collaboration, communication, and digital citizenship
- Use of learning management system – Haiku - as part of a blended classroom model
- Daily use of student laptops as tools to enhance the curriculum, engage students, and create a more efficient and effective classroom.
- Use of multimedia in presentations and learning activities to meet multiple learning styles
- Formative assessment using Haiku, Socrative, ActivInspire, and PollEverywhere
- Student created dynamic multimedia using Adobe, Popcorn, PowerPoint, Movie Maker Live, Audacity podcasting tool, and Community Clips
- Visual literacy tools: Glogster, Prezi, PowerPoint, and Popplet
- Interactive simulations using tools and website like Logger Pro, PhET, Google Sketchup, Science Netlinks, NASA, SodaPlay and Illuminations
- Microsoft Chronozoom which shows the history of the cosmos, Earth, life, and humanity in a unified, interdisciplinary way. Part of the Gate's Foundation, *Big History Project*
- Visiting and creating virtual museums and creating interactive lessons using Microsoft's Photosynth
- Collaborative research and bookmarking using Diigo for large research projects
- Connecting virtually with experts to address the Grand Challenges of Engineering using Micosoft's Shout network, NASA, and the Smithsonian
- Wacom tablets for use in math and graphic design Microsoft Kinect in math, science, computer programming, and game design
- Using probe ware and other science specific analytical software in the STEM Lab Concentrations

Highlight steps to involve of staff, students, parents, families, and community:
• Staff collaborate in PLC teams to examine student work and review instructional practices to improve student learning. • STEM lab concentrations partner with local universities and businesses including cross-credited courses with the University of Washington offered in math, science, and CTE. • All juniors have access to an internship that partners with community members or staff in the areas of science, technology, engineering, and math. • Teachers utilize Haiku, Standard Score, and discussion boards to facilitate communication between staff, parents, and students. • Upon the request of parents and students, staff coordinate the school testing schedule on a common calendar. • Staff, counselors, parents, and students work together in guidance team meetings to plan strategies to improve student performance • PTSA involvement.