



Lake Washington

School District

Continuous Improvement Plans

Highlights

2014-2015

- [Eastlake Learning Community](#)
- [Juanita Learning Community](#)
- [Lake Washington Learning Community](#)
- [Redmond Learning Community](#)

Eastlake Learning Community

CIP 2014-15 Highlights

Elementary Highlights:

Alcott: 93.6% of 5th graders were at or above standard in reading, which was 5% above their goal. 100% of the 4/5 Quest students scored a 4 on the Reading, Math and Science MSP. In 4th grade, students increased their writing convention results from 88% to 96.1%. 3rd graders exceeded their reading goal by 3.5% and their math goal by 4.6%. All students in grades K-2 made growth on the DIBELS assessment, with the 2nd graders exceeding their goal by 6%. There was also significant success with their subgroups (ELL, SPED, Safety Net) through small group instruction, using the *Wonders* curriculum that is specifically designed for these students, allowing equal access to the same learning experiences.

Blackwell: 5th grade students scoring at level 4 in reading increased from 41% to 71%, and increased from 51% to 67% in math. 4th graders increased in overall proficiency in both reading and math, and 3rd graders reached an impressive 98% proficiency in reading. All students in grades K-2 made growth on the DIBELS assessment, including 100% of all 1st graders reaching benchmark. Perception data reflected that 100% of the staff agrees that that the instructional staff has a good understanding of the standards in the area they teach, which is an important indicator given the shift to CCSS.

Carson: 5th graders scored above standard at high levels in reading, math and writing (67%, 54% and 66% respectively). 4th graders exceeded the writing goal of 84% at proficient by performing at 89% proficient. DIBELS data showed growth in all grades K-2, with particular success in 1st grade where 98% were reading at least 47 words per minute fluently. The school also placed tremendous effort into ensuring that students feel safe during school hours on the playground, bus and classrooms.

McAuliffe: 5th graders achieved their reading and math goals, and 70% achieved at a level 4 in science. 4th graders met their math goal, and students receiving special services (Safety Net, SPED, ELL) really performed well in writing. DIBELS data showed growth in all grades K-2, especially in Kindergarten where students exceeded the goal of 91% passing and reached 97% passing. Teachers gave specific credit to the collaboration efforts of the elementary teachers in the entire ELC. The staff made deliberate efforts to routinely work together to plan what will be taught, and as a result, every grade met their challenge goals.

Mead: In 5th grade, many students made progress towards the grade level goals in reading, math and science. 4th graders met their goal in reading and writing, and the number of students achieving at level 4 in math increased. K-2 DIBELS results showed students moving from strategic to benchmark. The Mead staff focused on interventions for under-

performing students of all subcategories, creating a flexible schedule that allows for IA's to reach students during the 30 minute intervention blocks, creating lower staff/student ratios and more targeted intervention. The staff continues to implement *The Mead Way*, a plan designed to provide common expectations for behavior throughout the building, with the goal of increasing time for teaching and learning.

Smith: The 5th grade cohort improved on their 4th grade reading scores, moving up from 93.2% to 96.2%, and scored at 93.3% proficient or above in science, with 69% of that being at level 4. 87% of the 4th graders passed the informational text standard of the MSP. 99% of the 2nd graders met the benchmark on the DIBELS assessment. Additionally, 9 out of the 16 students receiving Safety Net supports were exited out by the end of the year.

Middle School Highlights:

Inglewood: For the first time, more than 90% of the 8th grade students scored at proficient or better, with 76.5% of them achieving at level 4. Tremendous focus was placed on 8th grade math last year, including a teacher learning walk to Evergreen Middle School to learn best practices that they were implementing. The results showed a 90% performance at/above proficient on the 8th grade math MSP. The 7th grade English teachers focused on drawing inferences, which resulted in 92% scoring at the standard in reading, 55% of which are exceeding the standard. The number of teachers agreeing that teachers discuss teaching issues on a regular basis increased from 81% to 94%.

Renaissance: All 8th graders met or exceeded standard in reading. 96.7% of 8th graders were proficient on the Science MSP, with 54.8% exceeding standard. The cohort data for the 7th graders showed a 3.9% increase on reading to 96.9% at proficient (90.6% of which at exceeding standard), and a 13.7% increase in math to 96.7% proficient.

High School Highlights:

Eastlake: Graduation percent increased from 94.8% in 2013 to 97.5% in 2014. Eastlake has designed and implemented systems to meet the individual needs of all students, including having Writing, Math, Science and World Language Labs and academic support in Homeroom to support struggling students during the day. The Writing Lab has had remarkable success in helping students meet proficiency on Level 5, increasing the number of students who passed all three required essays by the end of their junior year from 51% to 63%. Considerable effort has been put into developing student leadership, and creating the school motto "Wolf Strong, Pack Strong," which is intended to improve the school culture through the creation of a clearer Eastlake identity, and intended to increase student engagement through a focus on interdisciplinary skills and attributes.

Tesla STEM: Out of all 10th and 11th graders, all but four are proficient in at least one of the math EOC tests. They identified juniors that were not yet proficient on the Algebra EOC and sophomores that were not yet proficient on the Geometry EOC. For each subgroup they created directed practice either in the current math curriculum or through supplemental packets that were distributed through math classes. 100% of students who took the Biology EOC passed, with 92% exceeding proficiency. 98% of 10th graders passed the HSPE Reading, and 97% passed the HSPE Writing.

Focus Areas

Elementary School:

Alcott: The staff will focus on working in teams across grade levels to help increase student learning. The teachers are focused on closing the achievement gap for Safety Net, ELL and Special Education students through maximizing common planning time for teachers to ensure formal PCC collaboration, implementing a “Shared Communication Plan” to discuss student growth and service evaluation, push in and before school support pieces, exploring Haiku as a way to share and exchange information, and to be trained in the *Wonderworks* curriculum which is specifically designed to provide intervention support.

Blackwell: Each grade level will create challenge goals in reading and math, given the shift to CCSS. The focus on reading includes full implementation of *Wonders* and *Wonderworks*, using Accelerated Reader to identify appropriate reading levels for students, and creating targeted intervention blocks in reading, math and writing. They will also implement flexible leveled groups in reading, math and writing so that individual students are appropriately challenged. They will continue to use our TRACK rotation system to better intervene and support students who are below standard. TRACK is a dedicated time each day for students to work on individualized core academic studies supported by a classroom teacher. The staff will also focus on working in teams across grade levels to help increase student learning.

Carson: the 5th grade team will focus on increasing science scores from 69% to 85%. 2nd grade DIBELS goals focus on increasing the percentage of students who can read at 89 words per minute fluently from 37% to 95%. In addition, focus on the eleven ELL students in Kindergarten created a goal of 91% being at proficiency as measured by DIBELS. This work will be supported by a concerted effort for grade levels to be provided more opportunities for collaboration (PCC’s) within vertical teams.

McAuliffe: The 3rd grade team is focusing on meeting the needs of students at every level, by collaborating with the SPED department, parents, etc. With the addition of the learning centers classrooms this year, McAuliffe is working very hard to ensure that these students and their families are well-received and included in the school community. Explicit focus is

being placed on the Kindergarten DIBELS assessment, with a goal of 90% scoring at/above standard in the Phoneme Segmentation Fluency category. This goal was selected because we believe that early and intensive intervention in this area is key to our students' success in reading and other subjects. At the school culture and climate level, focus is being placed on getting students to respect those who are different from them.

Mead: The Mead staff will focus on the sub-group of student's performing below standard on spring, 2014 MSP testing in reading and math, as well as the primary students who scored below benchmark on 2014 BOY Dibels assessment. The Mead challenge goal will focus on math in grades 3, 4, and 5. With the change from MSP to SBA, our goal is to maintain the percentage of students who exceed standard and score a level 4 on the SBA math assessment. The staff will explicitly focus on working in teams across grade levels to help increase student achievement.

Smith: The 4th grade team will be focusing on reading analysis, and using small group instruction to support struggling students in reading informational text. Both 4th and 5th grade math students will demonstrate proficiency as aligned to the Math CCSS from 87.1% and 86.7% of students demonstrating proficiency on multiple measures (e.g. enVision and Safety Net assessments) to 90% by participation in the Math Safety Net Intervention Group from November to June. In general, another focus area will be moving students from level 3 to 4 in math as measured by the classroom based assessments.

Middle School:

Inglewood: One of the major programs at Inglewood Middle is the Special Education program. This year, the focus is on the number and percentage of special education students in grade 6, 7, and 8 meeting standard on the SBA will increase from 15 of 29, or 51.7%, to 16 of 29, or 55.1% by the end of the 2014-2015 school year. The 6th grade team will work on reading literary and informational text, and identifying the main idea and plot elements of their readings. The 7th grade teacher team is focusing on students' ability to cite textual evidence, specifically teaching inference strategies, use of novels, and history inference questions. The 8th grade team is implementing the use of specific strategies for informational text and literary text, and teaching students to "close read" by annotating their reading using sticky notes.

Renaissance: RSAR will focus on leveling math instruction within the classroom to address many students' need for significant scaffolding when moving to new content. While supporting the students who need extra scaffolding in math, we must ensure that we are still challenging the other students. Focus will also be placed on 7th grade students with an IEP or 504 plan, with a goal set to improve reading scores from 75% to 85% proficient or exceeding standard. To further support this subgroup, RSAR will explicitly teach executive

functioning skills (organization, note-taking, listening, planning); explicitly teach independent work skills; and re-enforce these skills with these students.

High School:

Eastlake: At the start of the 2014-2015, 86% of 10th grade students started the school year with six or more credits. Knowing how critical 9th grade credits are towards a timely graduation, administrators and counselors are strategizing different layers of support for 9th graders. Eastlake has built a lot of systems to support struggling learners, but the vast majority of the population exceeds standard, so focus needs to be placed on challenging this part of the student population. In order to support the growth of teachers, perception goals have been set in both “giving teachers opportunities to grow professionally” and “giving teachers regular feedback on how they are doing.”

Tesla STEM: 2014-15 is a huge year at Tesla STEM High School. They completed the accreditation process in December 2014, including the intensive self-study, which resulted in a very favorable report from the AdvancED review team. As the staff has grown by 25%, combined with the 33% growth last year, the focus remains on ensuring that the staff shares a common understanding of what the school wants to achieve. As Tesla STEM completes its third year, they will begin a thorough evaluation of its curriculum, STEM signature pathway options, internships and partnerships. They will be celebrating their very first graduating class in June 2015.

Overall

- * The ELC proudly continues its serious laser-like focus on outstanding instruction in every classroom.
- * With the change from MSP to SBA, all schools will be focusing on standards-based assessing during the year, with a trend of maintaining their standardized test goals from last year.
- * ELC elementary teachers meet 2-3 times per year as a PLC. All six schools meet at one school and then meet in grade levels using agendas developed by teachers. Principals work with teacher leaders to assist them in generating agendas that focus on improving student learning.
- * All 3rd grade teachers in the ELC will participate in a learning walk, where they will observe the other 3rd grade teachers in the ELC in action. This strategy is used to calibrate teacher instruction around Wonders and writing, and sharing best practices around assessment.

* ELC secondary administrators are working closely on their practice of giving effective and timely feedback to teachers after doing informal walkthroughs of their classrooms.

Juanita Learning Community

CIP 2014-15 Highlights

Elementary Highlights

Five out of the seven Juanita Learning Community Elementary schools participated in a state wide field test of the Smarter Balanced Assessment (SBA) that will be administered to all schools in the 2014-15 school year. This opportunity gave our students, teachers, schools, and our district a chance to ensure we understand how the operational Smarter Balanced Assessments will be administered in spring of 2015. Participating in this field test has helped all of our schools in the district learn the logistical, technological, practical impact of administering this test. The state does not release the test results for schools who volunteered to participate in the field testing. Consequently we do not have standardized state testing data from the 2013-14 school year for these five schools. These schools are utilizing their 2012-13 MSP data for continuous school improvement efforts along with current DIBELS, curricular assessments, teacher based assessments, and the 9 Characteristics of Effective Schools data they receive each year.

- Kindergarten Intervention Programs: Keller, Juanita, and Bell successfully implemented a kindergarten intervention safety net program (KISN) last school year which provided additional time and support to half day kindergarten students identified as needing support in reading. These students showed significant growth in their reading scores as measured by BOY / MOY / AND EOY DIBELS.
- PLC / Data Teams: All of our schools are doing an excellent job of utilizing PLC concepts and structures to allow for teacher collaboration on student data to inform their instruction with the use of a Data Teams protocol. A national trainer is working with Bell, Frost, Thoreau, and Muir elementary schools on the use of the Data Team protocol with teachers to focus on student data and high impact instructional strategies.

Elementary Focus Areas

- Literacy: Our elementary schools are using LEAP days to focus on and provide support in the implementation and best practices literacy through the use of the new Wonders Curriculum. This has been successful as evidenced by the learning walks, cross school classroom visitations by teacher teams, and feedback from teachers to principals.
- Intervention Programs: We have expanded our KISN programs to four elementary schools – Bell, Juanita El, Keller, Frost, and Muir. These schools are focusing on supporting half day kindergartners with intensive support in the area of reading. All

elementary schools are also focusing on a 'push-in' model of delivery for safety net and special education to ensure ALL students have access to core instruction every day.

Middle School Highlights

- MSP Scores: The three year trend is very positive for all MSP scores for both middle schools.
- Grade 6: Both middle schools report positive results in MSP scores for 6th grade students. Blocking, common planning, home room, and specific intervention time has helped these students transition successfully to middle school.
- Challenge Goals: Both schools show positive results in moving level 3 students to level 4 in reading, math, or writing.
- PLC / Data Teams: Both of our schools are doing an excellent job of utilizing PLC concepts and structures to allow for teacher collaboration on student data to inform their instruction with the use of a Data Teams protocol. A national trainer is working Kamiakin middle school on the use of the Data Team protocol with teachers to focus on student data and high impact instructional strategies.

Middle School Focus Areas

- Subgroups: Both middle schools' Hispanic and special education subgroups are performing below their target goal areas in reading.
- Intervention program: Both middle schools are designing time within the school day in order to providing specific and timely interventions with their students. Our middle schools are also providing extension opportunities for our students that need additional challenge.
- Standards Based: Both Middle Schools are focusing on the implementation of Standards based grading with staff.

High School Highlights

- HSPE: There is a positive three year trend in reading and writing.
- EOC Math: 94% of students passed EOC 1, and 90% of students passed EOC Math 2. The 3 year trend for both of the exams is very strong. EOC Math 1 results have increased 15% over the past 3 years, and EOC Math 2 results have increased 20% over the past 3 years.
- EOC Biology: 85% of students passed the EOC Biology exam. EOC Biology results have increased 15% over the past 3 years.

- PLC / Data Teams: JHS is doing an excellent job of utilizing PLC concepts and structures to allow for teacher collaboration on student data to inform their instruction with the use of a Data Teams protocol.
- Cambridge Program: This is the 5th year Juanita has provided this choice school for students across the LWSD. It is a program of high standards and rigor from grades 9 to 12. It is an international program recognized by colleges and universities around the world. The Class of 2014 (our first Cambridge graduates) included 21 students of which 17 earned full Cambridge diplomas, 18 are enrolled in a 4-year college or university, one is enrolled in a 2-year college, and one is serving in the military. This choice school continues to grow each year.

High School Focus Areas

- 9th Grade success: Juanita is focusing on 9th grade success through creating an 'early warning system' to help identify incoming 9th grade students and create systems of support early, asking for early progress reports from 9th grade teachers to allow for monitoring of grades prior to the quarter, look at grading practices that could hinder student success, creating focus groups of current 9th grade student to gather their feedback on their transition to high school, and working with staff to identify other areas to help 9th grade students be successful such as organizational skills, study skills, and self-advocacy.
- CCSS: Juanita is focusing on implementing the reading and math CCSS with fidelity and consistency.
- Intervention program: The high school is designing time within the school day in order to providing specific and timely interventions with their students. Juanita is also providing support for struggling students through an intervention course focusing on 5 areas – Organization, study skills, self-advocacy, writing, and reading.

Lake Washington Learning Community

CIP 2014-15 Highlights

Common Highlights and Focus Areas, Elementary, Middle and High Schools

- All LWLC Schools are continuing to make direct connections to their school's CIP and our new Teacher and Principal Evaluation systems per their Student Growth Goals. Specifically, teachers are making connections with their Student Growth Goals and their grade level/department CIP Content Goals and attempting to align these student outcomes.
- All LWLC Schools continue to be more purposeful in their efforts to provide their School Communities with ongoing information regarding their school's CIP efforts and outcomes. These efforts include classroom updates provided to parents by grade level and department staff, ongoing principal communication, and principals hosting coffees to discuss their school's CIP and efforts that support their goals.
- All LWLC schools have multi-year Nine Characteristics Perception data. Many schools have staff collaboration and providing challenge to all students as part of their perception goals. Many of these schools have had the same goal areas for multi-years.
- LWLC secondary schools are unable to continue to support their math, science, and ELA teachers through LC Summit Committees. This is due in large part because most secondary math and language arts teachers are also .1/.2 FTE Safety Net Teachers as well. They are now required to meet as district remediation staff on those early release afternoons that are identified as Specialist Wednesday Leaps. Previously, these have been the 3-4 dates per year that we met as a LC in math and language arts content teams. These committees had been meeting over the past 3-4 years and acted as a content PLC that improves classroom instruction, staff collaboration and student achievement. I will work with content staff to determine another way to meet as LC Teams for 2015-16.
- LWLC Schools continue to develop and expand the work of Student Data Teams. Currently, we have (4) schools who are formally receiving training in these processes and (2) others who are starting this process with assistance from other Data Team schools within our LC. These efforts have greatly assisted grade level and department staffs to collaborate more effectively, set common learning goals for their students, and apply their knowledge of using common formative assessments to determine individual student success towards an agreed upon standard.

LWLC Elementary CIP Highlights and LC Focus:

Please note that in the LWLC we have seven elementary schools, Audubon, Ben Franklin, Ben Rush, Lakeview, Mark Twain, Peter Kirk and Rose Hill.

- MSP Reading Grade 3: all seven schools had scores in the 76%-95% range.
- MSP Reading Grade 4: all seven schools had scores in the 68%-95% range.
- MSP Reading Grade 5: all seven schools had scores in the 75-95% range.

- Math Grade 3: all seven schools had MSP scores in the 71%-87% range.
- Math Grade 4: all seven schools had MSP scores in the 67%-93% range.
- Math Grade 5: all seven schools had MSP scores in the 73%-93% range.
- Writing Grade 4: all seven schools had MSP scores in the 58%-93% range.
- Science Grade 5: all seven schools had MSP scores in the 69%-95% range.

There are three elementary schools that are using Common Formative Assessments within their grade level Data Teams. These processes provide ongoing information for teachers and students on how students are mastering our Power Standards. We believe these schools will help lead these processes in other LWLC schools which in turn, will help guide their school's CIP efforts and areas of focus.

Goal setting remains a challenge for our Elementary Schools next year as we transition to our state's SBAC Assessment system. Both the content of these assessments and how students actually take these exams will be very different from their previous MSP experiences, thus making goal setting a challenge for 2015. We have cautioned them to be conservative on how they set goals for next year until they have had a chance to analyze these assessments and their student's results.

In the LWLC we have (4) second or third year principals who are leading their school's Continuous Improvement Efforts.

LWLC Middle School CIP Highlights and LC Focus:

Please note that in the LWLC we have (2) traditional middle schools, KiMS and RHMS, and two Choice Middle Schools, Northstar, and Stella Schola,.

- MSP Reading Grade 6: all five schools had scores in the 88%-95% range.
- MSP Reading Grade 7: all five schools had scores in the 84-95% range.
- MSP Reading Grade 8: all five schools had scores in the 81-95% range.

- MSP Math Grade 6: all five schools had MSP scores in the 86%-95% range.
- MSP Math Grade 7: all five schools had MSP scores in the 84%-95% range.
- MSP Math Grade 8: all five schools had MSP scores in the 64%-93% range.
- EOC Algebra: all five schools had EOC 1 scores 93% or greater.
- MSP Writing: all five schools had MSP scores in the 78%-95%
- MSP Science Grade 8: all five schools had MSP scores in the 77%-95% range.

Student achievement in math continues to be a growth area at several of our middle schools as evidenced by each school's CIP results. Student achievement in science continues to improve at all our middle schools as evidenced by each school's CIP results.

Now, with three years of configuration efforts, all middle schools maintain a personalization focus, and provide for intervention times within their daily schedule to assist students who need additional help. Additional focused efforts need to continue in the area of making Integrated Honors available for all students at the middle level. As we move towards Standard Based Grading and Assessing, getting our students Level Four experiences in all content and levels may allow us to meet our Integrated Honors expectations.

Goal setting remains a challenge for our Middle Schools next year as we transition to our state's SBAC Assessment system. Both the content of these assessments and how students actually take these exams will be very different from their previous MSP/EOC experiences, thus making goal setting a challenge for 2015. We have cautioned them to be conservative on how they set goals for next year until they have had a chance to analyze these assessments and their student's results.

LWLC High School CIP and LC Focus:

Please note that in the LWLC we have one traditional high school, LWHS and two Choice High Schools, Emerson and Emerson K-12. Emerson K-12 did not have scores reported because their N<10 students.

- 92% of seniors on were on-time for Graduation by August 2014 at LWHS
- Emerson HS graduated 28 students in 2014
- Emerson K-12 graduated 100% of their seniors (5) at the end of the year
- Reading HSPE: all three schools had HSPE scores in the 73%-100% range.
- EOC Geometry: Emerson K-12/LWHS scored 80/87%
- EOC Algebra: Emerson HS and LWHS had scores in the 40%-93% range.
- Biology EOC: Emerson HS/K-12 and LWHS had scores in the 50%-92% range.

- LWHS is a RTI, Response to Intervention School again this year. Throughout the year the principal and ninth grade LA Team staff members attended ongoing training and coaching sessions to create Data Teams and use the resulting data to improve student learning in Language Arts. These efforts connect directly with their CIP Plan and will help to scale both intervention and challenge efforts for their tenth grade LA Team this year.
- LWHS implemented their Engineering Program approved for their STEM Signature Program for the 2014-15 school year. Approximately 12 students enrolled in this program.
- LWHS overall scores on our state assessments continue to increase in every area; this is a result of great instructional leadership at both the faculty and administrative levels. LWLC middle schools are also sending better prepared students for participation in their high school experience.
- Latino students and their families still remain a major challenge for LWHS to increase these student's achievement levels in both the academic and attendance areas and were an area of focus in the Sub-Group portion of their CIP.
- Both Emerson HS and Emerson K-12 have had to make major revisions to their school's CIP, due to alternative their grading practices, alternative grading periods, and the Alternative Learning Experience status, both current and previous.
- Emerson K-12 high school class remains very small, as a large majority of their high school seniors participate in Running Start courses and graduate with a Washington State Diploma which explains their low numbers for graduation data in their CIP Plan.

- Emerson High School continues to attract numbers of students from outside our district, due to the reputation and proximity of our school and the programs that are in place. This is enhanced since the Bellevue S.D. does not offer an alternative high school experience for their students.
- Last year Emerson High School has had their school's STEM Signature Program, Sustainability, approved by our school district. This year, we are implementing our gardens at Emerson HS. All Session Eight students at Emerson HS this year will receive STEM instruction on Sustainability as it pertains to the growing of food.

Redmond Learning Community

CIP 2014-15 Highlights

Redmond Learning Community schools are focusing their work in the area of fostering intentional strategies and practices that encourage teacher collaboration on examining student performance data and planning effective instruction to support student growth.

Redmond Learning Community schools are implementing strategies designed to improve school efficacy and culture, based upon multiple years of Nine Characteristics Perception data. A common theme in RLC perception goals is increasing skills in teacher collaboration and teaming across grade levels and content areas.

Redmond Learning Community schools continue to develop and expand the work of Student Data Teams. Currently, four elementary schools are receiving professional development and ongoing support in this work.

Both Redmond Learning Community middle schools are engaged in an exploration and beginning implementation of the AVID program, which provides proven instructional strategies and content area best practices to improve outcomes for all students and increase the number of students who enroll in and succeed in higher education.

RLC Elementary CIP Highlights and Focus:

There are seven “traditional” elementary schools in the Redmond Learning Community: Dickinson, Einstein, Mann, Redmond Elementary, Rockwell, Rosa Parks and Wilder.

There is one “choice” elementary school in the Redmond Learning Community: Explorer Elementary School.

Reading:

- Current Grade 6/Class of 2021: schools had MSP scores ranging from 72%-100% meeting or exceeding standard.
- Current Grade 5/Class of 2022: schools had MSP scores ranging from 74%-97% meeting or exceeding standard.
- Current Grade 4/Class of 2023: schools had MSP scores ranging from 74%-94% meeting or exceeding standard.
- Current Grade 3/Class of 2024: schools had End of Year DIBELS data ranging from 80%-96% at Benchmark.
- Current Grade 2/Class of 2025: schools had End of Year DIBELS data ranging from 73%-93% at Benchmark.
- Current Grade 1/Class of 2026: schools had End of Year DIBELS data ranging from 71%-94% at Benchmark.

Math:

- Current Grade 6/Class of 2021: schools had scores ranging from 37%-96% meeting or exceeding standard.
- Current Grade 5/Class of 2022: schools had scores ranging from 73%-97% meeting or exceeding standard.
- Current Grade 4/Class of 2023: schools had scores ranging from 68%-97% meeting or exceeding standard.

Science:

- Current Grade 6/Class of 2021: schools had scores ranging from 51%-98% proficient.

Writing:

- Current Grade 5/Class of 2022: schools had scores ranging from 77%-92% proficient.

Sub Group Focus: RLC Elementary Schools varied in their focus on Sub Groups in their efforts to close the achievement gaps in their schools, however a majority focused on special education students and ELL students. Each selected focus groups in grades and content areas in which data showed that students in these groups were under-achieving. Reflection by staff indicated that a variety of strategies were successful in achievement growth, including push-in models of instruction, in-class coaching and professional development training for staff.

Challenge Goals: RLC Elementary Schools were successful in moving significant numbers of students from Level 3 to Level 4 in both Math and Reading.

Perception Goals: A common focus for the RLC Elementary schools was attention to collaboration and teamwork skills and the intentional building of effective professional learning communities. There is a strong culture of grade level teaming focused on student data and common formative assessment and instructional planning. Principals and teachers are working together to create flexible schedules that support this work.

LWLC Middle School CIP Highlights and LC Focus:

There are two middle schools in the Redmond Learning Community: Evergreen Middle School and Redmond Middle School.

Reading:

- Current Grade 9/Class of 2018: schools had MSP scores ranging from 85%-90% meeting or exceeding standard.
- Current Grade 8/Class of 2019: schools had MSP scores ranging from 88%-90% meeting or exceeding standard.
- Current Grade 7/Class of 2020: schools had MSP scores ranging from 87%-90% meeting or exceeding standard.

Math:

- Current Grade 9/Class of 2018: schools had MSP scores ranging from 75%-91% meeting or exceeding standard.
- Current Grade 8/Class of 2019: schools had MSP scores ranging from 81%-88% meeting or exceeding standard.
- Current Grade 7/Class of 2020: schools had MSP scores ranging from 82%-93% meeting or exceeding standard.

Writing:

- Current Grade 8/Class of 2019: schools had MSP scores ranging from 89%-92% meeting or exceeding standard.

Science:

- Current Grade 9/Class of 2018: schools had MSP scores ranging from 84%-88% meeting or exceeding standard.

Sub Group Focus: Redmond Middle School focused on the Latino subgroup in their efforts to close the achievement gap, and found success particularly in the area of Reading by using multiple strategies including individual student check-ins and implementation of focused organizational tools. Evergreen Middle School focused on students on the cusp between Levels 2 and 3. They found success with these students by emphasizing critical thinking reading strategies.

Challenge Goals: Focusing in the areas of Reading Math and Science, both RLC middle schools were successful in moving students from Level 3 to Level 4.

Perception Goals: Evergreen Middle School focused on communication and building trust with families, particularly using technology as a tool to communicate academic progress and school information, and on creating a positive student environment through anti-bullying and student leader programs. Redmond Middle School focused on building a collaborative staff team culture, by building transparency in their meeting planning and structures and clarifying and refining their decision making processes and model.

RLC High School CIP Highlights and Focus:

There is one high school in the Redmond Learning Community:
Redmond High School.

Washington State On Time Graduation: 92.1%
Extended Graduation: 95%

Current 11th graders/Class of 2016
Reading HSPE: 91%
Writing HSPE: 91.8%

EOC Geometry: 95%
EOC Algebra: 90%
Biology EOC: 91%

Current 10th graders/Class of 2017
EOC Geometry: 100%
EOC Algebra: 88%

Sub Group Focus: Redmond High School focused on providing focused intervention services to Hispanic, low-income and special education sub groups in their efforts to address achievement gaps.

Challenge Goals: Redmond High School focused efforts on increasing the number of Level 4 Algebra students in the Hispanic subgroup, but did not meet their goal due to challenges including lack of parent involvement, absenteeism and mental health concerns.

Perception Goals: Redmond High School chose to focus observations and feedback on teaching and learning strategies and reflected that the new teacher evaluation system is supporting this work through providing consistent language for professional discussion.

.